Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step I: Review the Eligibility Criteria for GAA

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

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

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

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| Student Name | | | Grade | |
|--|---|---------------|---|---------------|
| Eligi | ibility Criteria | | Sources of Evidence (check if used) | Justification |
| performed by team. The sign disability must intellectual fundocumented a individualized 3. Does the stud supports to ac grade-level Ge Excellence (GS modifications Present Levels Achievement Performance (Access to the smandated by a student with disability requithrough prere | a qualified evaluation inficant cognitive t affect the student's inctioning and be is such in the student's education program (IEP). ent require specialized ccess and participate in the eorgia Standards of SE) that require based on the student's s of Academic and Functional | ○ Yes ○ No | Learning Characteristics Inventory Other Results of Individual Cognitive Ability Test Results of Adaptive Behavior Skills Assessment Anecdotal Notes and Observations Benchmark Data Progress Monitoring Data Results of language assessments including English Learner (EL) assessments, if applicable Learning Characteristics Inventory | |
| supports to de appropriate a A student with disability need throughout the expressing his from place to negotiating so | ent require specialized emonstrate agedaptive behavior? In a significant cognitive des specialized support e day in areas such as or her needs, getting place, eating lunch, cial situations, and/or personal needs. | ○ Yes ○ No | Results of Individual Cognitive Ability Test Results of Adaptive Behavior Skills Assessment Learning Characteristics Inventory Other | |

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Step II: Assurances

absences, or amount of time or location of service delivery.

| The IEP team has participated in training and guidance regarding student participation in state mandated assessments that includes the information below: |
|--|
| Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met. |
| Additional Summary Statements (if necessary): |
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| The decision to administer GAA is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP |
| PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual |
| Evaluations (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based |
| solely on the student's previous performance on statewide assessment. |
| The decision to administer GAA is made by the IEP team, not administratively based on federal accountability requirements which limit the |
| number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA is |
| intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who |
| may take the alternate assessment. |
| The decision to administer GAA is based on the student's educational needs and the instruction the student is receiving. This decision is not |
| based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended |

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