

TESTING BRIEF

Spring 2007 Georgia Alternate Assessment (GAA)

September 26, 2006-March 23, 2007

The Georgia Alternate Assessment (GAA) has been redesigned to meet the mandates of the No Child Left Behind Act (NCLB) of 2001 and the Individuals with Disabilities Education Act (IDEA) of 2004. Both NCLB and IDEA require that all students, including students with significant cognitive disabilities, have access to a general curriculum that encompasses challenging academic standards. These laws require states to ensure that *all* students are assessed for their progress toward meeting academic standards.

Students with significant cognitive disabilities may be assessed via alternate assessments based on alternate achievement standards. An alternate assessment based on alternate achievement standards allows for the unique learning characteristics of students with significant cognitive disabilities. Alternate assessments may cover a narrower range of content and reflect a different set of expectations than regular assessments. Alternate achievement standards must be clearly linked to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or reflect pre-requisite skills.

The GAA serves as Georgia's alternate assessment based on alternate achievement standards. The new GAA is a portfolio of student work that allows participants to showcase the achievement and progress they have made in knowledge and skills aligned to the state's curriculum. Each teacher determines the alternate achievement standard (i.e., expectation) for each student, based on the learning characteristics and needs of the student. The teacher designs the instructional task that provides the student access to the selected state-mandated curriculum standard based on an achievement expectation that is appropriately challenging and purposeful for the student. The 2006-07 school year was the first operational administration of the new GAA.

For any grade, kindergarten through 12, where all students are assessed, students with disabilities must participate in the regular assessment or an alternate assessment. Georgia mandates assessment in kindergarten, grades 1–8, and grade 11. For these grades, the GAA is the state provided alternate assessment.

Students eligible to participate in the GAA in grades K–2 must be assessed in English/language arts and mathematics. Students eligible to participate in the GAA in grades 3–8 and 11 must be assessed in English/language arts, mathematics, science, and social studies.

A Stage of Progress (Performance Level) is assigned to each content area. The Stages of Progress—Extending Progress, Established Progress, and Emerging Progress correspond to Advanced/Exceeds, Proficient/Meets, and Basic/Does Not Meet, respectively.

Due to rounding, the numbers on the charts and tables may not always equal 100%.

KEY FINDINGS – GRADE K
English/Language Arts and Mathematics

- **Eighty-four percent (84%)** of Georgia’s Kindergarten students achieved established progress or extended progress in English/Language Arts.
- **Eighty-five percent (85%)** of Georgia’s Kindergarten students achieved established progress or extended progress in mathematics.

KEY FINDINGS – GRADE 1
English/Language Arts and Mathematics

- **Eighty-seven percent (87%)** of Georgia’s first grade students achieved established progress or extended progress in English/Language Arts.
- **Eighty-seven percent (87%)** of Georgia’s first grade students achieved established progress or extended progress in mathematics.

KEY FINDINGS – GRADE 2
English/Language Arts and Mathematics

- **Eighty-six percent (86%)** of Georgia’s second grade students achieved established progress or extended progress in English/Language Arts.
- **Eighty-five percent (85%)** of Georgia’s second grade students achieved established progress or extended progress in mathematics.

KEY FINDINGS – GRADE 3
English/Language Arts, Mathematics, Science, and Social Studies

- **Eighty-eight percent (88%)** and **91%** of Georgia’s third grade students achieved established progress or extended progress in English/Language Arts and Mathematics, respectively.
- **Ninety percent (90%)** and **88%** of third grade students achieved established progress or extended progress in Science and Social Studies.

KEY FINDINGS – GRADE 4
English/Language Arts, Mathematics, Science, and Social Studies

- **Eighty-two percent (82%)** and **87%** of Georgia's fourth grade students achieved established progress or extended progress in English/Language Arts and Mathematics, respectively.
- **Eighty-one percent (81%)** and **82%** of fourth grade students achieved established progress or extended progress in Science and Social Studies.

KEY FINDINGS – GRADE 5
English/Language Arts, Mathematics, Science, and Social Studies

- **Eighty-five percent (85%)** of Georgia's fifth grade students achieved established progress or extended progress in both English/Language Arts and Mathematics.
- **Eighty-four percent (84%)** and **85%** of fifth grade students achieved established progress or extended progress in Science and Social Studies.

KEY FINDINGS – GRADE 6
English/Language Arts, Mathematics, Science, and Social Studies

- **Eighty-eight percent (88%)** of Georgia's sixth grade students achieved established progress or extended progress in both English/Language Arts and Mathematics.
- **Eighty-seven percent (87%)** of sixth grade students achieve established progress or extended progress in both Science and Social Studies.

KEY FINDINGS – GRADE 7
English/Language Arts, Mathematics, Science, and Social Studies

- **Eighty-five percent (85%)** and **87%** of Georgia's seventh grade students achieved established progress or extended progress in English/Language Arts and Mathematics, respectively.
- **Eighty-three percent (83%)** and **86%** of seventh grade students achieved established progress or extended progress in Science and Social Studies.

KEY FINDINGS – GRADE 8

English/Language Arts, Mathematics, Science, and Social Studies

- **Eighty-three percent (83%)** of Georgia's eighth grade students achieved established progress or extended progress in both English/Language Arts and Mathematics, respectively.
- **Seventy-eight percent (78%)** and **82%** of eighth grade students achieved established progress or extended progress in Science and Social Studies.

KEY FINDINGS – GRADE 11

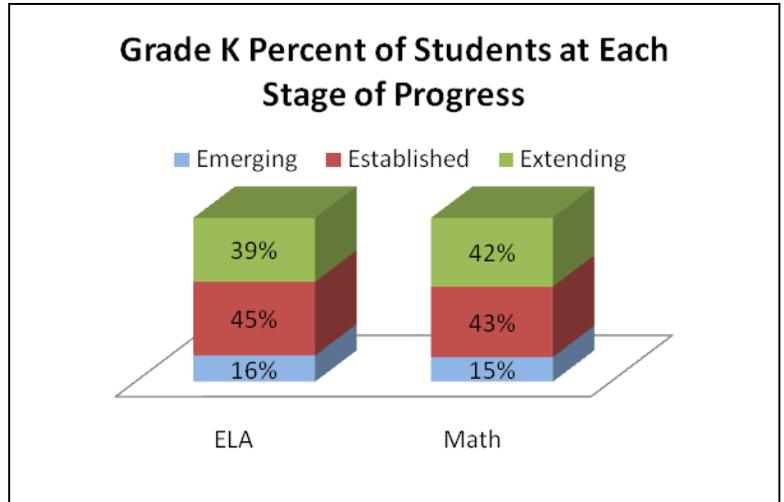
English/Language Arts, Mathematics, Science, and Social Studies

- **Eighty-one percent (81%)** and **83%** of Georgia's eleventh grade students achieved established progress or extended progress in English/Language Arts and Mathematics, respectively.
- **Eighty-five percent (85%)** of eleventh grade students achieved established progress or extended progress in both Science and Social Studies.

Baseline Performance of Georgia Students on the GAA

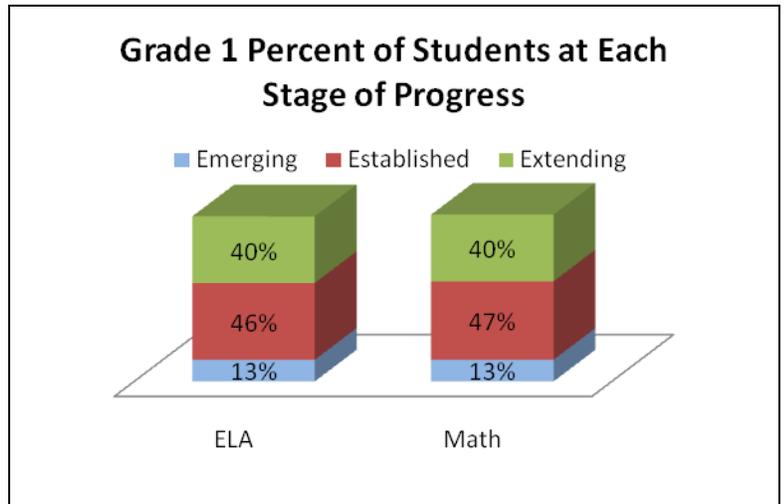
Grade K Percent of Students at Each Stage of Progress		
Stage of Progress	Percent of Students	
	ELA	Math
Emerging Progress	16	15
Established Progress	45	43
Extending Progress	39	42

Beginning in 2007, scores are based on the new GAA providing baseline data.



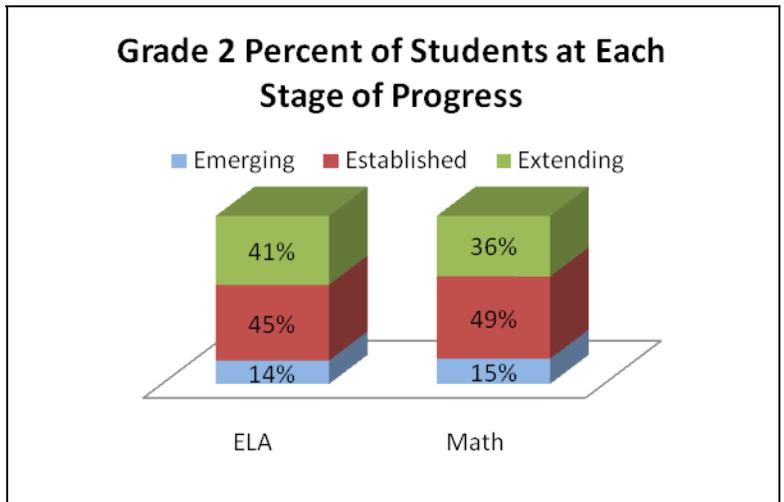
Grade 1 Percent of Students at Each Stage of Progress		
Stage of Progress	Percent of Students	
	ELA	Math
Emerging	13	13
Established	46	47
Extending	40	40

Beginning in 2007, scores are based on the new GAA providing baseline data.



Grade 2 Percent of Students at Each Stage of Progress		
Stage of Progress	Percent of Students	
	ELA	Math
Emerging	14	15
Established	45	49
Extending	41	36

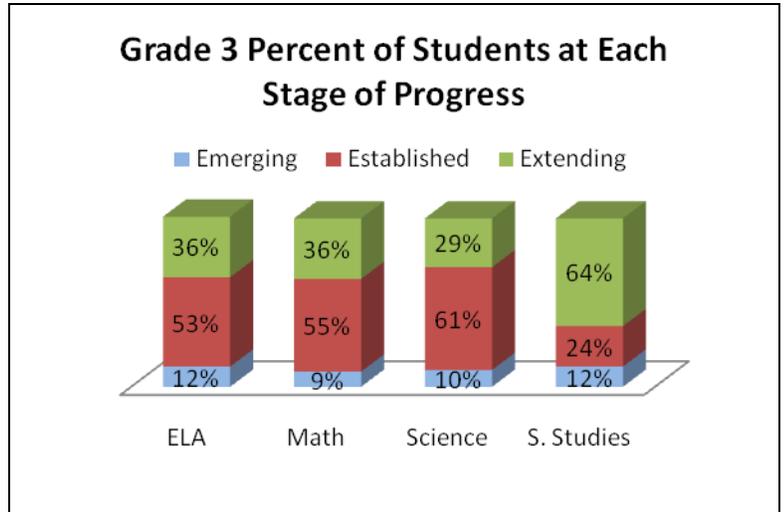
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Baseline Performance of Georgia Students on the GAA

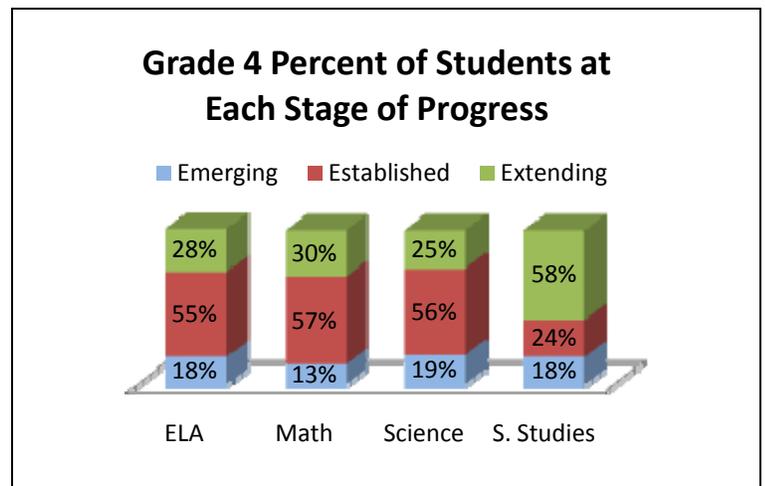
Grade 3 Percent of Students at Each Stage of Progress				
Stage of Progress	Percent of Students			
	E	M	S	SS
Emerging	12	9	10	12
Established	53	55	61	24
Extending	36	36	29	64

Beginning in 2007, scores are based on the new GAA providing baseline data.



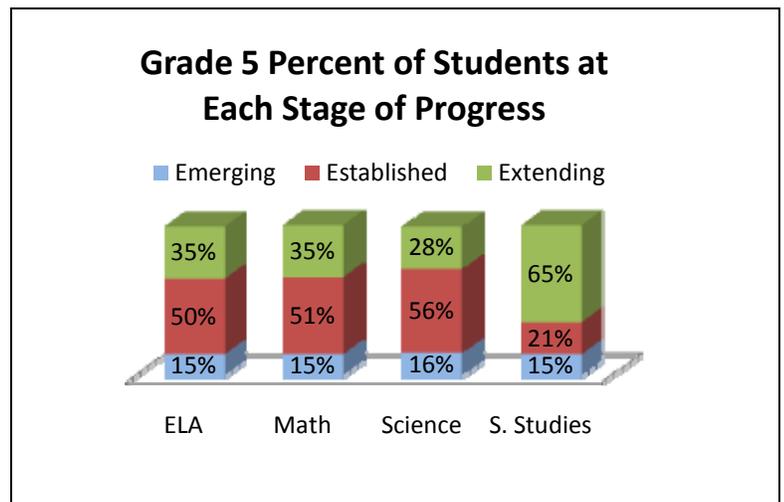
Grade 4 Percent of Students at Each Stage of Progress				
Stage of Progress	Percent of Students			
	E	M	S	SS
Emerging	18	13	19	18
Established	55	57	56	24
Extending	28	30	25	58

Beginning in 2007, scores are based on the new GAA providing baseline data.



Grade 5 Percent of Students at Each Stage of Progress				
Stage of Progress	Percent of Students			
	E	M	S	SS
Emerging	15	15	16	15
Established	50	51	56	21
Extending	35	35	28	65

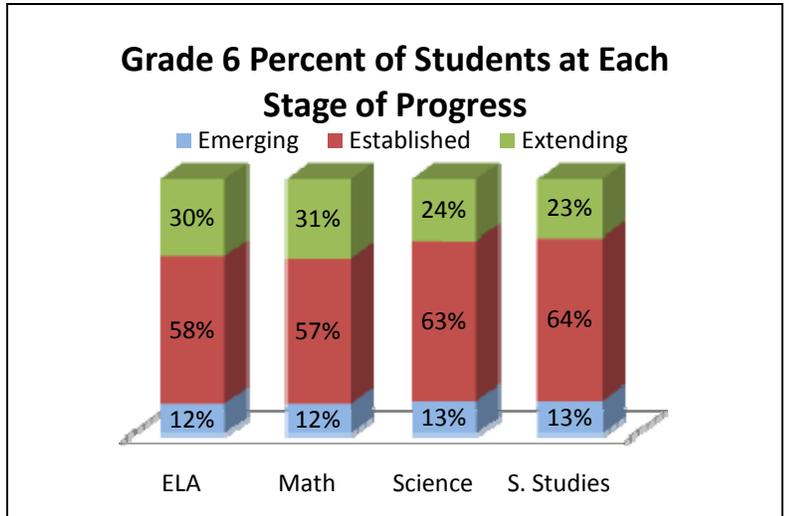
Beginning in 2007, scores are based on the new GAA providing baseline data.



Baseline Performance of Georgia Students on the GAA

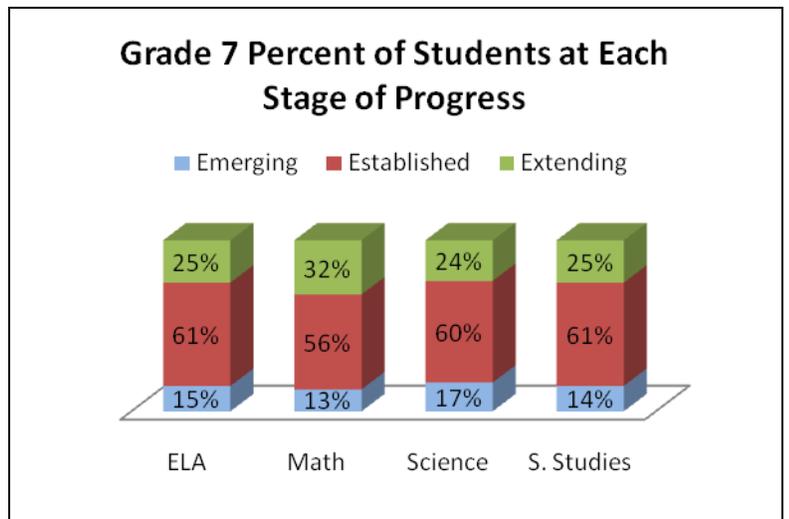
Grade 6 Percent of Students at Each Stage of Progress				
Stage of Progress	Percent of Students			
	E	M	S	SS
Emerging	12	12	13	13
Established	58	57	63	64
Extending	30	31	24	23

Beginning in 2007, scores are based on the new GAA providing baseline data.



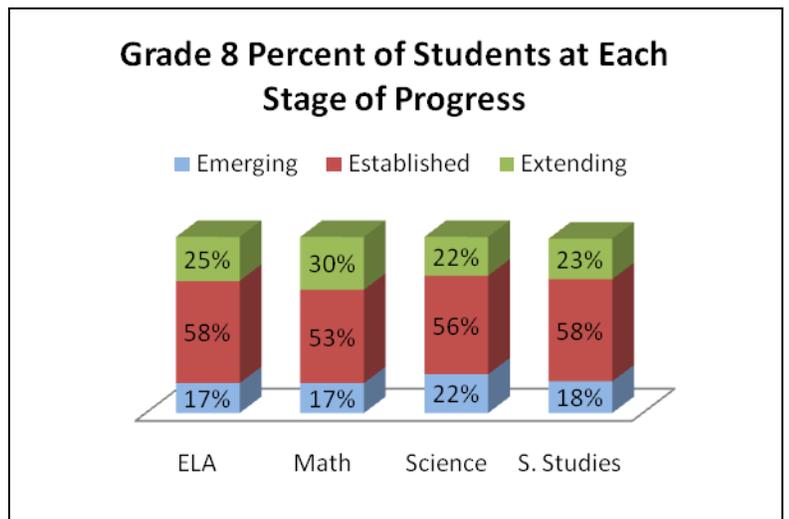
Grade 7 Percent of Students at Each Stage of Progress				
Student Stage of Progress	Percent of Students			
	E	M	S	SS
Emerging	15	13	17	14
Established	61	56	60	61
Extending	25	32	24	25

Beginning in 2007, scores are based on the new GAA providing baseline data.



Grade 8 Percent of Students at Each Stage of Progress				
Student Stage of Progress	Percent of Students			
	E	M	S	SS
Emerging	17	17	22	18
Established	58	53	56	58
Extending	25	30	22	23

Beginning in 2007, scores are based on the new GAA providing baseline data.



Baseline Performance of Georgia Students on the GAA

Grade 11 Percent of Students at Each Stage of Progress				
Student Stage of Progress	Percent of Students			
	E	M	S	SS
Emerging	19	17	15	15
Established	48	43	54	53
Extending	33	40	31	32

Beginning in 2007, scores are based on the new GAA providing baseline data.

