Assessment Update

GACIS Fall Conference

September 26, 2019

Topics

- Georgia Milestones
  - Updates and new resources
  - A look at narrative writing

- GAA 2.0
  - Overview of results

- Newest Formative Assessments
  - GKIDS 2.0
  - Keenville

- Innovative Assessment Demonstration Authority

Georgia Milestones

Updates and New Resources

2019-2020 Updates

Technology Enhanced Items – Operational Use

- Two types of TE items field-tested in 2018-2019 will be eligible for operational use in 2019-2020.
  - Graphing (mathematics)
    - Allows students to graph and label points and lines and shade regions
    - Allows students to demonstrate depth of understanding and ability through performance on math tasks
  - Drag and drop (mathematics, science, social studies)
    - Response choices (such as numbers, words, or phrases) can be moved and placed in another location (such as a chart or map)
    - Allows students to demonstrate depth of understanding by identifying, classifying, comparing, or organizing information
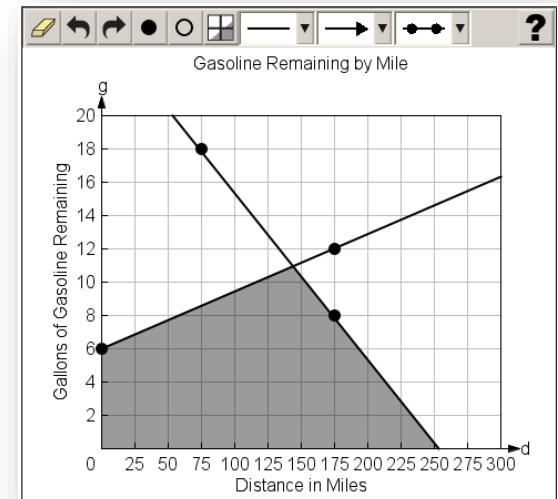
2019-2020 Updates

Technology Enhanced Items – Field Test Only

- Two new types of TE items will be field-tested in 2019-2020.
  - Drop down input (all content areas)
    - Allows a student to select the word, number, or symbol to complete a sentence, table, or equation

A student is writing a report about her favorite vegetable. Read the paragraph from the student's rough draft. Then choose the correct word or phrase from each drop-down menu to connect the ideas in the paragraph.

Celery is a delicious vegetable that is a great source of fiber. Celery is inexpensive to buy at the store and can even be grown in a garden. It is easy to prepare and enjoy celery. _____, you can cut up sticks of celery and pack them in a bag as part of a lunch or snack. Celery can also _____ se or peanut butter for a tasty treat that is high in protein. _____, celery is my favo_____ ourage you to try it.

Meanwhile
For example
As a result

  - Scorable equation (mathematics)
    - Allows a student to input numbers, symbols, equations, or inequalities with a configurable scoring engine that can find equivalencies

A cake recipe uses $\frac{1}{2}$ cup of butter. A frosting recipe uses $\frac{1}{3}$ cup of butter.

How many cups of butter are used to make both the cake recipe and the frosting recipe?

  - Also adding drag and drop field test items for ELA

2019-2020 Updates

Online Calculator – Switching to Desmos

- Accessibility
  - Desmos can be used on mobile devices
  - Students will not have to log into DRC system to practice
  - Easier access for teachers and student use at home

- Easy to use for instruction and assessment

- More capabilities and functions than current calculator

- Equitable
  - Provides a free resource

- Layout is friendly and visually pleasing

Parenthesis

Square Root

(	)	√	÷
7	8	9	×
4	5	6	−
1	2	3	+
0	.	ans	↵
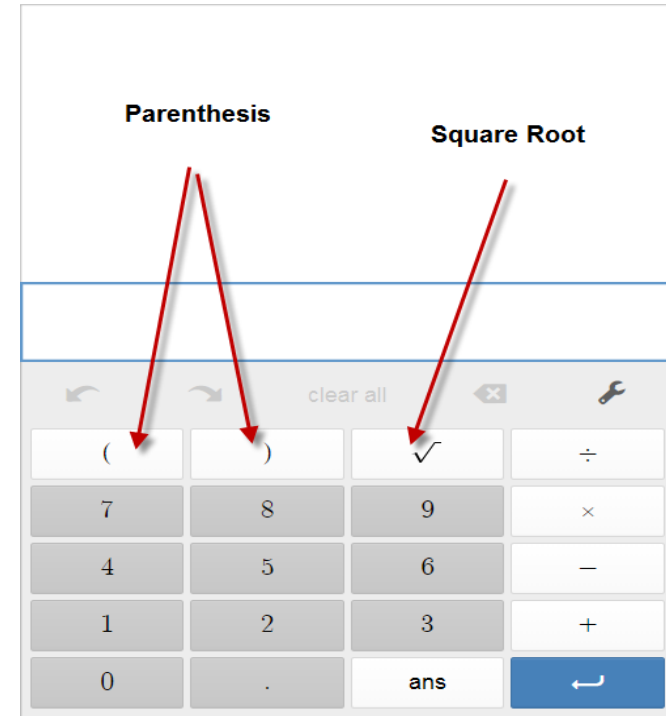
Four-Function Calculator: https://www.desmos.com/fourfunction
Scientific Calculator: https://www.desmos.com/scientific
Graphing Calculator: https://www.desmos.com/calculator
Classroom Activities: https://teacher.desmos.com/

2019-2020 Updates

Narrative Writing Resources

- Based on recent feedback around narrative writing, the following additional resources are in development:
  - Narrative Writing Checklist
    <div style="border:1px solid green">Now Available</div>
    - Similar to the Writer's Checklist provided for the extended writing prompt, this resource will support students in responding to the narrative writing prompt.
    - A unique checklist will be developed for each grade/course, based on the narrative writing rubric.
  - Narrative Writing Item & Scoring Sampler
    <div style="border:1px solid green">Available in December</div>
    - 1 narrative prompt per grade/course with 3 annotated student responses per score point (high, mid, low)
  - Study Guide – Narrative Section
    <div style="border:1px solid green">Available in February</div>
    - Creating a Writing Unit within the Study Guide to include opinion/argumentative, informational/explanatory, and narrative
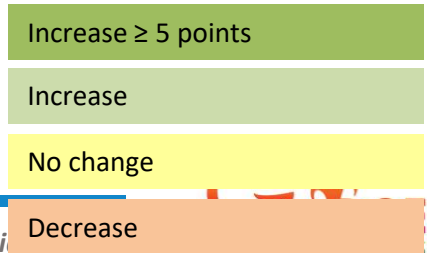
Georgia Milestones

A Look at Narrative Writing

Georgia Milestones
Trends in Reading Status

Grade/Course	Percentage of Students at Grade Level or Above				
	2017	**2018**	**2019**	**Change from 2018 to 2019**	**Change from 2017 to 2019**
3	71	68	73	5	2
4	60	63	64	1	4
5	70	70	73	3	3
6	63	61	61	0	-2
7	72	71	75	4	3
8	78	73	74	1	-4
9th Grade Literature & Composition	82	79	83	4	1
American Literature & Composition	75	75	75	0	0

Increase ≥ 5 points
Increase
No change
Decrease

Achievement Level Performance: EOG

Grade	Content Area	% Developing and Above					% Proficient and Above				
		2017	2018	2019	Change from 2018 to 2019	Change from 2017 to 2019	2017	2018	2019	Change from 2018 to 2019	Change from 2017 to 2019
3	English Language Arts	70	67	71	4	1	36	37	42	5	6
	Mathematics	80	83	82	-1	2	42	46	52	6	10
4	English Language Arts	73	73	75	2	2	42	41	42	1	0
	Mathematics	82	84	82	-2	0	45	47	49	2	4
5	English Language Arts	74	76	76	0	2	38	41	45	4	7
	Mathematics	75	75	76	1	1	37	39	41	2	4
	Science	69	70	70	0	1	39	39	43	4	4
	Social Studies	74	76	78	2	4	29	30	31	1	2
6	English Language Arts[1]	70	69	74	5	4	40	39	46	7	6
	Mathematics[2]	76	76	78	2	2	38	38	40	2	2
7	English Language Arts[1]	71	71	72	1	1	37	38	39	1	2
	Mathematics[2]	78	77	78	1	0	42	43	43	0	1
8	English Language Arts[1]	79	79	81	2	2	42	45	49	4	7
	Mathematics[2]	79	79	78	-1	-1	42	42	44	2	2
	Science[2]	65	68	69	1	4	38	39	41	2	3
	Social Studies	75	77	78	1	3	39	41	41	0	2

[1]Per Georgia's ESSA waiver, 2018 and 2019 results (excluding the mean scale score) include the EOC performance of middle school students who took the corresponding content area End-of-Course (EOC) assessment in lieu of the EOG assessment.

[2]Per Georgia's ESEA and ESSA waivers, 2017, 2018, and 2019 results (excluding the mean scale score) include the EOC performance of middle school students who took the corresponding content area End-of-Course (EOC) assessment in lieu of the EOG assessment.

Achievement Level Performance: EOC

Course	% Developing and Above					% Proficient and Above				
	2017	2018	2019	Change from 2018 to 2019	Change from 2017 to 2019	2017	2018	2019	Change from 2018 to 2019	Change from 2017 to 2019
Ninth Grade Literature & Composition	84	82	87	5	3	53	52	61	9	8
American Literature & Composition	81	80	80	0	-1	49	47	47	0	-2
Coordinate Algebra	70	70	69	-1	-1	31	32	34	2	3
Analytic Geometry	68	63	67	4	-1	32	32	35	3	3
Algebra I	71	72	73	1	2	35	38	41	3	6
Geometry	74	69	71	2	-3	38	39	41	2	3
Biology	70	72	71	-1	1	45	49	49	0	4
Physical Science	67	73	74	1	7	39	43	47	4	8
United States History	75	76	78	2	3	45	47	48	1	3
Economics/Business/ Free Enterprise	72	77	74	-3	2	45	49	48	-1	3

Deeper Dive Into Narrative Writing

Reading and Vocabulary

# Item Type	# Points
21 Selected Response	21
2 Evidence-Based Selected Response	4
2 Constructed Response (2 points each)	4
Total Points	29

Lexile

Reading Status Designation

Writing and Language

# Item Type	# Points
15 Selected Response	15
1 Extended Writing Prompt	7
▪ Idea Development, Organization, and Coherence (4 points) ▪ Language Usage and Convention (3 points)	
1 Extended Constructed Response Narrative	4
Total Points	26

Narrative Prompt

- Students are asked to develop a **<u>narrative</u>** response based on real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.

Narrative Prompt – Grade 5 Example

A Bright Little Worker

The firefighters of Fire Station 6 in Livermore, California, are strong and reliable. They brighten the community. They respond to the community's needs day and night, during all seasons, and under any conditions.

As hardworking and enduring as the firefighters are, though, there is something in the fire station that has worked longer than they have. It is a four-watt light bulb that has been burning for over 110 years! Though this sounds unusual, so too is the light bulb. It is the Centennial Light Bulb, and it has quite a unique history.
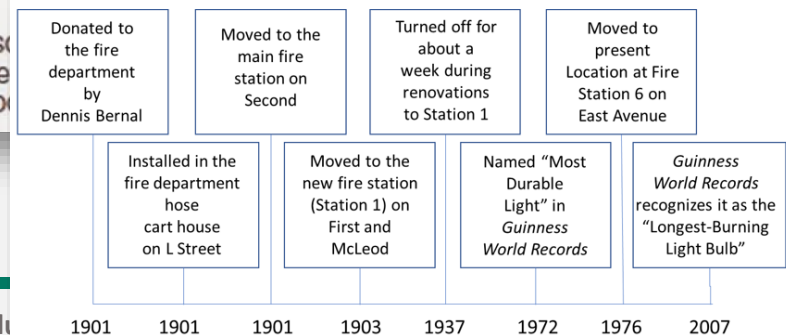
The Centennial Light Bulb was made by the Shelby Electric Company in Shelby, Ohio, around the year 1900. The inventor created a way to improve the *filament*, or wire, inside the light bulb. He discovered that a thicker filament made the light bulb last longer. However, no one would have guessed that one of the light bulbs would last quite as long as it has.

The Centennial Light Bulb was donated to the fire department in 1901 and has been burning ever since. The fire department has moved it three times. During the moves, the light bulb was shut off for only several minutes. In the 1970s, *Guinness World Records* announced that the Centennial Light Bulb was the oldest-known working light bulb.

This amazing light bulb has been doing its job since the Wright brothers took their first flight in 1903. It has been burning since the television was invented in 1927. The light bulb burned while two world wars were fought, while men first walked on the moon, and while the Berlin Wall was destroyed. And it is still burning today!

No one is completely certain why the Centennial Light Bulb has lasted so [...] bulbs from the Shelby Electric Company also had long histories, but scie[...] why. In an age where so much is disposable, it is refreshing to see a pro[...]

Centennial Light Bulb History

Donated to the fire department by Dennis Bernal	Moved to the main fire station on Second	Turned off for about a week during renovations to Station 1	Moved to present Location at Fire Station 6 on East Avenue
Installed in the fire department hose cart house on L Street	Moved to the new fire station (Station 1) on First and McLeod	Named "Most Durable Light" in *Guinness World Records*	*Guinness World Records* recognizes it as the "Longest-Burning Light Bulb"

1901   1901   1901   1903   1937   1972   1976   2007

Narrative Prompt – Grade 5 Example

Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief that they should take the Centennial Light Bulb with them when they move to Station 1.

Be sure to use information from "A Bright Little Worker" to help you develop details in your story. **Type your answer in the space provided.**

Narrative Prompt

- Scored on a 4-point holistic rubric; overall, a:
    - 4 = Response is a well-developed narrative
    - 3 = Response is a complete narrative
    - 2 = Response is incomplete or oversimplified
    - 1 = Response provides evidence of an attempt
    - 0 = Condition code

- Rubric includes 8 bulleted criteria that address narrative elements (1-6), source material use (7), and conventions (8).
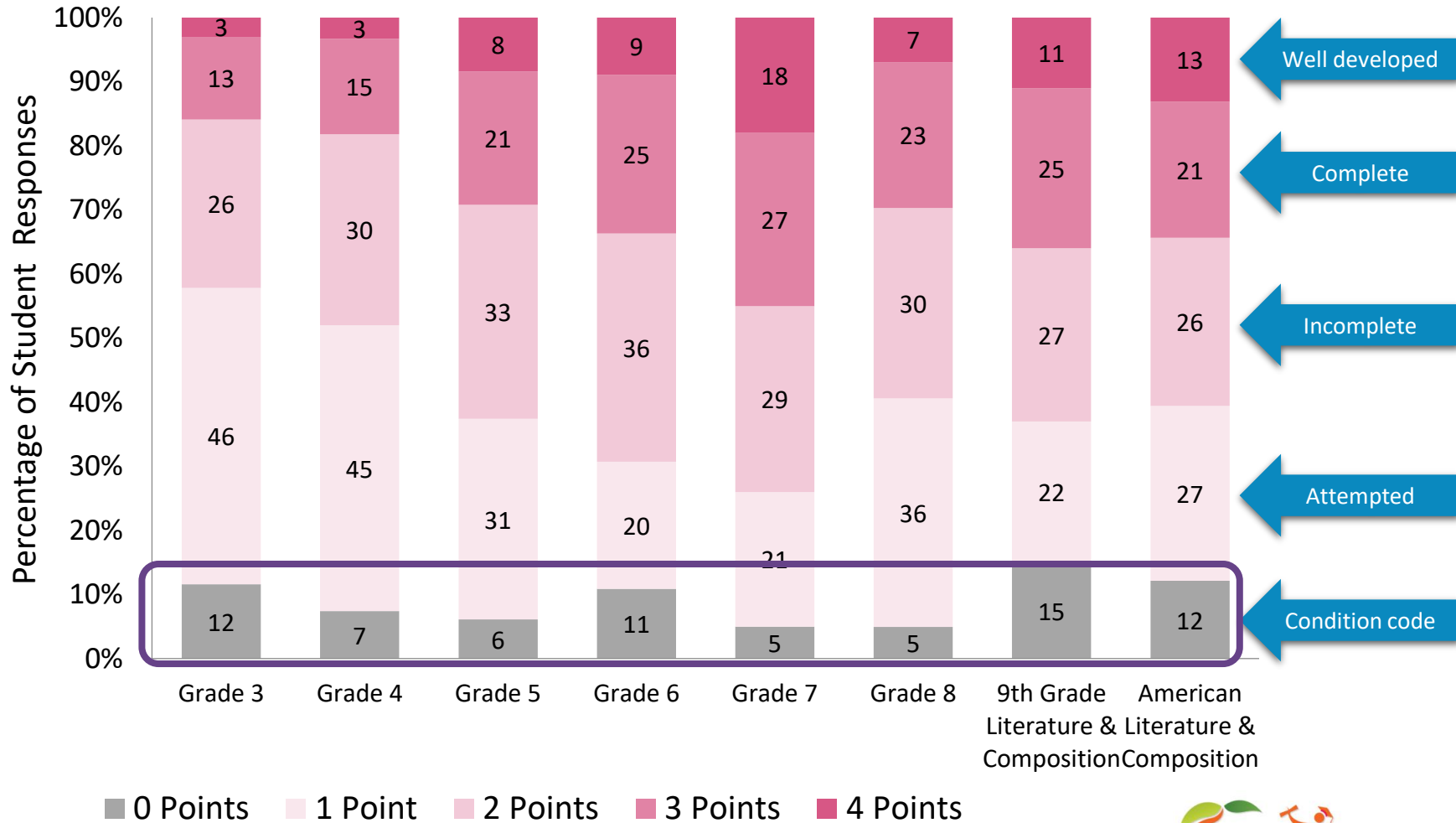
Narrative Rubric – Grade 5 Example

Rubric Element	4	3	2	1
Overall Criteria	The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.	The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.	The student's response is an incomplete or oversimplified narrative based on text as a stimulus.	The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.
Establishes situation	Effectively established	Established	Vague	Weak
Event sequence	Unfolds naturally	Clear, logical	Some gaps or ambiguity	May be too brief to demonstrate sequence of events
Use of narrative techniques	Used effectively to develop rich, interesting experiences and events	Used to develop experiences and events	Attempts to use narrative techniques	Shows little or no attempt to use narrative techniques
Use of words and phrases to signal the sequence of events	Uses a variety of words and phrases to signal the sequence of events	Uses words and/or phrases to indicate sequence	Uses occasional signal words to indicate sequence	Uses words that are inappropriate, overly simple, or unclear
Use of words and phrases to convey experiences or events	Uses concrete words, phrases, and sensory language consistently to convey experiences or events precisely	Uses words, phrases, and details to convey experiences and events	Uses some words or phrases inconsistently to convey experiences and events	Provides few, if any, words that convey experiences or events
Concluding statement	Conclusion follows from the narrated experiences or events	Appropriate conclusion	Weak or ambiguous conclusion	Minimal or no conclusion
Integration of ideas and details from text	Integrates ideas and details from source material effectively	Integrates some ideas and/or details from source material	Attempts to integrate ideas or details from source material	May use few, if any, ideas or details from source material
Language conventions	Very few or no errors	A few minor errors	Frequent errors; sometimes interfere with meaning	Frequent major errors; interfere with meaning

Ri

Scoring Philosophy

- Students are awarded credit for what they do well.

- Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding.

- Student responses are to be viewed as first drafts and are not expected to be polished papers.

- For narrative writing, students use the text(s) as a stimulus or "launch pad" to complete their narrative response, thus allowing for individual creativity.

Georgia Milestones
Narrative Writing Scores – Spring 2019

Narrative Writing Scores chart showing percentage of student responses by grade level.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	9th Grade Literature & Composition	American Literature & Composition
4 Points (Well developed)	3	3	8	9	18	7	11	13
3 Points (Complete)	13	15	21	25	27	23	25	21
2 Points (Incomplete)	26	30	33	36	29	30	27	26
1 Point (Attempted)	46	45	31	20	21	36	22	27
0 Points (Condition code)	12	7	6	11	5	5	15	12

Legend: ■ 0 Points ■ 1 Point ■ 2 Points ■ 3 Points ■ 4 Points

Writing Condition Codes

- Writing responses receive a score of zero (0) points for any of the following reasons:
  - Blank #2 – 32% of condition codes
  - Copied   #1 – 50% of condition codes
  - Too Limited to Score
  - Non-English/Foreign Language
  - Off-Topic
  - Offensive
  - Illegible/Incomprehensible
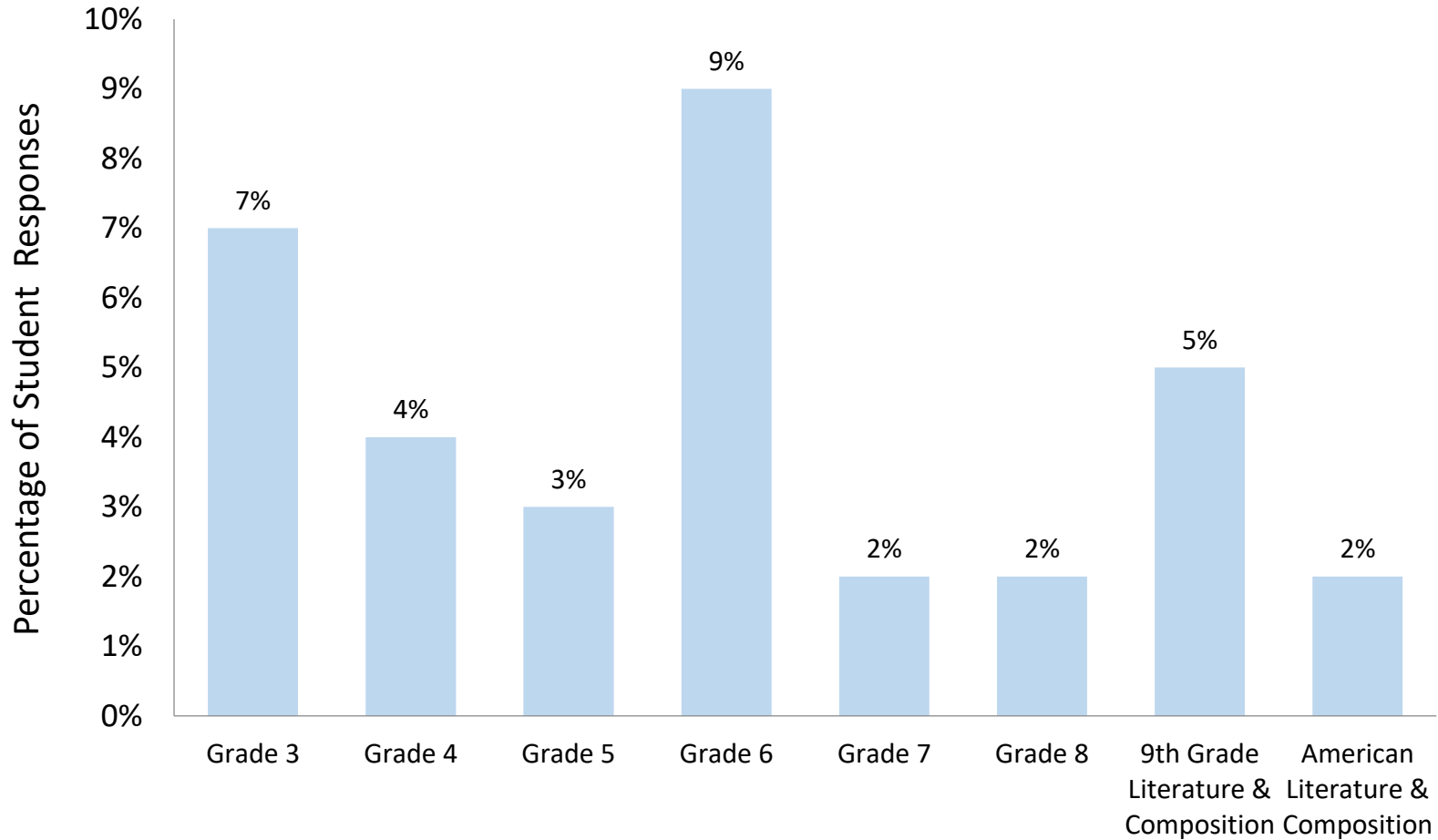
Narrative Writing
Tips for Effective Integration of Ideas and Details from Source Material

- Narrative writing is mainly judged according to the strength of the *narrative elements* in the response.

- Use information from the text to inspire the writing and serve as a knowledge base for detail and description in the story.

- Ideas and details from the text should be integrated into the narrative and become a natural part of it, rather than interrupting the flow of the story being told.

- Generally avoid copying or closely paraphrasing large blocks of writing from the text.

- Let the story drive the selection of what to include from the text.

Narrative Writer's Checklist

Be sure to:

- Write a narrative response that develops a real or imagined experience.

- Establish a situation and introduce a narrator and/or characters.

- Organize events in a clear and logical order.
    - Use a variety of transitional words and phrases to sequence the events.

- Use dialogue, description, and/or pacing to:
    - develop events.
    - show how characters respond to situations.

- Use concrete words, phrases, and sensory details to describe the events.

- Include a conclusion.

- Use ideas and/or details from the passage(s).

- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now type your narrative in the space provided. Refer to the Writer's Checklist as you type and proofread your narrative.

GAA 2.0

Overview of Spring 2019 Results

GAA 2.0 – Spring 2019

The GAA 2.0 is Georgia's alternate assessment based on alternate academic achievement standards for students with the most significant cognitive disabilities.

It is comprised of a series of standardized tasks that include a scenario, multiple parts that increase in complexity, built-in supports, and additional scaffolding, when applicable.

13,142 STUDENTS   1,555 SCHOOLS   199 DISTRICTS

Extended Content Standards

- The knowledge and skills measured in the GAA 2.0 are aligned to Georgia's **alternate academic content standards**, the Extended Content Standards.

- The Extended Content Standards identify skills that connect to the grade-level content standards, allowing students to show learning of concepts at reduced levels of complexity.

- More information on Georgia's alternate academic content standards is available here.

Policy ALDs

Level 1:

Students at this level d ~~limited understanding~~ he knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level conten **substantial academic supp** ~~may need substantial academic support~~ postsecondary education, or competitive integrated employment.

> **limited** understanding

> **may need substantial academic support**

Level 2:

Students at this level ~~partial understanding~~ the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level conte **frequent academic supp** ~~may need frequent academic support~~ postsecondary education, or competitive integrated employment.
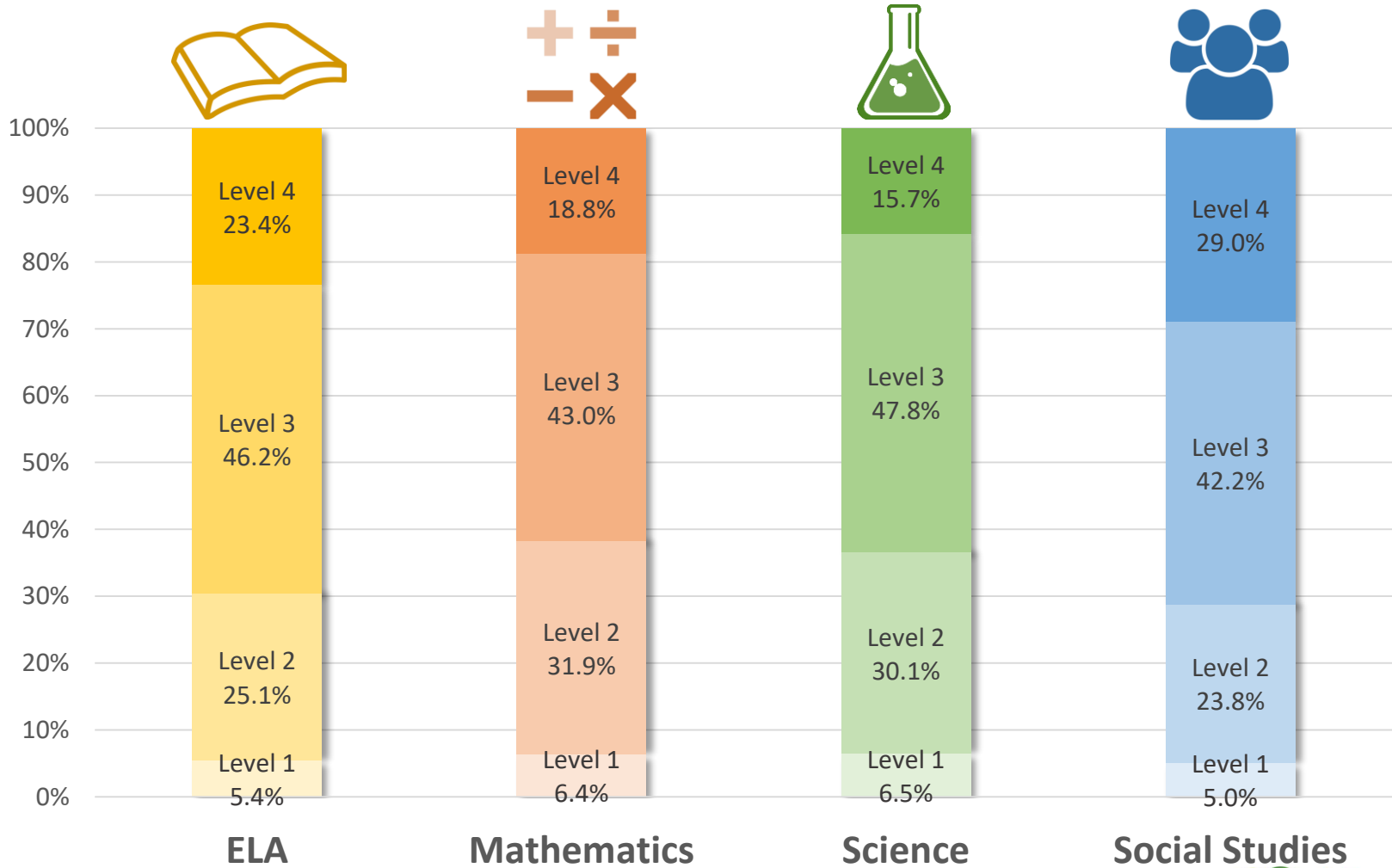
> **partial** understanding

> **may need frequent academic support**

Level 3:

Students at this level de ~~adequate understanding~~ e knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level conten **occasional academic suppo** ~~may need occasional academic support~~ postsecondary education, or competitive integrated employment.

> **adequate** understanding

> **may need occasional academic support**

Level 4:

Students at this level de ~~thorough understanding~~ knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level conten **limited academic support** a ~~may need limited academic support~~ postsecondary education, or competitive integrated employment.
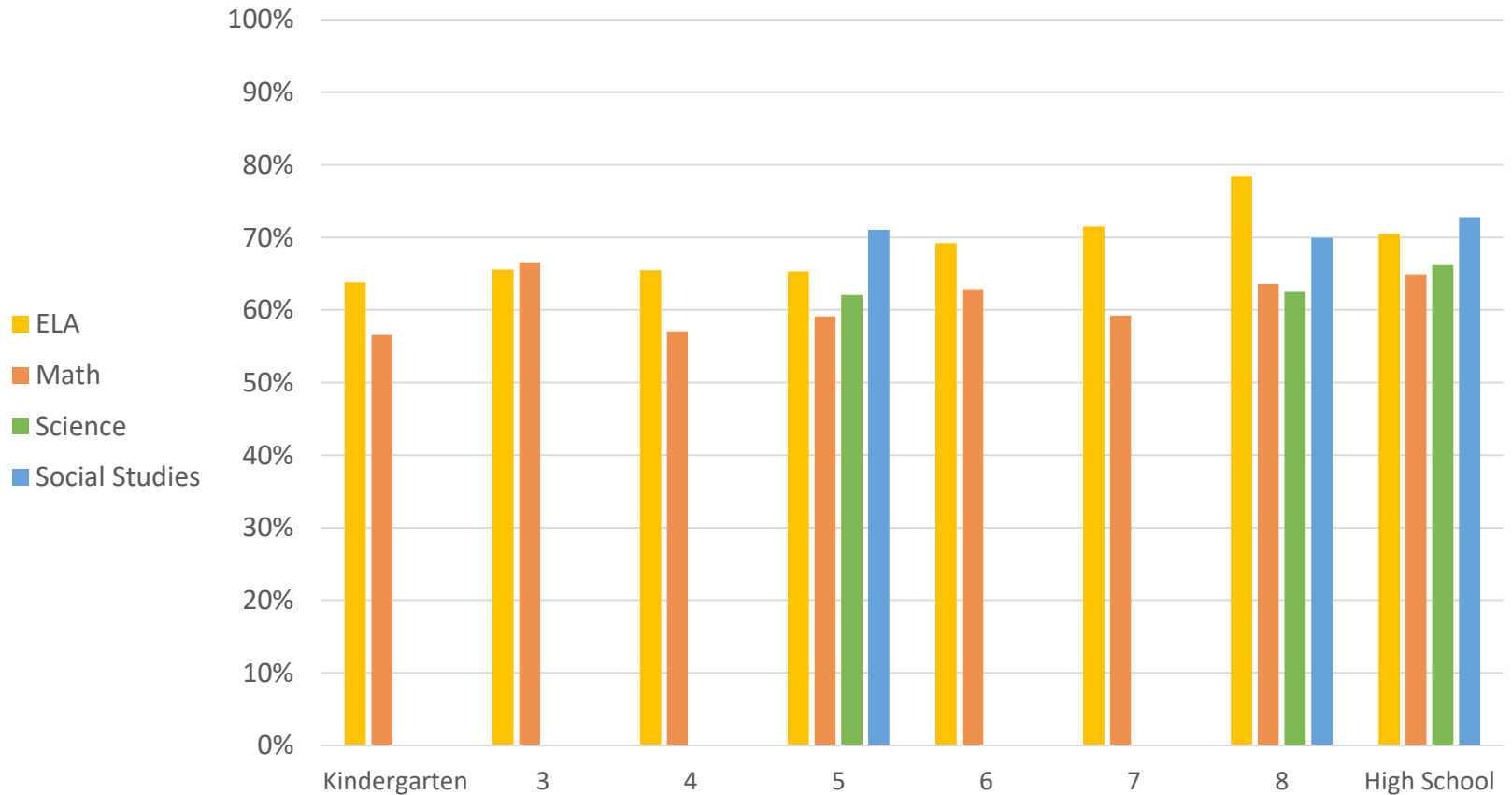
> **thorough** understanding

> **may need limited academic support**

Georgia Alternate Assessment 2.0
Summary of Results

	ELA	Mathematics	Science	Social Studies
Level 4	23.4%	18.8%	15.7%	29.0%
Level 3	46.2%	43.0%	47.8%	42.2%
Level 2	25.1%	31.9%	30.1%	23.8%
Level 1	5.4%	6.4%	6.5%	5.0%

Georgia Alternate Assessment 2.0

Percent of Students at Level 3 or Above

Spotlight On: Development

In 2017-2019, over **200** Georgia educators, specialists, and higher education representatives participated in the development process of the Georgia Alternate Assessment 2.0.

October 2017	November 2017	March 2018	May 2018	July 2018
Design & Expectations Meeting	Assessment Specifications Meeting	Task Development & Review	Small Scale Pilot	Blueprint, Extended Standards, and Task Review

September 2018	February 2019	March – May 2019	June 2019	July 2019
Content and Bias Review	Achievement Level Descriptor Meeting	GAA 2.0 Spring 2019 Administration	Item and Data Review	Standard Setting

Spotlight On: Georgia's Teachers

Following this year's administration of the GAA 2.0, Georgia teachers shared their experience. Here are some of the things they had to say:

- "I enjoyed the GAA 2.0 and being able to actually **teach standards throughout the year** and then test on them."

- "I like the format. There has been a lot of thought put into the structure of the test. **I especially like the blueprints and extended standards.** They have given much-needed guidance and structure to how I plan and prepare my lessons."

- "The test was easy to understand. The **different complexity of the tasks was very much needed** to get a valid picture of the students' understanding."

- "I was very pleased with all the materials that I used for the GAA 2.0. **The standards were modified appropriately for my students too.**"

- "I was very pleased with this assessment. I truly believe it will give a **better indication of what our students actually know!**"

Enhancements for 2019-2020

- Training
  - Updated (earlier) training schedule
  - Webinars on administration procedures, video-based modules on platform use, and updated manuals
  - Developing additional sample tasks

- Administration rules
  - Adding turn-page directions, read-aloud guidelines with adaptations for students with special needs, and a streamlined process for answer entry in the online platform

- Layout and format
  - All materials are color-coded by content area
  - Providing guidance on cutting/manipulating materials to reduce flipping or to present answer/questions simultaneously as needed by the student

- Content
  - All content as been reviewed by educator committees with Spring 2019 performance data
  - Edits made to reduce length, simplify vocabulary, increase clarity, and modify visuals/art

Newest Formative Assessments

GKIDS 2.0 and Keenville
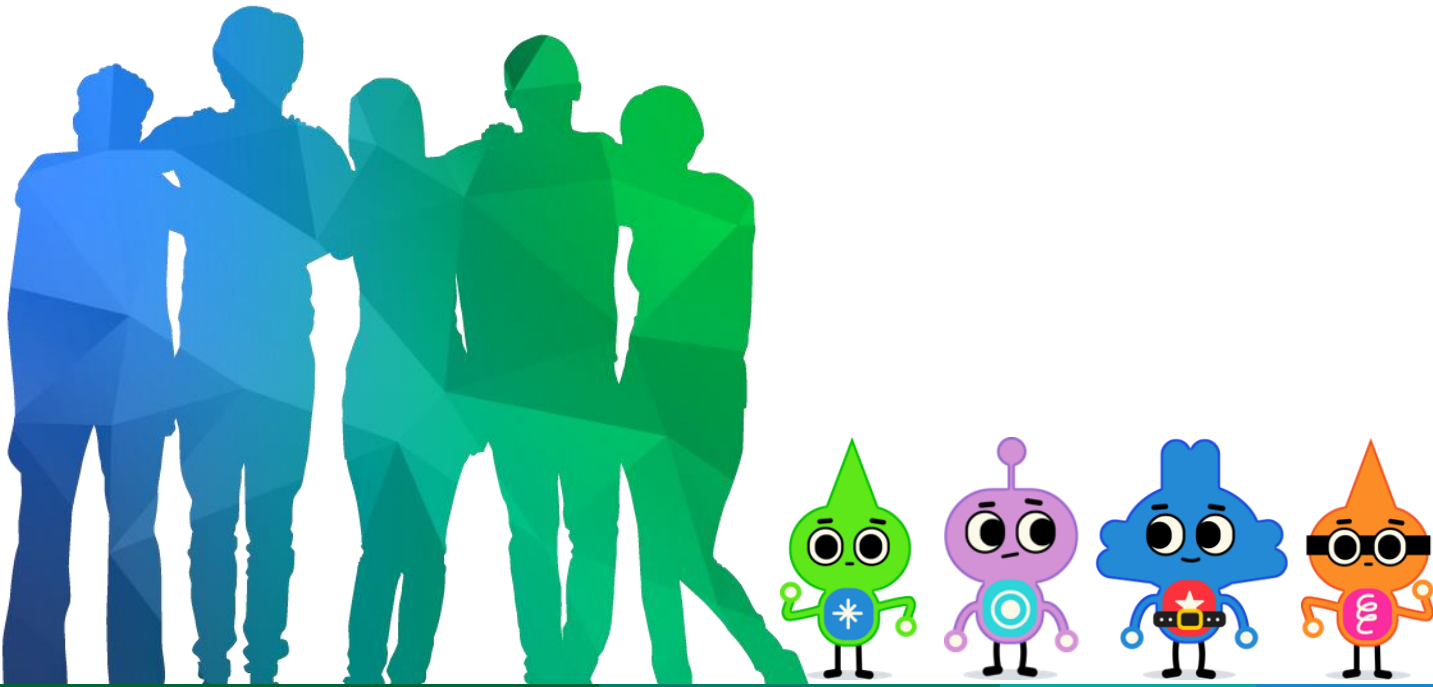
GKIDS 2.0

Operational Statewide in 2019-2020!

- GKIDS 2.0 is a yearlong, progression-based formative assessment that is integrated into classroom work.
  - A **big idea** describes the integration of concepts and skills from the kindergarten standards that are most important for success in first grade.
  - A **learning progression** shows where the student is in the learning continuum of content and reasoning development regarding the big idea from the GSE.

- This new assessment design:
  - Provides teachers with one source of **real-time information** to adjust instruction
  - Identifies what a student already knows, what the student needs next, and allows teachers to **monitor growth**

GKIDS 2.0

- **Academic Domains:**
  - English language arts
  - Mathematics
  - Science (optional)
  - Social studies (optional)

- **Non-Academic Domains:**
  - Approaches to learning
  - Personal and social development
  - Motor skills (optional)

| Mathematics				
Big Idea: A kindergarten student will count using multiple strategies.				
Progression: Counting – Number **(Note: Expectation is non-written communication in a form appropriate for the student, such as counting out loud or sign language).**				
Beginning	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
GKIDS Readiness Check Mathematics Activity 1 Counts forward to 20.	CNUM-1 Counts forward to 30 by 1s.	CNUM-1 Counts forward to 50 by 1s.	CNUM-1 Counts forward to 100 by 1s.	CNUM-1 Counts forward to 120 by 1s.
		CNUM-2 Counts forward to 50 by 10s.	CNUM-2 Counts forward to 100 by 10s.	CNUM-2 Counts forward to 120 by 10s.
		CNUM-3 Counts forward to 30 from a given number within 0-30 (e.g., "starting with 15, count up to 30").	CNUM-4 Counts forward to 100 from a given number within 0 - 100.	CNUM-5 Counts forward to 120 by 5s.
CD-MA1.4a	MGSEK.CC.1	MGSEK.CC.1 MGSEK.CC.2	MGSEK.CC.1 MGSEK.CC.2	MGSE1.NBT.1

GKIDS 2.0 – Alternate

- During the 2019-2020 school year, GaDOE will be developing and piloting a GKIDS 2.0 Alternate for students with significant cognitive disabilities.
  - The GAA 2.0 will include Kindergarten in 2019-2020.
  - Students with significant cognitive disabilities can participate in the GKIDS 2.0 (non-alternate version) if appropriate.

- Beginning in 2020-2021, students with significant cognitive disabilities will participate in GKIDS 2.0 or the GKIDS 2.0 Alternate, as appropriate.
 - The GAA 2.0 will no longer include Kindergarten.

Welcome to Keenville!

- Keenville is Georgia's game-based, formative assessment in literacy and mathematics for grades 1 and 2.

- Games are highly engaging, age-appropriate, and relevant to young learners.

- It is accessible via the Statewide Longitudinal Data System (SLDS).

- Keenville is fully operational for the 2019-2020 school year.
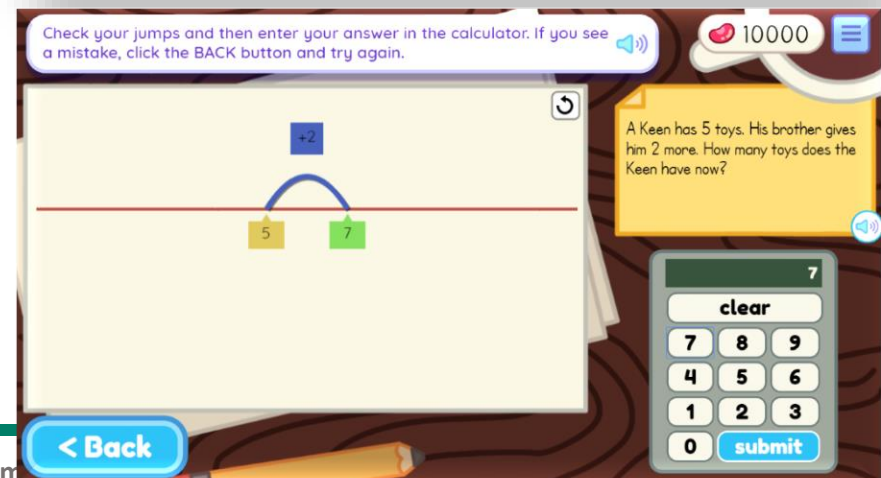
Keenville

Features

- Designed to engage students through features such as an avatar builder; earning rewards; decorating their house; and fun sights, sounds, and reactions

- Students receive ongoing support through motivational prompts and feedback

- Games often include Georgia-specific themes and integrate other standards and initiatives, such as science, arts, and nutrition.

- Teachers can access interactive dashboards that provide real-time data to help guide instruction and enhance instructional practices.

- Each game is designed with multiple levels of learning to:
  - identify students' current level of knowledge, skill, and concept development.
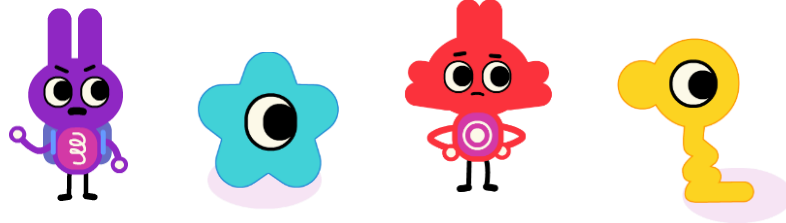 - provide students, with varying abilities, access to content based on their learning needs.
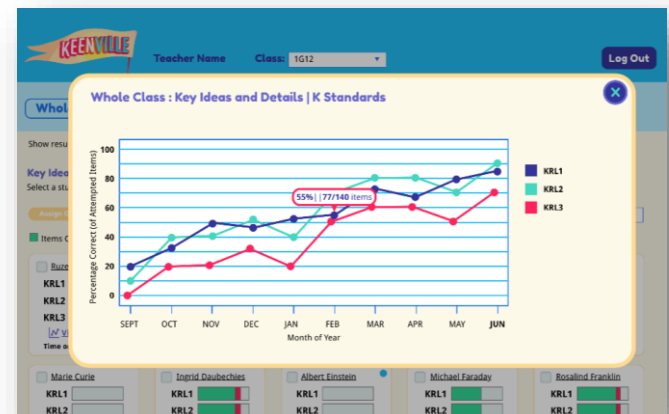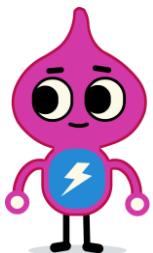
What's in Keenville?

English Language Arts

- Literary reading comprehension
- Informational reading comprehension
- Phonics and word recognition
- Vocabulary acquisition and use

Mathematics

- Reading and writing numerals
- Time, money, and measurement
- Place value and comparing numbers
- Solving word problems and equations
- Shapes and fractional parts to whole
- Addition and subtraction
- Using repeated addition to understand multiplication
- Interpreting data with tables, graphs, and line plots

Innovative Assessment Demonstration Authority

Update

IADA Approval

- Georgia's IADA application was approved by the U.S. Department of Education in July 2019.

- This provides a 5-year period during which the approved assessment consortia can develop, implement, and scale their innovative assessment systems.

- During this time, GaDOE will manage the authority, collect stakeholder feedback, and oversee an external technical evaluation.

- At the end of the authority (the close of the 2023-2024 school year), the state will determine whether either of the innovative assessment systems will be administered statewide.

IADA Consortia

- Georgia MAP Assessment Partnership
  - MAP Growth for Georgia
  - A through-year assessment that leverages adaptive interim assessments to provide timely insights on students' command of grade-level standards, measure academic growth, provide norm-referenced test results, and produce summative proficiency scores.

- Putnam Consortium
  - Navvy
  - An on-demand assessment system that leverages cutting-edge data science to provide real-time diagnostic data.

IADA Next Steps

- Both consortia are continuing development of their assessment systems and building comparability evidence.
  - Each assessment system must be comparable to Georgia Milestones and comparability must be demonstrated annually.
  - The consortia will have the opportunity to present their comparability evidence to the newly formed innovative assessment technical advisory committee as early as this fall.

Thank you!

testing.gadoe.org
keenville.gadoe.org
accountability.gadoe.org

Allison Timberlake
Deputy Superintendent for Assessment & Accountability
atimberlake@doe.k12.ga.us
(404) 463-6666

www.gadoe.org

@georgiadeptofed

youtube.com/georgiadeptofed