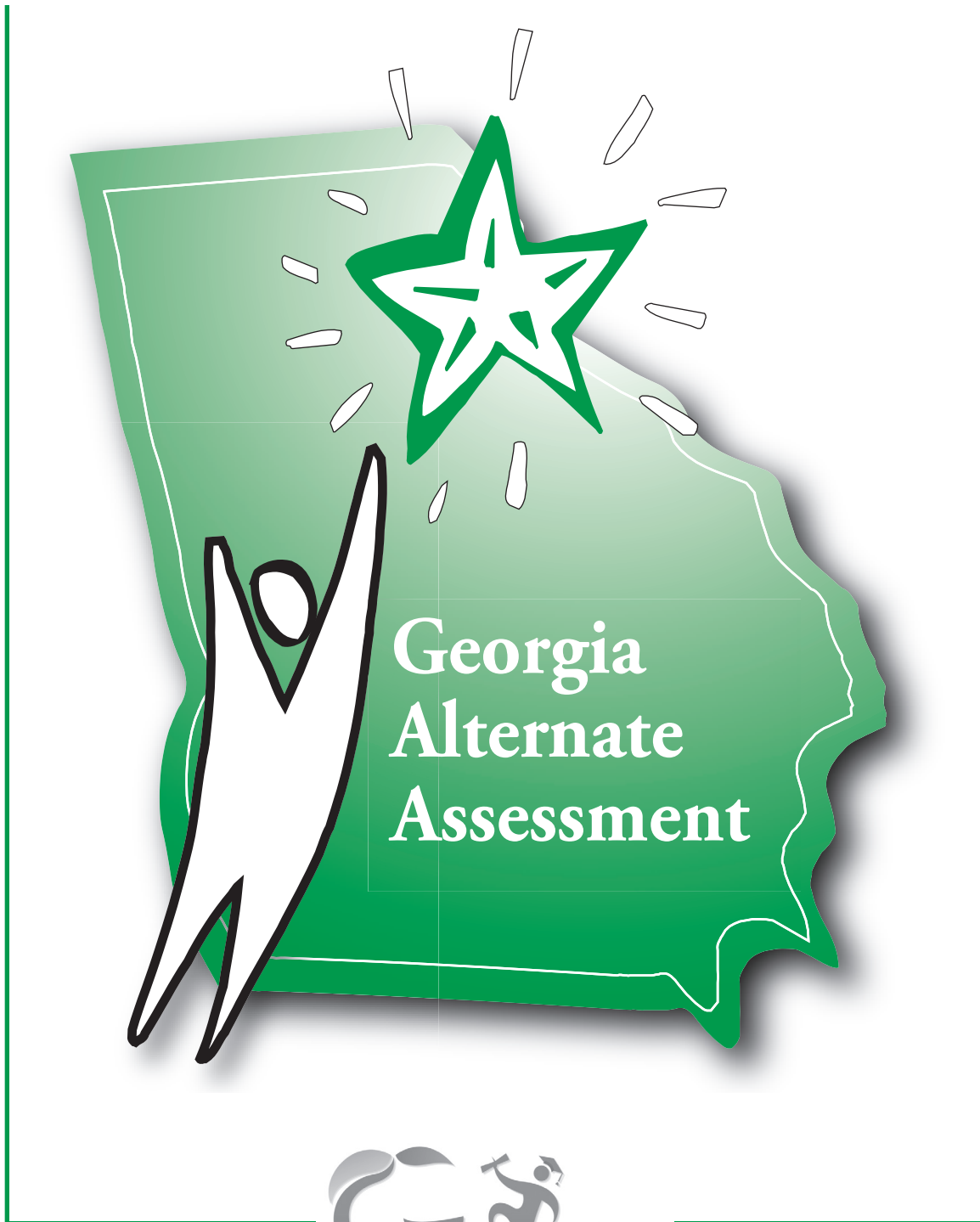


# SCORE INTERPRETATION GUIDE

## 2017–2018





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## GENERAL INFORMATION

### Purpose of This Guide

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The purpose of this guide is to provide system and school personnel with information to interpret reports and data related to the Georgia Alternate Assessment (GAA). In 2017–2018, students taking the GAA were assessed in the following content areas by grade:

- K: English, Mathematics
- 3: English, Mathematics
- 4: English, Mathematics
- 5: English, Mathematics, Science, Social Studies
- 6: English, Mathematics
- 7: English, Mathematics
- 8: English, Mathematics, Science, Social Studies
- High School: English, Mathematics, Science, Social Studies

### Purpose of This Assessment

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The GAA is designed to meet the requirements of federal and state law. States are required to assess all students, including students with significant cognitive disabilities, and provide access to a curriculum that encompasses challenging academic standards. States are required to ensure that all students have the opportunity to learn. The GAA, designed with the assistance of Georgia general and special educators, is a portfolio of original student work that allows participants to showcase the achievements and progress they have made in skills aligned to the Georgia content standards. To document that progress, teachers collect student work samples during two collection periods. The first collection period provides evidence of the student's entry-level performance (initial/baseline performance of the skill). The second collection period provides evidence of the student's achievement/progress to date.

Alternate assessments, such as the GAA, allow for alternate achievement standards. This means teachers may adjust learning expectations to meet the needs and learning styles of the unique and diverse group of students who participate in alternate assessments. While the student work samples included in the portfolio **must** be aligned to the student's grade level, work on prerequisite skills is acceptable.

Instructional activities designed for students should be appropriately challenging for each student; while some students may be working on prerequisite skills to access the grade-level standards, others may be able to complete work more directly aligned to the standard. The GAA portfolio system is designed to be flexible, allowing teachers to select eligible standards appropriate for each individual student and customize instruction accordingly.

### THE USE OF ALTERNATE ASSESSMENTS

It is important to clarify several issues that impact both individual student and school accountability. The following principles are based on federal and state law, including regulations promulgated by the U.S. Department of Education regarding the use of alternate assessments.

## GENERAL INFORMATION

Every student must participate in Georgia’s annual student assessment program, including students with disabilities. Excluding students with disabilities from assessment is a violation of both IDEA and ESEA.

In general, the GAA is appropriate only for the small number of students with the most significant cognitive disabilities—those who cannot participate in the general statewide assessments, even with maximum appropriate accommodations. These students appropriately participate in the state-mandated content standards through alternate achievement standards.

For students with disabilities, each student’s Individualized Education Program (IEP) team determines how the student shall participate in Georgia’s student assessment program. If (and only if) a student’s IEP team determines that a student cannot meaningfully access the general statewide assessments, even with maximum appropriate accommodations, then the student must participate in the GAA.

The U.S. Department of Education defines alternate achievement standards as setting an expectation of performance that differs in complexity from a grade-level achievement standard. Alternate achievement standards must be aligned with the state’s content standards, promote access to the general content standards, and reflect a professional judgment of the highest achievement standards possible for the individual student. An alternate assessment based on alternate achievement standards may reflect prerequisite skills rather than grade-level skills, but must still be challenging for students with the most significant cognitive disabilities.

### USES OF GAA SCORES

The GAA serves as one indicator of student achievement and progress, and should be interpreted in conjunction with other available information about the student. Scores emanating from the GAA should not be interpreted in isolation. The GAA is not a direct evaluation of the progress students have made on IEP goals and objectives. However, GAA results should be considered in conjunction with IEP goals and objectives.

In order to adequately identify, describe, and address specific performance strengths and weaknesses, it is necessary to acknowledge that individual competencies do not spring from a single source. A variety of information is necessary to develop a comprehensive educational plan. To put it simply, to improve individual performance, it is essential to identify the areas in which need is apparent. In the educational measurement setting, this has been termed “multiple measures.” The underlying premise of multiple measures is this: to improve learning, it is important to be able to examine information from a variety of sources to identify what needs improving and how this can be accomplished. It is important to remember that, as with any other statewide assessment, the GAA is a reflection of the educational program provided to the student as well as the student’s progress toward achievement of content standards.

### STUDENT PORTFOLIOS

The GAA is based on the development of portfolios for students. A portfolio is the compilation and documentation of student academic skill development that can be useful for many activities and processes. The portfolio often contains a series of captioned photographs, video files of student performance, audio files of student responses, examples of student performance on paper-based tasks, data sheets of academic skills, and other information about the student. A review of best practices indicates that

## **PARTICIPATION GUIDELINES**

educators should develop the student portfolio as a management tool to allow ongoing assembly and evaluation of data on each student's performance.

A student portfolio also becomes the database for documentation of reported achievement on alternate achievement standards. Just as a regular assessment is a sampling of student achievement, so is the alternate assessment. For students without disabilities, we administer other assessments to monitor progress and learning. The student portfolio can serve the same purpose for students with significant cognitive disabilities who cannot participate in the general statewide assessment program.

Student portfolios are useful because they

- provide on-going documentation of student skills with a progressive history;
- merge instructional and assessment activities;
- allow students to demonstrate strengths, knowledge, skills, and independence; and
- provide meaningful ways to review student progress with parents.

### Participation Guidelines for the GAA

---

#### **STUDENTS ASSESSED**

For any grade where all students are assessed, students with disabilities participate in the general statewide assessment or an alternate assessment. Georgia mandates assessment for all students in Kindergarten, grades 3 through 8, and High School. The GAA is the state-provided alternate assessment.

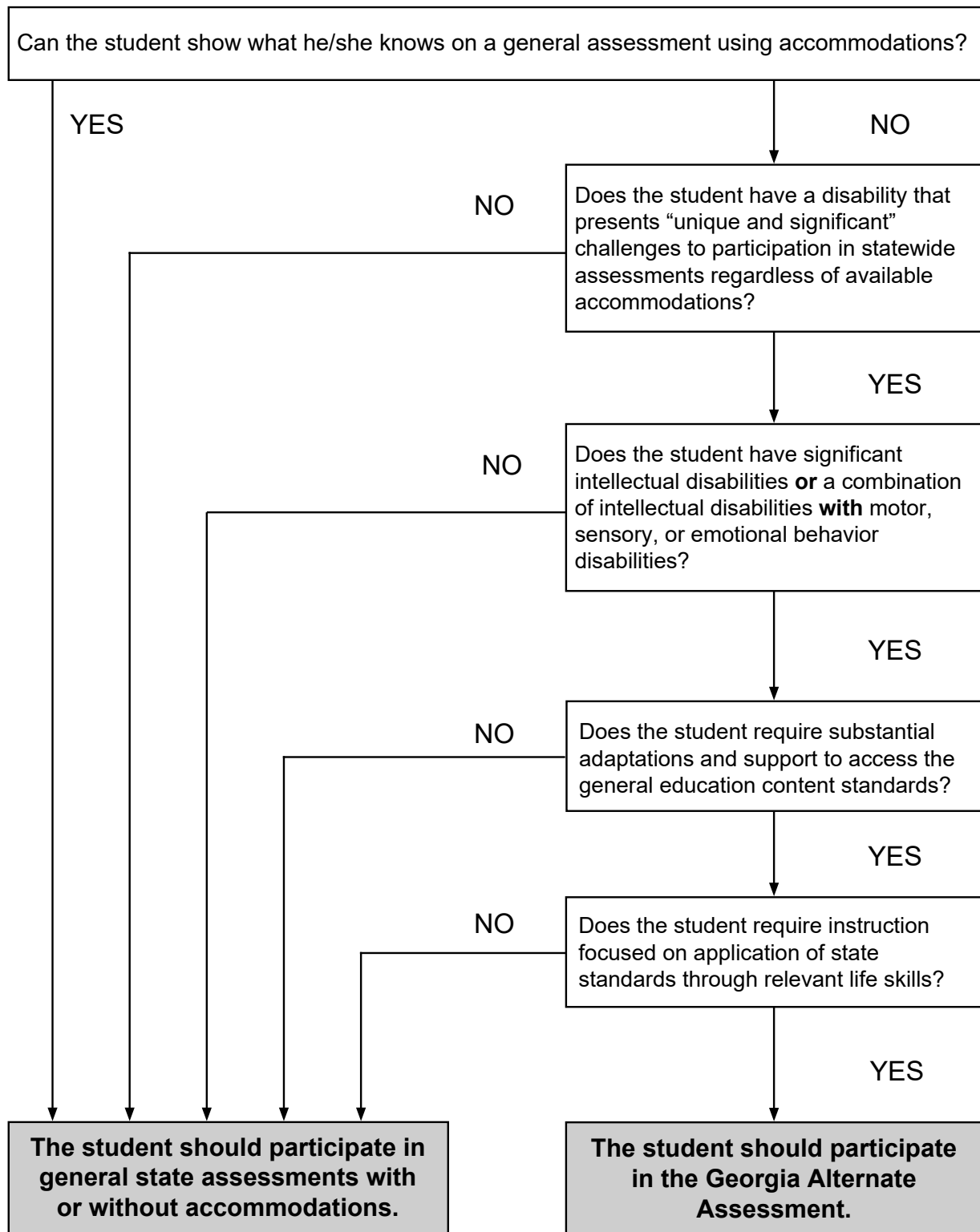
Subjects assessed by grade:

- K: English, Mathematics
  - 3: English, Mathematics
  - 4: English, Mathematics
  - 5: English, Mathematics, Science, Social Studies
  - 6: English, Mathematics
  - 7: English, Mathematics
  - 8: English, Mathematics, Science, Social Studies
  - High School: English, Mathematics, Science, Social Studies
- Note: The first time that evidence is collected for high school is in grade 11, but content standards include all high school grades.

The Participation Guidelines flowchart on the following page was used by the IEP team as they made their determination as to whether or not a student was eligible for assessment with the GAA.

# PARTICIPATION GUIDELINES

## Participation Flowchart





# SCORING PORTFOLIOS

## Scoring the Georgia Alternate Assessment

### PORTFOLIO SCORING

The GAA portfolio entries are scored for four discrete dimensions: Fidelity to Standard, Context, Achievement/Progress, and Generalization. A separate score is assigned for each dimension. Below is a brief description of these dimensions.

- **Fidelity to Standard:** A dimension of the scoring rubric that assesses the degree to which the instructional activity, as demonstrated by student work, addresses the grade-level standard.
- **Context:** A dimension of the scoring rubric that assesses the degree to which the student work exhibits the use of grade-appropriate materials that reflect a purposeful and natural/real-world application.
- **Achievement/Progress:** A dimension of the scoring rubric that assesses the measurable, forward movement of a student's performance of a standards-based assessment task as documented by increased proficiency over time. Progress is assessed from the first collection period, which will demonstrate the student's initial skill level, to the second collection period, which will demonstrate a more advanced level of skill development.
- **Generalization:** A dimension of the scoring rubric that assesses the student's opportunity to apply learned skills in other settings and with various individuals in addition to the teacher or paraprofessional. Generalization is scored once across the portfolio.

The possible scores for each of the dimensions are as follows:


Dimension	Possible Points
<b>Fidelity to Standard</b> (per content area)	1–3
<b>Context</b> (per content area)	1–4
<b>Achievement/Progress</b> (per content area)	1–4
<b>Generalization</b> (for the entire portfolio)	1–4

Prior to scoring by Questar Assessment Inc. (Questar), a committee of Georgia educators was convened to provide direction on scoring procedures through an activity called rangefinding. In late March of each year, this committee of experienced Georgia special education and general education professionals scored a sample of currently submitted portfolios representing all grade levels and content areas. Through this activity, Georgia educators set the parameters for each score point (the upper and lower limits) for each of the rubric dimensions. The committee discussed each entry in the portfolio and provided a rationale for the score assigned for each dimension. From this rangefinding exercise, scoring guides were created to train Questar's scorers. The scorers were trained and monitored to ensure that the portfolios from Georgia's students are scored according to the rationale specifically developed by and for the state of Georgia. Georgia Department of Education (GaDOE) staff from both the Division of Assessment and Accountability and the Division of Special Education Services and Supports were on site to monitor scoring.

# SCORING PORTFOLIOS

## GEORGIA ALTERNATE ASSESSMENT SCORING RUBRIC

The Georgia Alternate Assessment is scored using the following scoring rubric.

Dimension	1	2	3	
<b>Fidelity to Standard</b> (scored for each entry)	The instructional activity is aligned to and exposes the student to a content standard, but the student work does not address academic content.	The instructional activity is aligned to a content standard; the student work addresses academic content but at an access or entry level.	The instructional activity is aligned to a content standard, all aspects of the element selected are addressed, and the student work addresses academic content at or approaching basic grade-level expectations.	
	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Context</b> (scored for each entry)	Materials are not grade appropriate.	Materials are grade appropriate, <b>but</b> the student work does not reflect a purposeful application.	Materials are grade appropriate, <b>and</b> the student work reflects a purposeful simulated application.	Materials are grade appropriate, <b>and</b> the student work reflects a purposeful natural/real-world application.
<b>Achievement/Progress</b> (scored for each entry)	Student demonstrates <b>little</b> achievement/progress in targeted instructional activity.	Student demonstrates <b>some</b> achievement/progress in targeted instructional activity.	Student demonstrates <b>reasonable</b> achievement/progress in targeted instructional activity.	Student demonstrates <b>exceptional</b> achievement/progress in targeted instructional activity.
<b>Generalization</b> (scored once across all entries in portfolio)	Student performs tasks in one or more settings with no evidence of interaction(s) beyond those with the primary instructional provider.	Student performs tasks in one or more settings with evidence of interaction(s) with other instructional providers and/or disabled classmates.	Student performs tasks in two different settings with evidence of interaction(s) with non-disabled peers and/or community members.	Student performs tasks in three or more different settings with evidence of interaction(s) with non-disabled peers and/or community members.

**Fidelity to Standard:** A dimension of the scoring rubric that assesses the degree to which the instructional activity, as demonstrated by student work, addresses the grade-level standard.

**Context:** A dimension of the scoring rubric that assesses the degree to which the student work exhibits the use of grade-appropriate materials that reflect a purposeful and natural/real-world application.

**Achievement/Progress:** A dimension of the scoring rubric that assesses the measurable, forward movement of a student’s performance of a standards-based assessment task as documented by increased proficiency over time. Progress will be assessed from the first collection period, which will demonstrate the student’s initial skill level, to the second collection period, which will demonstrate a more advanced level of skill development.

**Generalization:** A dimension of the scoring rubric that assesses the student’s opportunity to apply learned skills in other settings and with various individuals in addition to the teacher or paraprofessional. Generalization is scored once across the portfolio.

# SCORING PORTFOLIOS

## Performance Level Determination

### SCORE DETERMINATION FOR EACH DIMENSION IN KINDERGARTEN, GRADES 3-8, AND HIGH SCHOOL

For Kindergarten, each portfolio consisted of four entries—two for ELA and two for Mathematics. For grades 3–8, each portfolio consisted of four entries—two for ELA and two for Mathematics. For grades 5 and 8, there is also one entry for Science and one entry for Social Studies. For high school, each portfolio consisted of eight entries—two for ELA, two for Mathematics, two for Science, and two for Social Studies. Every entry was scored for each of the three rubric dimensions of Fidelity to Standard, Context, and Achievement/Progress. Generalization was scored once across the portfolio. The following ELA example demonstrates how the total score for a dimension is calculated.

When there is one entry, the score for each dimension is determined by the scorer. Where there are two entries, the total score for each dimension is calculated as the average of the two entry scores rounded to the nearest whole point. If one of the two entries is nonscorable, that entry is treated as having a score of zero for the purpose of calculating the average.

$$\text{Dimension Score} = \frac{\text{Entry 1 Score} + \text{Entry 2 Score}}{2} \text{ (rounded)}$$

<b>Rubric Dimension:</b>	<b>Fidelity to Standard</b>
ELA Entry 1 Score:	2
ELA Entry 2 Score:	3
Total Score =	$(2 + 3) / 2 = 2.5$ 2.5 rounds to 3
Total Fidelity to Standard Dimension score = <b>3</b>	

<b>Rubric Dimension:</b>	<b>Context</b>
ELA Entry 1 Score:	1
ELA Entry 2 Score:	1
Total Score =	$(1 + 1) / 2 = 1$
Total Context Dimension score = <b>1</b>	

<b>Rubric Dimension:</b>	<b>Achievement/Progress</b>
ELA Entry 1 Score:	4
ELA Entry 2 Score:	4
Total Score =	$(4 + 4) / 2 = 4$
Total Achievement/Progress Dimension score = <b>4</b>	

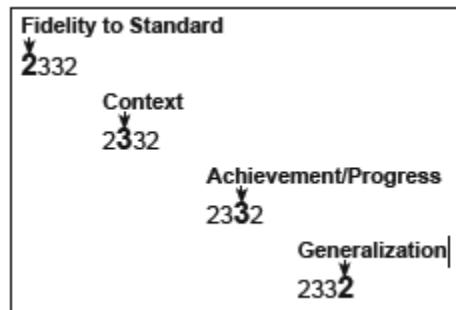
<b>Rubric Dimension:</b>	<b>Generalization</b>
Total Generalization Dimension score = <b>3</b>	

The Generalization score assesses a student's opportunity for interaction with others, as well as the diversity of settings across all content areas and entries in the portfolio. The student performs tasks in one or more settings with evidence of interactions with other instructional providers, classmates with or without disabilities, and/or community members. Since the generalization score is assigned once across all scorable entries, the Dimension score and Generalization score are the same score.

# SCORING PORTFOLIOS

## PERFORMANCE LEVEL DETERMINATION

The scores for each of the dimensions are not combined to form a single numeric score. Rather, the individual scores are used to identify a *score pattern* that represents a combination of the dimension scores. The score patterns are organized by rubric dimension, reading left to right (see below): Fidelity to Standard, Context, Achievement/Progress, and Generalization. In the example below, a student's score pattern would be represented as 2332 based on the four dimension scores.



Score patterns then determine the performance level classification for a student. The three performance levels, referred to as Stages of Progress, are Emerging Progress, Established Progress, and Extending Progress. The Appendix of this document lists each possible score pattern and its associated Stage of Progress based on grade and content area.

## Nonscorable Entries

There are a variety of conditions that may result in a nonscorable entry. In an effort to convey why an entry was unable to be scored, specific codes are used. There are seven main categories of nonscorable entries, many of which have several subcodes to offer more detail as to why the entry could not be scored. For example, if the Science entry received an IE-E code, there was no Secondary Evidence included for Collection Period 2 or the provided evidence lacked information and could not be scored. In such a case, the score of IE-E appears on the score report for each of the rubric dimensions for Science. Entries are deemed nonscorable if any of the conditions presented in the table on the following page occurred.

It is important to note that one nonscorable entry will not result in no score for a content area unless it is a content area that only requires one entry (i.e., Science or Social Studies in grades 5 and 8). For the content areas that require two entries (i.e., ELA, Mathematics, and High School Science and Social Studies), a score will be assigned when only one of the entries is deemed nonscorable. The nonscorable entry is treated as a score of zero and averaged with the scores resulting from the scorable entry.

**Nonscorable Assessment (NSA)** is assigned if all entries for a content area are nonscorable. When this occurs, a performance level is not assigned and the content area is reported as a Nonscorable Assessment (NSA). NSA should be interpreted as “no valid score was possible”; the reported error is not a statement about an individual student’s achievement on the GAA.

## SCORING PORTFOLIOS

**Not Complete (NC)** is assigned when a student transferred into a Georgia system from out of state, a private school, or a home study setting after January 1, 2018, and the portfolio was not completed (evidence was submitted for only the first collection period).

**Invalid (INV)** is assigned to an entry or content area as a result of an assessment irregularity, such as fabrication of evidence. If assigned to an entry, it is treated as a score of zero and averaged with the scores resulting from the scorable entry. If assigned to a content area, a performance level is not assigned and the content area is reported as Invalid.

## SCORING PORTFOLIOS

### GAA 2017–2018 NONSCORABLE CODES

Code	Condition
<b>ME</b> Missing Entry	Entry was missing from the portfolio.
<b>OG</b> Off Grade	Standard was not at student's grade level.
<b>IS</b> Ineligible Standard	<b>A</b> Standard addressed was not eligible for assessment. <b>B</b> Required standard was not addressed (applies to ELA and Mathematics only). <b>C</b> Same standard was addressed in previous entry.
<b>ES</b> Entry Sheet Error	<b>A</b> Entry Sheet was missing from the portfolio. <b>B</b> Standard number <b>and</b> description were missing or incorrect. <b>C</b> Element/indicator letter <b>and</b> description were missing or incorrect.
<b>IT</b> Insufficient Time	<b>A</b> Dates on evidence did not reflect two distinct collection periods. <b>B</b> There were fewer than 2 weeks (14 calendar days) from date on Primary Evidence for Collection Period 1 to date on Primary Evidence for Collection Period 2. <b>C</b> Date on evidence indicated that student work was collected before the assessment window opened.
<b>NA</b> Not Aligned	<b>A</b> Tasks were not aligned to standard and element/indicator (refers to all 4 tasks submitted). <b>B</b> One or both tasks for Collection Period 1 did not align to the standard and element/indicator. <b>C</b> One or both tasks for Collection Period 2 did not align to the standard and element/indicator.
<b>IE</b> Insufficient Evidence	<b>A</b> Evidence was submitted for only one (1) collection period. <b>B</b> Primary Evidence for CP1 <b>did not meet evidence requirements</b> or was missing. <b>C</b> Secondary Evidence for CP1 <b>did not meet evidence requirements</b> or was missing. <b>D</b> Primary Evidence for CP2 <b>did not meet evidence requirements</b> or was missing. <b>E</b> Secondary Evidence for CP2 <b>did not meet evidence requirements</b> or was missing. <b>F</b> Secondary Evidence for CP1 was a redocumentation of Primary Evidence. <b>G</b> Secondary Evidence for CP2 was a redocumentation of Primary Evidence. <b>H</b> Could not determine correctness of student response on one or more pieces of evidence.

# SCORING PORTFOLIOS

## Assigning Performance Levels

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To give meaning to the many different combinations of rubric scores, each possible combination was assigned a performance level during standard setting. The GAA Development Committee recommended three performance levels. These performance levels were termed “Stages of Progress” given that a chief purpose of the GAA is to assess student progress toward grade-level academic standards. Each Stage of Progress was defined by the committee, resulting in performance level descriptions (short narratives describing student achievement at each of the three levels). The three Stages of Progress are Extending Progress, Established Progress, and Emerging Progress.

## Definitions of Stages of Progress

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A Stage of Progress (performance level) is assigned to each content area based on four rubric scores: Fidelity to Standard, Context, Achievement/Progress, and Generalization. The three Stages of Progress include: Extending Progress (Advanced/Exceeds), Established Progress (Proficient/Meets), and Emerging Progress (Basic/Does Not Meet). Each Stage of Progress was defined by the GAA Development Committee to assist with the interpretation of student performance. These performance level descriptions are as follows:

### **EXTENDING PROGRESS (ADVANCED/EXCEEDS)**

Based on evidence in the portfolio, the student demonstrates an increased understanding of fundamental knowledge and skills aligned to selected grade-appropriate ELA, Mathematics, Science, or Social Studies standards. The student is working on academic content at an entry level or a level that approaches basic grade-level expectations. The student’s progress extends toward the achievement of grade-level standards. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and interactions is evidenced in the portfolio.

### **ESTABLISHED PROGRESS (PROFICIENT/MEETS)**

Based on evidence in the portfolio, the student demonstrates an understanding of fundamental knowledge and skills aligned to selected grade-appropriate ELA, Mathematics, Science, or Social Studies standards. The student is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio.

### **EMERGING PROGRESS (BASIC/DOES NOT MEET)**

Based on evidence in the portfolio, the student is beginning to demonstrate an understanding of fundamental knowledge and skills aligned to selected grade-appropriate ELA, Mathematics, Science, or Social Studies standards. The student work may not address academic content or addresses it at an access level. The student performs tasks using materials that may or may not be grade appropriate. Generalization across settings and/or interactions is limited in the portfolio.

## SCORING PORTFOLIOS

### Standard Setting

---

As is true with any assessment, standards must be set. For the GAA, this involved determining which performance levels are associated with each possible combination of rubric scores. In Spring 2007, a committee comprised of Georgia special education and general education teachers, administrators, and parents from across the state reviewed the scoring rubric in conjunction with student portfolios and made recommendations regarding the score patterns that should be classified for each Stage of Progress. Standard setting panelists made recommendations for each content area by grade band (Kindergarten–2, 3–5, 6–8, and High School) based solely on the review of actual student work submitted in portfolios and the scoring rubric. (Note that grades 1 and 2 were assessed at the time of standard setting, but are no longer being assessed.) Each portfolio reviewed by panelists was classified into one of the three Stages of Progress—Extending Progress, Established Progress, or Emerging Progress.

The Appendix of this guide, organized by content area and grade band, provides the Stage of Progress classification for each possible score pattern. Each rubric dimension contributes to the score pattern. For any grade in which two entries are required for a content area, the rubric scores assigned for Fidelity to Standard, Context, and Achievement/Progress are averaged to arrive at the content area rubric score. The rubric score assigned for Generalization, which is assigned across all scorable entries in the portfolio, also contributes to each content area's Stage of Progress classification.



# SAMPLE REPORTS

## Reporting

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### **GAA SCORE REPORTS**

Score reports provide information on the Stage of Progress achieved by each student in each content area, as well as the assigned scores for each rubric dimension. Reports are provided at the student, school, and system levels.

### **SECURE REPORTS**

Due to the small number of students participating in the GAA, all summary reports are marked as secure. Also, any report that identifies individual students is a secure report and must be treated in a manner that will protect the privacy of the student.

The following statement appears on each summary report: "Secure Report. Not for public distribution due to limited number of students; caution should be used when interpreting summary data."

## GAA High-Level Report Summary

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### **SPRING**

#### **Student Reports**

- Individual Student Report
- Student Labels

#### **School Reports**

- School Summary of Student Performance
  - Roster
  - Profile

#### **System Reports**

- System Summary
- System Performance by Strand
- System Data File


# SAMPLE REPORTS

## Individual Student Reports

### INDIVIDUAL STUDENT REPORT

The **Individual Student Report** provides feedback for parents on how the student performed on the Georgia Alternate Assessment. There are two sides to each Individual Student Report. Side one provides the student's score results for each content area assessed by dimension (Fidelity to Standard, Context, and Achievement/Progress) and a description of the student's Stage of Progress (performance level), as well as the dimension score earned for Generalization. Students in Kindergarten, grades 3–8, and High School receive scores in English Language Arts and Mathematics; students in grades 5 and 8 and High School are also assigned scores in Science and Social Studies.

#### Grade 5 Sample Individual Student Report—Side 1

	Spring 2018 Individual Student Report for: <b>Samantha B Smith</b> GTID#: 1234567890 Date of Birth: 05/13/2006 Teacher Name: A Smith School: GEORGIA SCHOOL (8888) System: GEORGIA SYSTEM (999)	<b>Georgia Alternate Assessment</b>  <b>Grade 5</b>																					
<b>STUDENT PERFORMANCE</b>																							
<b>English Language Arts Score Results</b>		<b>Student's Stage of Progress</b>																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Scoring Dimension</th> <th style="text-align: left;">Score</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Fidelity to Standard</td> <td>2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Context</td> <td>2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3 4</td> </tr> <tr> <td>Achievement / Progress</td> <td>3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3 4</td> </tr> </tbody> </table>	Scoring Dimension	Score				Fidelity to Standard	2	1	2	3	Context	2	1	2	3 4	Achievement / Progress	3	1	2	3 4	<p><b>ESTABLISHED PROGRESS</b>                      Based on evidence in the portfolio, the student demonstrates an understanding of fundamental knowledge and skills aligned to selected grade-appropriate English Language Arts standards from the following areas: Language, or Reading Informational, or Reading Literary, and Writing, or Speaking and Listening. The student is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials.</p>		
Scoring Dimension	Score																						
Fidelity to Standard	2	1	2	3																			
Context	2	1	2	3 4																			
Achievement / Progress	3	1	2	3 4																			
<b>Mathematics Score Results</b>		<b>Student's Stage of Progress</b>																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Scoring Dimension</th> <th style="text-align: left;">Score</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Fidelity to Standard</td> <td>1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Context</td> <td>2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3 4</td> </tr> <tr> <td>Achievement / Progress</td> <td>1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3 4</td> </tr> </tbody> </table>	Scoring Dimension	Score				Fidelity to Standard	1	1	2	3	Context	2	1	2	3 4	Achievement / Progress	1	1	2	3 4	<p><b>EMERGING PROGRESS</b>                      Based on evidence in the portfolio, the student is beginning to demonstrate an understanding of fundamental knowledge and skills aligned to selected grade-appropriate mathematics standards from the following areas: Operations and Algebraic Thinking, or Numbers and Operations in Base 10, or Numbers and Operations—Fractions, and Measurement and Data, or Geometry. The student work may not address academic content or addresses it at an access level. The student performs tasks using materials that may or may not be grade appropriate.</p>		
Scoring Dimension	Score																						
Fidelity to Standard	1	1	2	3																			
Context	2	1	2	3 4																			
Achievement / Progress	1	1	2	3 4																			
<b>Science Score Results</b>		<b>Student's Stage of Progress</b>																					
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Scoring Dimension	Score																						
Fidelity to Standard	1	1	2	3																			
Context	2	1	2	3 4																			
Achievement / Progress	1	1	2	3 4																			
<b>Social Studies Score Results</b>		<b>Student's Stage of Progress</b>																					
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Scoring Dimension	Score																						
Fidelity to Standard	2	1	2	3																			
Context	4	1	2	3 4																			
Achievement / Progress	4	1	2	3 4																			
<b>Generalization Score Results</b>																							
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Scoring Dimension	Score																						
Generalization	3	1	2	3 4																			
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# SAMPLE REPORTS

## INDIVIDUAL STUDENT REPORT (CONTINUED)


Side two of the **Individual Student Report** provides definitions of the four score dimensions and summarizes the student scores received by content area. The total possible points for each dimension and the actual points that the student earned for each entry are provided. Any nonscorable codes issued for the student entries are listed and defined as well. In addition to content area scores, the possible points and student score for Generalization are exhibited. Side two also provides parents with a brief description of the GAA along with some tips for helping their student.

### Grade 5 Sample Individual Student Report—Side 2

INDIVIDUAL STUDENT REPORT				Samantha B Smith		
STUDENT PERFORMANCE BY SCORE DIMENSION						
<p>Georgia's statewide curriculum sets specific academic standards or expectations for all students in Georgia's public schools. The GAA measures how well students have learned the knowledge and skills covered by the curriculum based on alternate achievement standards (adjusted achievement expectations) for their grade level. Student work is scored for the following dimensions, and scores are summarized below:</p> <ul style="list-style-type: none"> <li>• Fidelity to Standard - the degree to which the student's work addresses the grade-level standard</li> <li>• Context - the degree to which the student's work is purposeful and uses grade-appropriate materials in a natural or real-world application</li> <li>• Achievement / Progress - the degree of demonstrated improvement in the student's performance over time</li> <li>• Generalization - the degree of opportunity to apply skills in a variety of settings and with various individuals across all content areas</li> </ul>						
Content Area	Possible Points	Student's Points		Content Area	Possible Points	Student's Points
		Entry 1	Entry 2			
ENGLISH LANGUAGE ARTS						
Dimension	Each Entry	Reading Literary	Speaking and Listening			
Fidelity to Standard	3	2	2			
Context	4	3	1			
Achievement / Progress	4	4	2			
MATHEMATICS						
Dimension	Each Entry	Number System	Geometry			
Fidelity to Standard	3	1	1			
Context	4	1	2			
Achievement / Progress	4	1	1			
SCIENCE						
Dimension	Each Entry	Physical Science				
Fidelity to Standard	3			1		
Context	4			2		
Achievement / Progress	4			1		
SOCIAL STUDIES						
Dimension	Each Entry	Government/Civic Understandings				
Fidelity to Standard	3			2		
Context	4			4		
Achievement / Progress	4			4		
GENERALIZATION						
Possible Points: 4		Student's Points: 3				
What is the Georgia Alternate Assessment?						
<p>The Georgia Alternate Assessment (GAA) is a portfolio-based assessment for students in grades K, 3-8, and High School who have been identified as having the most significant cognitive disabilities and cannot participate in the general assessment program even with maximum accommodations. All students in these grades are assessed in the subjects of English Language Arts and Mathematics. Students in grades 3-8 and High School are also assessed in Science and Social Studies. Students participating in the GAA are assessed on the same curriculum standards as their peers; however, teachers may adjust the achievement expectations to reflect the learning characteristics of this group of students.</p> <p>Please refer to the GAA Parent Brochure, "Questions and Answers for Parents of Georgia Students," for additional information.</p>						
What can I do to help my student succeed?						
<ol style="list-style-type: none"> <li>1) Talk to your student's teacher about the information in this report.</li> <li>2) Participate in your student's annual IEP meeting.</li> <li>3) Take advantage of the valuable resources that are available on the Georgia Department of Education (GaDOE) web site: <a href="http://www.gadoe.org">http://www.gadoe.org</a>. Click on link for Testing/Assessment; then click link for the GAA.</li> </ol>						
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# SAMPLE REPORTS

## High School Sample Individual Student Report—Side 1

	Spring 2018 Individual Student Report for: <b>John E Smith</b> GTID#: 1234567890 Date of Birth: 05/16/2000 Grade: 11 Teacher Name: A Jones School: GEORGIA SCHOOL (8888) System: GEORGIA SYSTEM (999)	<h2 style="margin: 0;">Georgia Alternate Assessment</h2> <h2 style="margin: 0;">High School</h2>											
<b>STUDENT PERFORMANCE</b>													
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>English Language Arts Score Results</b></td> <td style="width: 50%; text-align: right;"><b>Student's Stage of Progress</b></td> </tr> </table>			<b>English Language Arts Score Results</b>	<b>Student's Stage of Progress</b>									
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Scoring Dimension	Score												
Fidelity to Standard	2	1 2 3											
Context	3	1 2 3 4											
Achievement / Progress	2	1 2 3 4											
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Mathematics Score Results</b></td> <td style="width: 50%; text-align: right;"><b>Student's Stage of Progress</b></td> </tr> </table>			<b>Mathematics Score Results</b>	<b>Student's Stage of Progress</b>									
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Scoring Dimension	Score												
Fidelity to Standard	2	1 2 3											
Context	3	1 2 3 4											
Achievement / Progress	2	1 2 3 4											
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Science Score Results</b></td> <td style="width: 50%; text-align: right;"><b>Student's Stage of Progress</b></td> </tr> </table>			<b>Science Score Results</b>	<b>Student's Stage of Progress</b>									
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Scoring Dimension	Score												
Fidelity to Standard	2	1 2 3											
Context	3	1 2 3 4											
Achievement / Progress	2	1 2 3 4											
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Social Studies Score Results</b></td> <td style="width: 50%; text-align: right;"><b>Student's Stage of Progress</b></td> </tr> </table>			<b>Social Studies Score Results</b>	<b>Student's Stage of Progress</b>									
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Scoring Dimension	Score												
Fidelity to Standard	2	1 2 3											
Context	3	1 2 3 4											
Achievement / Progress	2	1 2 3 4											
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Generalization Score Results</b></td> <td style="width: 50%;"></td> </tr> </table>			<b>Generalization Score Results</b>										
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Scoring Dimension	Score												
Generalization	4	1 2 3 4											
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# SAMPLE REPORTS

## High School Sample Individual Student Report—Side 2

### INDIVIDUAL STUDENT REPORT

John E Smith

#### STUDENT PERFORMANCE BY SCORE DIMENSION

Georgia's statewide curriculum sets specific academic standards or expectations for all students in Georgia's public schools. The GAA measures how well students have learned the knowledge and skills covered by the curriculum based on alternate achievement standards (adjusted achievement expectations) for their grade level. Student work is scored for the following dimensions, and scores are summarized below:

- Fidelity to Standard - the degree to which the student's work addresses the grade-level standard
- Context - the degree to which the student's work is purposeful and uses grade-appropriate materials in a natural or real-world application
- Achievement / Progress - the degree of demonstrated improvement in the student's performance over time
- Generalization - the degree of opportunity to apply skills in a variety of settings and with various individuals across all content areas

Content Area	Possible Points	Student's Points	
		Entry 1	Entry 2
<b>ENGLISH LANGUAGE ARTS</b>			
Dimension	Each Entry	Reading Literary	Speaking and Listening
Fidelity to Standard	3	2	2
Context	4	3	3
Achievement / Progress	4	2	2

Content Area	Possible Points	Student's Points	
		Entry 1	Entry 2
<b>SCIENCE</b>			
Dimension	Each Entry	Biology	Physical Science
Fidelity to Standard	3	2	2
Context	4	3	3
Achievement / Progress	4	2	2

<b>MATHEMATICS</b>			
Dimension	Each Entry	Student's Points	
		Algebra I: Functions	Geometry: Circles
Fidelity to Standard	3	2	2
Context	4	3	3
Achievement / Progress	4	2	2

<b>SOCIAL STUDIES</b>			
Dimension	Each Entry	Student's Points	
		U.S. History	Economics
Fidelity to Standard	3	2	2
Context	4	3	3
Achievement / Progress	4	2	2

<b>GENERALIZATION</b>	
Possible Points: 4	Student's Points: 4

#### What is the Georgia Alternate Assessment?

The Georgia Alternate Assessment (GAA) is a portfolio-based assessment for students in grades K, 3-8, and High School who have been identified as having the most significant cognitive disabilities and cannot participate in the general assessment program even with maximum accommodations. All students in these grades are assessed in the subjects of English Language Arts and Mathematics. Students in grades 3-8 and High School are also assessed in Science and Social Studies. Students participating in the GAA are assessed on the same curriculum standards as their peers; however, teachers may adjust the achievement expectations to reflect the learning characteristics of this group of students.

Please refer to the GAA Parent Brochure, "Questions and Answers for Parents of Georgia Students," for additional information.

#### What can I do to help my student succeed?

- 1) Talk to your student's teacher about the information in this report.
- 2) Participate in your student's annual IEP meeting.
- 3) Take advantage of the valuable resources that are available on the Georgia Department of Education (GaDOE) web site: <http://www.gadoe.org>. Click on link for Testing/Assessment; then click link for the GAA.

# SAMPLE REPORTS

## INDIVIDUAL STUDENT LABELS

Each school will receive **Individual Student Labels**. The labels present summary information (similar to that contained on the student report) for each student. This information is printed on a small self-adhesive label to be placed in the student's permanent record folder (or other appropriate records).

Sample Labels—Kindergarten and grades 3–8

**Sample Label—Scored**

Georgia Alternate Assessment					Spring 2018	
Name: <b>SMITH, CORY</b>			Kindergarten			
GTID: 1234567890						
DOB: 6/10/2011						
School: GEORGIA SCHOOL (9999)						
System: GEORGIA SYSTEM (999)						
English Language Arts Established Progress			Mathematics Nonscorable Assessment			
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	
Fidelity	3	3	Fidelity	3	ME/NA	
Context	4	2	Context	4	ME/NA	
Achievement	4	3	Achievement	4	ME/NA	
Generalization						
Possible Points: 4			Student Points: 4			

**Sample Label—Invalid**

Georgia Alternate Assessment					Spring 2018	
Name: <b>CHU, BRIAN</b>			Kindergarten			
GTID: 1234567890						
DOB: 6/10/2011						
School: GEORGIA SCHOOL (9999)						
System: GEORGIA SYSTEM (999)						
English Language Arts Invalid Assessment			Mathematics Invalid Assessment			
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	
Fidelity	3	INV	Fidelity	3	INV	
Context	4	INV	Context	4	INV	
Achievement	4	INV	Achievement	4	INV	
Generalization						
Possible Points: 4			Student Points:			

**Sample Label—Scored**

Georgia Alternate Assessment					Spring 2018	
Name: <b>RICHARDS, ASHLEY</b>			Grade 3			
GTID: 1234567890						
DOB: 05/13/2008						
School: GEORGIA SCHOOL (9999)						
System: GEORGIA SYSTEM (999)						
English Language Arts Established Progress			Mathematics Emerging Progress			
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	
Fidelity	3	2	Fidelity	3	1	
Context	4	2	Context	4	2	
Achievement	4	3	Achievement	4	1	
Generalization						
Possible Points: 4			Student Points: 3			

**Sample Label—Invalid**

Georgia Alternate Assessment					Spring 2018	
Name: <b>CHASE, KELLY B</b>			Grade 3			
GTID: 1234567890						
DOB: 07/15/2008						
School: GEORGIA SCHOOL (7777)						
System: GEORGIA SYSTEM (888)						
English Language Arts Established Progress			Mathematics Emerging Progress			
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	
Fidelity	3	2	Fidelity	3	1	
Context	4	2	Context	4	2	
Achievement	4	3	Achievement	4	1	
Generalization						
Possible Points: 4			Student Points: 3			

# SAMPLE REPORTS

## Sample Labels—High School

### Sample Label—Scored

Georgia Alternate Assessment						Spring 2018					
Name: <b>JONES, FRANKLIN A</b>						High School					
GTID: 1234567890											
DOB: 05/13/2000											
Grade: 11											
School: GEORGIA SCHOOL (8888)											
System: GEORGIA SYSTEM (999)											
English Language Arts Established Progress						Mathematics Nonscorable Assessment					
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	2	Fidelity	3	NA-B/NA-A	Fidelity	3	NA-B/NA-A	Fidelity	3	NA-B/NA-A
Context	4	3	Context	4	NA-B/NA-A	Context	4	NA-B/NA-A	Context	4	NA-B/NA-A
Achievement	4	2	Achievement	4	NA-B/NA-A	Achievement	4	NA-B/NA-A	Achievement	4	NA-B/NA-A
Science Invalid Assessment						Social Studies Nonscorable Assessment					
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	INV	Fidelity	3	INV/NA-B	Fidelity	3	INV/NA-B	Fidelity	3	INV/NA-B
Context	4	INV	Context	4	INV/NA-B	Context	4	INV/NA-B	Context	4	INV/NA-B
Achievement	4	INV	Achievement	4	INV/NA-B	Achievement	4	INV/NA-B	Achievement	4	INV/NA-B
Generalization											
Possible Points: 4						Student Points: 4					

### Sample Label—Invalid

Georgia Alternate Assessment						Spring 2018					
Name: <b>SMITH, JOHN E</b>						High School					
GTID: 1234567890											
DOB: 05/14/2000											
Grade: 11											
School: GEORGIA SCHOOL (8888)											
System: GEORGIA SYSTEM (999)											
English Language Arts Invalid Assessment						Mathematics Invalid Assessment					
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	INV	Fidelity	3	INV	Fidelity	3	INV	Fidelity	3	INV
Context	4	INV	Context	4	INV	Context	4	INV	Context	4	INV
Achievement	4	INV	Achievement	4	INV	Achievement	4	INV	Achievement	4	INV
Science Invalid Assessment						Social Studies Invalid Assessment					
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	INV	Fidelity	3	INV	Fidelity	3	INV	Fidelity	3	INV
Context	4	INV	Context	4	INV	Context	4	INV	Context	4	INV
Achievement	4	INV	Achievement	4	INV	Achievement	4	INV	Achievement	4	INV
Generalization											
Possible Points: 4						Student Points:					

# SAMPLE REPORTS

## School Reports


### SCHOOL SUMMARY OF STUDENT PERFORMANCE

The **School Summary of Student Performance** report, organized by grade, is made up of two parts: the **Roster** and the **Profile**.

#### Roster

Side one of the two-sided **Roster** lists each student in that grade who participated in the GAA and includes each student's Stage of Progress (Emerging, Established, or Extending) by content area as well as the student's scores, nonscorable codes, or invalidation indicators. Average scores are summarized at the bottom of side one and are reported by content area. An average score for Generalization is shown in the final column of that summary. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

#### Sample Roster—Side 1



**GEORGIA ALTERNATE ASSESSMENT**  
**SCHOOL SUMMARY OF STUDENT PERFORMANCE**  
**SPRING 2018**

page 1

**Grade 3**

**SECURE REPORT**

SCHOOL NAME: **GEORGIA SCHOOL**  
 SCHOOL CODE: **8888**  
 SYSTEM NAME: **GEORGIA SYSTEM**  
 SYSTEM CODE: **999**

Not for public distribution due to limited number of students; caution should be used when interpreting summary data.

TOTAL STUDENTS TESTED: 5		ENGLISH LANGUAGE ARTS			MATHEMATICS			GENERALIZATION (1-4)
STUDENT	Stage of Progress	Established			Extending			
	Selected Strand*	Reading Fnd	Speak & List	Total	N&O Base 10	Mea & Data	Total	
<b>RICHARDS, ASHLEY A</b> GTID#: 1234567890 DOB: 05/13/2007	Stage of Progress	Established			Extending			
	Selected Strand*	Reading Fnd	Speak & List	Total	N&O Base 10	Mea & Data	Total	3
	Fidelity to Standard (1-3)	2	2	2	2	3	3	
	Context (1-4)	3	1	2	3	3	3	
	Achievement / Progress (1-4)	4	2	3	3	3	3	
<b>SCHULTZ, BRIDGETT</b> GTID# 1234567890 DOB: 05/14/2007	Stage of Progress	Established			Established			
	Selected Strand*	Reading Inf	Writing	Total	N&O Fract	Geo	Total	3
	Fidelity to Standard (1-3)	2	2	2	2	2	2	
	Context (1-4)	4	3	4	3	3	3	
	Achievement / Progress (1-4)	3	3	3	3	3	3	
<b>THOMPSON, KELLY</b> GTID#: 1234567890 DOB: 06/15/2007	Stage of Progress	Established			Emerging			
	Selected Strand*	Reading Fnd	Writing	Total	N&O Base 10	Geo	Total	4
	Fidelity to Standard (1-3)	3	3	3	ME	1	1	
	Context (1-4)	2	2	2	ME	1	1	
	Achievement / Progress (1-4)	2	2	2	ME	1	1	
<b>UNDERWOOD, JAMES</b> GTID#: 1234567890 DOB: 06/10/2007	Stage of Progress	Established			Extending			
	Selected Strand*	Reading Fnd	Speak & List	Total	N&O Fract	Mea & Data	Total	3
	Fidelity to Standard (1-3)	2	3	3	3	2	3	
	Context (1-4)	1	3	2	4	4	4	
	Achievement / Progress (1-4)	2	3	3	4	4	4	
<b>WATERS, HARRY</b> GTID#: 1234567890 DOB: 05/22/2007	Stage of Progress	Not Complete			Not Complete			
	Selected Strand*							
	Fidelity to Standard (1-3)							
	Context (1-4)							
	Achievement / Progress (1-4)							
<b>GRADE 3 SUMMARY</b>		ENGLISH LANGUAGE ARTS Average Scores			MATHEMATICS Average Scores			GENERALIZATION Average Score
	Selected Strand*	Entry 1	Entry 2	Total	Entry 1	Entry 2	Total	2.2
	Fidelity to Standard (1-3)	2.1	2.3	2.3	2.5	2.4	2.5	
	Context (1-4)	2.6	2.8	2.7	2.7	2.8	2.7	
	Achievement / Progress (1-4)	2.8	2.7	2.7	2.3	2.1	2.2	

NSA: Nonscorable assessment (See back page for explanation of Nonscorable Codes and Subcodes.)  
 NS: Generalization Nonscorable due to no scorable entries in the portfolio.  
 Not Complete: Student enrolled in a Georgia school after January 1, 2018, and the portfolio was not completed.  
 Invalid: Irregular and invalid assessment; not included in summary data.  
 \*See back page for Selected Strands abbreviation key.

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# SAMPLE REPORTS

## SCHOOL SUMMARY OF STUDENT PERFORMANCE (CONTINUED)

Side two of the **Roster** provides a “Strand Abbreviation Key” for the report as well as “Nonscorable Codes and Definitions.” Teachers use the drop down menu on the Electronic Entry Sheet to select the strand and content standard on which each student will be assessed. A copy of the Entry Sheet is then submitted with the portfolio for scoring.

### Sample Roster—Side 2

Strand Abbreviation Key			Strand Abbreviation Key			Codes and Definitions		page 2	
Abbreviation	Strand Name	Grades	Abbreviation	Strand Name	Grades	NSA Codes / Subcodes	Nonscorable Definition		
<b>English Language Arts</b>			<b>Mathematics</b>			Missing Entry	ME	Entry was missing from the portfolio.	
Lang	Language	K, 3-8, High School	Count & Card	Counting and Cardinality	K	Entry Sheet Error	A	Entry Sheet was missing from the portfolio.	
Reading Fnd	Reading Foundational	K, 3-4	Ops & Alg	Operations and Algebraic Thinking	K, 3-5		B	Standard number <b>and</b> description were missing or incorrect.	
Reading Inf	Reading Informational	K, 3-8, High School	N&O Base 10	Number and Operations in Base Ten	3-5		C	Element letter <b>and</b> description were missing or incorrect.	
Reading Lit	Reading Literary	K, 3-8, High School	N&O Fract	Number and Operations - Fractions	3-5	Not Aligned	NA	A	Tasks were not aligned to standard and element (refers to all 4 tasks submitted).
Speak & List	Speaking and Listening	K, 3-8, High School	Ratio & Prop	Ratios and Proportional Relationships	6-7		B	One or both tasks for Collection Period 1 did not align to the standard and element.	
Writing	Writing	K, 3-8, High School	Num Sys	The Number System	6-8		C	One or both tasks for Collection Period 2 did not align to the standard and element.	
<b>Science</b>			Exp & Eq	Expressions and Equations	6-8	Insufficient Evidence	IE	A	Evidence was submitted for only ONE Collection Period.
Earth Sci	Earth Science	5	Functions	Functions	8			B	Primary Evidence for CP1 <b>did not meet evidence requirements</b> or was missing.
Phys Sci	Physical Science	5, 8, High School	Mea & Data	Measurement and Data	K, 3-5			C	Secondary Evidence for CP1 <b>did not meet evidence requirements</b> or was missing.
Life Sci	Life Science	5	Geo	Geometry	K, 3-8			D	Primary Evidence for CP2 <b>did not meet evidence requirements</b> or was missing.
Bio	Biology	High School	Stat & Prob	Statistics and Probability	6-8			E	Secondary Evidence for CP2 <b>did not meet evidence requirements</b> or was missing.
<b>Social Studies</b>			CA: Alg	Algebra (includes Number and Quantity)	High School			F	Secondary Evidence for CP1 was a redocumentation of Primary Evidence.
Hist Und	Historical Understandings	5, 8	CA: Functions	Functions	High School			G	Secondary Evidence for CP2 was a redocumentation of Primary Evidence.
Geog Und	Geographic Understandings	5, 8	CA: ACG	Algebra Connections to Geometry	High School			H	Could not determine correctness of student response on one or more pieces of evidence.
Gov/Civ Und	Government/Civic Understandings	5, 8	CA: ACS&P	Algebra Connections to Statistics and Probability	High School	Insufficient Time	IT	A	Dates on evidence did not reflect two distinct collection periods.
Econ Und	Economic Understandings	5, 8	ALG: Eq	Equations	High School			B	There were fewer than 2 weeks (14 calendar days) from date on Primary Evidence for Collection Period 1 to date on Primary Evidence for Collection Period 2.
Econ	Economics	High School	ALG: Functions	Functions	High School			C	Date on evidence indicated that student work was collected before the testing window opened.
US Hist	U.S. History	High School	ALG: ACS&P	Algebra Connections to Statistics and Probability	High School	Ineligible Standard	IS	A	Standard addressed was not eligible for assessment.
			AG: C&S	Congruence and Similarity	High School			B	Required standard was not addressed (applies to ELA and Mathematics only).
			AG: Circles	Circles	High School			C	Same standard was addressed in previous entry.
			AG: E&M	Equations and Measurement	High School	Off Grade	OG	Standard was not at student's grade level.	
			AG: EE&F	Expressions, Equations, and Functions (including Number)	High School	<b>Invalid Code</b>		<b>Invalid Definition</b>	
			AG: S&P	Statistics and Probability	High School	Invalid		Irregular and invalid entry	
			GEO: C&S	Congruence and Similarity	High School				
			GEO: Circles	Circles	High School				
			GEO: E&M	Equations and Measurement	High School				
			GEO: S&P	Statistics and Probability	High School				

# SAMPLE REPORTS

## SCHOOL SUMMARY OF STUDENT PERFORMANCE (CONTINUED)


### Profile

The **Profile**, also organized by grade, presents performance summary data on two sides. The name of the school and the total number of portfolios processed are indicated at the upper left-hand portion of side one.

The first section of side one, “Student Performance at Georgia School,” provides the number and percent of students at each Stage of Progress by content area, along with content area bar graphs illustrating the “Percent of Students at Each Stage of Progress.” English Language Arts and Mathematics scores are reported for Kindergarten, grades 3–8, and High School; reports for grades 5 and 8 and High School also include results for Science and Social Studies.

The “Student Performance by Rubric Dimension” section at the bottom of the page provides, by content area, the mean score by rubric dimension, and the percent of students at each score point. Generalization data, as well as definitions of the rubric dimensions, are also included beneath the content area table. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

### Sample Profile—Side 1



**GEORGIA ALTERNATE ASSESSMENT**  
**SCHOOL SUMMARY OF STUDENT PERFORMANCE**  
**SPRING 2018**

page 1  
**Grade 3**  
**SECURE REPORT**

SCHOOL NAME: GEORGIA SCHOOL  
 SCHOOL CODE: 8888  
 SYSTEM NAME: GEORGIA SYSTEM  
 SYSTEM CODE: 999

Total Processed: 4

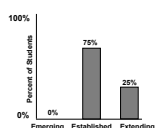
Not for public distribution due to limited number of students; caution should be used when interpreting summary data.

**Student Performance at Georgia School**

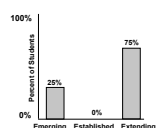
Stage of Progress	Number and Percent of Students at Each Stage of Progress			
	English Language Arts		Mathematics	
	Number	Percent	Number	Percent
Emerging Progress	0	0%	1	25%
Established Progress	3	75%	0	0%
Extending Progress	1	25%	3	75%
<b>Total Students with Scorable Entries</b>	<b>4</b>		<b>4</b>	

See back page for detail on Not Complete portfolios, Invalid entries, Invalid assessments, Nonscorable entries, and Nonscorable assessments. Due to rounding, percents in each Stage of Progress may not total 100%.

**English Language Arts**



**Mathematics**



Percent of Students at Each Stage of Progress

**Student Performance by Rubric Dimension**

Rubric Dimension	Mean Rubric Score and Percent of Students at Each Rubric Score Point									
	English Language Arts <small>N: Count: 4</small>					Mathematics <small>N: Count: 4</small>				
	Mean Score	% at 1	% at 2	% at 3	% at 4	Mean Score	% at 1	% at 2	% at 3	% at 4
Fidelity to Standard	2.3	0	75	25		2.3	0	75	25	
Context	3.3	0	0	75	25	3.0	0	25	50	25
Achievement / Progress	2.0	0	100	0	0	2.3	25	25	50	0

	N-Count	Mean Score	% at 1	% at 2	% at 3	% at 4
Generalization	4	4.0	0	0	0	100

- **Fidelity to Standard** - the degree to which the student's work addresses the grade-level standard
- **Achievement / Progress** - the degree of demonstrated improvement in the student's performance over time
- **Context** - the degree to which the student's work is purposeful and uses grade-appropriate materials in a natural or real-world application
- **Generalization** - the degree of opportunity to apply skills in a variety of settings and with various individuals across all content areas assessed

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# SAMPLE REPORTS

## SCHOOL SUMMARY OF STUDENT PERFORMANCE (CONTINUED)

Side two of the **Profile** summarizes student performance by population group, and provides data regarding nonscorable and invalidated portfolios and entries for each school.

The first column of the “Student Performance by Population Group for School” table lists the student population subgroups based on demographics such as gender, ethnicity, and disability. The subsequent columns list the total number of students in each specific population group assessed by each content area, and the percent of students at each Stage of Progress within each content area. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

The “Detail for Portfolios and Entries Not Scored” table provides the number of students for whom portfolios and entries were returned that could not be scored, listed for each content area by Nonscorable Category: Not Complete Portfolios (NC), Invalidations (INV), Nonscorable Assessments (NSA), Did Not Attempt (DNA), and the Total Nonscorable Entries broken down by type of nonscorable entry.

### Sample Profile—Side 2

Georgia Alternate Assessment — 2018		<b>SECURE REPORT</b>		Not for public distribution due to limited number of students; caution should be used when interpreting summary data.		page 2 Grade 3			
SCHOOL NAME: GEORGIA SCHOOL SYSTEM NAME: GEORGIA SYSTEM									
Student Performance by Population Group for School									
Population Group	Percentage at Each Stage of Progress								
	English Language Arts				Mathematics				
	Total Students* (N=Count)	Emerging	Established	Exceeding	Total Students* (N=Count)	Emerging	Established	Exceeding	
All Students	4	0	75	25	4	25	0	75	
Gender	Female	1	0	0	100	1	0	0	100
	Male	3	0	100	0	3	33	0	67
Ethnicity	Asian/Pacific Islander	0	0	0	0	0	0	0	0
	Black/Not Hispanic	2	0	100	0	2	50	0	50
	Hispanic	0	0	0	0	0	0	0	0
	Native American/Alaskan Native	0	0	0	0	0	0	0	0
	White/Not Hispanic	2	0	50	50	2	0	0	100
Disability	Multi-racial	0	0	0	0	0	0	0	0
	Visual Impairments	0	0	0	0	0	0	0	0
	Deaf/Hard of Hearing	0	0	0	0	0	0	0	0
	Deaf/Blind	0	0	0	0	0	0	0	0
	Specific Learning Disabilities	0	0	0	0	0	0	0	0
	Mild Intellectual Disabilities	0	0	0	0	0	0	0	0
	Traumatic Brain Injury	0	0	0	0	0	0	0	0
	M/S/P Intellectual Disabilities	0	0	0	0	0	0	0	0
	Autism	0	0	0	0	0	0	0	0
	Orthopedic Impairments	0	0	0	0	0	0	0	0
	Speech-Language Impairments	0	0	0	0	0	0	0	0
	Emotional and Behavioral Disorders	0	0	0	0	0	0	0	0
	Other Health Impairments	0	0	0	0	0	0	0	0
Significant Developmental Delay	4	0	75	25	4	25	0	75	
Other	EL	0	0	0	0	0	0	0	0
	EL Monitored	0	0	0	0	0	0	0	0
	Migrant	0	0	0	0	0	0	0	0
Due to rounding, percents in each Stage of Progress may not total 100%. *Includes students with scorable assessments.									
Detail for Portfolios and Entries Not Scored									
Nonscorable Category	English Language Arts Number	Mathematics Number							
Not Complete Portfolios	0	0							
Invalid Assessments	0	0							
Invalid Entries	0	0							
Nonscorable Assessments (NSA)	0	0							
Total Nonscorable Entries	0	0							
Missing Entry	0	0							
Entry Sheet Error	0	0							
Not Aligned	0	0							
Insufficient Evidence	0	0							
Ineligible Standard	0	0							
Insufficient Time	0	0							
Off Grade	0	0							
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# SAMPLE REPORTS

## System Reports

### SYSTEM SUMMARY

The **System Summary** report is made up of two parts: the **Overall Summary of Performance** and the **System Summary by Grade**.

The **Overall Summary of Performance** is a one-sided report that lists system-wide performance of students taking the GAA, by grade and content area, showing the total number of students, the number of portfolios returned that could not be scored or were invalidated, and the number and percent of students at each Stage of Progress. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

#### Sample Overall Summary of Performance

Grade	Number and Percent of Students at Each Stage of Progress																															
	English Language Arts						Mathematics						Science						Social Studies													
	Total Students* (N-Count)	NSA / Invalid / Not Complete	Emerging Progress #	Emerging Progress %	Established Progress #	Established Progress %	Extending Progress #	Extending Progress %	Total Students* (N-Count)	NSA / Invalid / Not Complete	Emerging Progress #	Emerging Progress %	Established Progress #	Established Progress %	Extending Progress #	Extending Progress %	Total Students* (N-Count)	NSA / Invalid / Not Complete	Emerging Progress #	Emerging Progress %	Established Progress #	Established Progress %	Extending Progress #	Extending Progress %								
All Students	6	1	4	67%	2	33%	0	0%	5	2	3	60%	2	40%	0	0%	1	2	0	0%	1	100%	0	0%	1	2	0	0%	1	100%	0	0%
Kindergarten	0	0	0	0%	0	0%	0	0%	0	0	0	0%	0	0%	0	0%																
Grade 3	1	0	1	100%	0	0%	0	0%	1	0	1	100%	0	0%	0	0%																
Grade 4	1	0	1	100%	0	0%	0	0%	1	0	1	100%	0	0%	0	0%																
Grade 5	1	0	1	100%	0	0%	0	0%	1	0	0	0%	1	100%	0	0%	0	1	0	0%	0	0%	0	0%	0	1	0	0%	0	0%	0	0%
Grade 6	1	0	0	0%	1	0%	0	0%	0	1	0	0%	0	0%	0	0%																
Grade 7	1	0	1	100%	0	0%	0	0%	1	0	0	0%	1	100%	0	0%																
Grade 8	0	1	0	0%	0	0%	0	0%	0	1	0	0%	0	0%	0	0%	0	1	0	0%	0	0%	0	0%	0	1	0	0%	0	0%	0	0%
High School	1	0	0	0%	1	100%	0	0%	1	0	1	100%	0	0%	0	0%	1	0	0	0%	1	100%	0	0%	1	0	0	0%	1	100%	0	0%

\*Includes students with scorable assessments.  
NSA: Nonscorable Assessment.  
Not Complete: Student enrolled in a Georgia school after January 1, 2018, and the portfolio was not completed.  
INV: Irregular and invalid assessment.  
Due to rounding, percents in each Stage of Progress may not total 100%.

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# SAMPLE REPORTS


## SYSTEM SUMMARY (CONTINUED)

The **System Summary by Grade** is a two-sided report that provides performance summary data for a given system. The name of the system and the total number of portfolios processed are indicated at the top of side one.

The first section of side one, “Student Performance at Georgia System,” provides the number and percent of students at each Stage of Progress by content area, along with content area bar graphs illustrating the “Percent of Students at Each Stage of Progress.” English Language Arts and Mathematics scores are reported for Kindergarten, grades 3–8, and High School; reports for grades 5 and 8 and High School also include results for Science and Social Studies.

The “Student Performance by Rubric Dimension” section at the bottom of the page provides, by content area, the mean score for each rubric dimension, and the percent of students at each score point. Generalization data, as well as definitions of the rubric dimensions, are also included beneath the content area table. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

### Sample System Summary by Grade—Side 1



**GEORGIA ALTERNATE ASSESSMENT  
SYSTEM SUMMARY  
by Grade  
SPRING 2018**

SYSTEM NAME: GEORGIA SYSTEM  
SYSTEM CODE: 999  
Total Processed: 4

page 1  
**Grade 3**  
**SECURE  
REPORT**

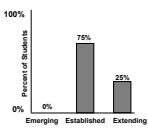
Not for public distribution due to limited number of students;  
caution should be used when interpreting summary data.

**Student Performance at Georgia System**

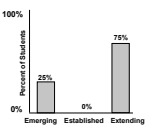
Stage of Progress	Number and Percent of Students at Each Stage of Progress			
	English Language Arts		Mathematics	
	Number	Percent	Number	Percent
Emerging Progress	0	0%	1	25%
Established Progress	3	75%	0	0%
Extending Progress	1	25%	3	75%
<b>Total Students with Scorable Entries</b>	<b>4</b>		<b>4</b>	

See back page for detail on Not Complete portfolios, Invalid entries, Invalid assessments, Non-scorable entries, and Non-scorable assessments. Due to rounding, percents in each Stage of Progress may not total 100%.

**English Language Arts**



**Mathematics**



Percent of Students at Each Stage of Progress

**Student Performance by Rubric Dimension**

Rubric Dimension	Mean Rubric Score and Percent of Students at Each Rubric Score Point									
	English Language Arts N=Count: 4					Mathematics N=Count: 4				
	Mean Score	% at 1	% at 2	% at 3	% at 4	Mean Score	% at 1	% at 2	% at 3	% at 4
Fidelity to Standard	2.3	0	75	25		2.3	0	75	25	
Context	3.3	0	0	75	25	3.0	0	25	50	25
Achievement / Progress	2.0	0	100	0	0	2.3	25	25	50	0

	N-Count	Mean Score	% at 1	% at 2	% at 3	% at 4
Generalization	4	4.0	0	0	0	100

- **Fidelity to Standard** - the degree to which the student's work addresses the grade-level standard
- **Achievement / Progress** - the degree of demonstrated improvement in the student's performance over time
- **Context** - the degree to which the student's work is purposeful and uses grade-appropriate materials in a natural or real-world application
- **Generalization** - the degree of opportunity to apply skills in a variety of settings and with various individuals across all content areas assessed

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# SAMPLE REPORTS

## SYSTEM SUMMARY (CONTINUED)

Side two of the **System Summary by Grade** summarizes student performance by population group, and provides data regarding nonscorable and invalidated portfolios and entries for each system.

The first column of the “Student Performance by Population Group for System” table lists the student population subgroups based on demographics such as gender, ethnicity, and disability. The subsequent columns list the total number of students in each specific population group assessed by content area and the percent of students at each Stage of Progress within each content area for that grade.

The “Detail for Portfolios and Entries Not Scored” table provides the number of students for whom portfolios and entries were returned that could not be scored, listed for each content area by Nonscorable Category: Not Complete Portfolios, Invalidations, Nonscorable Assessments (NSA), and the Total Nonscorable Entries broken down by type of nonscorable entry.

### Sample System Summary by Grade—Side 2

Georgia Alternate Assessment — 2018		<b>SECURE REPORT</b>		Not for public distribution due to limited number of students; caution should be used when interpreting summary data.		page 2			
SYSTEM NAME: GEORGIA SYSTEM						<b>Grade 3</b>			
<b>Student Performance by Population Group for System</b>									
Population Group		Percentage at Each Stage of Progress							
		English Language Arts				Mathematics			
		Total Students* (N-Count)	Emerging	Established	Extending	Total Students* (N-Count)	Emerging	Established	Extending
Gender	All Students	4	0	75	25	4	25	0	75
	Female	1	0	0	100	1	0	0	100
	Male	3	0	100	0	3	33	0	67
Ethnicity	Asian/Pacific Islander	0	0	0	0	0	0	0	0
	Black/Not Hispanic	2	0	100	0	2	50	0	50
	Hispanic	0	0	0	0	0	0	0	0
	Native American/Alaskan Native	0	0	0	0	0	0	0	0
	White/Not Hispanic	2	0	50	50	2	0	0	100
	Multi-racial	0	0	0	0	0	0	0	0
Disability	Visual Impairments	0	0	0	0	0	0	0	0
	Deaf/Hard of Hearing	0	0	0	0	0	0	0	0
	Deaf/Blind	0	0	0	0	0	0	0	0
	Specific Learning Disabilities	0	0	0	0	0	0	0	0
	Mild Intellectual Disabilities	0	0	0	0	0	0	0	0
	Traumatic Brain Injury	0	0	0	0	0	0	0	0
	M/S/IP Intellectual Disabilities	0	0	0	0	0	0	0	0
	Autism	0	0	0	0	0	0	0	0
	Orthopedic Impairments	0	0	0	0	0	0	0	0
	Speech-Language Impairments	0	0	0	0	0	0	0	0
	Emotional and Behavioral Disorders	0	0	0	0	0	0	0	0
	Other Health Impairments	0	0	0	0	0	0	0	0
	Significant Developmental Delay	4	0	75	25	4	25	0	75
Other	EL	0	0	0	0	0	0	0	0
	EL Monitored	0	0	0	0	0	0	0	0
	Migrant	0	0	0	0	0	0	0	0
Due to rounding, percents in each Stage of Progress may not total 100%. *Includes students with scorable assessments.									
<b>Detail for Portfolios and Entries Not Scored</b>									
Nonscorable Category	English Language Arts Number	Mathematics Number							
Not Complete Portfolios	0	0							
Invalid Assessments	0	0							
Invalid Entries	0	0							
Nonscorable Assessments (NSA)	0	0							
Total Nonscorable Entries	0	0							
Missing Entry	0	0							
Entry Sheet Error	0	0							
Not Aligned	0	0							
Insufficient Evidence	0	0							
Ineligible Standard	0	0							
Insufficient Time	0	0							
Off Grade	0	0							
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# SAMPLE REPORTS

## SYSTEM PERFORMANCE BY STRAND

The **System Performance by Strand**, a one-sided report, provides a summary of students' scores by content area and strand for each of the rubric dimensions. Note that not all students are assessed on all strands. Teachers will select the strand and content standard on which each student will be assessed. The data provide the total number of students evaluated in each content area and strand, the mean scores for each strand, as well as the number and percent at each score point for each dimension. Content Area/Strand data is collected from the *Student Demographic Information Forms (SDIFs)* that were completed at the school level and included with each portfolio returned. The total number of students assessed for each content area and strand indicated on the report may not equal the actual total number of students assessed if the SDIFs were not completed correctly or if any entries were nonscorable or invalidated. At the bottom of the page, a table summarizing student performance for the Generalization rubric dimension, including the number and percent at each score point, is provided. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

### Sample System Performance by Strand

Content Area / Strand		Number of Students*	Fidelity to Standard						Context						Achievement / Progress												
			Mean Score	at 1		at 2		at 3		Mean Score	at 1		at 2		at 3		at 4		Mean Score	at 1		at 2		at 3		at 4	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>English Language Arts (2 entries)</b>		<b>1200</b>																									
Language		200	2.4	30	15%	60	30%	110	55%	2.9	15	8%	30	15%	110	55%	45	23%	2.2	60	30%	64	32%	60	30%	16	8%
Reading Foundational		500	2.5	60	12%	120	24%	320	64%	3.1	26	5%	98	20%	174	35%	202	40%	2.4	132	26%	128	26%	131	26%	109	22%
Reading Informational		400	2.4	53	13%	147	37%	200	50%	3.2	13	3%	69	17%	136	34%	182	46%	2.8	29	7%	129	32%	132	33%	110	28%
Reading Literary		100	2.3	10	10%	50	50%	40	40%	2.8	5	5%	33	33%	35	35%	27	27%	2.3	29	29%	18	18%	44	44%	9	9%
Writing		720	2.1	202	28%	220	31%	298	41%	2.9	85	12%	93	13%	325	45%	217	30%	2.5	167	23%	147	20%	265	37%	141	20%
Speaking and Listening		480	2.0	100	21%	280	58%	100	21%	2.9	65	14%	103	21%	127	26%	185	39%	2.8	65	14%	109	23%	155	32%	151	31%
<b>Mathematics (2 entries)</b>		<b>1200</b>																									
Operations and Algebraic Thinking		100	2.1	19	19%	51	51%	30	30%	3.2	3	3%	12	12%	50	50%	35	35%	2.5	20	20%	39	39%	16	16%	25	25%
Number and Operations in Base Ten		1000	2.0	319	32%	349	35%	332	33%	2.8	98	10%	299	30%	349	35%	254	25%	3.0	55	6%	249	25%	352	35%	344	34%
Number and Operations - Fractions		100	2.4	7	7%	47	47%	46	46%	2.3	10	10%	50	50%	40	40%	0	0%	3.2	5	5%	13	13%	37	37%	45	45%
Measurement and Data		600	2.3	117	20%	187	31%	296	49%	2.1	109	28%	197	51%	18	5%	60	16%	1.9	110	29%	192	50%	21	5%	61	16%
Geometry		600	2.4	68	11%	227	38%	305	51%	2.0	107	28%	195	51%	20	5%	62	16%	2.9	109	28%	193	50%	24	6%	58	16%
<b>Generalization</b>		<b>1200</b>	<b>2.4</b>	<b>280</b>	<b>23%</b>	<b>315</b>	<b>26%</b>	<b>430</b>	<b>36%</b>	<b>175</b>	<b>15%</b>																

\*Data included in this report are limited to scored entries for which the strand assessed was indicated on the Student Demographic Information Form.

Due to rounding, percents in each Rubric Dimension (Fidelity to Standard, Context, Achievement/Progress, and Generalization) may not total 100%.

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## SYSTEM DATA FILE

The **System Data File** contains student demographic and scoring information for the individual systems.

## ADDITIONAL RESOURCES

### Additional Resources for Educators

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The following resources, which include information on the GAA and the state-mandated content standards, are available for local systems and educators.

- The [www.georgiastandards.org](http://www.georgiastandards.org) Web site hosts the state-mandated content standards.
- The Georgia Standards of Excellence (GSE) Resource Board is a forum for teachers to discuss curriculum access and post ideas, including adapted lesson plans and materials. To enroll for the GSE Resource Board, contact the Division for Special Education Services and Supports.
- The GAA Web page on the GaDOE Web site [www.gadoe.org](http://www.gadoe.org) houses a variety of general GAA administration information including electronic versions of manuals and forms.

Check these resources often, as the GaDOE as well as teachers across the state share materials, ideas, and other supporting information.



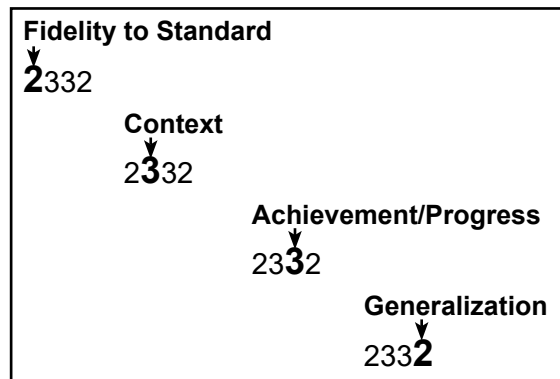
# APPENDIX

## Appendix

### GAA PERFORMANCE LEVEL CLASSIFICATION FOR ALL RUBRIC SCORES

The table on the following pages provides the Stage of Progress for each possible score pattern. The table is organized by content area and grade band. Each possible score pattern is organized by rubric dimension. The patterns are listed in ascending order and are provided with the Stage of Progress assigned during standard setting. Standards were set by content area and grade band. Four grade bands, including Kindergarten, 3–5, 6–8, and High School, were identified based on the similarity of content and skills inherent in the state-mandated content standards for these grade groupings. (Note that grades 1 and 2 were not assessed on the GAA during the 2017–2018 administration.) Although standards for the GAA were set by grade band, it is important to note that student work must demonstrate alignment to the student’s grade-level standards.

The score patterns are organized by rubric dimension, reading left to right:



The next series of columns are the content area and grade band, from left to right:

Performance Levels are indicated by an alphanumeric code:

ELA K	= English Language Arts, Kindergarten
ELA 3–5	= English Language Arts, Grades 3–5
ELA 6–8	= English Language Arts, Grades 6–8
ELA High School	= English Language Arts, High School
Math K	= Mathematics, Kindergarten
Math 3–5	= Mathematics, Grades 3–5
Math 6–8	= Mathematics, Grades 6–8
Math High School	= Mathematics, High School
Science 5	= Science, Grade 5
Science 8	= Science, Grade 8
Science High School	= Science, High School
SS 5	= Social Studies, Grade 5
SS 8	= Social Studies, Grade 8
SS High School	= Social Studies, High School

E1 = Emerging Progress (Basic/Does Not Meet)
E2 = Established Progress (Proficient/Meets)
E3 = Extending Progress (Advanced/Exceeds)

# APPENDIX

## GAA Performance Level for Each Possible Score Combination

\*Possible Scores appear in order from left to right  
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)
1111	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1112	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1113	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1114	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1121	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1122	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1123	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1124	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1131	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1132	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1133	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1134	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1141	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1142	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1143	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1144	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1211	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1212	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1213	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1214	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1221	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1222	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1223	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1224	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1231	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1232	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1233	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1234	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1241	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1242	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1243	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1244	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1311	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1312	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1313	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1314	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1321	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1322	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1323	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1324	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1

E1 = Emerging Progress  
E2 = Established Progress  
E3 = Extending Progress

# APPENDIX

## GAA Performance Level for Each Possible Score Combination

\*Possible Scores appear in order from left to right  
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)
1331	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1332	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1333	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1334	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1341	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1342	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1343	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1344	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1411	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1412	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1413	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1414	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1421	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1422	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1423	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1424	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1431	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1432	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1433	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1434	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1441	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1442	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1443	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1444	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2111	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2112	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2113	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2114	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2121	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2122	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2123	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2124	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2131	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2132	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2133	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2134	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2141	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2142	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2143	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2144	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1

E1 = Emerging Progress  
E2 = Established Progress  
E3 = Extending Progress

# APPENDIX

## GAA Performance Level for Each Possible Score Combination

\*Possible Scores appear in order from left to right  
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)
2211	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2212	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2213	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2214	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2221	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2222	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2223	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2224	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2231	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2232	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2233	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2
2234	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2
2241	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2242	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2243	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2244	E2	E2	E2	E3	E2	E2	E3	E2	E2	E3	E2	E3	E2	E2
2311	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2312	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2313	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2314	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2321	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2322	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2323	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2
2324	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2
2331	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2332	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2333	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2334	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2341	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2342	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2
2343	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2344	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2411	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2412	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2413	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2414	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2421	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2422	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2423	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2
2424	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2

E1 = Emerging Progress  
E2 = Established Progress  
E3 = Extending Progress

# APPENDIX

## GAA Performance Level for Each Possible Score Combination

\*Possible Scores appear in order from left to right  
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)
2431	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2432	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2	E2	E3	E2	E2
2433	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2434	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2441	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2442	E3	E2	E3	E2	E3	E3	E2	E3	E2	E2	E2	E3	E3	E3
2443	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2444	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3111	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3112	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3113	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3114	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3121	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3122	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3123	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3124	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3131	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3132	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3133	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3134	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3141	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3142	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3143	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3144	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3211	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3212	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3213	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3214	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3221	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3222	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3223	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3224	E3	E2	E2	E2	E3	E3	E3	E2	E2	E2	E2	E3	E2	E2
3231	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3232	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3233	E3	E3	E3	E3	E3	E3	E3	E3	E2	E2	E2	E3	E3	E2
3234	E3	E3	E3	E3	E3	E3	E3	E3	E2	E2	E2	E3	E3	E2
3241	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3242	E3	E2	E2	E2	E3	E2	E2	E2	E2	E2	E2	E3	E3	E2
3243	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E2
3244	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3

E1 = Emerging Progress  
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# APPENDIX

## GAA Performance Level for Each Possible Score Combination

\*Possible Scores appear in order from left to right  
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)
3311	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3312	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3313	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3314	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3321	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3322	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3323	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3324	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3331	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3332	E3	E2	E2	E2	E3	E2	E3	E3	E2	E2	E2	E3	E3	E2
3333	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3334	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3341	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3342	E3	E3	E2	E3	E3	E3	E3	E3	E2	E2	E3	E3	E3	E3
3343	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3344	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3411	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3412	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3413	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3414	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3421	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3422	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3423	E3	E3	E2	E3	E3	E3	E3	E2	E2	E2	E3	E3	E3	E2
3424	E3	E3	E2	E3	E3	E3	E3	E3	E2	E2	E3	E3	E3	E3
3431	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3432	E2	E2	E2	E3	E2	E2	E3	E3	E2	E3	E3	E3	E3	E3
3433	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3434	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3441	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3442	E3	E3	E3	E3	E3	E3	E3	E3	E2	E3	E3	E3	E3	E3
3443	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3444	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3

E1 = Emerging Progress  
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