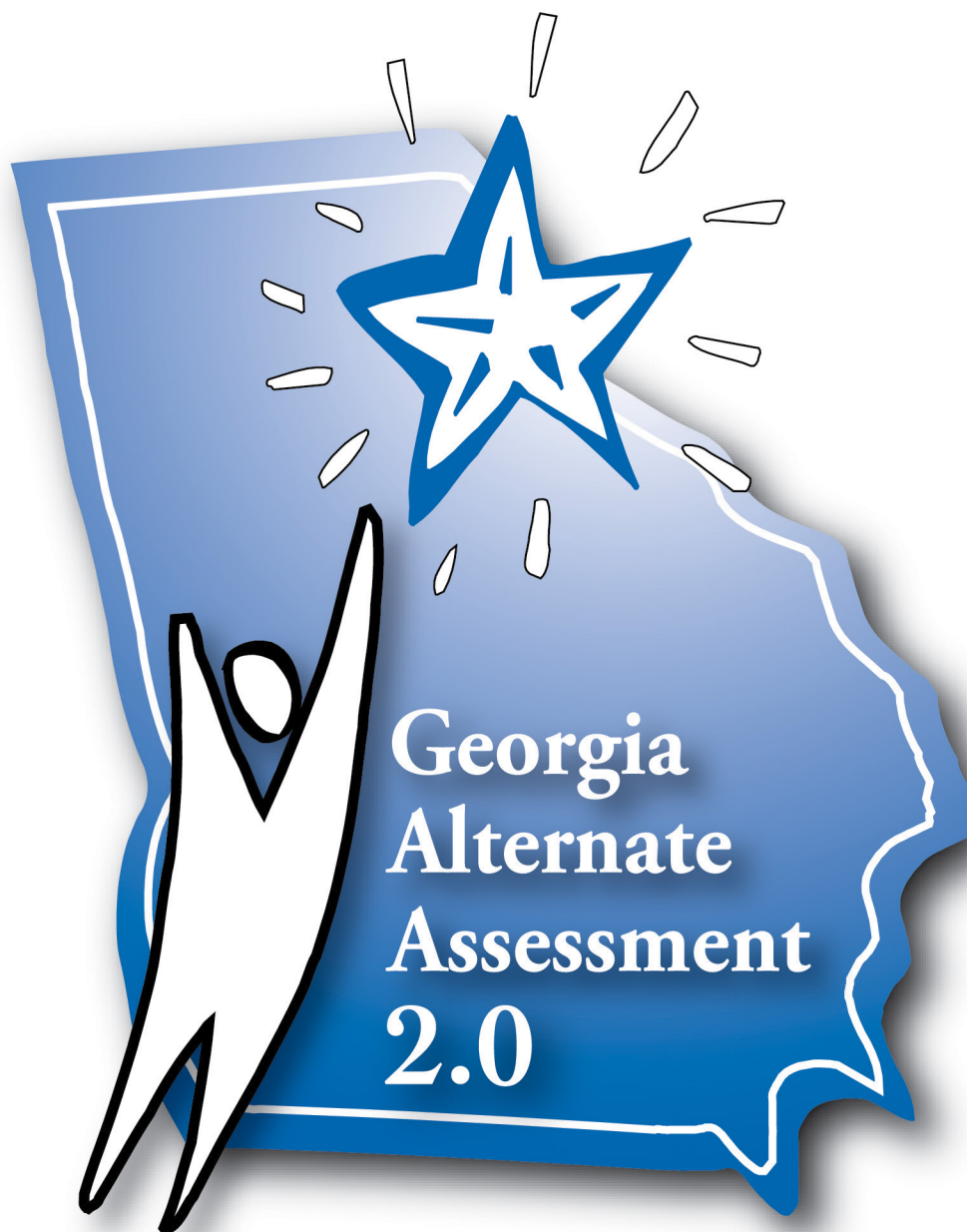


Score Interpretation Guide

Interpretive Guide for Score Reports



Georgia Alternate Assessment 2.0
Spring 2023



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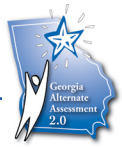
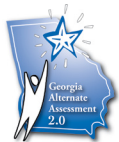
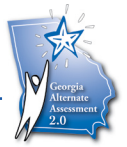


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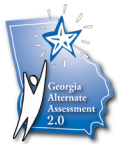
Purpose of this Guide

The guide provides essential information to help stakeholders interpret reports, scores, and other data related to the Georgia Alternate Assessment 2.0 (GAA 2.0). Supporting parents and educators is the primary focus of this guide. This guide is intended to assist stakeholders in understanding how to interpret achievement outcomes and use this information for improving student learning of the knowledge and skills assessed. This guide details the Individual Student Report, as well as other reports created primarily for system and school staff use in evaluating student learning and making decisions about improving instruction.

Educators are encouraged to use the GAA 2.0 scores, recommendations in this guide, and other available resources to build an instructional plan for their students. Educators should use their expertise in interpreting scores and other data points, and should share the plan, knowledge, and resources with parents to support a student's education and learning progress.

This guide is organized into four sections:

- Introduction to the GAA 2.0
- GAA 2.0 Test Design
- General Guidelines for Score Interpretation
- GAA 2.0 Sample Reports with Annotations



Introduction to the GAA 2.0

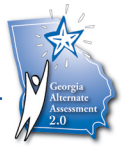
The Individuals with Disabilities Education Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) require that states ensure all students, including those with significant cognitive disabilities, have access to challenging academic standards and participate in the state’s assessment program. The U.S. Department of Education defines alternate achievement standards (AA-AAAS) as establishing performance expectations that differ in complexity from grade-level achievement standards. These standards must be aligned with the state’s content standards, promote access to the general content standards, and articulate the highest achievement levels possible for the individual student.

The GAA 2.0 is Georgia’s alternate assessment based on our state’s alternate academic achievement standards, called Extended Content Standards (ECS), for those students with significant cognitive disabilities who receive instruction based on Georgia’s alternate academic content standards. The GAA 2.0 is designed to ensure that students with the most significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the essential knowledge, concepts, and skills inherent in the standards. Alignment refers to the connection of the skill through which students will demonstrate what they know and can do to the content standard expectations for general education students in a given grade. Students with significant cognitive disabilities may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would provide access to the standard. The Extended Content Standards allow students to show learning of concepts and constructs within a grade-level standard, but at reduced levels of complexity.

For more information on the GAA 2.0, please refer to the resources found at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx.

Students to be Assessed

For students with the most significant cognitive disabilities, the student’s Individualized Education Program (IEP) team determines whether their instruction should be based on the general statewide academic content standards or alternate academic content standards, which in turn determines how the student shall participate in Georgia’s student assessment program. The IEP team will use the Eligibility Criteria to guide and document its decisions. The GAA 2.0 is designed only for the students with the most significant cognitive disabilities who are on track to earn an alternate diploma. Many Georgia students with significant cognitive disabilities receive special education services and maximum allowable accommodations to support their continued learning of the general statewide academic content standards, and remain eligible for a general



diploma. For more information, please refer to the Eligibility Criteria at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/GAA_2/Eligibility_Criteria_for_the_Georgia_Alternate_Assessment_22-23.pdf.

Learner Characteristics Inventory (LCI)

The Learner Characteristics Inventory (LCI) provides important context when interpreting any individual student's results. Teachers use the LCI each year to document the learner characteristics of each student participating in the GAA 2.0, including each student's communication mode and learning style. Students with the most significant cognitive disabilities represent a highly diverse population with varying levels of communication and other complex characteristics that should be used to contextualize the interpretations made about their achievement. It is important to note, the LCI should not be used as the sole basis for decision making about student placement or instruction. Together, GAA 2.0 achievement results and the LCI provide robust information that can help educators and parents understand the ways in which the student communicates, accesses academic content, and demonstrates what they know and can do. For more information on the LCI, visit the GAA 2.0 Test Administration Resources page at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-2.0-Resources.aspx>.

GAA 2.0 Assessments by Grade and Content Area

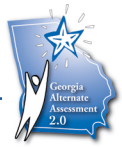
Students eligible to participate in the GAA 2.0 in Grades 3, 4, 6, and 7 are assessed in English Language Arts (ELA) and Mathematics. Students eligible to participate in the GAA 2.0 in Grade 5 are assessed in ELA, Mathematics, and Science. Students eligible to participate in the GAA 2.0 in Grades 8 and High School are assessed in ELA, Mathematics, Science, and Social Studies. The High School assessment is administered to students for the first time in Grade 11 and must occur prior to intended graduation. Note that the standards assessed in High School are from the following four courses: American Literature and Composition, Algebra, Biology, and U.S. History.

Table 1: Content Areas by Grade

Grades	ELA	Mathematics	Science	Social Studies
3	X	X		
4	X	X		
5	X	X	X	
6	X	X		
7	X	X		
8	X	X	X	X
HS	X	X	X	X

Alignment to Standards

The tasks on the GAA 2.0 are aligned to the Extended Content Standards for each grade and content area. The Extended Content Standards reflect how a grade-level standard can be made accessible for students with the most significant cognitive disabilities for both instruction and assessment. They are separated into four levels, starting with the least complex and moving to the most complex concepts and skills. GAA 2.0 tasks are aligned to the second, third, and fourth levels of the Extended Content Standards. GAA 2.0 tasks have been written to assess the content knowledge and skills that are described in the Extended Content Standards, which are aligned to grade-level general education standards that are reduced in depth, breadth, and complexity. During the item development process, Georgia educators review the tasks to ensure there is alignment between such tasks and standards. Links to the Extended Content Standards and support documents are available on the Georgia Department of Education (GaDOE) website at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-2.0-Extended-Content-Standards.aspx>.



GAA 2.0 Test Design

The GAA 2.0 contains eleven three-part tasks with multiple-choice questions. Ten of the tasks count toward a student's score, and one task is a field test task which does not count toward a student's score. Each task is written to three levels of complexity, starting with the least complex part and increasing in complexity. A scenario or passage is provided at the beginning of each task and serves as an introduction.

Test Content

The content of each GAA 2.0 assessment is outlined in the test blueprint. The blueprint indicates the Extended Content Standards to be assessed. Related standards are grouped by claims and targets, and the percentage of the test associated with each claim/target is provided. Test blueprints can be found at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Blueprints.aspx>.

Test Format

The GAA 2.0 is administered as a scripted paper-and-pencil test, and Test Examiners assess each student individually. Students are able to use the same communication mode (read aloud, Braille, etc.) on the GAA 2.0 test as they would typically use in their classroom. The assessment is not timed and can be paused when needed. A wide variety of test administration approaches, which are designed to facilitate accessibility, are available to all students. All students receive a one-on-one administration with a familiar educator and are presented with large print materials. The Test Examiner reads from an online script and inputs the student responses in real time. This unique test format allows Test Examiners to customize the administration to the needs of the student, which in turn may provide additional information on student learning, communication, and interests. During this one-on-one assessment time, Test Examiners may gain valuable insight which extends beyond the student's score on the GAA 2.0. For a full list of administration options available to all students, see the Student Assessment Handbook at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>.

Task Components

Tasks have been designed to allow for the flexibility needed to meet the needs of the diverse range of students taking the GAA 2.0.

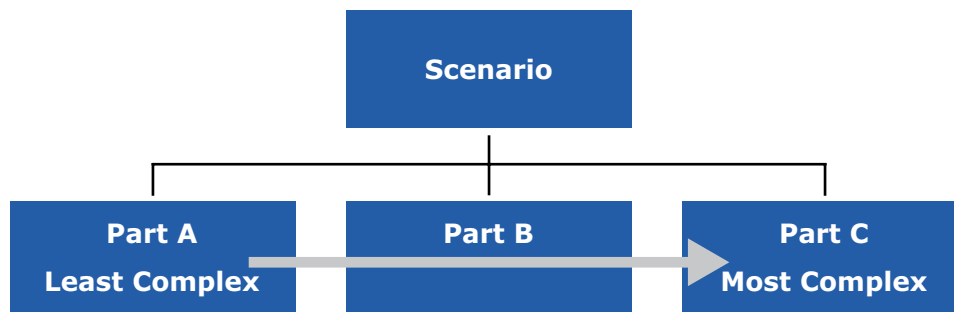


Figure 1. Task Components for the GAA 2.0

Scenario

The scenario introduces the topic and provides a brief reminder of prior learning. The purpose of the scenario is to engage the student and suggest the relevance of the topic.

Part A: Lowest Complexity

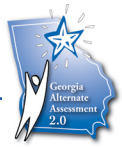
The question in Part A represents the most basic presentation of the standard and may assess prerequisite skills. Basic text and simplified graphics help to support understanding at this level. Two answer options are provided at this level and most answer options include graphics.

Part B: Moderate Complexity

The question in Part B represents an entry-level skill and features simple text with some academic language. Three answer options are provided at this level and graphics may be more academic in nature than those provided for Part A.

Part C: Highest Complexity

The question in Part C may require the student to make inferences or require the application of previous learning. Three answer options are provided at this level and graphics are not always included in Part C.



Key Terms

Accommodation

An accommodation is an alteration in the administration of an assessment that allows students to participate meaningfully in the assessment process. Allowable accommodations should be clearly determined by a student's IEP team, a Section 504 Individual Accommodation Plan (IAP) Committee, or an English Learner/Test Participation Committee (EL/TPC). The accommodations used by a student on a test must be consistent with the instructional and classroom assessment accommodations he or she is provided and must meet the criteria of state-approved accommodations.

For more information on accommodations, see the Student Assessment Handbook (posted annually on GaDOE's website at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>).

Achievement Level

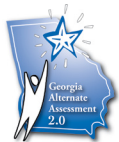
An achievement level refers to a range of scores that defines a specific level of achievement, as articulated in the Achievement Level Descriptors. There are four achievement levels for the assessment: Level 1, Level 2, Level 3, and Level 4 (see page 11 of this guide for more information about the levels).

Achievement Level Descriptor

An Achievement Level Descriptor (ALD) is a narrative description of the knowledge and skills expected at each of the four achievement levels, based on the Extended Content Standards. An abbreviated version of the ALDs is provided for parents on the Individual Student Report and at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA2_Parent_ALD.aspx. More detailed versions of the ALDs for educators are available on GaDOE's website at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA2_ALD.aspx.

Claim

A claim is a broad statement that outlines the outcomes achieved with mastery of the standards within the claim. For example, an ELA claim would be "students demonstrate an understanding of the function and meaning of language." Within each claim is a set of targets that identify the knowledge, concepts, and skills on which students will be assessed.



Extended Content Standards

The Extended Content Standards reflect how a grade-level standard can be made accessible for students with significant cognitive disabilities for both instruction and assessment. They are separated into four levels, starting with the least complex and moving to the most complex concepts and skills. GAA 2.0 tasks are aligned to these levels. The Extended Content Standards for GAA 2.0 can be found on GaDOE's website at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-2.0-Extended-Content-Standards.aspx>.

Georgia Test Identifier

The Georgia Test Identifier (GTID) is the 10-digit unique number assigned to each student that identifies the student throughout his or her public education years in the Georgia public school system.

Mean Scale Score

The mean is the arithmetic average of a set of scale scores. The mean scale score is found by adding all the scale scores in a given distribution and dividing that sum by the total number of scale scores.

Scaffolding

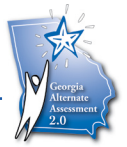
Scaffolding is support that is built into a task to increase a student's ability to access various levels of complexity within the task. If the student does not respond as indicated per the Test Examiner's script for each task part, scaffolding will be provided. All scaffolding instructions are provided in the Test Examiner's script and provide the student an additional opportunity to show what he or she knows and can do.

Scale Score

A scale score is a mathematical transformation of the total number of points earned (i.e., the raw score). Scale scores provide a uniform metric for interpreting and comparing scores within each grade level and content area.

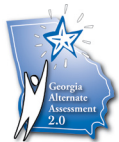
Scale Score Range

The scale score range is based on the standard error of measurement and indicates the amount a student's observed score (the score the student receives on the test) may vary from his or her score if he or she took the test multiple times. A scale score indicates a student's achievement when he or she took the test. If a student were to take the same test again, with no additional learning, memorization, or fatigue, it is likely that his or her score would be within the scale score range. See page 15 for additional information.



Standard Deviation

The standard deviation is a measure of the variability or dispersion of a distribution of scores that represents the average difference between individual scores and the mean. The more the scores cluster around the mean, the smaller the standard deviation.



General Guidelines for Score Interpretation

This section provides general guidelines for interpreting scores generated from the GAA 2.0. Educators are advised to support parents in understanding the components of the Individual Student Report. Particularly, the focus should be to help parents understand their child's individual strengths and weaknesses in relation to the expectations of the Extended Content Standards, using the Achievement Level Descriptors. School and system staff should use the school, system, and state summary reports to understand the strengths and weaknesses of the school's or system's curriculum and instruction. In general, score interpretation should focus on how well students have learned the skills and knowledge outlined in the Extended Content Standards and incorporate other evidence of student learning.

Purpose and Use of Assessment Scores

While scores on a summative assessment like the GAA 2.0 provide insight into a child's learning and knowledge, the data should be used in conjunction with other sources of information, such as the LCI, formative and classroom assessments, and interactions with the student. It is important to link the practical implementation of GAA 2.0 scores to these other sources of student information, as one source does not give a full picture of the child's learning. Educators are encouraged to use their expertise in interpreting these scores to support student learning, as well as other resources to guide parents in assisting the child's learning.

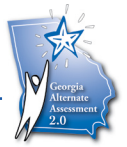
For more information on supporting the learning of students with the most significant cognitive disabilities, see resources on the GaDOE Special Education website at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx>.

Understanding the Use of Scale Scores

In order for different stakeholders (Georgia, systems, schools, parents, etc.) to make consistent and accurate decisions based on assessment results, the scores reported from assessments need to be comparable—that is, scores must carry the same meaning regardless of which test form was administered. The use of scale scores to report student performance makes this possible and has distinct advantages over other methods such as raw scores and proportion-correct information.

Creating scale scores is analogous to converting currency from different countries to US dollars in order to report the relative value of different currencies. For example, scores for the SAT, the widely-used college entrance exam, are reported on a scale ranging from 200 to 800. Student raw score performance on the SAT is converted to the reporting scales in order to take into account differences between SAT forms.

A unique scale of measurement was developed to report student performance on the GAA 2.0. The scale score reported for each assessment is derived by converting the total



number of points earned on the test (i.e., the raw score) to the GAA 2.0 scale for each particular grade and content area. GAA 2.0 scores are reported on a scale that can range from 1000 to 1800. Scale scores are comparable across years for the same assessment but are not comparable across different assessments. Thus, a scale score of 1375 on the Grade 4 ELA assessment does not indicate the same ability as a scale score of 1375 on the Grade 8 ELA assessment or the Grade 4 Mathematics assessment.

Scale Scores and Achievement Levels

To provide more meaning to an assessment's scaling system, achievement levels are established. A process known as standard setting helps to define points along the scale score range and gives additional meaning to student performance. These points that define different achievement levels are known as cut scores. Georgia educators and stakeholders from around the state participated in the standard setting process for the GAA 2.0 in July 2019. The cut score recommendations from this statewide committee were presented to the State Board of Education and adopted in July 2019.

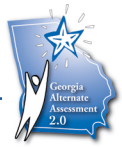
An achievement level is a range of scores that defines a specific level of student performance, as articulated in the Achievement Level Descriptors (ALDs). There are four achievement levels for each content area: **Level 1**, **Level 2**, **Level 3**, and **Level 4**. There are three kinds of ALDs: Policy, Range, and Reporting. Policy ALDs briefly describe the intended interpretation of the achievement levels and are not specific to any particular content test. Range ALDs describe the expected knowledge and skills of students performing in each achievement level, for each test, and correspond to the Policy ALD for that level. The Range ALDs depict the expected progression in knowledge and skills described in each claim (one or more standards) across achievement levels. Reporting ALDs are descriptions, in parent-friendly language, that summarize all of the Range ALDs in a given performance level, connect them to the Policy ALDs, and are used for score reporting.

The following are the general Policy ALDs for the GAA 2.0.

- **Level 1:** Students at this level demonstrate a **limited** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need substantial academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.
- **Level 2:** Students at this level demonstrate a **partial** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need frequent academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.



- **Level 3:** Students at this level demonstrate an **adequate** understanding of the knowledge and skills specified in Georgia’s alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need occasional academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.
- **Level 4:** Students at this level demonstrate a **thorough** understanding of the knowledge and skills specified in Georgia’s alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need limited academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.



For GAA 2.0, the Level 3 ALD represents a student who meets the expectations of the alternate academic achievement standards. Below is an example of how the Level 3 Policy, Range, and Reporting ALDs relate to one another for Grade 3 ELA.

Policy	Range	Reporting
<p>Level 3: Students at this level demonstrate an adequate understanding of the knowledge and skills specified in Georgia’s alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need occasional academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.</p>	<p>Grade 3, ELA Claim: Students comprehend text in increasingly complex ways.</p> <p>Level 3 Expectations:</p> <ul style="list-style-type: none"> • Identify the main idea of an informational text. • Recount key details in an informational text. • Identify key details from a literary text which could lead to the identification of a central message or lesson. • Match the character with his/her description within a literary text. • Match the main idea and at least one supporting detail within an informational text. • Sequence key events found in a literary text to provide a summary of the text. 	<p>In general, your child can: identify the main idea of a text; recount key details; identify details leading to a central message; match a main idea and supporting detail; summarize literary text using provided details; develop sentences to introduce a topic and describe actions or events; group related sentences; identify sentences that describe characters; and use nouns, verbs, adjectives, and pronouns.</p>



To make instructional decisions and set goals for your student, it is recommended to compare the student’s current ALD level and the level above. Use both sets of information to determine next steps for instruction to aid the student in making progress towards achieving the next level. Below are the Level 4 Policy, Range, and Reporting ALDs for Grade 3 ELA.

Policy	Range	Reporting
<p>Level 4: Students at this level demonstrate a thorough understanding of the knowledge and skills specified in Georgia’s alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need limited academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.</p>	<p>Grade 3, ELA Claim: Students comprehend text in increasingly complex ways.</p> <p>Level 4 Expectations:</p> <ul style="list-style-type: none"> • Identify a central message or lesson conveyed in a literary text. • Identify an explanation of how a character’s actions contribute to an event in a story. • Answer complex comprehension questions in relation to a text (e.g., how and/or why) by stating the appropriate part of the text. • Describe the main idea of an informational text using at least one supporting detail. • Produce relevant questions about a text. 	<p>In general, your child can: identify a central message; describe the main idea of a text; ask or answer questions about a text; develop sentences to convey related information; develop facts, definitions, details, and a conclusion; develop dialogue and introduce a narrator or character; distinguish between literal and nonliteral word meanings; and develop sentences using nouns, verbs, adjectives, and pronouns.</p>

The achievement level classification for a student is determined by the scale score cuts, which define scale score ranges for each achievement level. Table 2 presents the scale score ranges associated with each student achievement level and grade/content area.

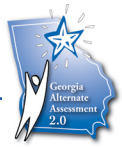
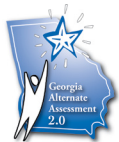


Table 2: GAA 2.0 Scale Score Ranges by Achievement Level

Content Area	Grade Level	Achievement Level 1 Scale Score	Achievement Level 2 Scale Score	Achievement Level 3 Scale Score	Achievement Level 4 Scale Score
ELA	Grade 3	1000–1349	1350–1399	1400–1440	1441–1800
	Grade 4	1000–1349	1350–1399	1400–1451	1452–1800
	Grade 5	1000–1349	1350–1399	1400–1449	1450–1800
	Grade 6	1000–1349	1350–1399	1400–1454	1455–1800
	Grade 7	1000–1349	1350–1399	1400–1460	1461–1800
	Grade 8	1000–1349	1350–1399	1400–1464	1465–1800
	High School	1000–1349	1350–1399	1400–1438	1439–1800
Mathematics	Grade 3	1000–1349	1350–1399	1400–1454	1455–1800
	Grade 4	1000–1349	1350–1399	1400–1434	1435–1800
	Grade 5	1000–1349	1350–1399	1400–1434	1435–1800
	Grade 6	1000–1349	1350–1399	1400–1443	1444–1800
	Grade 7	1000–1349	1350–1399	1400–1450	1451–1800
	Grade 8	1000–1349	1350–1399	1400–1438	1439–1800
	High School	1000–1349	1350–1399	1400–1441	1442–1800
Science	Grade 5	1000–1349	1350–1399	1400–1466	1467–1800
	Grade 8	1000–1349	1350–1399	1400–1431	1432–1800
	High School	1000–1349	1350–1399	1400–1477	1478–1800
Social Studies	Grade 8	1000–1349	1350–1399	1400–1442	1443–1800
	High School	1000–1349	1350–1399	1400–1433	1434–1800

Standard Error of Measurement

Standard error of measurement (SEM) is an estimate of the precision at points along the score scale and is also known as the conditional standard error of measurement. Essentially, this means that if a student were to take a test repeatedly (without additional learning or memorization of the test occurring), then it would be expected that his or her observed score (the score that is actually received on the test) may vary from his or her “true” score within a range of “observed score plus or minus the SEM.” Because no test measures achievement with perfect reliability, it is important to take into account the SEM when interpreting test scores. The SEM is calculated independently for each GAA 2.0 assessment, and a scale score range (plus/minus one SEM unit) is reported together with the student’s scale score.

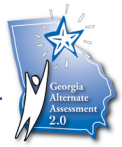


It is important to note that the SEM is a function of the number of points on which a particular score is based. The SEM is reported on the Individual Student Report as a range above and below the student's score on each test. For example, if a student receives a score of 1360, the scale score range might be shown as 1350–1399 on the Individual Student Report. The wider this range, the greater the potential variation between the student's observed score and his or her "true" score. The SEM is a way to measure this variation in achievement. If a student were to take this assessment multiple times, all of his or her scores would likely fall within the scale score range.

Students Not Receiving Scale Scores

A student may not receive a scale score for several reasons. In these cases, the student receives one of the following designations in lieu of a scale score. Scores associated with these non-score designations are not included when computing statistics for summary reports.

- **DNA:** This designation indicates that a student **Did Not Attempt** an assessment according to the guidelines established for the assessment. For example, if a student is absent for the full assessment window, he or she would receive a DNA rather than a scale score for that test.
- **PID:** This designation indicates **Present, Insufficient Data**. This applies to administrations with insufficient data collected to produce a score.
- **PNRP:** This designation indicates **Present, No Response Provided**. This applies to students who do not have an established communication system, for whom testing was attempted for six consecutive parts but the student was unable to communicate a response.
- **IV:** This designation indicates that there was an irregularity associated with a student's test administration and the student's score was **Invalidated**. For example, if a student is administered the wrong assessment, he or she would receive an IV rather than a scale score for that test.
- **PIV:** This designation indicates that an irregularity in test administration resulted in a **Participation Invalidation**. In a Participation Invalidation, the student's score is invalidated and the student is not considered a participant for accountability purposes. For example, if a student receives directive physical prompting on an assessment, the student would receive a PIV rather than a scale score for that assessment, and he or she would not be counted as a test participant.
- **ME:** A significant **Medical Emergency** is a rare medical event that prevents a student who otherwise would have participated in the assessment from participating throughout the duration of the state testing window.



Braille Forms

Students who take the Braille version of the GAA 2.0 are scored only on those items that are present on the Braille form of the assessment. Teachers of students with visual impairments review newly developed tasks to help ensure these tasks are accessible to the broadest range of students and are appropriate for Braille forms. These teachers determine whether images must be revised or if graphics need to be accompanied by a picture description. Because some test items may not be converted to Braille, the Braille version may have a different number of items in a given content area compared to other versions of the assessment. Most Braille forms have the same number of items as regular forms because Universal Design is the focus throughout item and test development. In the 2023 administration, all test items on the Braille form were converted to Braille.

Interpreting Group Data in Summary Reports

Summary reports are provided for classes, schools, systems, and the state as a whole. In addition, some reports provide comparative data at the state level. When interpreting group statistics such as percentages, means, and standard deviations, it is important to take into account the group size. The smaller the group size, the larger the measurement error associated with the group statistics.

To protect student privacy, summary information is not provided for groups of fewer than 15 students. The exception to this rule is the Class Roster Report. Class Roster Reports will summarize the student results for instructional decision making even for classes with fewer than 15 students. These reports carry a special note: "This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students." Educators should take extra precautions with these reports. It should also be noted that the sum of the percentages of students falling into each achievement level may not total exactly 100 percent due to rounding.



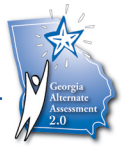
GAA 2.0 Sample Reports with Annotations

This section of the GAA 2.0 Interpretive Guide for Score Reports provides samples of reports with annotation of the different components of each report. Reports are available for System and School Test Coordinators to access electronically through a secure site (i.e., MyGaDOE Portal or DRC INSIGHT Portal). The reports provided for the GAA 2.0 appear below and in Table 3.

- **Individual Student Report (ISR)**
 - o Electronic via DRC INSIGHT Portal
- **Class Roster**
 - o Electronic via DRC INSIGHT Portal
- **Content Area Summaries (School, System, State)**
 - o Electronic via MyGaDOE Portal and DRC INSIGHT Portal
- **Summary Report of All Student Populations (School, System, State)**
 - o Electronic via MyGaDOE Portal and DRC INSIGHT Portal
- **System Data File**
 - o Electronic via MyGaDOE Portal and DRC INSIGHT Portal
 - o Both .txt and .xlsx formats

Table 3: Report Type and Delivery Method

Report Type/Data File	MyGaDOE Portal	DRC INSIGHT Portal
Individual Student Report (ISR)		X
Class Roster		X
Content Area Summary – School Level	X	X
Content Area Summary – System Level	X	X
Content Area Summary – State Level	X	X
Summary Report of All Student Populations – School Level	X	X
Summary Report of All Student Populations – System Level	X	X
Summary Report of All Student Populations – State Level	X	X
System Data File – System Level (.txt and .xlsx)	X	X



Individual Student Reports

The Individual Student Report (ISR) presents the student's results for each test taken. System and School Test Coordinators download electronic versions of the ISRs from the DRC INSIGHT Portal.

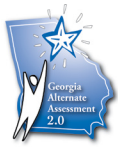
A sample Grade 8 ISR appears on pages 20 through 21. Note: Grades 3, 4, 6, and 7 do not test Science and Social Studies, and Grade 5 does not test Social Studies. All ISRs are two pages.

The first page of the ISR provides:

- 1 Student Demographic Information:** Student name, GTID, birth date, test date, teacher name, school name, system name, and system/school code.
- 2 Achievement Level:** The overall student achievement level on each test is Level 1, Level 2, Level 3, or Level 4. According to the sample ISR, the student achieved Level 4 in English Language Arts, Level 1 in Mathematics, Level 3 in Science, and Level 3 in Social Studies.
- 3 Scale Score/Scale Score Range:** This area of the ISR shows a student's scale score and the scale score range based on the standard error of measurement.
- 4 Comparison Chart:** Illustrates the student's score compared to the mean scale score within the state.
- 5 Glossary:** Definitions of terms referenced in this report.

The second page of the ISR provides:

- 6 Achievement Level Descriptors:** The shaded level corresponds with the student's achievement level as noted on page 1 of the ISR.



Sample Individual Student Report

FIRST NAME: AIDAN
LAST NAME: BROWN
GTID: 4948585599

1

BIRTH DATE: 10/01/2010
TEST DATE: Spring 2023
TEACHER NAME: TIM JOHNSON

SCHOOL NAME: GA DEMO SCHOOL
SYSTEM NAME: GA DEMO DISTRICT
CODE: 0009999

Individual Student Report

Georgia Alternate Assessment 2.0

Spring 2023

Grade X



The Georgia Alternate Assessment 2.0 (GAA 2.0) spans 3rd grade through high school for English Language Arts and Mathematics; and grades 5, 8 and high school for Science; and grades 8 and high school for Social Studies. The GAA 2.0 provides information on how well students demonstrate the knowledge and skills outlined in Georgia's Extended Content Standards. The information below summarizes your student's performance on the Spring 2023 GAA 2.0, and further detail on achievement is found on the following page. For more information, see the Score Interpretation Guide and other resources available at testing.gadoe.org

Your student's performance on the Georgia Alternate Assessment 2.0

English Language Arts

3 Achievement Level: Level 4
Scale Score: 1481
Scale Score Range: 1457-1505

Scale Score	Level 1	Level 2	Level 3	Level 4
	1000	1350	1400	1465

4 Student	1481			
State	1436			

Mathematics

Achievement Level: Level 1
Scale Score: 1128
Scale Score Range: 1032-1224

Scale Score	Level 1	Level 2	Level 3	Level 4
	1000	1350	1400	1439

Student	1128			
State	1405			

Science

Achievement Level: Level 3
Scale Score: 1416
Scale Score Range: 1403-1429

Scale Score	Level 1	Level 2	Level 3	Level 4
	1000	1350	1400	1432

Student	1416			
State	1404			

Social Studies

Achievement Level: Level 3
Scale Score: 1392
Scale Score Range: 1375-1409

Scale Score	Level 1	Level 2	Level 3	Level 4
	1000	1350	1400	1443

Student	1392			
State	1411			

5 Glossary

Achievement Level: An achievement level is a range of scores that defines a specific level of student performance. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

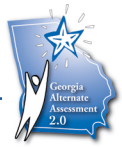
Achievement Level Descriptors (ALDs): ALDs are descriptions of the knowledge and skills expected at each of the four achievement levels for each grade level and content areas.

Extended Content Standards: The Extended Content Standards identify skills that connect to the grade-level content standards and allow students to show learning of concepts at different levels.

GTID: The Georgia Test Identifier (GTID) is the unique number assigned to each student that identifies the student throughout his/her public education years in the Georgia public school system.

Scale Score: A scale score is a representation of the total number of points a student earned, converted into a format which can be clearly interpreted and compared across years.

Scale Score Range: The scale score range is based on the amount a student's observed score (the score the student receives on the test) may vary from his or her score if he or she took the test multiple times. A scale score indicates your student's achievement when he or she took this test. If a student were to take the same test again, it is likely that his or her score would be within the scale score range.



Achievement Levels

Grade X

6



English Language Arts

Level 1	Level 2	Level 3	Level 4
In general, your child can: answer simple comprehension questions (i.e. who, what, where, and/or when) about a text; identify details, characters, settings, and events; identify appropriate introductions to a topic, narrator, or character; identify headings and graphics; identify appropriate descriptions of actions and events; identify the meaning of a word phrase within a sentence or paragraph.	In general, your child can: identify details to support a given central idea or theme; summarize text using provided details; identify plot; sequence events; identify appropriate facts, details, organizational structures, headings, graphics, and conclusions; identify dialogue, domain-specific vocabulary, transitional language, and formal writing; use reference materials to identify word meaning and part of speech.	In general, your child can: identify a theme or central idea; identify character responses; develop sentences to introduce/describe a topic, narrator, character, or event; develop headings, graphics, and logical conclusions; develop sentences to convey relevant facts, using a formal writing style; develop sentences using transitional language; identify word relationships; define words using context clues.	In general, your child can: identify an appropriate inference and information needed to make an inference; describe central idea, theme, and character reactions; summarize text; develop an organizational structure; develop sentences using domain-specific vocabulary, and using transitions to clarify relationships; develop a narrative; complete an analogy; use reference materials to clarify precise word meaning.

Mathematics

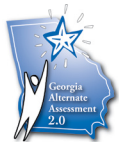
Level 1	Level 2	Level 3	Level 4
In general, your child can: change fractions to decimals; identify congruent shapes on a coordinate plane; represent data on a scatter plot; identify like terms; distinguish between linear and non-linear functions and their properties.	In general, your child can: change decimals to fractions; compare decimal values on a number line; identify congruency of shapes as a result of a rotation, reflection, or translation; determine and describe trends in scatter plots; relate area of a square to perfect squares; understand the relationship between inputs and outputs of a function.	In general, your child can: determine if a number is rational or irrational and place it on a number line; show a rigid transformation and identify corresponding parts; determine formal or informal line of best fit on a scatter plot; identify perfect squares; understand the relationship between perfect squares and square root; use functions and graphs to identify output; solve linear equations.	In general, your child can: order square root values on a number line; create visual models of perfect squares; distinguish between rigid transformations of two congruent shapes; predict outcomes using a scatter plot; identify a function as linear or non-linear after graphing; solve realworld problems using linear equations and graph the results.

Science

Level 1	Level 2	Level 3	Level 4
In general, your child can: identify the movement of particles in a state of matter when energy is added; identify models showing kinetic and potential energy; identify statements that describe forces and motion; identify basic parts of light and sound waves; recognize the existence of a gravitational field.	In general, your child can: identify the movement of particles in a state of matter when energy is added; identify models showing kinetic and potential energy; identify statements that describe forces and motion; identify basic parts of light and sound waves; recognize the existence of a gravitational field.	In general, your child can: compare particles in states of matter; compare chemical and physical changes; identify steps that show heat transfer and transformation between kinetic and potential energy; identify change in speed or distance on a motion graph; identify effects of balanced and unbalanced forces; identify properties of sound and light waves; recognize the existence of gravitational fields.	In general, your child can: complete a model showing particles in states of matter; explain differences between chemical and physical changes; develop steps to show heat transfer and transformation between kinetic and potential energy; connect Newton's laws to the effect of force on motion; describe changes in energy of a wave; explain the existence of gravitational, magnetic and electrical fields.

Social Studies

Level 1	Level 2	Level 3	Level 4
In general, your child can: identify/define vocabulary related to the Civil War and World War II; identify key individuals of the civil rights movement; identify Georgia as a state; identify icons on a map or map key; identify the Georgia Constitution; define economic concepts.	In general, your child can: Define abstract terms related to the Civil War; identify WWII American allies; identify key events of the civil rights movement; locate Georgia on a map of the United State; identify Georgia's geographic regions; define geographic terms; identify citizens' rights/responsibilities and the juvenile justice system; describe income sources and reasons for saving money.	In general, your child can: identify issues/events leading to the Civil War and American involvement in WWII; identify groups involved in the civil rights movement; locate Georgia on a world map; describe Georgia's geographic regions; identify abstract citizens' rights/responsibilities; identify juvenile rights; identify debt risks; describe benefits of budgeting.	In general, your child can: describe and identify the importance of issues/events leading to the Civil War and American involvement in WWII; describe the role of individuals/groups/events of the civil rights movement; distinguish among Georgia's geographic regions; describe citizens' rights/responsibilities, including juveniles in the justice system; provide money management plan examples.



Class Roster Reports

Class Roster Reports are accessible via the DRC INSIGHT Portal.

Class Rosters contain demographic data and test results for each student listed on the roster. Rosters are produced for each grade level with students listed alphabetically within the class. The Class Roster Report is distributed via the DRC INSIGHT Portal only and is accessible by System and School Test Coordinators.

A sample Class Roster Report for Grade 8 appears on pages 24 through 25.

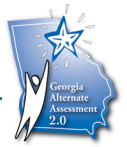
The Class Roster Reports consist of two sections. The first section is the list of students and their test performance for each of the content areas. To list every student in a class, there may be several pages. The last section of a class roster report contains the “summary” pages.

The first section of the Class Roster Report provides:

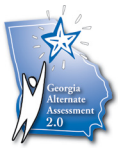
- 1 Grade/Content Area:** Each Class Roster Report lists the grade level at the top of the report and content areas as columns across the report.
- 2 Class Demographic Information:** This includes the grade and teacher name, the school and system name, and system/school code.
- 3 Student Demographic Information:** Student demographic information is printed in the left-hand column of the report. The student’s name is followed by the student’s GTID number and birth date.
- 4 Scale Score:** The Class Roster Report indicates the scale score for each content area for a student on the roster.
- 5 Achievement Level:** The student’s achievement level for each content area is reported following the scale score. There are four achievement levels for the GAA 2.0 assessment—Level 1, Level 2, Level 3, and Level 4.

The Class Roster Summary appears on the last page of the Class Roster Report. The summary details are below:

- 6 Summary by Content Area:** The Summary by Content Area section of the report has three main sections. The section entitled “Students Included in Summaries” provides, by content area, the number of students with scores, the mean scale score, and the standard deviation for each content area. It is important to note that the total number of students included in the summary does not include the students who received a DNA, PID, PNRP, IV, PIV, or ME in lieu of a scale score. In this sample class of 16 students, not every student received a score in each content area. Therefore, the total number of students is 15 in English Language Arts and Mathematics and 16 in Science and Social Studies. In



addition, the table shows the percentage of students scoring in each achievement level. The next section entitled "Students Not Included in Summaries" shows students who did not receive a scale score in that content area. For this Grade 8 class, in English Language Arts one student received an Invalidation (IV). In Mathematics, one student received a Did Not Attempt (DNA).



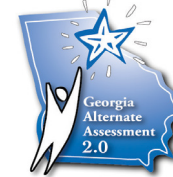
Sample Class Roster

2 GRADE: 8
 TEACHER NAME: TIM JOHNSON
 SCHOOL: GA DEMO SCHOOL 1
 SYSTEM: GA DEMO DISTRICT 1
 CODE: 1234567

Class Roster

Spring 20XX Georgia Alternate Assessment 2.0

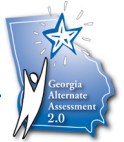
1 Grade 8



3 Student Name	GTID	Birth Date	4 English Language Arts 5		Mathematics		Science		Social Studies	
			Scale Score	Achievement Level	Scale Score	Achievement Level	Scale Score	Achievement Level	Scale Score	Achievement Level
LASTNAME, FIRSTNAME	XXXXXXXXXX	MM/DD/YYYY	1361	Level 2	1415	Level 3	1361	Level 2	1434	Level 3
LASTNAME2, FIRSTNAME2	XXXXXXXXXX	MM/DD/YYYY	1400	Level 3	1356	Level 2	1405	Level 3	1390	Level 2
LASTNAME3, FIRSTNAME3	XXXXXXXXXX	MM/DD/YYYY	1358	Level 2	1225	Level 1	1378	Level 2	1238	Level 1
LASTNAME4, FIRSTNAME4	XXXXXXXXXX	MM/DD/YYYY	1472	Level 4	1406	Level 3	1559	Level 4	1415	Level 3
LASTNAME5, FIRSTNAME5	XXXXXXXXXX	MM/DD/YYYY	1283	Level 1	1459	Level 4	1283	Level 1	1486	Level 4
LASTNAME6, FIRSTNAME6	XXXXXXXXXX	MM/DD/YYYY	IV	IV	1422	Level 3	1421	Level 3	1424	Level 3
LASTNAME7, FIRSTNAME7	XXXXXXXXXX	MM/DD/YYYY	1384	Level 2	1328	Level 1	1393	Level 2	1302	Level 1
LASTNAME8, FIRSTNAME8	XXXXXXXXXX	MM/DD/YYYY	1535	Level 4	1430	Level 3	1472	Level 4	1415	Level 3
LASTNAME9, FIRSTNAME9	XXXXXXXXXX	MM/DD/YYYY	1375	Level 2	1391	Level 2	1364	Level 2	1370	Level 2
LASTNAME10, FIRSTNAME10	XXXXXXXXXX	MM/DD/YYYY	1598	Level 4	1434	Level 3	1505	Level 4	1406	Level 3
LASTNAME11, FIRSTNAME11	XXXXXXXXXX	MM/DD/YYYY	1455	Level 3	DNA	DNA	1425	Level 3	1583	Level 4
LASTNAME12, FIRSTNAME12	XXXXXXXXXX	MM/DD/YYYY	1558	Level 4	1438	Level 3	1458	Level 4	1424	Level 3
LASTNAME13, FIRSTNAME13	XXXXXXXXXX	MM/DD/YYYY	1306	Level 1	1380	Level 2	1346	Level 1	1366	Level 2
LASTNAME14, FIRSTNAME14	XXXXXXXXXX	MM/DD/YYYY	1519	Level 4	1426	Level 3	1441	Level 4	1411	Level 3
LASTNAME15, FIRSTNAME15	XXXXXXXXXX	MM/DD/YYYY	1428	Level 3	1508	Level 4	1418	Level 3	1506	Level 4
LASTNAME16, FIRSTNAME16	XXXXXXXXXX	MM/DD/YYYY	1496	Level 4	1397	Level 2	1480	Level 4	1378	Level 2

Scale Score Codes:
DNA = Did Not Attempt
PID = Present, Insufficient Data
PNRP = Present, No Response Provided
IV = Invalidation
PIV = Participation Invalidation
ME = Medical Emergency

Scale Scores to Achievement Levels:			
English Language Arts	Mathematics	Science	Social Studies
Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349
Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800

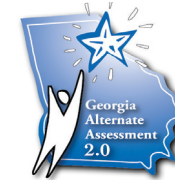


GRADE: 8
TEACHER NAME: TIM JOHNSON
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

Class Roster Summary

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8



Summary by Content Area 6	This information is for authorized personnel ONLY. To protect student privacy as required by FERPA, do not publicly distribute personally identifiable student information and summary information for groups comprised of fewer than 15 students.			
Students Included in Summaries:	English Language Arts	Mathematics	Science	Social Studies
Number of Students	15	15	16	16
Mean Scale Score	1435	1401	1419	1409
Standard Deviation	94	65	67	78
Percentage in Level 1	14	14	14	14
Percentage in Level 2	26	27	26	27
Percentage in Level 3	23	25	23	25
Percentage in Level 4	37	34	37	34
Students Not Included in Summaries:				
Number of Students - Did Not Attempt	0	1	0	0
Number of Students - Present, Insufficient Data	0	0	0	0
Number of Students - Present, No Response Provided	0	0	0	0
Number of Students - Invalidation	1	0	0	0
Number of Students - Participation Invalidation	0	0	0	0
Number of Students - Medical Emergency	0	0	0	0

Scale Score Codes:
DNA = Did Not Attempt
PID = Present, Insufficient Data
PNRP = Present, No Response Provided
IV = Invalidation
PIV = Participation Invalidation
ME = Medical Emergency

Scale Scores to Achievement Levels:			
English Language Arts	Mathematics	Science	Social Studies
Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349
Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800

Due to rounding, percentages may not total 100%.

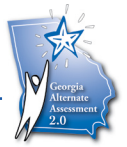
Content Area Summary Reports

The GAA 2.0 generates Content Area Summary Reports for the state, system, and school levels for each grade level. Each of these reports contains similar information, but comparison data are presented at different levels of aggregation. The School Content Area Summary Report provides overall performance data for the school, system, and/or state. Similarly, the System Content Area Summary Report provides overall performance data for the system and state. The State Content Area Summary Report simply provides the data at the overall state level.

A sample School Content Area Summary Report appears on page 28. Content Area Summary Reports are accessible via the DRC INSIGHT Portal and the MyGaDOE Portal to System and School Test Coordinators.

The Content Area Summary Reports provide:

- 1 Percentage of Students by Achievement Level:** This bar graph displays the percentages of students in each achievement level.
- 2 Overall Performance:**
 - Number of Students: In English Language Arts, 17 students at the school received scores. In Social Studies, the school had 16 students who received scores.
 - Mean Scale Score: In English Language Arts, the mean scale score for the school was 1490, which is higher than the state. In Social Studies, the mean scale score for the school was 1265, which is lower than the state.
 - Standard Deviation: In English Language Arts, the school had a standard deviation of 60. In Social Studies, the state's standard deviation was 58.
 - Percent Level 3 or Above (Levels 3 & 4): In English Language Arts, 62 percent of the students at the school achieved Levels 3 & 4 as compared to 56 percent at state levels. In Social Studies, the state had a larger percentage of students in Levels 3 and 4 (81 percent) than reported at the school level (50 percent).
- 3 Percent Level 3 or Above (Levels 3 & 4):** This bar graph displays the percentages of students who demonstrate proficiency in the knowledge and skills necessary in each content area for this grade level.
- 4 Number of Students Not Included in Summaries:** These students receive a non-score designation instead of a scale score and are excluded from the summary data. The sample reports provide the number of students who did not receive scores for one of the following reasons:
 - Did Not Attempt (DNA)
 - Present, Insufficient Data (PID)
 - Present, No Response Provided (PNRP)

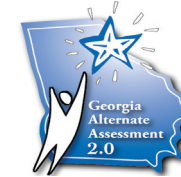


- Invalidation (IV)
- Participation Invalidation (PIV)
- Medical Emergency (ME)

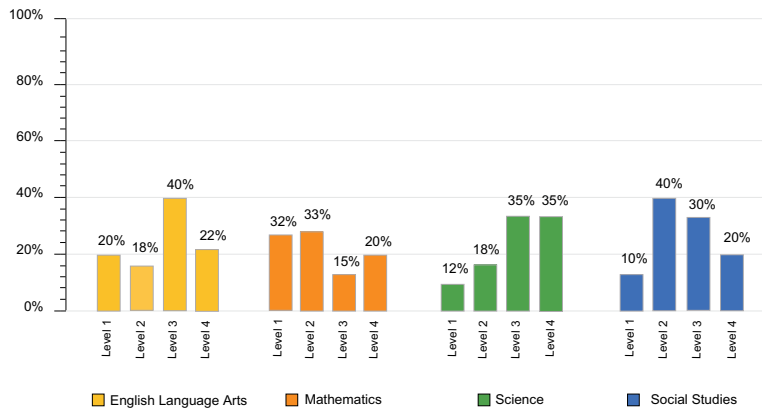
Sample Content Area Summary

GRADE: 8
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

School Content Area Summary Spring 20XX Georgia Alternate Assessment 2.0 Grade 8



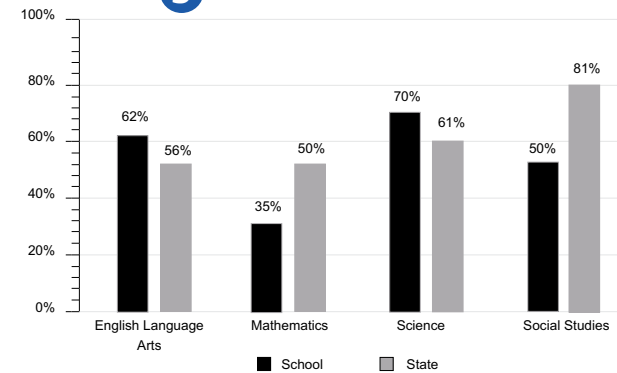
1 Percentage of Students by Achievement Level



2 Overall Performance

Content Area	Level	Number of Students	Mean Scale Score	Standard Deviation	Percent Level 3 or Above
English Language Arts	School	17	1490	60	62
	State	1,435	1270	55	56
Mathematics	School	17	1128	61	35
	State	1,431	1405	56	50
Science	School	15	1404	62	70
	State	1,435	1380	57	61
Social Studies	School	16	1265	63	50
	State	1,431	1450	58	81

3 Percent Level 3 or Above



4 Number of Students Not Included in Summaries

	English Language Arts	Mathematics	Science	Social Studies
DNA	0	0	0	0
PID	0	0	0	0
PNRP	0	0	0	0
IV	0	0	0	0
PIV	0	0	0	0
ME	0	0	0	0

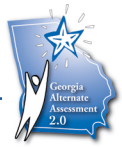
Scale Score Codes:

DNA = Did Not Attempt
 PID = Present, Insufficient Data
 PNRP = Present, No Response Provided
 IV = Invalidation
 PIV = Participation Invalidation
 ME = Medical Emergency

Scale Scores to Achievement Levels:

English Language Arts	Mathematics	Science	Social Studies
Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349
Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800

- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.
- Summary data exclude the following students: DNA, PID, PNRP, IV, PIV or ME.
- Due to rounding, achievement level percentages may not total 100%.
- Student grouping information is based on data supplied by the school systems.



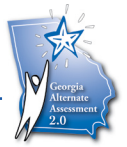
Summary Reports of All Student Populations

Summary Reports of All Student Populations are generated at the school, system, and state levels. The reports are generated by grade level and present summary statistics for all students as well as particular groups of students. Note that summaries are not provided for groups of less than 15 students to protect student privacy and support appropriate interpretation. Because the GAA 2.0 is designed for and administered to a small population of students, summary values are frequently not available on school and system summary reports.

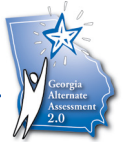
A sample School Summary Report for Grade 8 appears on pages 31 through 34. Population Summary Reports for Grades 3, 4, 6, and 7 reflect English Language Arts and Mathematics content areas only. For Grade 5, the reports also reflect Science. For Grades 8 and High School, the reports also reflect Science and Social Studies. Summary Reports of All Student Populations are accessible via the DRC INSIGHT Portal and the MyGaDOE Portal to System and School Test Coordinators.

The Summary of All Student Populations Reports provide:

- 1 Group:** The student group provides a break out for all students and demographic groups such as specific disabilities, gender, ethnicity/race, Section 504, and EL.
- 2 Number of Students:** The Summary Report identifies the total number of students who received scores.
- 3 Mean Scale Score:** This statistic indicates the arithmetic average scale score for each group of students in the school, system, or state who received scores. The sample report indicates that the mean scale score for all students in the school is 1439. When looking at gender, females in the school had a lower mean scale score than males (1427 vs. 1445).
- 4 Percentage of Students Scoring in Each Achievement Level:** There are four achievement levels for the GAA 2.0—Level 1, Level 2, Level 3, and Level 4. In Grade 8 English Language Arts, 4 percent of the school’s students who took the GAA 2.0 are Level 1, 20 percent are Level 2, 44 percent are Level 3, and 32 percent are Level 4 in the All Students category.
- 5 Number of Students Not Included in Summaries:** These students receive a non-score designation instead of a scale score and are excluded from the summary data. The sample reports provide the number of students who did not receive scores for one of the following reasons:
 - Did Not Attempt (DNA)
 - Present, Insufficient Data (PID)
 - Present, No Response Provided (PNRP)
 - Invalidation (IV)



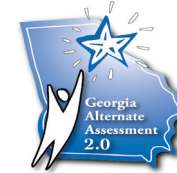
- Participation Invalidation (PIV)
- Medical Emergency (ME)



Sample Summary Report of All Student Populations

GRADE: 8
 SCHOOL: GA DEMO SCHOOL 1
 SYSTEM: GA DEMO DISTRICT 1
 CODE: 1234567

School Summary of All Student Populations Spring 20XX Georgia Alternate Assessment 2.0 Grade 8



1 Group	2 English Language Arts						3 Mathematics						
	Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				Number of Students	Mean Scale Score	4 Percentage of Students in Each Achievement Level				
			Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4	
All Students	71	1439	4	20	44	32	72	1400	4	43	39	14	
Primary Disability	Visual Impairment or Blind (01)	1					1						
	Deaf or Hard of Hearing (02)	2					2						
	Deaf and Blind (03)	0					0						
	Specific Learning Disabilities (04)	0					0						
	Mild Intellectual Disabilities (05)	16	1429	0	19	75	6	16	1402	0	56	44	0
	Traumatic Brain Injury (06)	1						1					
	Moderate/Severe/Profound Intellectual Disabilities (07)	18	1367	17	33	39	11	18	1362	0	17	56	28
	Autism (08)	23	1462	0	22	26	52	24	1414	0	38	38	25
	Orthopedic Impairments (09)	2						2					
	Speech-Language Impairments (10)	0						0					
	Emotional and Behavioral Disabilities (11)	1						1					
	Other Health Impairments (12)	7						7					
Gender	Female	25	1427	4	40	24	32	25	1399	4	52	28	16
	Male	46	1445	4	9	54	33	47	1401	4	38	45	13

Scale Scores to Achievement Levels:			
English Language Arts	Mathematics	Science	Social Studies
Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349
Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800

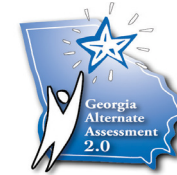


GRADE: 8
SCHOOL: GA DEMO SCHOOL 1
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School Summary of All Student Populations

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8

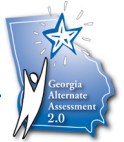


Group	English Language Arts						Mathematics						
	Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				
			Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4	
Ethnic Group	Asian/Pacific Islander	0					0						
	Black, Non-Hispanic	33	1431	4	11	58	27	33	1399	6	38	47	9
	Hispanic	3						10					
	American Indian/Alaskan Native	0						0					
	White, Non-Hispanic	32	1459	9	3	34	53	33	1401	9	21	48	21
	Multiracial	1						1					
Other	English Learner	2						2					
	English Learner - Monitored	0						0					
	Migrant	0						0					
	Section 504	0						0					

5 Number of Students Not Included in Summaries:		
	English Language Arts	Mathematics
DNA = Did Not Attempt	3	3
PID = Present, Insufficient Data	1	0
PNRP = Present, No Response Provided	3	3
IV = Invalidation	0	0
PIV = Participation Invalidation	0	0
ME = Medical Emergency	0	0

- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.
- Summary data exclude the following students: DNA, PID, PNRP, IV, PIV or ME.
- Due to rounding, achievement level percentages may not total 100%.
- Student grouping information is based on data supplied by the school systems.

Scale Scores to Achievement Levels:			
English Language Arts	Mathematics	Science	Social Studies
Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349	Level 1 = 1000 - 1349
Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800

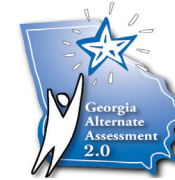


GRADE: 8
SCHOOL: GA DEMO SCHOOL 1
SYSTEM: GA DEMO DISTRICT 1
CODE: 1234567

School Summary of All Student Populations

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8



Group		Science						Social Studies					
		Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level			
				Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4
All Students		71	1405	7	24	46	23	70	1417	6	26	37	31
Primary Disability	Visual Impairment or Blind (01)	1						1					
	Deaf or Hard of Hearing (02)	2						2					
	Deaf and Blind (03)	0						0					
	Specific Learning Disabilities (04)	0						0					
	Mild Intellectual Disabilities (05)	16	1402	0	31	69	0	16	1401	0	56	31	13
	Traumatic Brain Injury (06)	1						1					
	Moderate/Severe/Profound Intellectual Disabilities (07)	18	1371	17	10	67	7	16	1390	6	25	69	0
	Autism (08)	23	1421	3	30	22	43	24	1419	13	17	25	45
	Orthopedic Impairments (09)	2						2					
	Speech-Language Impairments (10)	0						0					
	Emotional and Behavioral Disabilities (11)	1						1					
	Other Health Impairments (12)	7						7					
Gender	Female	25	1397	12	36	36	16	25	1408	12	32	24	32
	Male	46	1409	4	17	52	26	45	1423	2	22	44	31

Scale Scores to Achievement Levels:			
English Language Arts	Mathematics	Science	Social Studies
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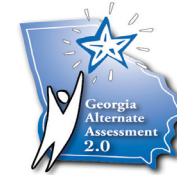


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School Summary of All Student Populations

Spring 20XX Georgia Alternate Assessment 2.0

Grade 8



Group	Science						Social Studies						
	Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				Number of Students	Mean Scale Score	Percentage of Students in Each Achievement Level				
			Level 1	Level 2	Level 3	Level 4			Level 1	Level 2	Level 3	Level 4	
Ethnic Group	Asian/Pacific Islander	0					0						
	Black, Non-Hispanic	32	1404	6	31	53	9	32	1398	6	44	38	13
	Hispanic	7						7					
	American Indian/Alaskan Native	0					0						
	White, Non-Hispanic	31	1404	9	16	38	38	30	1435	6	6	35	52
	Multiracial	1						1					
Other	English Learner	2					2						
	English Learner - Monitored	0					0						
	Migrant	0					0						
	Section 504	0					0						

Number of Students Not Included in Summaries:		
	Science	Social Studies
DNA = Did Not Attempt	3	3
PID = Present, Insufficient Data	2	2
PNRP = Present, No Response Provided	2	3
IV = Invalidation	0	0
PIV = Participation Invalidation	0	0
ME = Medical Emergency	0	0

- To provide meaningful results and to protect the privacy of individual students, summary data are printed only when the total number of students in a group is at least 15.
- Summary data exclude the following students: DNA, PID, PNRP, IV, PIV or ME.
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Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399	Level 2 = 1350 - 1399
Level 3 = 1400 - 1464	Level 3 = 1400 - 1438	Level 3 = 1400 - 1431	Level 3 = 1400 - 1442
Level 4 = 1465 - 1800	Level 4 = 1439 - 1800	Level 4 = 1432 - 1800	Level 4 = 1443 - 1800



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Richard Woods, State School Superintendent
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