

SELDA Assessment Update

Assessment Updates

SELDA

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SELDA Assessment Update

Testing in 2021-2022

- We are aware that the pandemic continues to be a concern and the top priority for districts. Additionally, pandemic conditions are worsening in many districts.
- We will continue to monitor conditions, adapt testing policies, and grant flexibilities as needed to support you during this challenging time.
- Please continue to provide your feedback and ask questions. We are committed to doing everything we can to support you, your educators, and your students.

SELDA Assessment Update

Reminders for 2021-2022

- Currently, the U.S. Department of Education is not expected to grant any testing flexibility or waivers in 2021-2022. This means students, even those receiving virtual instruction, will be expected to participate in Georgia Milestones, GAA, and ACCESS in-person this school year.
- The EOC course grade weight of 0.01% ended at the close of the 2020-2021 school year (July 31). Beginning with the August mid-month administration, the EOC course grade weight is 20%, in accordance with the SBOE Testing Rule.

SELDA Assessment Update

Reminders for 2021-2022

- The Advanced Placement (AP)/International Baccalaureate (IB)/Dual Enrollment (DE) EOC exemption applies to U.S. History only. All students enrolled in Algebra/ Coordinate Algebra, Biology, and American Literature and Composition are expected to participate in the associated EOC.
- State charter schools and Charter/SWSS districts continue to have the flexibility to waive the use of Georgia Milestones in promotion/retention decisions.

SELDA Assessment Update

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.
- align 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.
- necessitate careful interpretation of a student's progress within the learning progression.

SELDA Assessment Update

GKIDS



- All Kindergarten students, including those students instructed using an alternate curriculum, should participate in the GKIDS 2.0.
- LEAs should document use of alternate content standards in the IEP and code “YES” in the ACS field in the October FTE.

SELDA Assessment Update

Alternate Assessments

- 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 ELs meet the eligibility criteria
- The Learner Characteristics Inventory (LCI) has been added as a data source
- LCI data via the MyGaDOE Portal and Nextera.

Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step 1: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. The GAA 2.0 is intended for students with the most significant cognitive disabilities. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth, and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE 160-4-2-.48).


According to O.C.G.A § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions. If GAA is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA, the answer to **all** four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Student Name	Grade		
Eligibility Criteria		Sources of Evidence (check if used)	Justification
1. Does the student require intensive, individualized instruction in a variety of instructional settings? The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/> Present Levels of Academic Achievement and Functional Performance <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Learning Characteristics Inventory <input type="checkbox"/> Other	
2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment	


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SELDA Assessment Update


Learners Characteristics Inventory



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Ensuring Every Student Succeeds"



Learner Characteristics Inventory (LCI)



Learner Characteristics Inventory (LCI)

Learner Characteristics Inventory

The Learner Characteristics Inventory (LCI) was developed by the Georgia Department of Education (GaDOE) Assessment Center (NAAC) in order to investigate characteristics that impinge on the assessment results of students participating in alternate assessments based on standards (AA-AAS). The students who participate in these assessments are from a diverse population with varying levels of communication and cognitive characteristics that impinge on the assessment results. The demographic data collection for the test and when additional data to consider in the validity evaluation note, the LCI is not meant to be used to classify or be used as the basis for decision making about a student.

Please Note: The responses **must** be transcribed for each student. System Test Coordinators need to enter the LCI information provided by each student.

Student Name

Student ID

Testing Grade

Expressive Communication (check the best description)

- 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 refusal.
- Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

Receptive Language (check the best description)

- 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 demonstrations/models) to follow 1–2 step directions.
- Alerts to sensory input 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 (check the best description)

- Reads fluently with critical understanding in print or Braille (e.g., to different fact/opinion, point of view, emotional response, etc.).
- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- Aware of text/Braille, follows directionality, makes letter distinctions, or tells story from the pictures that is not linked to the text.
- No observable awareness of print or Braille.

Mathematics (check the best description)

- Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- Does 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 numbers.

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 (check the best description)

- Attends at least 90% 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 (check the best description)

- 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.

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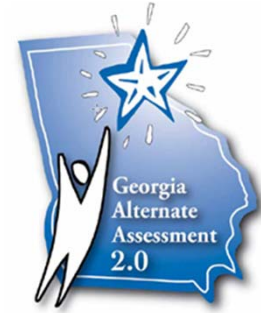
Key Questions

- Does the primary disability (SRC) 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?
- Is the student's daily instruction based on alternate content standards?


SELDA Assessment Update

Georgia Alternate Assessment 2.0

High School Assessments

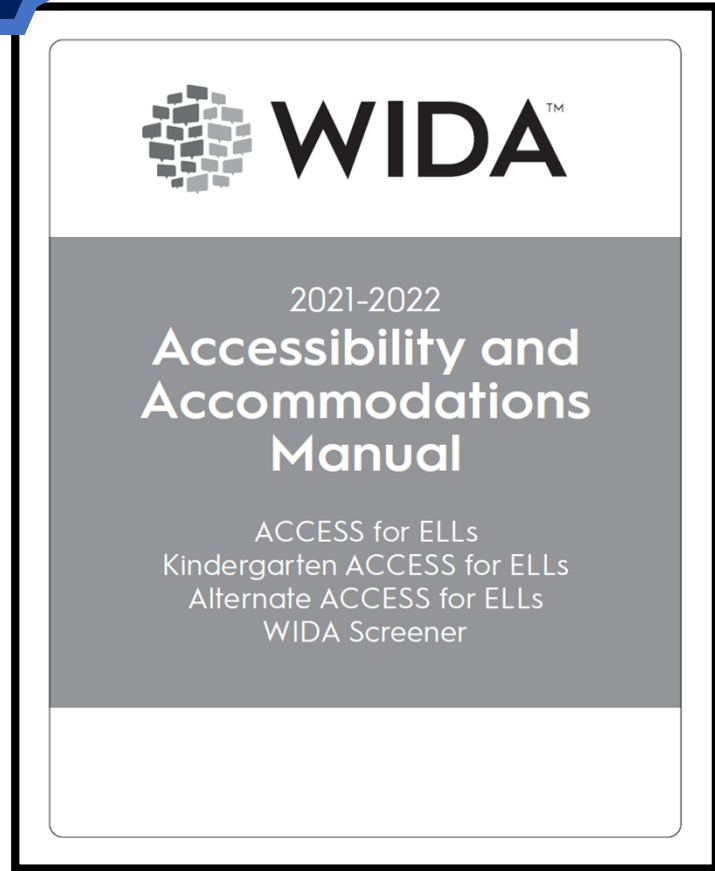
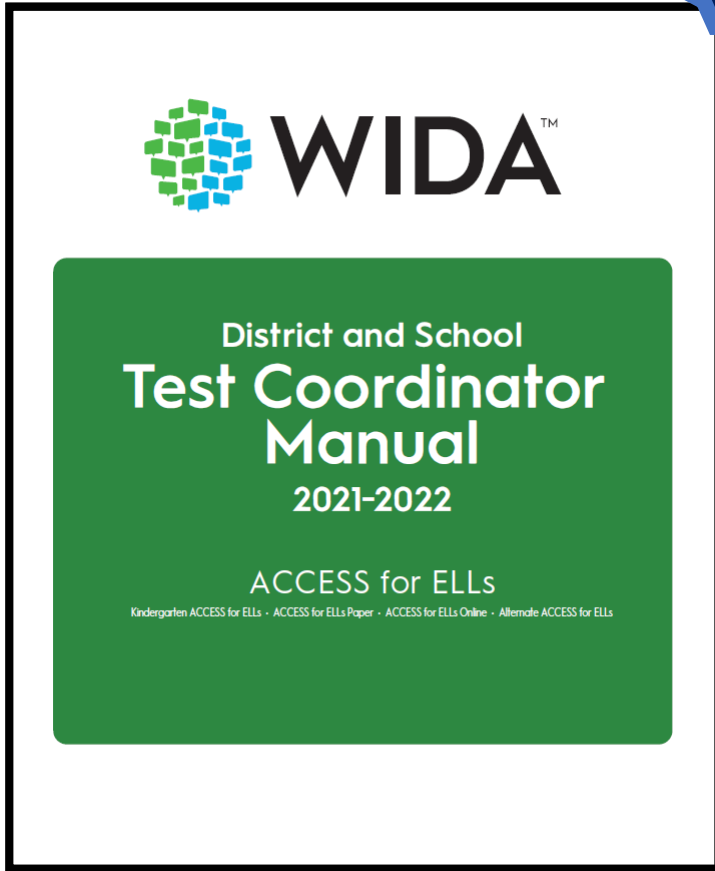


- Revisions have been made to the GAA 2.0 high school assessments to include content only from the currently assessed courses: American Literature, Algebra I/Coordinate Algebra, Biology, and U.S. History.
- Spring 2022 administration of the GAA 2.0 will be aligned to the [Revised GAA 2.0 High School blueprints](#).
- Updated [High School Extended Content Standards](#) and [Vocabulary Lists](#) are also available.
- **IMPORTANT NOTE:** An additional revision was made to the high school math blueprint originally posted. The final blueprint is posted at the link referenced above.

 Georgia Alternate Assessment 2.0 Mathematics High School Assessment Blueprint		
Claim/Target	Standards Assessed	Weight
Students demonstrate increasingly complex understanding of number sense.		20%
Target 1: Rewrite expressions and solve equations involving square roots.	MGSE.N.RN.2	10%
	MGSE.A.REI.4b	10%
Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.		30%
Target 1: Represent and interpret data displays.	MGSE.S.ID.1	10%
	MGSE.S.ID.6a	10%
	MGSE.S.ID.6c	10%
Students solve increasingly complex mathematical problems using algebraic thinking.		50%
Target 1: Use operations to simplify expressions and solve equations using algebraic properties and models.	MGSE.A.CED.1	20%
Target 2: Interpret graphs of functions.	MGSE.A.REI.6	10%
	MGSE.F.IF.4	10%
Target 3: Understand the relationship between two quantities.	MGSE.F.BF.1a	10%

SELDA Assessment Update

WIDA ACCESS for ELLs/ Alternate Access



Alternate ACCESS for ELLs is a test for students in grades 1-12. Kindergarten students with significant cognitive disabilities can participate in Kindergarten ACCESS for ELLs testing.

SELDA Assessment Update

Accommodations

New



2021-2022
**Accessibility and
Accommodations
Manual**

ACCESS for ELLs
Kindergarten ACCESS for ELLs
Alternate ACCESS for ELLs
WIDA Screener

- Human Reader (HI) and Human Reader for response options (HR) accommodations are now consolidated as the new In-person human reader (IR) accommodation
- Human Reader for repeat of items (RI) and Human Reader repeat of response options (RR) are now consolidated as the Repeat in-person human reader (RP)

SELDA Assessment Update

Extended Time

- Extended test time within the school day (ET) is now an administrative consideration.
- Unlimited time is not appropriate or feasible (SAH p. 109).
- Do Not split a domain test across multiple days or multiple testing sessions within a single day (Test Coordinators Manual p.35).
- Schedule so students are not interrupted by lunch or the end of the day.

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Braille Orders

- Unified English Braille (UEB) contracted and uncontracted formats are available for Grades 1-12 in the domains of Listening, Reading, and Writing.

New

- WIDA will offer Grades 6-12 in UEB Technical (Math/Science) in contracted and uncontracted as well as UEB with Nemeth code (contracted and uncontracted).

SELDA Assessment Update

New K-12 Mathematics Standards

- On August 26, 2021, the State Board of Education approved Superintendent Woods' recommendation to adopt the new K-12 Mathematics Standards.

	2021-2022	2022-2023	2023-2024	2024-2025
Math	Standards Adopted/ Instructional Supports	Continued Training/ Professional Learning	Full Implementation w/ updated assessments	

The new K-12 Mathematics standards heavily emphasize flexibility with the use of mathematical strategies/methods and providing for the use of the standard algorithm as opposed to "new math" methods. To be clear: with these newly adopted K-12 Mathematics standards, school districts, teachers, parents, and students have been afforded this flexibility – it should not wait until 2023-2024.

SELDA Assessment Update

New K-12 Mathematics Standards

Test Development Activities

- GKIDS 2.0
 - Big Ideas/Learning Progressions Review – September 21
 - Performance Task Reviews – October 13 & November 16
- Keenville
 - Game Reviews – October & November
- GAA 2.0
 - Blueprint Review – October 12
 - Extended Content Standards & Achievement Level Descriptors Review – October 19
- Georgia Milestones
 - Blueprint, Achievement Level Descriptors, & Item Review – November 1-5

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