Assessment Updates

SELD
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Policy Updates

Assessment Updates

Resources
SB 367

• Signed into law July 2021
• Eliminates 4 EOCs
  • Note: There will be no changes to the high school GAA for 2020-2021. We will be working with Georgia educators to review the blueprint for future administrations.
• Eliminates grade 5 social studies
  • Georgia Milestones and GAA
• Requires districts administer the EOG within the last 25 days of the regular school year
Policy Updates

Middle School Science

- At its August 27, 2020 meeting, the SBOE passed a resolution selecting the following four courses to continue to include end-of-course (EOC) assessments under Senate Bill 367: Algebra I/Coordinate Algebra, Biology, American Literature, U.S. History.

- The Physical Science EOC will be administered to 8th grade students enrolled in the high school Physical Science course in lieu of the 8th grade science EOG assessment.
  - The Physical Science EOC will be for 8th grade students only and will not be administered to high school students enrolled in Physical Science.
  - The Physical Science EOC shall not count as the final exam or in students’ final grades.

Physical Science

- 8th grade students enrolled in Physical Science will take the Physical Science EOC and will not take the science EOG.
- 6th or 7th grade students enrolled in Physical Science will not take any science assessment as only 8th grade students are required to take a science assessment.

Biology

- Middle school students (6th – 8th grade) enrolled in Biology will take the Biology EOC and will not take the science EOG.

Algebra/Coordinate Algebra, American Literature, U.S. History

- Middle school students (6th – 8th grade) enrolled in all other EOC courses will take both the EOG and EOC, as required.
Policy Updates

AP/IB/DE Exemption

• At its August 27, 2020 meeting, the SBOE authorized the State School Superintendent to initiate rulemaking procedures to amend SBOE Rule 160-3-1-.07 Testing Programs – Student Assessment to align with Senate Bill 367 and modify the Advanced Placement (AP)/International Baccalaureate (IB)/Dual Enrollment (DE) EOC exemptions.

• This rule amendment is being held until a future SBOE meeting, where it will be reinitiated to address concerns regarding the EOC requirement for students currently enrolled in AP/IB/DE American Literature.

• Until the amended Testing Rule has been adopted, the current Testing Rule is still in place and includes the EOC exemption for AP/IB/DE American Literature students.

• Therefore, AP/IB/DE American Literature students should not participate in the EOC until the rulemaking process is complete. Additional guidance will be provided at that time.

• The AP/IB/DE exemption for U.S. History will remain in place and is not impacted by this amendment process.
Federal Waiver

• On July 13, Governor Kemp and Superintendent Woods submitted a request to the U.S. Department of Education to waive federal assessment and accountability requirements for 2020-2021.

• On September 3, Secretary of Education Betsy DeVos sent a letter to chief state school officers indicating that she would not approve such requests for 2020-2021.

• On September 18, GaDOE received a letter from Secretary DeVos formally denying Georgia’s waiver request.

• Unless something changes, we will be required to administer all statewide assessments in 2020-2021.
### GAA 2.0
Course Content Assessed
High School

<table>
<thead>
<tr>
<th>9th Grade Literature</th>
<th>American History</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Literature</td>
<td>Economics</td>
</tr>
<tr>
<td>Biology</td>
<td>Algebra</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Geometry</td>
</tr>
</tbody>
</table>
Offering a holistic education to each and every child in our state.

Assessment Updates

GKIDS
Alternate Assessments
WIDA Screener
GKIDS: Student Support

GKIDS 2.0 is designed to provide information for ALL students enrolled in kindergarten by allowing students of varying levels of ability to participate in all activities with the use of supports.

**Universal Allowances**
- May be used, as needed, with all students for all performance tasks
- Aligned to best practices for access to instruction and assessment
- Provide for a range of actions, material presentations, procedures, and settings

**Comprehensive Supports**
- Provide access to a performance task but may substantially alter what the student is expected to do.
- If utilizing comprehensive supports, care should be taken when interpreting a student’s progress within the learning progression.
GKIDS

• All Kindergarten students, including those students instructed using an alternate curriculum, will participate in the GKIDS 2.0.

• Students instructed using an alternate curriculum should have IEP documentation of GAA) 2.0 eligibility and should be reported as YES for GAA 2.0 in FTE1 and FTE3.
  • This information is used to ensure that teachers are appropriately certified to instruct students using an adapted curriculum.
  • Improper reporting may result in In-Field errors.
Alternate Assessments Eligibility

• All Kindergarten students, including those students instructed using an alternate curriculum, will participate in the GKIDS 2.0.
• Students instructed using an alternate curriculum should have IEP documentation of GAA 2.0 eligibility and should be reported as YES for GAA 2.0 in FTE1 and FTE3.
  • This information is used to ensure that teachers are appropriately certified to instruct students using an adapted curriculum.
  • Improper reporting may result in In-Field errors.
Alternate Assessment Eligibility

- Participants must meet specific eligibility criteria
- Participants will be eligible for the state-defined alternate diploma (SBOE 160-4-.48)
- Alternate ACCESS participants must be EIs meet the eligibility criteria
- The Learner Characteristics Inventory (LCI) has been added as a data source
Using the Learner Characteristics Inventory

Learner Characteristics Inventory (LCI)

Expressive Language
- Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express ideas.
- Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, object/structure points, etc., to clearly express a variety of intentions.
- Student communicates primarily through eyes, facial expressions, change in muscle tone, etc., but is unable to use objects/structures, personal gestures, pictures, signs, etc., to communicate.

Receptive Language
- Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
- Requires additional cues (e.g., gestures, pictures, objects, or demonstration/model) to follow 1-2 step directions.
- Decline to sensory inputs from another person (auditory, visual, touch, movement) but requires actual/physical assistance to follow simple directions.
- Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

Reading
- Reads fluidly with critical understanding in print or Braille (e.g., to differentiate left/right, point-of-view, emotional response, etc.).
- Reads fluidly with basic (literal) understanding from paragraphs/short passages with narrative/functional texts in print or Braille.
- Reads basic sight words, simple sentences, directions, bullet, and/or lists in print or Braille.
- Aware of text/Braille, follows directionally, makes letter distinctions, or tells a story from the picture that is not linked to the text.
- No observable awareness of print or Braille.

Mathematics
- Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- Demonstrates computational procedures with or without a calculator.
- Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- Counts by rote to 5.
- No observable awareness or use of numerals.

Augmentative Communication System
- Does your student use an augmentative communication system in addition to or in place of oral speech?
  - Yes
  - No

Health Issues/Attendance
- Attends at least 60% of school days.
- Attends approximately 75% of school days, absences primarily due to health issues.
- Attends approximately 50% or less of school days, absences primarily due to health issues.
- Receives Homebound Instruction due to health issues.
- Highly irregular attendance or homebound instruction due to issues other than health.

Engagement
- Initiates and sustains social interactions.
- Responds with social interaction, but does not initiate or sustain social interactions.
- Alerts to others.
- Does not alert to others.
Using the Learner Characteristics Inventory

When making assessment placement choices, the student data available may help in answering key questions and identifying red flags.

• Available Data Sources
  • LCI
  • SRC (Primary Disability)

• System Test Coordinators can access district LCI data via the MyGaDOE Portal and Nextera.
Using the LCI

Key Questions

• Does the primary disability profile align to the eligibility requirements for the alternate assessment for students with the most severe cognitive disabilities?
• Does the learner characteristic inventory information offer further information on eligibility?
• What follow-up steps may be taken regarding the development of communication system?
• Does assessment on the GAA 2.0 reflect the student’s instructional program on the alternate academic content standards and path to an alternate diploma?
ACCESS Assessments

- Screener
  - K-WAPT*
  - WIDA Screener*
  - Model

- ACCESS
  - Reading
  - Listening
  - Speaking
  - Writing

- Alt ACCESS
  - Reading
  - Listening
  - Speaking
  - Writing

- Sunsets in 2021
- Paper form sunsets in 2021
WIDA Screener Accommodations

WIDA ACCESS for ELLs, Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs (ALT), and WIDA Screener Allowable Accommodations

Specific guidance is found in the WIDA Accessibility & Accommodations Supplement and Test Administration Manuals. Georgia-Specific policy is found in the Student Assessment Handbook and Accessibility & Accommodations Manual.

<table>
<thead>
<tr>
<th>Accommodation – (Accommodations appropriate for Alternate Access marked with ALT)</th>
<th>Type</th>
<th>Coding in WIDA AMS</th>
<th>Must be ordered separately</th>
<th>Kindergarten Access for ELLs Standard Administration Procedure (Coding Not Required)</th>
<th>Alt Access Standard Administration Procedure (Coding Not Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Braille with Tactile Graphics. May not be used for Speaking domain.</td>
<td>S</td>
<td>BR</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Extended time of a test domain over multiple days. Requires GaDOE approval.</td>
<td>S</td>
<td>EM</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Extended speaking test response time (twice the allowable time to respond). Allowable for Speaking Domain only.</td>
<td>S</td>
<td>ES</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
WIDA Screener Accommodations

- Collection of existing accommodation information
- Communication of accessibility supports and accommodations
- Documentation of needed accommodation
Resources
Test Administration Resources

2020-2021 Student Assessment Handbook

During the 2020 legislative session, the General Assembly passed Senate Bill 90, which adds a sentence to the State Board of Education's policy governing the accessibility of assessments to students with disabilities. This Handbook will be updated to comply with SB 90 at that time.

Georgia Department of Education
Office of Assessment and Accountability

2020-2021 Accessibility & Accommodations Manual

Georgia Student Assessment System
Office of Assessment and Accountability

2020-2021 Assessment Administration Protocol Manual

Georgia Student Assessment System
Office of Assessment and Accountability

Supplement to the Student Assessment Handbook

Test Administration Manuals
ACCESS for ELLs, Alternate ACCESS, WIDA Screener

**WIDA Resources**
- Family Engagement
- Accessibility Guidance
- Score Interpretation

**Test Demo**
- WIDA Screener
- ACCESS
- Sample Items

**WIDA AMS**
- User Management
- Material Management
- Reporting
- Screener Scoring

**WIDA Secure Portal**
- Test Administration Manuals
- Webinar Recordings
- Technology Resources
- [Accessibility Accommodations Supplement](#)