Assessment Updates

SELEDA

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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.
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.
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.
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.
Learners Characteristics Inventory

**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, respond, and express feelings, thoughts, and ideas.
- Uses visible movement to communicate: Student uses body movements, facial expressions, gestures, or similar symbolic means to express emotions or to respond to requests.
- Uses small gestures: Student makes gestures to draw attention, express feelings, or request assistance.

Please Note: The responses must be transcribable.

**Receptive Language** (check the best description)
- Independently follows 1-2 step directions presented through words (e.g., who may be spoken, signed, printed, or any combination) and does NOT need additional cues.
- Requires additional cues (e.g., gestures, pictures, objects, or augmented communication devices) to follow 1-2 step directions.
- Requires multiple cues (e.g., auditory, visual, touch, movement; BUT requires actual physical assistance to follow simple directions).
- Requires additional cues (e.g., gestures, pictures, objects; or augmented communication devices) to follow 1-2 step directions.

**Reading** (check the best description)
- Reads fluently with critical understanding in print or Braille (e.g., to different familiar stimuli, point of view; emotional response, etc.).
- Reads fluently with basic literal understanding from paragraphs/sentence passages with main/important informational text in print or Braille.
- Reads basic sight words, simple sentences, directions, bullet points, and lists in print or Braille.
- Aware of text/Braille, follows directional, 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 number sets of 10.
- Counts by 5 to 10.
- 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?

**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 issues.

**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.
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?
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.
SELDA Assessment Update

WIDA ACCESS for ELLs/ Alternate Access

New

WIDA ACCESS for ELLs

Access for ELLs

Kindergarten ACCESS for ELLs

ACCESS for ELLs

ACCESS for ELLs - Paper

ACCESS for ELLs - Online

Alternate ACCESS for ELLs

ACCESS for ELLs

Kindergarten ACCESS for ELLs

Alternate ACCESS for ELLs

WIDA Screener
Accommodations

• 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).
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.
Braille Orders

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

• 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).
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.

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.
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