Assessment Update
Preparing for Spring 2023

Mary Nesbit-McBride, Ph.D.
December 15, 2022
Review Key Assessment Information

Off-site Test Administration

Accommodations and Special Requests

Program Updates

Test Development
Plan for Hospital/Homebound and Incarcerated Students.

Follow
- Security protocol
- Standard procedures
- Training requirements

Communicate
- Student needs
- Test schedule
- Needs for district equipment
Accommodation Guidance
Student Assessment Handbook pp. 111 - 144

Accommodations are determined by IEP, IAP/504, or EL/TPC Committee

Accommodations should be a part of routine classroom instruction and assessment

Only approved accommodations may be used on state-mandated tests
Special Accommodations Requests
SAH pp. 127-128

The use of any testing accommodation not found in the list of allowable accommodations without prior Office of Assessment & Accountability approval may result in the invalidation of assessment results.
Program Updates
# Testing Code Definitions

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Requires TIF in MyGaDOE Portal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Irregularity</strong></td>
<td>Testing anomaly that warrants reporting and coding of the anomaly but does not warrant nullifying student scores. Requires the completion of a TIF in the MyGaDOE portal.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Invalidation</strong></td>
<td>Testing anomaly that warrants reporting and coding of the anomaly and nullifying student scores. Requires the completion of a TIF in the MyGaDOE Portal.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Participation Invalidation</strong></td>
<td>A testing anomaly that warrants reporting and coding of the anomaly, nullifying student scores and student participation. Requires the completion of a TIF in the MyGaDOE Portal.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Present, Test Not Attempted</strong></td>
<td>Used for instances where a student was present for testing but was unable to test. Parental refusal for student testing is not an allowable use of PTNA. Requires the completion of a TIF in the MyGaDOE portal.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Significant Medical Emergency</strong></td>
<td>A rare medical event that prevents a student who otherwise would have participated in an assessment from participating throughout the duration of the state testing window, including make-up opportunities. Requires the completion of a TIF in the MyGaDOE portal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Georgia Milestones

Offering a holistic education to each and every child in our state.
# Import Files – Accommodations

<table>
<thead>
<tr>
<th>Application</th>
<th>Import Type</th>
<th>Layout</th>
<th>Capabilities and Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>User Management</strong></td>
<td>Upload Multiple Users</td>
<td>Batch User Upload</td>
<td>No change to process; optional import to upload multiple users through User Management • Access User Management to manually add/edit users</td>
</tr>
<tr>
<td><strong>New for 22-23</strong></td>
<td></td>
<td></td>
<td><strong>Accommodations</strong></td>
</tr>
<tr>
<td><strong>Accommodations</strong></td>
<td>Accommodations Import File</td>
<td>Optional import to update/replace or append student accommodations. • Access Manage Students to manually add/edit accommodations</td>
<td></td>
</tr>
<tr>
<td><strong>Import Management</strong></td>
<td>Participants and Registrations</td>
<td>Georgia Multiple Student Upload (MSU) File <strong>(New)</strong></td>
<td>Required student information import through Import Management • Access Manage Students to manually add or view edit student records • Continues to autogenerate Registrations (formerly Test Sessions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Test Monitoring App</strong> will be “Required” through this process (New). Restricted Access will default to “off”; can be turned on through Registration.</td>
</tr>
<tr>
<td></td>
<td>Rosters</td>
<td>Roster Import File</td>
<td>Optional upload of groups of students by teacher and content area for Rostering in Teacher Reporting • Designate EOC or EOG upon upload (New) • Access Rostering to manually add/edit Rosters</td>
</tr>
</tbody>
</table>
Test Monitoring Process

School Test Coordinator accesses monitoring code

Share with test examiners on secure network drive or written on Rosters

Test Examiner writes on board at the start of testing

Monitoring Code DAMP905

Code of the week
DAMP905
Test Practice Opportunities

Experience Online Testing Georgia
- No tickets needed
- [www.gaexperienceonline.com](http://www.gaexperienceonline.com)
- Students, parents and teachers can all access this website
- Sample of Section One ELA is presented
- Includes a single, sample TE item form
- Available year-round from anywhere on the web

Secure Practice Test with Response Transmission
- Students scheduled, accommodations added, and test tickets printed through Test Management
- Records Network and Bandwidth usage during a simulated test administration
- Test taken through DRC INSIGHT platform
- Extended Retry Logic
- Available Week of October 3, 2022 – May 5, 2023

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ACCESS for ELLs and Alternate ACCESS
All English learners must take ACCESS for ELLs or Alternate ACCESS.

January 4 – February 24, 2023
WIDA Policies

Test Essential Manual
• Critical details for educators about test administration
• WIDA-recommended practices and procedures

Accessibility and Accommodations Manual
• This manual guides you through the selection and provision of accessibility supports and accommodations for ACCESS for ELLs and WIDA Screener testing.

Test Coordinators Manual
• This manual is an in-depth reference document for test coordination processes and procedures.

Test Administrator Manual
• This manual is an in-depth reference document for test administration processes and procedures.
Test Demo

- Go to Test Demo
- Introduces platform features.
- Takes 15 minutes
- Watch as a group or as individual
- Discuss universal tools
- Domains will not be regenerated because students’ speakers, headsets, and microphones were not functioning properly.
Sample Test

When students are completing sample items:

- Answer questions about test content, testing tools and procedures, and technology.
- Rephrase test directions. If allowed under your state’s testing policy, it’s okay to translate test directions into the student’s home language.
- Help students log in, navigate, adjust volume, and adjust headsets and headsets.
- Help students use the recording tools in the Speaking test.
- Don’t interrupt those who are working independently.
- Don’t confirm or correct students’ responses.

It is especially important that students understand and practice the Speaking test.

The Speaking domain test is a unique and, for some students, challenging test experience. To complete the Speaking tasks, students must record their voices using the recording tools built into the test platform.

The more opportunities students have to interact with the test platform and become familiar with speaking into a headset, the more comfortable they will be on testing day.
English learners K-12 with significant cognitive disabilities are expected to participate.

February 14 – April 17, 2023
GAA 2.0
Participants

- Students with Significant Cognitive Disabilities
- Alternate Content Standards
- Eligibility Criteria
- Alternate Diploma
What’s New for GAA 2.0?

Test Examiners

• View the script and answer choices online via DRC INSIGHT Portal
• Enter student responses during the test administration
• Preview test content 2 weeks before the opening of the test window
What’s New for GAA 2.0?

- **Enhanced Test Security**
  - Real-time monitoring of Student Progress
  - Stopping Rule alerts
  - No transcription of student responses
Test Examiner
Online Response Entry – Assessment Navigation

Tasks
• Tasks are separated into individual tabs for easy navigation

Panels
Left Panel
Test parts with active link
Answer options & Scaffolding

Right Panel
Scenario
Part Script, Items and Images

Scrolling
Used to navigate to next part or script/item within panels

Left Panel
Right Panel
Special Education Directors should work with System Test Coordinators to support to new test administrators.

Possible Opportunities

- Leverage preview window
- Attend training
- Include observers
## How can teachers learn more about GAA 2.0?

<table>
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<tr>
<th>Resource</th>
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<tbody>
<tr>
<td>Webinar</td>
<td>Test Administration Procedures – February 2, 2023</td>
</tr>
<tr>
<td>Test Administration Practice Site</td>
<td>In the DRC INSIGHT Portal- practice navigating the script</td>
</tr>
<tr>
<td>Training Video</td>
<td>Available under Documents in the DRC INSIGHT Portal</td>
</tr>
</tbody>
</table>
| Educator Resources                 | Sample Tasks
Teacher Resource Guides                                                   |
| GAA 2.0 DRC INSIGHT Portal User Guide | Available under Documents in the DRC INSIGHT Portal                           |
Test Development
Mathematics Standards Revision

• **Georgia’s K-12 Mathematics Standards** will be implemented beginning in the 2023-2024 school year.
  • 2023-2024: tests will align to the new standards, beginning in Winter
  • EOC Fall Mid-Month 2023: aligned to GSE
    • Intended for students completing GSE Algebra I and GSE Coordinate Algebra
    • Last administration of Algebra I EOC and Coordinate Algebra EOC
    • There will be a single Algebra Concepts and Connections EOC associated with the new standards (see [Secondary Mathematics Pathways Guidance](#)).

• Test blueprints and other resources for the new mathematics assessments will be available in May 2023.
Understanding Assessment

New Webinar Series

Additional Resources:

November 1, Day 1: Assessment Foundations for Teachers & Leaders - What is the purpose of assessment? How do you ensure the assessment design matches the intended use of the assessment information?

November 15, Day 2: Formative Assessment Processes, Part 1 - What are essential features of high-quality formative assessment processes? How do you clarify, share, and help students understand the learning intentions and success criteria? How do you use quick pre-assessments to elicit evidence of student strengths and learning needs before instruction?

November 29, Day 3: Formative Assessment Processes, Part 2 - How do you elicit evidence of student strengths and learning needs during or after instruction? How do you use evidence of student learning to adjust instruction and better meet students’ needs?

December 6, Day 4: Formative Assessment Processes, Part 3 - How do you provide feedback that moves student learning forward? How do you involve students and their peers as active agents in the learning process?

January 10, Day 5: Summative Classroom Assessment, Part 1 - What are essential features of high-quality summative classroom assessments? How do you create, select, or adapt a unit test? How do you grade and report on student progress towards grade-level expectations?

January 24, Day 6: Summative Classroom Assessment, Part 2 - Why use performance assessments? How do you create a performance assessment?
How Georgia’s Assessments Work

Assessment Literacy Website

• Website Sections:
  • Design and Development
  • Test Questions
  • Student Experience
  • Achievement Standards
  • Technical Quality
  • Interpretation and Use
A memo requesting nominations of educators for upcoming test development activities will be posted in early January.

This year we will have one nomination survey that includes both Georgia Milestones and GAA 2.0.

• On the survey, System Test Coordinators will indicate the assessment(s) for which you are nominating each educator.
Educators can complete Test Development Interest Form.

- We will share results from the Test Development Interest Form with STCs prior to the nomination window.
- You will need to nominate educators who have expressed interest should you want them to be considered.

Test Development Interest Form

Interested in assisting with test development work for our state assessments?

Each year, typically in January, the Georgia Department of Education seeks nominations of highly qualified educators to participate in test development activities. Test development meetings are held annually, usually during the summer months, for the Georgia Milestones Assessment System and Georgia Alternate Assessment System (GAA). As necessary, meetings may also be held for the Georgia Kindergarten Inventory of Developmental Skills (GKIDS 2.0) and Gwinnett.

Please complete this form to let us know your interest in test development activities. We will notify your school district of your interest so you may be considered during the next call for nominations. You must be employed by a Georgia public school district or a state charter school district to be eligible for nomination. Please note that submission of this form does not guarantee nomination to your district or selection to attend a test development event.

Below is a description of the test development meetings that typically occur.

RFP/Reviewing (Georgia Milestones ELA only occurs annually) - Participants review sets of student responses from recently field tested constructed-response items, assess item effectiveness, and recommend anchor papers to be used in scoring.

Item R: Data Review (occurs annually) - Items chosen represent previously field tested or field tested items for content, bias, sensitivity, depth of knowledge, and alignment to Georgia’s state adopted content standards accepted by the committee as field tested on a face assessment. Once Item Review is complete, the committee will continue to participate in Item Review during Item Review; select items that have been previously field tested are reviewed and a decision is made regarding acceptance for continued use. Items selected for this review have met specific statistical criteria for performance; thus requiring further review.

Rigorous Items Review (occurs as needed) - Participants review test items to ensure appropriateness for inclusion on final versions of test items.

Video Sign Language Review (occurs as needed) - Participants will review videos to ensure test items are presented correctly for students who require American Sign Language as an accommodation.

Blueprint and Achievement Level Descriptors Review (occurs as needed) - When a new assessment is developed or an existing assessment is significantly revised back to when new content standards are adopted participants review test blueprints and achievement level descriptors.

Standard Setting (occurs as needed) - Following the first administration of a new or significantly revised assessment (such as when new content standards are adopted) participants follow an iterative standard setting process to recommend cut scores for each achievement level of the assessment.
Summary

• Share the accessibility and accommodations needs of students in traditional and non-traditional settings

• Ensure students are familiar with their accommodations and testing procedures

• Document non-participation related to significant medical emergencies

• Ensure English learners with significant cognitive disabilities participate in the Alternate ACCESS field test

• Encourage participation in training and test development activities
Contact Information

Mary Nesbit-McBride, Ph.D.
Assessment Specialist
470-579-6345, mmcbride@doe.k12.ga.us