

# Georgia Student Assessment Program

## Student Assessment Handbook

**2010-2011**



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“We will lead the nation in improving student achievement.”

Georgia Department of Education

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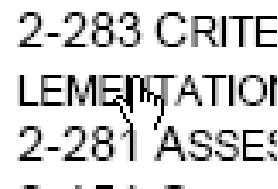
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## STUDENT ASSESSMENT HANDBOOK USER GUIDE

### Using the Table of Contents

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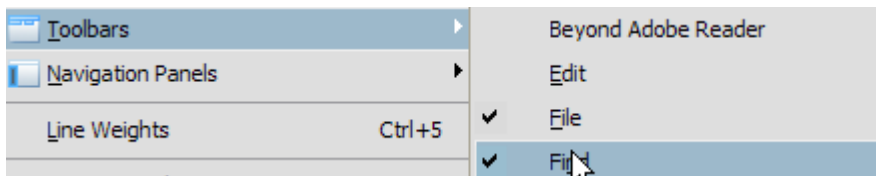
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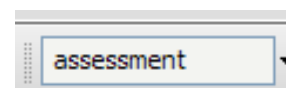
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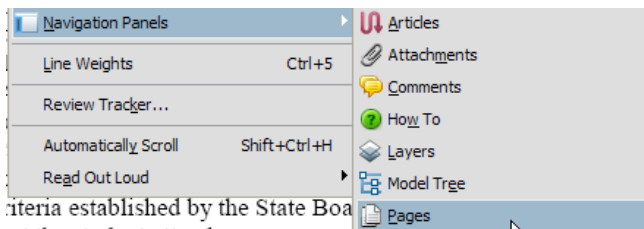
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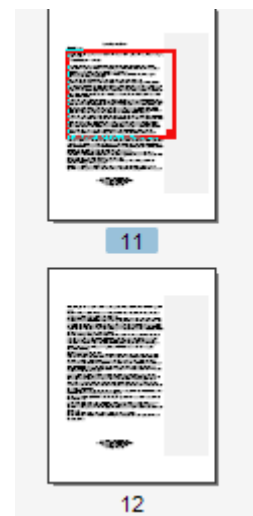
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## INTRODUCTION

### Introduction to Georgia's Student Assessment Program

The purpose of the Georgia Student Assessment Program is to measure the level of student achievement of the state-adopted curriculum, to identify students failing to achieve mastery of content, to provide teachers with diagnostic information, and to assist school systems in identifying strengths and areas of improvement in order to establish priorities in planning educational programs. In order to fulfill the purpose and maintain integrity of the statewide assessment program, test security must be established. Occurrences that violate test security risk damage to test integrity and could result in the invalidation of a system's test scores.

The assessment program includes criterion-referenced assessments at the elementary, middle, and high school levels; the National Assessment of Educational Progress in grades 4, 8 and 12; an English language proficiency test in grades K-12; and an optional norm-referenced test. The mandatory state assessments include:

ACCESS for ELLs in grades K-12

Criterion-Referenced Competency Tests (CRCT)

Reading, English/Language Arts, and Mathematics in grades 1-8  
Science and Social Studies in grades 3-8

End-of-Course Tests (EOCT)

Mathematics I, Mathematics II, Grade 9 Literature and Composition,  
Economics/Business/Free Enterprise, U.S. History, Biology, and Physical Science, principally  
in grades 9-12

Georgia Alternate Assessment in grades K-8 and 11 (GAA)

Georgia High School Graduation Tests (GHSGT)

English/Language Arts, Mathematics, Science, and Social Studies, principally in grades 11-12

Georgia Kindergarten Inventory of Developing Skills (GKIDS)

Grades 3, 5, and 8 Writing Assessments

National Assessment of Educational Progress (NAEP)

Reading, mathematics and science in grades 4, 8, and 12  
Pilot and special studies

**Please Note: Due to budgetary constraints, the following will not be administered during the 2010-2011 school year:**

- **CRCT: Grades 1 and 2**
- **GAA: Grades 1 and 2**
- **Norm-Referenced Tests (ITBS)**

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## GLOSSARY

**accommodations:** Accommodations are a change in a test administration that modify how a student takes or responds to the assessment. The accommodations allowed on the state assessments are grouped into four broad categories: Presentation, Response, Setting, and Scheduling. Accommodations do not change what the assessment is designed to measure, nor do they dilute the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage, and serve to level the playing field for students with disabilities and English Language Learners. When used appropriately, they reduce or even eliminate the effects of a student's disability. They do not, however, reduce learning expectations. There are two types of accommodations.

- **standard accommodations** provide access to the assessment without altering the construct measured by the assessment.
- **conditional accommodations** are more expansive accommodations that provide access for students with more severe disabilities or limited English proficiency who would not be able to access the assessment to demonstrate their achievement without such assistance. Conditional accommodations may only be provided to students who meet specified eligibility criteria.

**achievement test:** A test that measures the extent to which a student has acquired certain information or has mastered certain skills.

**criterion-referenced test (CRT):** A test that measures student performance as compared to an established criteria or standard.

**domain:** A domain is a group of related curricular standards within a content area. Providing information at the domain level helps educators determine the relative strengths and weaknesses of individual students and their classes as a whole.

**ecological or substantive significance:** Judgment that test performance, or the difference in test performance by separate groups, is meaningful or important in practical terms. This term is often contrasted with statistical significance, which is simply the probability that a result occurred through chance.

**English language learner (ELL):** Refers to students whose first language is other than English and whose command of English is limited. Term is used interchangeably with limited English proficient.

**English language learner-monitored:** Refers to students who have exited the ESOL program (or an appropriate alternative) for no more than two years.

**empirical norm dates:** The actual dates on which a test publisher tested the students in the norm group. Publishers recommend these dates to schools as the dates that should be used for administering the tests. Testing at times other than the empirical norm dates means that students may have received more or less instruction than the norm group.

**error of measurement:** The statistical estimate of the difference between an observed score and the corresponding “true” score.

**equating:** Equating is a statistical process that is used to adjust scores on test forms so that scores from different forms are interchangeable. While test forms are constructed to be similar in difficulty and content as specified in the test blueprint, equating allows for test developers to make adjustments in the scores to account for any small differences in difficulty in the forms that may occur.

**field testing:** A test administered to check administration procedures, response patterns, scoring, and reporting. Generally, a field test is more extensive than a pilot test.

**formative assessment:** A formative assessment is an evaluation tool used to guide and monitor the progress of each student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post tests, curriculum based measures (CBM), portfolios benchmark assessments, quizzes, teacher observations, teacher/student conferencing teacher commentary and feedback.

**grade equivalent score (GE):** A score expressed in years and months, which represents the average performance of students at that given level. A second grader who scores 4.0 on a test intended for second graders is not doing fourth grade work. Such a score indicates that the student performing at a superior level for a second grader.

**GTID:** Georgia Testing Identifier or GTID is a unique number assigned to each student in the state for the purpose of linking the student’s performances on various tests.

**item analysis:** The process of evaluating individual test items to assure their quality with respect to certain characteristics. Item analysis involves determining such factors as the difficulty value and discriminating power of the item. All such characteristics are then used to judge the overall quality of the item.

**item banks:** Collections of assessment items. Generally, these are used for constructing tests that measure selected learning objectives. With sufficient numbers of items, multiple test forms that assess the same objectives can be constructed.

**language assessment:** Under No Child Left Behind, an English language assessment must be given annually to all English Language Learners to measure proficiency. The test must measure competence in both social and academic language.

**language proficiency:** Competence in the areas of listening, speaking, reading, writing, and comprehension.

**language proficiency assessment:** An assessment of an English language learners (1) progress in the acquisition of the English language in the areas of listening, speaking, reading, and writing and (2) attainment of a prescribed level of performance in listening, speaking, reading and writing to enable a student to communicate independently in both social and academic settings.

**norm group:** The sample of students to whom a test has been given in order to estimate how well the student population, in general, would perform on the measure. A norm group should be as representative as possible of the variation expected within the general population. Key dimensions to be represented in a norm group include ethnicity, socioeconomic status, size of school system, location of system (urban, rural or suburban), public vs. nonpublic schools and geographical regions of the country.

**norm-referenced test (NRT):** A test that is designed to provide information on how well a student performs in comparison to other students. The scores on a norm-referenced test have meaning in terms of their relation to the scores made by an external reference group (see norm group.)

**norm tables:** Tables presented in test handbooks or available from test publishers that show the relationship of different types of scores to one another (e.g., raw scores to percentiles). Tables are usually provided for each test level and time of testing (norm dates) as well as by grade level of the student tested.

**normal curve equivalent (NCE):** A measurement scale that ranges from 1 to 99, with units equal in size across the score range. The equivalence of units makes it possible to average scores across groups and aggregate results across the tests, assuming the tests measure the same construct and meet other psychometric criteria.

**p value:** An index which signifies the percentage of examinees that answered a test item correctly.

**percentile rank:** An indication of a student's standing in comparison with all students in the norm group who took the same test. Percentile ranks range from a low of 1 to a high of 99. A percentile rank stands for the percentage of students who obtained scores equal to or less than a given score.

**performance level:** A performance level is a range of scores that define a specific level of performance, as articulated in the Performance Level Descriptors. Many of the state assessments have three performance levels: *Exceeds the Standard, Meets the Standard, and Does Not Meet the Standard.*

**performance level descriptor:** A performance level descriptor is a verbal statement describing each performance level in terms of what the student has learned and can do.

**pilot testing:** A test given to a representative sample of students in order to check specific aspects of the test such as items, instructions, response formats, etc.

**portfolio:** A compilation of evidence, including original student work and supporting information, which documents, measures, and reflects student performance and progress in standards-based knowledge and skills over time.

**raw score:** The number of test items answered correctly by a student. Because different tests have different numbers and types of items, raw scores cannot be compared from one test to another.

**reliability:** The extent to which a test can be depended upon to provide consistent information. Reliability is usually reported as a correlation coefficient, with the closer the coefficient to +1.00, the higher the reliability.

**rubric:** A set of rules or guidelines used to categorize a student's performance on an assessment task or constructed response item.

**scaled score:** A score that expresses the results of a particular test for all forms and levels on a single common scale. Scaled scores provide a uniform interpretation of performance and allow comparisons to be made from year to year with the same test.

**standard score:** A general term referring to any of the several types of "transformed" scores. Raw scores are expressed in terms of standard scores for reasons of convenience, comparability, and ease of interpretation. For example, the raw scores of two tests can be expressed in comparable terms by using standard scores.

**standardized (or uniform) assessment procedure:** Clearly described assessment procedures for assessment administration.

**standard deviation:** 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.

**standard error of measurement:** The standard error of measurement is the amount an examinee's observed score (the score the examinee actually receives on the test) may vary from his or her "true" score, based on the reliability of the test.

**standardized test:** A test designed with specific psychometric properties which is administered and scored following a prescribed procedure so that resulting scores carry the same meaning.

**stanine:** A single digit derived score ranging from 1 to 9. Stanine scores follow a normal distribution with a mean of 5 and a standard deviation of 2.

**statistical significance:** The extent to which findings differ from chance alone. It must be understood that results of statistical analyses are dependent on the number of students tested. The smaller the number of scores analyzed, the larger the difference required for statistical significance. For this reason, many educators talk about both statistical and ecological (or substantive) significance when referring to test scores.

**summative assessment** – A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the Georgia Performance Standards.

**test specifications:** A description of a test often referred to as a blueprint that describes the number of items per content area, item format, item statistics, and scoring procedures.

**validity:** The degree to which the intended inferences/interpretations made for test scores are supported and accurate. There are several types of validity:

**concurrent validity:** the relationship between the test score and an alternate current measure or criterion.

**construct validity:** the extent to which the test measures a hypothetical construct or trait.

**content validity:** the extent to which the items on a test are representative of the content the test purports to measure.

**criterion-related validity:** the relationship between the test score and another criterion. There are two types of criterion related validity.

**face validity:** the extent to which the test appears to measure what is intended content validity: the extent to which the items on a test are representative of the domain the test intends to measure.

**predictive validity:** the relationship between the test score and a future criterion.

## ACRONYMS

ACCESS	-	Assessing Comprehension and Communication in English State to State for English Language Learners
AP	-	Advanced Placement
AYP	-	Adequate Yearly Progress
BST	-	Basic Skills Test
CBA	-	Curriculum Based Assessment
CR	-	Constructed Response
CRCT	-	Criterion-Referenced Competency Tests
DNA	-	Did Not Attempt
EIP	-	Early Intervention Program
ELL	-	English Language Learners
ELL-M	-	English Language Learners – Monitored
ELL/TPC	-	English Language Learners/ Test Participation Committee
EPD	-	Educational Planning District
EOCT	-	End-of-Course Tests
ESOL	-	English to Speakers of Other Languages
FAPE	-	Free Appropriate Public Education
FTE	-	Full-Time Equivalent
GAA	-	Georgia Alternate Assessment
GaDOE	-	Georgia Department of Education
GHSGT	-	Georgia High School Graduation Tests
GHSWT	-	Georgia High School Writing Test
GKIDS	-	Georgia Kindergarten Inventory of Developing Skills
GPS	-	Georgia Performance Standards
GTID	-	Georgia Test Identification
IAP	-	Individual Accommodation Plan
IDEA	-	Individuals with Disabilities Education Act
IEP	-	Individualized Education Program
ITBS	-	Iowa Tests of Basic Skills
LEA	-	Local Education Agency
LUA	-	Local Unit of Administration (local school districts)
NAEP	-	National Assessment of Educational Progress
NCLB	-	No Child Left Behind
NRT	-	Norm-Referenced Test
NSLP	-	National School Lunch Program
OAS	-	Online Assessment System
O.C.G.A.	-	Official Code of Georgia Annotated
PSAT	-	Preliminary SAT

PTNA	-	Present Test Not Attempted
QBE	-	Quality Basic Education
QCC	-	Quality Core Curriculum
RFP	-	Request for Proposals
RFQ	-	Request for Quote
SAT	-	Scholastic Aptitude Test
SEA	-	State Education Agency
SIS	-	Student Information System
SRC	-	State Required Code
SST	-	Student Support Team
SWD	-	Students with Disabilities
WAPT	-	WIDA Access Placement Test
WIDA	-	World-Class Instructional Design and Assessment (WIDA)



**LAWS/POLICIES/RULES**  
**Georgia Law**

**20-2-281 Assessment of effectiveness of educational programs**

\*\*\*CODE SECTION\*\*\*

(a) The State Board of Education shall adopt a student assessment program consisting of instruments, procedures, and policies necessary to implement the program and shall fund all costs of providing and scoring such instruments, subject to appropriation by the General Assembly. Each local school system may elect to administer, with state funding, nationally norm-referenced instruments in reading, mathematics, science, or social studies in grade three, four, or five and in grade six, seven, or eight, subject to available appropriations, with assistance to such school systems by the State Board of Education with regard to administration guidance, scoring, and reporting of such assessments. The State Board of Education shall review, revise, and upgrade the quality core curriculum. Following the adoption of this revised curriculum, the State Board of Education shall contract for development of criterion-referenced competency tests to measure the quality core curriculum. Such tests in English and language arts, mathematics, and reading shall be administered annually to students in grades one through eight and such tests in science and social studies shall be administered annually to students in grades three through eight. This action shall be completed according to a schedule established by the State Board of Education. A curriculum-based assessment shall be administered in grade 11 for graduation purposes. Writing assessments shall be administered to students in grades three, five, eight, and 11. The writing assessments shall provide students and their parents with performance outcome measures resulting from the administration of such tests.

(b) The nationally normed assessments provided for in subsection (a) of this Code section shall provide students and their parents with grade equivalencies and percentile ranks which result from the administration of such tests. Criterion-referenced tests and the high school graduation test provided for in subsection (a) of this Code section shall provide for results that reflect student achievement at the individual student, classroom, school, system, and state levels. The State Board of Education shall participate in the National Assessment of Educational Progress (NAEP) and may participate in any other tests that will allow benchmarking this state's performance against national or international performance. The results of such testing shall be provided to the Governor, the General Assembly, and the State Board of Education and shall be reported to the citizens of Georgia. Further, the State Board shall adopt a school readiness assessment for students entering first grade and shall administer such assessment pursuant to paragraph (2) of subsection (b) of Code Section 20-2-151. One of the components in the awarding of salary supplements as part of a pay for performance or related plan pursuant to Code Section 20-2-213 or other Code sections under this article may be assessments of student achievement.

(b.1) The State Board of Education shall notify local school systems and individual schools of the results of the assessment instruments administered under this Code section at the earliest possible date determined by the State Board, but not later than the beginning of the subsequent school year.

(c) The State Board of Education shall have the authority to condition the awarding of a high school diploma to a student upon achievement of satisfactory scores on instruments or tests adopted and administered by the State Board pursuant to subsection (a) of this Code section.

The State Board is authorized and directed to adopt regulations providing that any disabled child, as defined by the provisions of this article, shall be afforded opportunities to take any test adopted by the State Board as a condition for the awarding of a high school diploma. Said regulations shall further provide for appropriate accommodations in the administration of such test. Said regulations shall further provide for the awarding of a special education diploma to any disabled student who is lawfully assigned to a special education program and who does not achieve a passing score on said test or who has not completed all of the requirements for a high school diploma but who has nevertheless completed his or her Individualized Education Program. (d)(1) The State Board of Education shall develop or adopt alternate assessments to be administered to each student receiving special education services pursuant to Code Section 20-2-152 who does not receive instruction in the essential knowledge and skills identified in the quality core curriculum developed pursuant to Code Section 20-2-140 and for whom the assessment instruments adopted under subsection (a) of this Code section, even with allowable modifications, would not provide an appropriate measure of student achievement, as determined by the student's Individualized Education Program team. A student's Individualized Education Program may serve as an alternate assessment for that student.

(2) A student's Individualized Education Program team shall determine appropriate participation in assessment and identify necessary accommodations in accordance with the federal Individuals with Disabilities Education Act.

(e) The State Board of Education is authorized to adopt rules, regulations, policies, and procedures regarding accommodations and the participation of limited-English-proficient students, as defined in Code Section 20-2-156, in the assessments described in this Code section.

(f) The State Board of Education shall adopt end-of-course assessments for students in grades nine through 12 for all core subjects to be determined by the State Board. For those students with an Individualized Education Program, the student's Individualized Education Program team shall determine appropriate participation in assessments and identify necessary accommodations in accordance with the federal Individuals with Disabilities Education Act.

(g) Under rules adopted by the State Board of Education, the Department of Education shall, subject to appropriations by the General Assembly, release some or all of the questions and answers to each

criterion-referenced competency test administered under subsection (a) of this Code section and each end-of-course assessment administered under subsection (e) of this Code section after the last time the instrument is administered for a school year.

(h) The State Board of Education, through the Department of Education, shall administer the end-of-course assessments for core subject areas as defined by State Board policy. The State Board shall promulgate a schedule for the development and administration of all end-of-course tests by December 1, 2000.

(i) The Department of Education shall develop study guides for the criterion-referenced tests and end-of-course assessments administered pursuant to subsections (a) and (f) of this Code section. Each school system shall distribute the study guides to students who do not perform satisfactorily on one or more parts of an assessment instrument administered under this Code section and to the parents or guardians of such students.

(j)(1) The high school graduation test provided for in subsection (a) of this Code section shall continue in effect until all high school core subject end-of-course assessments have been developed and implemented, at which time the State Board shall discontinue the test according to a schedule to be determined by the State Board.

(2) The State Board of Education shall adopt rules and regulations requiring the results of core subject end-of-course assessments to be included as a factor in a student's final grade in the core subject course for which the end-of-course assessment is given.

(k)(1) In addition to the assessment instruments adopted by the State Board of Education and administered by the Department of Education, a local school system may adopt and administer criterion-referenced or norm-referenced assessment instruments, or both, at any grade level. Such locally adopted assessment instruments may not replace the state's adopted assessment instruments for purposes of state accountability programs, except as otherwise provided in paragraph (2) of this subsection. A local school system shall be responsible for all costs and expenses incurred for locally adopted assessment instruments. Students with Individualized Education Programs must be included in the locally adopted assessments or provided an alternate assessment in accordance with the federal Individuals with Disabilities Education Act.

(2) The State Board of Education shall have the authority to grant waivers until Fiscal Year 2003 to local boards of education exempting said boards from the administration of the state criterion-referenced competency tests at any or all of the subject areas and grade levels for which the local board of education implements a locally developed criterion-referenced competency test or tests based on the Quality Core Curriculum which increases the expectations for student achievement beyond that of the applicable state criterion-referenced competency test or tests and meets all other requirements of this Code section, including reliability and validity requirements, with the exception of subsection (g) of this Code section.

Local boards of education with such waivers shall submit to the State Board of Education school and local school system score reports of the locally developed criterion-referenced competency tests.

(l) In adopting academic skills assessment instruments under this Code section, the State Board of Education or local school system shall ensure the security of the instruments in their preparation, administration, and scoring. Notwithstanding any other provision of law, meetings, or portions of meetings held by the State Board or a local board of education at which individual assessment instruments or assessment instrument items are discussed or adopted shall not be open to the public, and the assessment instruments or assessment instrument items shall be confidential.

(m) The results of individual student performance on academic skills assessment instruments administered under this Code section shall be confidential and may be released only in accordance with the federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1232g.

(n) Overall student performance data shall be disaggregated by ethnicity, sex, socioeconomic status, disability, language proficiency, grade level, subject area, school, system, and other categories determined by the policies established by the Office of Student Achievement.

(o) Student performance data shall be made available to the public, with appropriate interpretations, by the State Board of Education, the Office of Student Achievement, and local school system. The information made available to the public shall not contain the names of individual students or teachers.

(p) Teachers in grades one through 12 shall be offered the opportunity to participate annually in a staff development program on the use of tests within the instructional program designed to improve students' academic achievement. This program shall instruct teachers on curriculum alignment related to tests, disaggregated student test data to identify student academic weaknesses by subtests, and other appropriate applications as determined by the State Board of Education.

**20-2-283 Criteria; specific requirements for students in grades three, five, and eight; implementation**

\*\*\*CODE SECTION\*\*\* 07/01/01

(a) No later than January 1, 2002, the State Board of Education shall adopt criteria for the development of a placement and promotion policy by each local board of education consistent with the Georgia Academic Placement and Promotion Policy.

(b) Such criteria as adopted by the State Board of Education shall require the following for students in grades three, five, and eight:

(1) No student shall be promoted, except as provided in this Code section, to:

(A) The fourth grade program to which the student would otherwise be assigned if the student does not achieve grade level as defined by the Office of Student Achievement in accordance with Code Section 20-14-31 on the third grade criterion-referenced reading assessment developed in accordance with subsection (a) of Code Section 20-2-281 and meet the promotional standards and criteria established by the State Board of Education and by the local school board for the school that the student attends;

(B) The sixth grade program to which the student would otherwise be assigned if the student does not achieve grade level as defined by the Office of Student Achievement in accordance with Code Section 20-14-31 on the fifth grade criterion-referenced mathematics assessment and fifth grade criterion-referenced reading assessment developed in accordance with subsection (a) of Code Section 20-2-281 and meet the promotional standards and criteria established by the State Board of Education and by the local school board for the school that the student attends; or

(C) The ninth grade program to which the student would otherwise be assigned if the student does not achieve grade level as defined by the Office of Student Achievement in accordance with Code Section 20-14-31 on the eighth grade criterion-referenced mathematics assessment and eighth grade criterion-referenced reading assessment developed in accordance with subsection (a) of Code Section 20-2-281 and meet the promotional standards and criteria established by the State Board of Education and by the local school board for the school that the student attends;

(2) When a student does not perform at grade level on any criterion-referenced assessment specified in paragraph (1) of this subsection then the following shall occur:

(A) The parent or guardian of the student shall be notified in writing by first-class mail by the school principal or such official's designee regarding the student's performance below grade level on the assessment instrument, the retest to be given the student, the accelerated, differentiated, or additional instruction program to which the student is assigned, and the possibility that the student might be retained at the same grade level for the next school year;

(B) The student shall be retested with a criterion-referenced assessment or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and the local board of education; and

(C) The student shall be given an opportunity for accelerated, differentiated, or additional instruction in the applicable subject; and

(3) When a student does not perform at grade level on any criterion-referenced assessment specified in paragraph (1) of this subsection and also does not perform at grade level on a second additional opportunity as provided for in paragraph (2) of this subsection then the following shall occur:

- (A) The school principal or the principal's designee shall retain the student for the next school year except as otherwise provided in this subsection;
- (B) The school principal or the principal's designee shall notify in writing by first-class mail the parent or guardian of the student and the teacher regarding the decision to retain the student. The notice shall describe the option of the parent, guardian, or teacher to appeal the decision to retain the student and shall further describe the composition and functions of the placement committee as provided for in this subsection, including the requirement that a decision to promote the student must be a unanimous decision of the committee;
- (C) If the parent, guardian, or teacher appeals the decision to retain the student, then the school principal or designee shall establish a placement committee composed of the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of the assessment instrument on which the student failed to perform at grade level and shall notify in writing by first-class mail the parent or guardian of the time and place for convening the placement committee;
- (D) The placement committee shall:
- (i) Review the overall academic achievement of the student in light of the performance on the criterion-referenced assessment and the standards and criteria as adopted by the local board of education and make a determination to promote or retain. A decision to promote must be a unanimous decision and must determine that if promoted and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level as defined by the Office of Student Achievement in accordance with Code Section 20-14-31 by the conclusion of the school year; and
  - (ii) Prescribe for the student, whether the student is retained or promoted, such accelerated, differentiated, or additional instruction as needed to perform at grade level by the conclusion of the subsequent school year, prescribe such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year, and provide for a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student;
- (E) For students receiving special education or related services, the Individualized Education Plan Committee shall serve as the placement committee; and
- (F) The decision of the placement committee may be appealed only as provided for by the local board of education.
- (c) This Code section does not preclude the retention by the school principal or the principal's designee of a student who performs satisfactorily on the criterion-referenced assessments specified in paragraph (1) of subsection (b) of this Code section as provided for by the local board of education.
- (d) This Code section does not create a property interest in promotion.
- (e) The State Board of Education shall establish policies and procedures for implementation of this Code section.

## **20-2-151 General and career education programs; purpose; authorized program**

\*\*\*CODE SECTION\*\*\*

(a) The primary purpose for the general and career education programs is to provide the children and youth of Georgia with a quality opportunity to master student competencies adopted by the State Board of Education through instruction which is based upon the uniformly sequenced core curriculum.

(b) The following general and career education programs are authorized for purposes of funding under this article:

(1)(A) All local school systems shall offer a full-day kindergarten program. For purposes of this subsection, the term "full-day basis" means a student is provided classroom instruction for a minimum of four and one-half hours daily for a 180 day school year.

(B) It is the policy of this state that the purposes of the kindergarten program shall be to provide all children with an equal opportunity to become prepared for a successful first grade experience and to acquire the foundation for academic progress throughout the students' educational careers. To be eligible for enrollment in a state supported kindergarten program, a child must attain the age of five by September 1, except as otherwise provided by subsection (b) of Code Section 20-2-150;

2) It is the policy of this state that the purpose of the primary grades program shall be mastery by enrolled students of the essential basic skills and knowledge which will enable them to achieve more advanced skills and knowledge offered at the higher grade levels. For purposes of funding under this article, the primary grades program shall include grades one, two, and three. To be eligible for enrollment in the first grade of a state supported primary grades program, a child must attain the age of six by September 1, except as otherwise provided by subsection (b) of Code Section 20-2-150. The State Board of Education shall adopt an instrument or instruments, procedures, and policies necessary to assess the first grade readiness of children enrolled in Georgia's public school kindergarten programs pursuant to Code Section 20-2-281. Readiness information obtained by the instrument or instruments adopted by the state board shall be used by local school systems in concert with teacher recommendations and other relevant information to make appropriate student grade placement decisions. The Department of Education shall develop guidelines for utilization of the instrument or instruments in grade placement decisions and shall provide such guidelines to local school systems. The guidelines shall include information pertinent to consideration of the placement of students who have been identified as being disabled or limited-English-proficient. Whenever the decision is made not to promote a child to the first grade, the local school system shall document the reasons for the decision not to promote, according to guidelines established by the board. The State School Superintendent shall annually provide a report summarizing the results of the readiness of first grade Georgia public school kindergarten children. No student shall remain in kindergarten for more than two years; (3) It is the policy of this state that the primary purposes of the middle grades program shall be assuring the mastery of essential basic skills and knowledge, assisting students in the transition from

childhood to adolescence, and preparing students for the selection of programs and courses consistent with their abilities and interests when they enter high school, as well as providing an opportunity for mastery of essential but more advanced skills and knowledge. For purposes of funding under this article, the middle grades program shall include grades four, five, six, seven, and eight; and

(4)(A) It is the policy of this state that the primary purposes of the high school programs shall be to prepare students for the continuation of their education beyond high school and for entry into their chosen career fields as well as to prepare them to take their places in society as young adults. The following high school programs for grades nine, ten, 11, and 12 are authorized for purposes of funding under this article:

- (i) The high school education program; and
- (ii) The vocational laboratory program.

(B) As a reflection of the reduced teacher-student ratios and more extensive material and equipment needed for effective laboratory courses compared to courses with no or only limited laboratory experiences, the vocational laboratory program shall be funded at a higher level than the high school general education program. The state board shall adopt criteria which courses must meet in order to qualify for the vocational laboratory program.



## STATE BOARD POLICIES AND RULES

The most current policies and rules below can be found on the State of Georgia Department of Education rules page web site at the following link:

[http://www.gadoe.org/pea\\_board.aspx?PageReq=PEABoardRules](http://www.gadoe.org/pea_board.aspx?PageReq=PEABoardRules)

Policies and rules relating to assessment are:

- 160-3-1-.07 Testing Programs – Student Assessment
- 160-4-2-.11 Promotion, Placement, and Retention
- 160-4-2-.13 Statewide Passing Score
- 160-1-3-.09 Waivers and Variances of High School Graduation Assessments
- 160-4-2-.31 Hospital/Homebound (HHB) Services
- 160-4-2-.34 Dual Enrollment
- 160-4-2-.46 High School Graduation Requirements (1997-1998)
- 160-4-2-.47 High School Graduation Requirements (2002-2003)
- 160-4-2-.48 High School Graduation Requirements (2008-2009)
- 160-4-2-.37 Georgia High School Graduation Test Summer Remedial Program
- 160-4-5-.02 Language Assistance: Program for English Language Learners
- 160-4-8-.12 Alternative/Non-Traditional Education Programs
- 160-5-1-.07 Student Data Collection
- 160-5-1-.14 Transfer of Student Records

You may print a hard copy of the policy as needed for your use. Please contact the Office of Assessment and Accountability if you have any questions related to these policies/rules.

## TEST SECURITY

### Security and Accountability

#### Security Breaches

Any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores will be viewed by the Georgia Department of Education (GaDOE) as inappropriate use or handling of tests and will be treated as such. Below are guidelines to assist system personnel in determining which activities might compromise test security or score validity. Please note that this list is not exhaustive. Any concern regarding test security must be reported to GaDOE immediately. Assessment Administration Division staff members are available to help system personnel develop and implement appropriate test security procedures.

It is a breach of test security if anyone performs any of the following:

- coaches examinees during testing, or alters or interferes with examinees' responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets;
- makes answers available to examinees;
- reads or reviews test questions before, during (unless specified in the IEP, IAP, or ELL/TPC), or after testing;
- questions students about test content after the test administration;
- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test booklets constitute a breach of test security and will result in a referral to PSC);
- uses or handles secure test booklets and answer documents for any purpose other than examination;
- fails to follow administration directions for the test.
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.
- erases, marks answers, or alters responses on an answer document.

Failure to safeguard test materials or to comply with test administration procedures could adversely affect an individual's certification status. Such practices must be reported to the GaDOE and may be referred to the Educators Ethics Division of the Professional Standards Commission as failure to adhere to established policies and procedures. Under no circumstances may any tests be reproduced or duplicated for individual or group use unless authorized by GaDOE. Failure to comply with the U.S. Copyright Laws protecting these

materials could result in legal action. Any instance of violation of copyright laws must be reported immediately to the GaDOE.

### **Testing Irregularities**

It is the responsibility of all personnel in the local system to follow protocol as they become aware of testing irregularities. Security breaches and testing irregularities can have long-reaching impact on students, schools, and systems, as well as upon any personnel who might be responsible for causing or contributing to any circumstance leading to a testing irregularity. Examples of testing irregularities include, but are not limited to missing test booklets; copying of (by machine or in handwriting) or verbal communication about test content; failure to create an appropriate test environment (e.g., relevant teaching aids visible by students during the test session); teachers assisting students with answers during the test session; actual or cloned test items presented to students before, during, or after the test session (except released test items or items in the OAS); testing session disruption for any reason; student cheating (i.e. sharing answers, using electronic devices to copy, send, share answers or test information).

Any signs of any testing irregularity must be dealt with immediately. The Examiner should contact the School Test Coordinator if any cheating or security violations are suspected. The School Test Coordinator, in turn, notifies the System Test Coordinator.

If any system personnel become aware of testing irregularities within the testing window, the GaDOE Assessment Administration Division assessment specialist should be called immediately to determine if the test session can/should continue or if student scores must be invalidated (incidences of cheating will result in invalid student scores). If the decision is made to discontinue the testing process, Assessment Administration Division staff will assist system personnel with re-scheduling and/or re-testing, if appropriate. If the irregularity is revealed following the scheduled testing window, Assessment Administration Division staff should be contacted to determine if the scores on the affected tests are valid. All reports to the GaDOE should be made by the System Test Coordinator.

Occasionally, persons from the general public will contact the Assessment Administration Division with allegations of classroom/school/system testing irregularities. In these cases, the Assessment Administration Division staff will generally contact the System Test Coordinator, asking that person to investigate, determine if possible unethical conduct is involved, make the appropriate report to Professional Standards Commission with a copy to the Assessment Administration Division, and report the incident on the GaDOE 0385 form which is signed by the system Superintendent.

The Assessment Administration Division of the GaDOE will review all reports of irregularities and may advise the local system as to whether a report of possible unethical conduct should be made to the PSC.

Irregularities in Security Procedures include, but are not limited to, the following:

- Examinee was given access to test questions or prompts prior to testing.
- Test Examiner or other personnel copied or reproduced and distributed secure test materials.
- Test Examiner or other personnel coached examinee(s) during testing.
- Test Examiner or other personnel altered or interfered with examinee's responses in some way.
- Test Examiner or other personnel made responses available to the examinee.
- Test Examiner or other personnel failed to follow regulations and/or procedures for test security.
- Test Examiner or other personnel used or handled the test materials for a purpose other than test administration (i.e. teacher takes a test home to review; teacher/administrator reads a test booklet after school, etc.)

Irregularities in Test Administration include, but are not limited to, the following:

- Test Examiner or other personnel failed to follow administration directions for the test.
- Examinee's test booklet, answer sheets, or portfolio entries (for GAA) became lost.
- Teaching aids are displayed in the testing environment (i.e. a bulletin board containing relevant instructional materials) during testing.
- Test Examiner fails to provide an examinee with a documented accommodation or provides examinee with an accommodation that is not documented and therefore is not appropriate.

### **Steps for Reporting a Testing Irregularity**

School Test Coordinator:

- Communicate with the System Test Coordinator about a possible testing irregularity.
- System Test Coordinator will provide guidance to investigate the possible testing irregularity.
- Written narrative must be provided by all parties involved in the irregularity.
- Return all documentation to the System Test Coordinator.

System Test Coordinator:

- Collect Testing Irregularity Forms and documentation from School Test Coordinators
- Compile documentation for each incident reported.
- Call the assessment specialist in the Assessment Administration Division to determine appropriate coding for student answer documents. (Additional information about using the Portal to report irregularities will be shared during each pre-administration webinar.)
- Include appropriate information and documentation in the GaDOE 0385.
- The Assessment Administration Division will inform the local district if it is required to report the irregularity to the Professional Standards Commission.

Professional Standards Commission  
Educator Ethics Division  
Two Peachtree Street – Suite 6000  
Atlanta, GA 30303

Georgia Department of Education  
Assessment Administration Division  
1554 Twin Towers East  
205 Jesse Hill Jr., Drive  
Atlanta, GA 30334

The System Test Coordinator is not required to call for guidance on irregularities concerning common place interruptions (e.g., alarms, sickness, cell phones ringing, power outage, etc). All irregularities must be coded and documentation completed and submitted to the GADOE Assessment Administration Division. Once the irregularity code is received, it may be used on future common place irregularities without calling the GaDOE. Only the GaDOE may invalidate assessments. Additional clarification on the coding of irregularities for the specific testing programs and the use of the surveys on the MyGaDOE Portal will be provided at the pre-administration workshops.

### **Cell Phone Use on Georgia Standardized Assessments**

Students are not permitted to use or bring into the testing environment any electronic device that could allow students access to information (e.g., cell phone, PDA, electronic recording or playback device, etc.). An announcement should be made prior to testing that such devices are not allowed in the testing environment. Such items brought into the testing environment should be collected by the examiner prior to testing and returned only after students have turned in all testing materials. Examiners and proctors should watch for students having and/or using such devices and collect them before testing begins. In the event a student brings such a device into the testing environment but does not have the device out during testing, the examiner and/or proctor should collect the device and allow the student to continue testing.

In the event the examiner determines the student is using the device to share, retain, or access information, the examiner should:

- collect the device,
- stop testing that student, and
- remove the student from the testing session.

The examiner and/or proctor should notify the School Test Coordinator immediately. The School Test Coordinator should notify the System Test Coordinator. The System Test Coordinator should contact the specific assessment specialist at the Georgia Department of Education (GaDOE) and report the incident as an irregularity. An Irregularity Form with statements must also be submitted to the GaDOE as soon as possible on the MyGaDOE Portal. If it is subsequently determined by the Department that the student did use or intended to use the device to share, retain, or access information, in addition, the test for that student will be invalidated.

Each electronic device incident will vary and will be handled on an individual basis. Once the information has been evaluated, the GaDOE will determine if the assessment should be invalidated. If necessary, the assessment specialist will provide instructions for coding the invalidation. Please make certain that you provide the GaDOE with as much information as possible in order for the Department to determine if the assessment should be invalidated.

Many districts have a policy addressing the use of electronic devices. The district should continue to apply and enforce their local discipline or other policies regarding the use of electronic devices. Only the GaDOE will determine if the assessment should be invalidated.

If questions arise, or if any situation occurs that could cause any part of the test administration to be compromised, System Test Coordinators should contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

### **Professional Ethics**

Standardized testing has become a basic component of accountability for students, teachers, administrators, schools and school systems in Georgia and other states. Communities rely on their schools' standardized test scores to determine the success of their schools and to compare them to other communities. Test scores also have a major impact on the economic future of communities. New industries use test scores as a major factor in selecting locations for new facilities. As a result of national and state accountability ratings, standardized testing has become important to all states. When tests are properly administered, scored, and interpreted with a high degree of professionalism, all of the aforementioned stakeholders can be guided to make reliable and appropriate decisions.

A good testing program provides the following benefits:

- Students, based on their individual test scores, will know which skills and knowledge they have mastered and how they compare to other students.
- Parents can evaluate whether their children are obtaining the skills and knowledge they need to be successful during and after their school experiences.
- Teachers can determine if students have mastered the skills and knowledge needed to advance to the next level and if not which skills and knowledge are in need of improvement.
- Community members can compare local student performance with performances of students in other locations. The community has a measuring stick to determine if schools are making improvements from year to year.

Georgia relies on state-mandated assessments as a key component of the state accountability program as well as using the test results to fulfill national requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically. In the pursuit of fair and ethical testing for all stakeholders of Georgia, the following areas shall be addressed before, during, and after testing:

- Test Security – Test materials shall be secured before, during, and after testing and scoring to ensure fair assessment of all students.

- Test Preparation – The test should reflect the curriculum being taught, and should be developmentally appropriate for the age and level of the test-taker. Students should be familiar with test-preparation skills. Educators should be trained on proper administration procedures and testing practices. Tests should be administered in the appropriate environment.
- Test Administration – Policies and procedures should be developed to implement fair and ethical testing procedures and practices. All eligible students should be assessed. Tests are used for their intended purposes.
- Test Data – Test scoring should be reliable and valid. Test data interpretation shall be appropriately given to stakeholders. Curriculum improvement should be guided by adequate data analyses.

### **Georgia Student Assessment Program Responsibilities**

**Superintendent** - The Superintendent has ultimate responsibility and accountability for all testing activities within the local school system:

- Develops local policies and procedures based on Georgia Department of Education guidelines and test publisher's directions to maintain test security.
- Supervises and monitors Principals to ensure that they fulfill their specific roles and responsibilities for the administration of tests.
- Ensures that all personnel involved with testing receive training on appropriate test administration, policies, and procedures including accommodations for each assessment given.
- Informs the local Board of Education, state test coordinator and Professional Standards Committee of any breach of security by employees of the system.

**Principal** - The Principal has ultimate responsibility and accountability for all testing activities within the local school.

- Ensures test security within the school building.
- Ensures distribution of test materials occurs immediately prior to test administration.
- Supervises all testing activities.
- Ensures that all school personnel have been appropriately trained on test administration, procedures, and policies, including accommodations for each assessment given.
- Ensures that accommodations have been given to only those students who appropriately need accommodations and have documentation of such need.
- Implements system's testing policies and procedures and establishes needed local school policies and procedures to ensure all students are tested fairly and appropriately.
- Reports immediately any breach of security to the Superintendent.

The Professional Standards Commission adopted an updated **CODE OF ETHICS FOR EDUCATORS** effective 2009. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as the guide to ethical conduct.

While the entire Code of Ethics for Educators is critical, the following standard addresses testing specifically:

***Standard 11: Testing - An educator shall administer state-mandated assessments fairly and ethically.***

***Unethical conduct includes but is not limited to:***

- 1. committing any act that breaches Test Security; and***
- 2. compromising the integrity of the assessment.***

The following portion of the Code of Ethics for Educators addresses reporting requirements and disciplinary actions that may apply to the assessment and accountability process for the testing program:

*Reporting: Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.). The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.*

*Disciplinary Action: The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:*

- 1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11;*
- 2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators;*
- 3. order from a court or a request from DHR that the certificate should be suspended or denied for non-payment of child support;*
- 4. notification from the GHEAC that the educator is in default and not in satisfactory repayment status on a student loan;*



5. *suspension or revocation of any professional license or certificate;*
6. *violation of any other laws and rules applicable to the profession; and*
7. *any other good and sufficient cause that renders an educator unfit for employment as an educator.*

*An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification.*

The Code of Ethics for Educators effective 2009 can be found at this link:

<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

## Test Distribution and Storage

Test booklets, answer documents, *Examiner's Manuals*, *School Test Coordinator's Manuals*, and *System Test Coordinator's Manuals* are distributed to each school system two to three weeks prior to the test dates depending upon the assessment. Manuals are also posted on the GaDOE web site prior to testing. All testing materials must be stored in a secure central location. Each school system must implement an accounting system for each test administration. The Superintendent and System Test Coordinator are responsible for test security.

The School Test Coordinator and School Principal, in cooperation with the System Test Coordinator, are responsible for test storage and security once the tests are distributed to schools. Tests should be distributed to schools by grade and for the exact number of students (with a small surplus for emergencies). The System Test Coordinator should distribute test materials to the School Test Coordinator allowing an appropriate amount of time before testing is to begin. During this period, teacher orientations or workshops must be conducted. Whenever tests or administration materials are not in use, they must be stored in a secure locked location with restricted access. No student, teacher, or other school personnel may have access to test booklets or questions prior to testing. Tests must be returned to the central location (System Test Coordinator) as soon as possible, but no later than three days after all test administration has been completed. The System Test Coordinator must implement an accounting system between the central location and the school, and then back to the central location. The System Test Coordinator will ensure that only appropriate personnel will have access to testing materials. Procedures for disposing of and securing materials are specific to each program. Consult the *System Test Coordinator's Manual* for each test for specific instructions regarding these procedures.

## **TEST SECURITY INFORMATION FOR SCHOOL TEST COORDINATORS/TEACHERS/EXAMINERS**

This section on security includes information that applies to both test coordinators and teachers. This information is intended to help teachers understand the procedures that test coordinators use to inform them of their responsibilities.

The need to be very careful regarding test security is critical. Test coordinators should be certain that they are aware of their responsibilities and have made everyone who assists them with test administration aware of his/her responsibilities. Staff members who are not involved in testing should also be aware of the school's responsibility for test security. Paraprofessionals, custodial staff, and others in the school who may be in classes during testing or may be in the area where tests are stored, even though they do not have direct access to tests, should be aware of security rules.

Situations may arise which call for unplanned reactions. New questions may arise about what can and what cannot be done in relationship to testing issues. Therefore, test coordinators may have to make decisions on what actions should result. Attempting to analyze each situation by asking the following questions may help to decide the proper action to take:

- Could this possibly give one student an improper or unfair advantage over others?
- Could this possibly give one teacher's class an improper or unfair advantage over others?
- Could this possibly give a student or teacher advance knowledge of the test?
- Could this possibly be considered as teaching a child a small amount of information that is known to be on the test, or is very likely to be on the test, rather than teaching skills and the entire curriculum for the subject area to be tested?
- Could this possibly be considered unethical or a violation of board rule, professional teaching practices, the provisions in the GaDOE Student Assessment Handbook, or the instructions in the Examiner's Manual?

If the answer to any of the above was yes, then the action would be improper and should not be taken. This does not mean that teachers should not prepare students for standardized tests. They could have a daily review of skills or concepts that are to be tested. They should also be taught appropriate test-taking skills. Teachers should contact the School Test Coordinator for any questions about testing issues. If an answer is not readily available; one will be obtained from the GaDOE by the System Test Coordinator.

Following is a list for consideration prior to testing. The list should not be considered all-inclusive.

**Must Do:**

- Contact the School Test Coordinator if any question arises about tests or test security. The school principal must also be made aware of any issues involving testing or test security.
- Keep all testing materials stored in a secure place accessible only by the principal and the test coordinator. The GaDOE recommends that tests be stored in a locked cabinet in a locked room. If an adequate number of locked cabinets are not available then test materials are to be stored in a locked room to which only the principal and test coordinator have access. Restricted access should be confirmed prior to receipt of test materials.
- Be certain that everyone involved in the testing process has been properly trained and informed of responsibilities in the area of test security. Provide sign-in sheets and rosters as well as training agendas. Attendance at training must be mandatory and well-documented. Untrained examiners must not be allowed to test.
- Be certain that all materials issued to persons administering tests are counted carefully when given out and when returned. Keep a daily log of checkout times and return times. If a problem occurs, notify the School Test Coordinator immediately.
- Distribute testing materials as close to the actual testing time as possible.
- Be certain that all persons receiving materials sign a checkout sheet when they receive the materials. This sheet should show date and time.
- Make certain that all materials are returned immediately after the testing session. Teachers are responsible for turning them in and coordinators are responsible for verifying that they do.
- Be certain all persons returning materials sign a check-in sheet. This sheet should show date and time.
- Be certain that materials are issued only to persons who have been carefully advised of their responsibilities for test security.
- Follow instructions in the test manual exactly. This is very important because manuals change each year. Not doing so can invalidate test scores.
- Be certain that the test coordinator, principal, or principal's designee is present when demographic data (name, student number, etc.) is entered on test booklets for grades K-12 if this is done in advance. This should be done in a central and well supervised location.
- Take down or cover any content materials displayed in the classroom if the item could provide assistance to students during the test.
- Teachers should collect and turn in to the School Test Coordinator any scratch paper used during a standardized test and the School Test Coordinator should destroy it. Scratch paper must not be used for a test if the test directions do not allow it.
- Teachers should notify the School Test Coordinator of any problems that occur during testing. School Test Coordinators should immediately notify the principal in writing of any problems and then notify the System Test Coordinator. If necessary, the System Test Coordinator will notify the GaDOE.
- Make certain that everyone involved in testing in any manner is aware of the items in this list and the list below.
- Make certain that everyone involved in testing is aware of professional practices and the consequences of violations.

**Must Not Do:**

- Allow anyone to see test forms for any state-mandated test before they are administered—not even for a brief look regardless of the reason.
- Copy tests or test materials in any way—no photocopies, no handwritten copies, no notes may be made about test content, including GAA portfolio entries.
- Allow anyone else to copy tests, testing materials, or make notes about test content.
- Keep tests or testing materials at the end of the testing session or the assessment window.
- Give students the answer, or any clues to the answer, to any test item.
- Make notes about test content during test administration.
- Use any information about actual test items, regardless of how it is obtained, to help students prepare for the test. Such information may not be shared with anyone for any purpose. This does not include appropriate sample test items or practice materials.
- During instruction, teach a particular problem or bit of information because it is known to be on the test. (This does not mean that skills and concepts, which are listed in the objectives or on test profiles, should not be emphasized—they should be.)
- Add anything to, or delete anything from, the directions in the test manual. This violates standardized test conditions and may invalidate scores. Directions may be clarified.
- Discuss test items or actual test content with anyone at any time. This does not prohibit discussions about test objectives, test profiles, test results, or test preparation.

I received a copy of this three-page document and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **ROLES AND RESPONSIBILITIES**

The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the local level. General responsibilities are described below. More detailed responsibilities are listed on the following pages.

NOTE: The failure of any personnel to assume the responsibilities described herein may result in testing irregularities and/or invalidation of scores. Additionally, failure to assume responsibilities may affect professional certification status.

### **Superintendent**

1. Has ultimate responsibility for all testing activities within the local school system.
2. Appoints the System Test Coordinator.
3. Supervises Principals and System Test Coordinator to ensure that they fulfill their specific responsibilities for the administration of tests.
4. Maintains contact with System Test Coordinator to become thoroughly informed of all testing activities.
5. Conducts investigations of reported testing irregularities (e.g., student cheating, unethical professional conduct). Reports unethical professional conduct to the Educator Ethics Division of the Professional Standards Commission.
6. Monitors testing activities in the local school system to guarantee compliance with regulations established by the State Board of Education and current legislation.
7. Informs local board members, parents, and other citizens about requirements pertaining to statewide testing.
8. Ensures that appropriate local personnel attend GaDOE workshops concerning state assessment programs.
9. Reviews and returns verification forms to the Office of Assessment and Accountability at the GaDOE by the due dates.
10. Approves all special administrations.
11. Informs citizens residing within the local system's area concerning the collective achievement of enrolled students by school and system.
12. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar.

## **System Test Coordinator**

1. Coordinates all test administration activities within the school system.
2. Serves as liaison between the system and the GaDOE for all test administration activities.
3. Assumes responsibility for carrying out the approved plan for administration of all tests.
4. Furnishes all information and submits all forms required by the GaDOE by specified dates.
5. Ensures principals complete the Principal Certification Form for each administration and maintains these forms for five years.
6. Orders special format tests (Braille or large print).
7. Receives test materials from GaDOE at a designated time and place and maintains them in a secure location.
8. Reviews and follows all procedures in all administration manuals and is familiar with administrators' roles and proctors' roles.
9. Adheres to test dates, time schedules, and specified instructions set by the GaDOE.
10. Ensures that each test setting (room) is suitable, has an assigned examiner, and has the appropriate number of proctors.
11. Accounts for all test materials delivered to the school system and for the disposition of specific materials.
12. Attends statewide testing program meetings.
13. Arranges schedule for staff to monitor schools during testing sessions.
14. Trains all system/school personnel involved in test administration, including School Test Coordinators, examiners, proctors, the system Special Education Coordinator (on the administration of the GAA), the system ESOL Coordinator (on the administration of ACCESS for ELLs), and any others who have responsibilities related to testing and/or testing materials.
15. Maintains a portfolio of all training session materials and rosters of attendees.
16. Answers questions of all School Test Coordinators and Principals and makes decisions regarding testing, when appropriate.
17. Ensures that School Test Coordinators account for all students in terms of testing requirements.
17. Ensures strict test security and reports to Superintendent concerning testing irregularities (e.g., student cheating, unethical professional conduct).
18. Communicates to the Assessment Administration Division when testing irregularities occur.
19. Distributes test results to the Superintendent and to the schools in a timely manner and ensures that students are informed of the expected date for the return of the test results.
20. Interprets test results to school personnel and appropriate others.
21. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar that provides testing dates for the current and future academic years.
22. Ensures that students, parents, and the general public have access to information concerning all test administrations and utilization of test results.
23. Works with system personnel to communicate to parents of students with IEPs, IAPs, and ELL/TPC plans pertinent information regarding all statewide tests.
24. Facilitates the transfer of GAA portfolios when students withdraw from or enrolls in the school system.

## System Special Education Coordinator

1. Acquires and maintains current information on the statewide testing program, including the section for Students with Disabilities, which is found in the Assessing Special Populations section of the *Student Assessment Handbook* and the *Accommodations Manual*.
2. Acquires and maintains current information of IDEA, state rules, and waiver process for students with disabilities.
3. Provides technical assistance to special education teachers on test administration.
4. Ensures that all due process rights pertaining to the testing programs are provided for students with disabilities.
5. Ensures that IEP teams understand the appropriate selection of approved accommodations and the selection of the Georgia Alternate Assessment for state-mandated tests.
6. Ensures that appropriate documentation is maintained for all students with disabilities.
7. Ensures that students with disabilities have the appropriate test-taking experience or have been taught test-taking skills prior to taking the tests.
8. Informs System Test Coordinator of the number of special format tests (i.e., Braille, Kurzweil, or large print) needed to test students with disabilities for all test administrations.
9. Informs the System Test Coordinator of the number of students who must receive each accommodation allowed by state regulations.
10. Acquires and maintains current information about the Georgia Alternate Assessment (GAA).
  - a. Discuss the GAA with students and parents/guardians.
  - b. Informs parents and students of participation in the GAA and the requirements for graduation and diploma eligibility.
11. Ensures that the following activities are completed by special education personnel for those students who participate in the GAA:
12. Ensures that the following activities are completed by special education personnel in preparation for all state-mandated assessments.
  - a. Discusses the state-required tests with the students and parents/guardians.
  - b. Informs IEP students and their parent(s)/guardian(s) of pertinent test information and the role of the IEP team in identifying test accommodations, if any, which the student may require in order to participate.
  - c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment. Such a discussion should include the state rule (i.e., students must pass all portions of the GHSGT and the GHSWT to receive a regular diploma, students must pass the CRCT in certain grades and content areas for promotion) and relevant local policy, if any. Document the occurrence of this discussion.
13. Ensures that all special education teachers have been trained to administer the GAA.



### System Title III/ESOL Coordinator

1. Ensures that all assessments and, in certain cases, conferences relating to a student's ESOL eligibility (Rule 160-4-5-.02) are documented prior to assigning ELL or ELL-M status.
2. Acquires and maintains current information on the statewide testing program, including the section on accommodations for ELL or ELL-M students which is found in the Accommodations section of the SAH.
3. Acquires and maintains current information of state rules and the deferment/ accommodation process for ELL or ELL-M students.
4. Provides technical assistance to teachers on test administration.
5. Ensures that appropriate documentation is maintained for all ELL or ELL-M students.
6. Ensures that ELL or ELL-M students have appropriate test-taking experience or have been taught test-taking skills prior to taking the tests. **ELL-M students should not be administered the ACCESS.**
7. Informs the System Test Coordinator of the number of students who must receive each accommodation allowed by state regulations.
8. Ensures that the following activities are completed by ELL/ESOL personnel in preparation for all state-mandated assessments:
  - a. Discusses the state-required tests with the students and parents/guardians.
  - b. Informs ELL or ELL-M students and their parent(s)/guardian(s) of pertinent test information and the role of the ELL/TPC in identifying test accommodations, if any, which the student may require in order to participate.
  - c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment. Such a discussion should include the state rule (i.e., students must pass all portions of the GHSGT and the GHSWT to receive a regular diploma, students must pass the CRCT in certain grades and content areas for promotion) and relevant local policy, if any. Document the occurrence of this discussion.
  - d. Informs System Test Coordinator of the names of ELL students receiving deferments. This list should specify which tests or subtests are subject to deferment.
9. Train Title III/ESOL teachers to administer ACCESS for ELLs.

## Principal

1. Has ultimate responsibility for testing activities in the local school.
2. Ensures proper environment for test administration.
3. Ensures that all testing sites are appropriately prepared: adequate student workspace, proper lighting, good ventilation, sufficient number of desks in good repair, instructional materials (e.g., posters, word walls, etc.) removed or covered, etc.
4. Ensures that the test accommodations identified in students' IEPs, IAPs, and ELL/TPC plans are provided for each student as specified.
5. Ensures that testing sites are free of interruptions during test administration (e.g., intercom messages, visitors, wandering students).
6. Designates a School Test Coordinator to coordinate the testing program.
7. Assigns personnel to serve as Examiners and Proctors.
8. Arranges appropriate schedules for teachers who will be Proctors and Examiners and for those who will be teaching other students not involved in testing.
9. Informs students and parents/guardians about the purpose of testing, dates and times for testing, and expected dates for return of test results (see Test Preparation section).
10. Creates an atmosphere in which all staff members know that their cooperation is needed and expected for successful test administration.
11. Advises School Test Coordinator, Examiners, and Proctors if emergency situations arise.
12. Monitors the administration of tests.
13. Supervises all testing activities to ensure strict test security.
14. Maintains test materials in a secure location, with restricted access.
15. Notifies System Test Coordinator of testing irregularities and provides explanation of circumstances.
16. Ensures that local calendars are planned so that all tests are administered according to the state and system published testing calendar. The state calendar provides testing dates for the current and following academic years.
17. Monitors test preparation activities to ensure that secure testing materials are not misused.
18. Verifies all special education teachers have been trained to administer the GAA.
19. Verifies all ESOL teachers have been trained to administer the ACCESS.
20. Verifies all kindergarten teachers have been trained to administer the GKIDS.
21. Validates the content and procedures of students' portfolios by signing the GAA validation form.
22. Reviews and returns the Principal's Certification Form to the System Test Coordinator after each administration.

## School Test Coordinator

1. Receives test materials from System Test Coordinator and verifies numbers received.
2. Determines the number of test booklets to be assigned to each testing site and accounts for material distribution and return.
3. Prepares all testing sites.
4. Assists Principal in assigning Examiner(s).
5. Assigns Proctors appropriately in accordance with state guidelines.
6. Accounts for the security of all test materials during the time the materials are in the building.
7. Ensures all materials are stored in a secure, locked location with restricted access. Confirms access is restricted by accounting for keys.
8. Conducts orientation and training sessions for Examiners and Proctors.
9. Adheres to system testing schedule.
10. Distributes test materials to and collects from each Examiner on the testing days.
11. Ensures Examiners sign out (date and time) materials each testing day shortly before testing begins each day.
12. Ensures Examiners return (sign, date, and time) materials immediately after testing each day.
13. Provides each Examiner with a list of student FTE and GTID numbers.
14. Gives Examiners extra No. 2 pencils, pens for writing tests, and resource materials, if appropriate.
15. Accounts for all students in terms of testing requirements.
16. Notifies Principal and System Test Coordinator of any emergency situation and helps to decide what action needs to be taken.
17. Coordinates and supervises inspection of all completed answer documents before delivering them to the System Test Coordinator.
18. Counts materials returned from Examiners each day and accounts for all materials distributed each day of testing.
19. Packages and returns materials to System Test Coordinator according to directions and time line.
20. Notifies Principal and System Test Coordinator of any testing irregularities and provides explanation of circumstances.
21. Maintains dated student sign-in/sign-out sheets for each GHSGT administration.
22. Ensures that students have only one opportunity to test during each window.
23. Ensures that for any students not currently enrolled in their local school, the following protocol is applied:
  - a. contacts students' schools for verification of test eligibility and
  - b. requires photo ID and maintains photocopy record.
  - c. The decision to test out-of-system students is a local one. The burden of identification, establishment of eligibility, and record-keeping ensuring score reports are returned to the appropriate school must be borne by the administering school/system.

## Examiner

1. Participates in training.
2. Reviews and follows all procedures in handling all administration materials.
3. Counts materials prior to testing and after testing to verify accuracy.
4. Ensures the security of test booklets while they are in the testing site before, during, and after testing.
5. Ensures the accuracy of student FTE and GTID numbers on each answer document.
6. Provides No. 2 pencils, erasers, pens for writing tests, and resource materials (if appropriate).
7. Follows procedures for testing as given in *Examiner's Manual*, including reading all directions to students.
8. Maintains control of testing situation and keeps students on task. **Examiners should actively circulate and monitor students throughout the testing session(s).**
9. Allows no student to leave the test room unless there is an emergency.
10. Counts and verifies all testing materials each day prior to dismissing students.
11. With administrator supervision, at the conclusion of testing, inspects answer documents to ensure that all information is correctly bubbled in the appropriate places.
12. Checks to see that all students have entered and bubbled in the test form number correctly if one is required.
13. With administrator supervision, inspects answer documents for stray marks at the conclusion of testing.
14. With administrator supervision, completes or verifies student information on answer documents.
15. Completes State Required Codes (SRC) on answer documents.
16. Returns all test materials to School Test Coordinators immediately after testing each day, including special format tests, such as Braille or large print.
17. Ensures that no content-related instructional materials are displayed in the testing site. Charts, diagrams, and posters should not be visible. Chalkboards should be free of any writing except for test procedure information. Electronic devices are not allowed in the testing site.

\* **Certified** educators (teachers, counselors, administrators, paraprofessionals) must administer all assessments. Educators without Georgia certification from the Professional Standards Commission may not administer state assessments.

\* The term **Examiner** refers to the person administering the assessment.

## **Proctor**

1. Participates in training.
2. Assumes responsibility for assigned students.
3. Monitors a specific area if a large testing site is used.
4. With Examiner supervision, assists in preparing test materials for distribution to students in a classroom on days of testing.
5. Ensures that desks are clear of everything except test materials.
6. With examiner supervision, assists in distributing and collecting classroom test materials.
7. With examiner supervision, answers questions regarding test procedures but does not explain items or answer any questions regarding the content of the test.
8. Remains in testing site during entire testing time.
9. With Examiner supervision, observes students during test to monitor that they are: (a) marking answers completely and correctly; (b) choosing only one answer per item; (c) marking answers which have the same number as the corresponding item number in the booklet; (d) using only specified test materials; (e) not using calculators unless permitted on specific subtests; and (f) using appropriate materials such as correct test forms and answer documents. Reports student actions to examiner immediately.
10. Reports any unusual circumstances to Examiner immediately (e.g., suspicion of cheating).
11. Circulates among students during testing to discourage misconduct and to be available to answer student questions.
12. Avoids standing by a student's desk too long or touching a student, as this may be distracting.
13. Monitors students with disabilities, 504 students, or ELL students who may require closer observation than other students or who need special assistance.
14. With examiner supervision, assists in accounting for all classroom test materials (Test materials should be returned to the School Test Coordinator by the Examiner).
15. Under administrator supervision, assists in completing and double-checking coding, including the correct entry and bubbling in of test form numbers.
16. Assists the Examiner in maintaining strict test security.

## ASSESSMENT DESCRIPTIONS

### Georgia Student Assessment Program Quick Reference Chart: 2010-2011

**Note: Due to budgetary constraints, the following assessments will not be administered during the 2010-2011 school year:**

- **CRCT: grades 1 and 2**
- **GAA: grades 1 and 2**
- **Norm-Referenced Tests (ITBS)**

GRADE	ASSESSMENT	TESTING WINDOW
K	GKIDS	August 9 - May 13
3	Grade 3 Writing Assessment	March 21 – April 1
3	CRCT (Reading, ELA Math, Science, Social Studies)	April 4 – May 6
4	NAEP	January 24 – March 4
4	CRCT (Reading, ELA, Math, Science, Social Studies)	April 4 – May 6
5	Grade 5 Writing Assessment	March 2-3
5	CRCT (Reading, ELA, Math, Science, Social Studies)	April 4 – May 6
6	CRCT (Reading, ELA, Math, Science, Social Studies)	April 4 – May 6
7	CRCT (Reading, ELA, Math, Science, Social Studies)	April 4 – May 6
8	CRCT (Reading, ELA, Math, Science, Social Studies)	April 4 – May 6
8	Grade 8 Writing Assessment	January 19 - 20
8	NAEP	January 24 – March 4
11	GHSGT	September 13 - 24 (Fall Retest) November 1- 12 (Winter Retest) March 14 – April 1 (Spring – Main) July 11 – 15 (Summer Retest)
11	GHSWT and BST-Writing	September 29 – 30 (Fall – Main) February 23 - 24 (Spring Retest) July 13 (Summer Retest)

<b>GRADE</b>	<b>ASSESSMENT</b>	<b>TESTING WINDOW</b>
12	NAEP	January 24 – March 4
Middle/High School	EOCT (Math I, Math II, 9 <sup>th</sup> Grade Literature, American Literature, Biology, Physical Science, US History, Economics,/Business/Free Enterprise,	August 9 - 20 (Mid-Month) September 20 - 24 (Mid-Month) October 18 – 22 (Mid-Month) November 15 - 19 (Mid-Month) November 29 - January 9 (Winter Main) February 7 - 11 (Mid-Month) March 7 - 11 (Mid-Month) April 25 - June 3 (Spring Main) June 20 - July 22 ( Summer)
K, 3-8,and 11	GAA	September 7 – March 31
K - 12	ACCESS for ELLs	January 24 – March 4

## STATE ADMINISTERED TESTS

### Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)

#### Overview

Grades K-12

ACCESS for ELLs is administered, annually, to all English language learners in Georgia. ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS for ELLs meets the No Child Left Behind Act of 2001 mandate requiring states to evaluate ELL students in grades K through 12 on their progress in learning to speak English.

A student who has exited the ESOL program or an alternative language assistance program in the past two years, shall be coded English Language Learner – Monitored (ELL-M) on statewide assessments. **ELL-M students are not assessed with ACCESS for ELLs.**

ACCESS for ELLs is used to determine the English language proficiency levels and progress of ELLs in the domains of speaking, listening, reading, and writing. ACCESS for ELLs has five main purposes:

- to determine the English language proficiency level of students;
- to provide districts with information that will help them evaluate the effectiveness of their ESOL programs;
- to provide information that enhances instruction and learning in programs for English language learners;
- to assess annual English language proficiency gains using a standards-based assessment instrument;
- to provide data for meeting federal and state requirements with respect to student assessment.

The ACCESS for ELLs series spans five grade level clusters and six proficiency levels. The grade level clusters include: Kindergarten, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-12.

For each grade level, there is a test in each of the four language domains: listening, speaking, reading, and writing. The listening and reading sections consist of multiple-choice questions. The writing and speaking sections are made of performance tasks that are scored according to specific rubrics. The listening, reading, and writing sections can be group-administered and are centrally scored. The speaking test is an individually-administered, adaptive test that is scored by the test administrator.



Results for ACCESS for ELLs is reported in the four domains and proficiency reported in six levels. The six proficiency levels are: **Entering** (Level 1), **Beginning** (Level 2), **Developing** (Level 3), **Expanding** (Level 4), **Bridging** (Level 5) and **Reaching** (Level 6). There are three distinctive, yet overlapping, tiers for each grade level cluster except kindergarten. The kindergarten assessment is individually administered and covers all proficiency levels.

Like all assessments in Georgia's Student Assessment Program, ACCESS for ELLs is a secure test. The primary mode of training for ACCESS for ELLs test administrators is through an online course using a web-based classroom sponsored by the World-Class Instructional Design and Assessment (WIDA) Consortium. Test administrators must login at:

<https://www.wida.us>

Username and passwords to the online course are assigned by System Test Coordinators. To become certified to administer ACCESS for ELLs, the test administrator must successfully complete test administrator training by earning a passing grade on the quizzes that are a part of the test administrators' online course. It is the responsibility of the System Test Coordinator to ensure that test administrators have been appropriately trained.

You may go to [WIDA](#) or [ACCESS for ELLs](#) for general information regarding ACCESS for ELLs.

For more information about ACCESS for ELLs, contact Deborah Houston at 404-657-0251 or by e-mail at [dhouston@doe.k12.ga.us](mailto:dhouston@doe.k12.ga.us).

## Criterion-Referenced Competency Tests (CRCT)

**Due to budgetary constraints, grades 1 and 2 will not be assessed during the 2010-2011 school year.**

### Overview

### Grades 1 - 8

O.C.G.A., Section 20-2-281, provides legislation for the development and administration of Criterion-Referenced Competency Tests (CRCT) to measure student acquisition of the knowledge and skills set forth in the new Georgia Performance Standards (GPS). Georgia law requires that the tests be administered to students in grades one through eight in the content areas of reading, English/language arts, and mathematics, and in grades three through eight in science and social studies.

The reading, English/language arts, and mathematics CRCT have been administered annually since the spring of 2000 in grades four, six, and eight. Spring 2002 and beyond marked the first operational administrations in all grades (one through eight) and all content areas (reading, English/language arts, mathematics, science, and social studies).

### Description

The CRCT is designed to measure student acquisition of the knowledge, concepts, and skills set forth in the Georgia Performance Standards. Beginning in spring 2009, only the content standards outlined in the GPS will be assessed. The testing program serves a dual purpose – to provide a diagnosis of individual student and program strengths and areas of improvement as related to instruction of the GPS, and a measure of the quality of education in the state. Assessments and reports yielding information on academic achievement at the student, class, school, system, and state levels will be produced for the CRCT.

### CRCT Administration – Grades 1 through 8

Students enrolled in grades one through eight are required to take the CRCT in the content areas of reading, English/language arts, and mathematics; additionally, students enrolled in grades three through eight are required to take the CRCT in the content areas of science and social studies. Students must take the CRCT in the grade level in which they are counted for FTE purposes; no out-of-grade testing is permitted. Students must participate in all content areas.

Each content area CRCT consists of two sections; students are given a short break between sections. Time limits for each section are provided in Table 1. It is recommended that only one content area CRCT (consisting of sections 1 and 2) be administered in a single day.

To provide reliable measures, as well as structure to the summative end-of-the-year assessments, the GPS strands and content standards have been grouped into domains based on similar content characteristics.

### CRCT Testing Schedule

For all Grades: All students at a given grade in a system must take the same CRCT at the same time. Both sections of a CRCT must be taken on the same day. It is only during makeup testing that a student may complete a second section on another day due to time constraints. It is recommended that only one content CRCT be administered per day. CRCT must be given in the order listed in the tables below.

#### For Grades 1 and 2:

**Due to budgetary constraints, grades 1 and 2 will not be assessed during the 2010-2011 school year.**

CRCT	Section 1*	BREAK OR LUNCH	Section 2*
Reading	Approximately 60 minutes		Approximately 60 minutes
English/Language Arts	Approximately 60 minutes		Approximately 60 minutes
Mathematics	Approximately 60 minutes		Approximately 60 minutes

\*Times are approximate due to scripting of test items. Many teachers find that the actual administration time is substantially less than the time allotted.

Breaks between sections allow students time for snacks, restroom, lunch, etc. before beginning the next test section. Students may take a restroom break during the 10 minutes between sections if test materials are secured and an educator escorts and monitors students during this time.

#### For Grades 3–8:

CRCT	Section 1*	BREAK approx. 10 min.	Section 2*
Reading	45-70 minutes		45-70 minutes
English/Language Arts	45-70 minutes		45-70 minutes
Mathematics	45-70 minutes		45-70 minutes
Science	45-70 minutes		45-70 minutes
Social Studies	45-70 minutes		45-70 minutes

\*Testing should not be discontinued until 45 minutes have passed. If there are students who are still productively engaged in completing the section, testing should continue for the full 70 minutes. Unless specified in an IEP, IAP, or ELL/TPC Plan, students should have a minimum of 45 minutes and a maximum of 70 minutes to complete each section.

## **CRCT Content Areas and Domains**

### **Reading (Grades 1-2)**

- Vocabulary
- Comprehension

### **Reading (Grades 3-8)**

- Reading Skills and Vocabulary Acquisition
- Reading for Information (Grade 3 only)
- Literary Comprehension
- Information and Media Literacy (Grades 4-8)

### **English Language Arts (Grades 1-2)**

- Grammar/Phonological Awareness/Phonics (Grade 1)
- Grammar/Phonics (Grade 2)
- Sentence Construction
- Research

### **English Language Arts (Grades 3-8)**

- Grammar and Sentence Construction
- Research and Writing Process

### **Mathematics (Grades 1-8)**

- Number and Operations
- Measurement (Grades 1-6)
- Geometry
- Algebra (Grades 3-8)
- Data Analysis and Probability

### **Science (Grades 3 through 5)**

- Physical Science
- Life Science
- Earth Science

**Earth Science (Grade 6)**

- Geology
- Hydrology and Meteorology
- Astronomy

**Life Science (Grade 7)**

- Cells and Genetics
- Interdependence of Life
- Evolution

**Physical Science (Grade 8)**

- Structure of Matter
- Force and Motion
- Energy and Its Transformation

**Social Studies (Grades 6-8)**

- History
- Geography
- Economics
- Civics/Government

Systems will receive a full set of reports. These reports include:

**Student Score Label**

The Student Score Label is designed so that each student's test results can be placed in the student's permanent record. A label is provided for every student in grades 1 through 8 who participated in the Spring CRCT administration. Each label has a self-adhesive backing so that it can be peeled from the sheet and placed in the student's cumulative school record. The label presents a snapshot of the student's results on the CRCT.

**Individual Student Report**

Three copies of the Individual Student Report are provided—one for the classroom teacher, one for the parent, and one for the student's permanent record. Classroom teachers can use this report to evaluate a student's performance in each content area, and they can review these results with parents during a parent-teacher conference.

## **Performance Level 1 Roster**

The Performance Level 1 Roster report lists only those students who received a *Does Not Meet Standard* score for Reading in grade 3 and for Reading or Mathematics in grades 5 and 8.

## **Class Report**

The Class Roster report is produced for the classroom teacher. It alphabetically lists all students within a class. In grades 1 and 2, the report shows the results for each student in Reading, English/Language Arts, and Mathematics. In grades 3 through 8, the report shows the results for Reading, English/Language Arts, and Mathematics on one page, and the results for the same students in Science and Social Studies on a separate page.

## **Performance Summary Report**

A Performance Summary Report is produced for each class, school, and system. A state level report is also generated. These reports compile data from all students who took the CRCT (including those who took the Braille and make-up versions) and summarize group performance in each content area. For groups of 10 or more students, the following information is provided: the mean scale score, the standard deviation, and the number and percentage of students at each performance level. For each domain, the number of items possible, the mean number of items answered correctly, and the percentage of items answered correctly are reported. The percentage of items answered correctly is also displayed in a horizontal bar graph.

## **Summary Report of All Student Populations**

A Summary Report of All Student Populations is produced for each school and system. A state-level report is also generated. These reports provide disaggregated performance information for all students who took the CRCT (including those who took the Braille and make-up versions). For each student group listed in the left column, the following information is provided: total number of students tested, number of students tested in conditional administrations, number of students tested in standard administrations, the mean scale score, and the percentage of students at each performance level. The mean scale score and the percentage of students in each performance level reflect the results of all students tested, regardless of administration type. No mean score or percentages are reported if the number of students in a particular group is less than 10.

## **Additional Resources**

The CRCT Content Descriptions are provided to acquaint Georgia educators with the content scope and sequence of the CRCT. These materials are in no way intended as a substitute for the GPS, but rather as a supplement by providing more detailed descriptive information about the concepts, skills, and

information to be assessed. It is important to note that the CRCT Content Descriptions are not intended to delineate when concepts and skills should be introduced in the instructional sequence. Its purpose is to communicate what and when concepts and skills will be assessed on the CRCT. Georgia law requires educators to teach all the content standards set forth in the state-adopted curriculum (i.e., the GPS).

A variety of documents that educators and students may find useful are available in various formats on the CRCT website including CRCT Content Descriptions, tests administered in spring 2002 and before, and CRCT Study Guides. [http://www.gadoe.org/ci\\_testing.aspx?PageReq=CI\\_TESTING\\_CRCT](http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_CRCT)

Sample items in each of the content areas for all grades can be found at:

[http://www.gadoe.org/ci\\_testing.aspx?PageReq=CI\\_TESTING\\_OAS](http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_OAS)

### **CRCT Testing Under the Promotion, Placement, and Retention Rule**

The Georgia Promotion, Placement, and Retention law (O.C.G.A., Section 20-2-282 through 20-2-285) and State Board of Education Rule 160-4-2-.11 mandate the following:

By the end of the 2003-04 school year, all third grade students must achieve grade level scores on the Georgia Criterion-Referenced Competency Tests (CRCT) in Reading in order to be promoted.

By the end of the 2004-05 school year, all fifth grade students must have achieved grade level scores in Reading and Mathematics on the Georgia CRCT in order to be promoted.

By the end of the 2005-06 school year, all eighth grade students must have achieved grade level scores in Reading and Mathematics in order to be promoted.

Additional information on Georgia's Promotion, Placement, and Retention law and guidance, is located on the Policy Division page at the following link:

[http://www.gadoe.org/pea\\_policy.aspx?PageReq=PEARetention](http://www.gadoe.org/pea_policy.aspx?PageReq=PEARetention)

You may go to [Criterion-Referenced Competency Tests](#) for general information regarding the CRCT.

For more information about CRCT, contact Joe Blessing at 404-656-2589 or by e-mail at [jblessin@doe.k12.ga.us](mailto:jblessin@doe.k12.ga.us).

## **End-of-Course Tests (EOCT)**

### **Overview**

### **Grades 9-12**

O.C.G.A. 20-2-281 authorizes the State Board of Education to adopt end-of-course assessments in grades nine through twelve for core subjects to be determined by the state board. The End-of-Course Tests (EOCT) program is currently comprised of eight content area assessments: Ninth Grade Literature and Composition, American Literature and Composition, Mathematics I, Mathematics II, U. S. History, Economics/Business/Free Enterprise, Biology, and Physical Science. Each EOCT is directly aligned with the standards in the state-adopted curriculum as mandated by law.

The Georgia Department of Education (GaDOE) will administer the End-of-Course Tests (EOCT) three times annually to accommodate students completing the course work in the winter, spring, and summer. To accommodate varying school schedules, mid-month online assessments will be available in August, September, October, November, February, and March.

Each EOCT may be administered by paper/pencil or online assessment. Paper/ pencil assessments are only available during the winter, spring and summer administrations. Online assessments are available for all administrations. Online administration should be considered for groups who need scores returned quickly (i.e., seniors who may need the passing score to graduate).

### **Purpose**

Improved teaching and learning are the main focus of Georgia's education system. The EOCT provide valuable diagnostic information to improve instruction in the eight core content areas. The EOCT offer Georgia students, parents, teachers, and school administrators useful information for evaluating and improving the educational experience.

The EOCT align with the Georgia curriculum standards and include assessment of specific content knowledge and skills. The EOCT provide diagnostic information to help students identify strengths and areas of improvement in learning, therefore improving performance in all high school courses and on other assessments, such as the GHSGT. The EOCT provide data to evaluate the effectiveness of classroom instruction at the school and system levels.

### **Description**

The eight content areas assessed are:

- Ninth Grade Literature and Composition
- American Literature and Composition
- Mathematics I
- Mathematics II



- Biology
- Physical Science
- United States History
- Economics/Business/Free Enterprise

### **Student Administration Guidelines**

Any student, regardless of grade-level, enrolled in an EOCT course (see above) **must** take the appropriate EOCT. The following groups will be included:

- Students taking a block-scheduled course who complete the full year course in one semester will be tested at the end of that semester.
- Students following a traditionally scheduled (36-week) course will be tested at the end of the second semester of the course.
- Students who complete a course at the end of one semester (typically Economics) will be tested at the completion of the course.
- Middle-school students who are enrolled in an EOCT course (typically Mathematics I) will be tested. These students will also be required to take the appropriate CRCT.
- Students enrolled in alternative schools.
- Students enrolled in credit recovery or “make-up” courses.
- Students enrolling from non-accredited programs. **These students must pass the EOCT to receive credit for an EOCT course.** It is the responsibility of the local school system to determine whether criteria are met for awarding credit.

Given the diversity of high school programs of study across the state, there may be situations that do not fit into the above scenarios. Some of these are addressed below. However, if there are specific situations that are not clarified, the System Test Coordinator should contact the Assessment Administration Division.

Students who are dually enrolled in a course to earn both high school and college credit will be required to take the EOCT to earn credit at the high school level. **High schools are responsible for determining that post-secondary courses meet the criteria for dual enrollment.** Scores will be counted as follows:

- The college instructor must issue a numeric grade for the student. A letter grade may also be issued, but the high school must receive a numeric score for the course.
- The college issued grade will be used on the college transcript.
- For high school credit, the course grade will be determined using the State Board approved calculation.

Students enrolled in a Georgia public school while also enrolled in online courses or correspondence courses for which they receive graduation credit for one of the eight required EOCT courses **must** take the corresponding EOCT. Grades for online or correspondence courses will be calculated for high school credit in accordance with State Board of Education Rule 160-5-1-.15 (Acceptance of Transfer Credit and/or Grades). If a student is enrolled in your school and takes a course via an alternate venue (i.e. online), the system/school is responsible for ensuring that the course is consistent with the state adopted curriculum for the course and that the student takes the EOCT for that course prior to receiving credit.

Students enrolled in alternative school settings (i.e. night school programs) will be tested during the state testing window. The schedule may be altered from the system test dates to meet the alternative program course schedule if needed. For example, the system may be using a one-day administration; the night school may need to use a two-day administration.

Students who enroll from non-accredited programs (i.e. private schools, home study, etc.) **must take and pass the EOCT with a minimum of 70 grade conversion score to receive credit for the course.** A student enrolling from a non-accredited program will receive one test administration opportunity to demonstrate competency in order to earn credit for a course that requires the EOCT. If the student does not pass the EOCT, then he/she should not receive credit for that course and will be required to enroll in the course and take the EOCT at the completion of the course to receive credit as would any public school student. For example, the student must take and pass the Math I EOCT to be awarded credit by the high school in which he/she is enrolling. Students from non-accredited programs may also be required to take the EOCT to determine placement at the high school. The diagnostic properties of the EOCT will allow informed decisions about the placement of students who are transferring from another educational facility. Local policy may also specify additional criteria for acceptance of transfer credit for currently enrolled students.

Students who enroll from accredited programs as defined by State Board of Education Rule 160-5-1-.15 (Acceptance of Transfer Credit and/or Grades) are not required to take and pass the EOCT to receive credit for an EOCT course unless the student was concurrently enrolled in a Georgia public school while taking the course at another accredited program.

### **Test Administration**

There are three main test administration windows for EOCT – winter, spring, and summer. Each school system will determine the sequence and scheduling of the tests. **Systems may test at any time during the state testing window.** If extenuating circumstances prevent the administration of all make ups during the local system window, the System test Coordinator should contact the Assessment Administration Division. The test day should be consistent throughout the system; however, the actual time of day for test administration may vary from school to school.

Systems may elect a one-day or a two-day administration; however, all schools in the system should follow the same schedule as closely as possible. Individual subject areas should continue to be administered on the same or consecutive days within the system. The following are some examples of scheduling options for the EOCT:

- Block scheduling: Systems elect to test Group A/Biology on Monday and Group B/Biology on Tuesday, using a one-day administration.
- One-day administration: All students take Biology/Section I in the morning and Biology/Section II in the afternoon.
- Two-day administration: All schools test Biology/Section I on Monday and Biology/Section II on Tuesday during scheduled class periods.
- Systems may elect to test by subject or by period, following a typical exam schedule.

Maintaining test security and test integrity is critical. Students and teachers need to understand test protocols and the ramifications of not following testing procedures. Continuing to allow flexibility in the scheduling of the EOCT is dependent upon the cooperation of everyone involved in the testing process.

Each test booklet is divided into two sections, each section consisting of multiple-choice questions. Total administration time for the tests is 90-120 minutes. Additional time is required for disseminating materials, completing forms, and other test protocols. Suggested schedules for administration are provided in the test coordinator manual. **Note: Students may not complete a portion of a section and then complete the remainder of the section later in the day or the next day. This will result in an invalidation of the test. For example, if a student becomes ill during Section I and does not complete that section, the student may not complete the remainder of the Section I upon return to school. Students may complete Sections I and II in day one or Section I in day one and Section II in day two.**

### Grading

A student's final grade in an EOCT course will be determined using a combination of the student's grade in the course, (as stated by the course teacher) and the EOCT score. A student's final grade in the course will be calculated using the course grade as 85% and the EOCT score as 15% of the final grade. Students must earn a 70 or higher as the **final course** grade to pass the course and earn credit towards graduation. When the student repeats a course to earn credit for graduation, he/she would participate in the EOCT at the end of the repeated course. **EOCT scores will not be "banked"**.

Schools that award 1.0 credit upon completion of a year-long course, should average the EOCT as 15% of the final grade. School that award 0.5 credit at the end of the first semester, and 0.5 credit at the end of the second semester, should average the EOCT in as 15% of the final second semester course grade.

If a student is not present for the main administration or any make up administrations, the system may issue an Incomplete and allow the student to test during the next testing window. If all attempts have

been made to have the student test or the student is not willing to participate, the system may issue a zero as 15% of their final grade. There should be sufficient documentation to indicate the student was notified of testing opportunities and was not willing to participate in the test at a future date.

### **Scores and Reports**

Systems will receive a full set of reports for each main administration. These reports include:

- **Class Roster Reports** (electronic only) with the 5-day turnaround (Rapid Scoring) – Include scale score, grade conversion score, performance level and domain level information for each student in a specific class.
- **Individual Student Reports** (electronic or paper) - Include scale score and a grade conversion score. One copy should be filed in the student’s permanent record and one given to student/parent. Decisions to receive electronic or paper Individual Student Reports (ISR) must be determined during enrollment on Schoolhouse. Systems choosing to receive electronic ISRs will not receive paper versions of the reports. Systems will be responsible for printing and distributing copies. Systems requesting paper versions of ISRs will not receive the reports electronically; reports will be shipped with summary reports after the close of the state testing window.
- **Summary Reports** (system, school and class) – Generated by subject and present summary statistics for a particular group of students.
- **Content Area Summary Reports** (system and school) – Provide information for school, system and state at the Domain Level.

### **Additional Information**

Students must continue to pass the Georgia High School Graduation Tests in English/language arts, mathematics, science, and social studies as well as the writing assessment in order to earn a regular education diploma.

### **Variations**

The EOCT is also one criterion for a student to receive a variance for the Georgia High School Graduation Test (GHS GT). Students who were enrolled in an EOCT course and earned credit for the course (whether they passed or failed the EOCT) may **not** retest for the purposes of meeting the EOCT criteria for a variance. If the student did not receive credit for the course (even if they passed the EOCT) and enrolls to retake the course, the student must take the EOCT. **EOCT scores may not be banked.**

Additional information may be located at the following link:

[http://www.gadoe.org/tss\\_learning.aspx?PageReq=TSSLearningWaivers](http://www.gadoe.org/tss_learning.aspx?PageReq=TSSLearningWaivers)

For more information about the Variances, contact Aquanda Cummings at 404-657-2974 or by e-mail at [acummings@doe.k12.ga.us](mailto:acummings@doe.k12.ga.us).

### **Additional Resources**

Study Guides and other resources are available to download from the GaDOE web site at [http://www.gadoe.org/ci\\_testing.aspx?PageReq=CI\\_TESTING\\_EOCT](http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_EOCT). Select EOCT from the Testing menu. Files are large and may take time to download. For best results, right click on the guide you wish to download, select 'Save Target As...' and select a location on your computer to download the document. Then, print from your computer.

You may go to [End of Course Tests](#) for general information regarding the EOCT.

For more information about the EOCT, contact Melissa Faux at 404-656-5975 or by e-mail at [mfaux@doe.k12.ga.us](mailto:mfaux@doe.k12.ga.us).

## **The Georgia Alternate Assessment (GAA)**

**Due to budgetary constraints, grades 1 and 2 will not be assessed during the 2010-2011 school year.**

### **Overview**

### **Grade K – 8 and 11**

Under the federal *Individuals with Disabilities Education Act (IDEA)* and the *No Child Left Behind Act of 2001 (NCLB)* all students, including students with disabilities, must participate in the state's academic content standards and curriculum. The GAA is designed to ensure that students with significant cognitive disabilities are provided access to the state-mandated curriculum and given the opportunity to demonstrate their progress toward achievement of the knowledge, concepts, and skills inherent in the curriculum. Students with disabilities must participate in either the regular assessment (with or without accommodations) or the alternate assessment. Each student's Individualized Education Program (IEP) team must make decisions regarding the participation of the student within the state's testing program. The GAA may only be used in cases where a student is unable to participate in the regular assessment, even with maximum accommodations, and the student meets participation guidelines. This test should only be recommended for a small number of students.

The IEP team should consider the following: (a) the purpose of the assessment, (b) the feasibility of the student's participation, and (c) the accommodation(s), if any, that the student may need. The decision of the IEP team regarding participation and accommodations must be documented in the IEP. If a student's IEP team recommends no participation in state-mandated assessments (e.g., CRCT, GHSCT, etc.), the IEP must document the reasons and require participation in the GAA. The GAA includes students who appropriately participate in the curriculum based on alternate achievement standards. The US Department of Education (USDOE) defines an alternate achievement standard as one that "sets an expectation of performance that differs in complexity from a grade-level achievement standard." Alternate achievement standards must be aligned to state academic content standards, although they may reflect prerequisite or entry-level skills.

### **Description**

A portfolio of student work samples is used to capture student learning and progress in four content areas—English/language arts (ELA), mathematics, science, and social studies. Students in grades K-2 are assessed in ELA and mathematics; students in grades 3-8 and 11 are assessed in all four content areas. This assessment program promotes a vision of enhancing capacities and integrated life opportunities for students who experience significant cognitive disabilities. Committees of Georgia educators developed the requirements of the portfolio system including the number and types of evidence to be included (i.e., student work samples), and the parameters/timing of the collection of student work samples.

Georgia educators informed the development of the rubric by which the student work samples are evaluated. Rubric dimensions include fidelity of the student skill and participation to the content standard selected for assessment of the content area, the context in which the student uses grade-appropriate materials, student achievement/progress in the acquisition of skills linked to grade-level standards, and generalization of the skills across people and settings.

### **New for 2010-2011**

Beginning with the 2010-2011 administration, the Grade 11 GAA will be expanded to address the new graduation rule (Georgia law O.C. G.A. Section 20-2-281; State Board Rule 160-4-2-.48). Under this rule, students with significant cognitive disabilities may be eligible for a diploma once specific criteria are met. These criteria include: 1) enrollment in and successful completion of an integrated curriculum based on the Georgia Performance Standards (GPS) that includes instruction in English Language Arts, Mathematics, Science, and Social Studies via access courses as well as career preparation, self-determination, independent living and personal care (equal to 23 units of instruction); 2) participated in the GAA in middle school and high school; 3) a score of Established Progress or Extending Progress on all sections of the high school GAA; and 4) reached the 22<sup>nd</sup> birthday or transitioned to employment/training in which the supports needed are provided by an entity other than the local school system.

The instructional program for students with significant cognitive disabilities includes access courses that align with the general education courses associated with the End-of-Course Tests (EOCT). The grade 11 GAA has been expanded in the content areas of science and social studies. This ensures that content from each EOCT-assessed course is included in the grade 11 GAA portfolio. In this manner, the grade 11 GAA serves as the alternate assessment for the high school assessment program.

Changes impacting the 2010-2011 grade 11 GAA are summarized below:

- A total of 8 entries are required in grade 11.
  - Two entries will continue to be required in English Language Arts.
  - Two entries will continue to be required in Mathematics.
    - One entry must cover a standard from Mathematics I;
    - One entry must cover a standard from Mathematics II.
  - Two entries will be required in Science.
    - One entry must cover a standard from Biology;
    - One entry must cover a standard from Physical Science.
  - Two entries will be required in Social Studies.
    - One entry must cover a standard from US History;
    - One entry must cover a standard from Economics.

Students pursuing a diploma, who are assessed by the GAA and do not achieve a proficient score on one or more content areas, will be offered retest opportunities just as their general education peers are offered retest opportunities for the Georgia High School Graduation Tests (GHS GT). Retest opportunities will begin during the 2011-2012 school year. Two testing windows (winter and spring) will be offered each year, beginning in winter 2011. Students will only be required to retest in a content area in which they did not receive a proficient score (i.e., achieved a score of Emerging Progress). Only students who enrolled in ninth-grade during the 2008-2009 school year and who are seeking a diploma need retest. Students seeking a special education diploma are not required to retest.

## **Requirements**

Where all students are being assessed, students with disabilities in kindergarten through grades 8 and 11 must either participate in the general assessment or the GAA. If there is a local test administered to all students, then local systems may use the GAA or their own alternate assessment. Should a local system elect to use the GAA as an alternate for a locally mandated assessment, the local system is responsible for scoring and reporting. The state will score and report only for state-mandated grades, K-8 and 11.

## **Appropriate Use of the GAA**

The GAA may be considered for students with the most significant cognitive disabilities who generally participate in a curriculum working towards alternate achievement standards. The decision to assess using the GAA should be made only when an IEP team determines that a student's cognitive disabilities prevent him/her from attaining grade-level achievement standards even with the very best instruction and the IEP team is unable to identify appropriate accommodations that would allow meaningful participation in the regular state assessments.

The GAA may be considered for students with disabilities in kindergarten through grades 8 and 11 who, even with the very best instruction, are unable to attain grade-level standards. In addition, these students must meet all parts of the Guidelines for Participation in the GAA (accompanying flowchart). Answers to the following questions on the following pages will assist IEP teams in determining if the student should participate in the GAA. The IEP must document the student's current level of performance within the curriculum, the participation in the GAA and the reasons for that participation.

## **Factors for Consideration**

Each IEP team should consider multiple factors when determining that participation in the GAA is appropriate for a student with significant cognitive disabilities. The following factors should be used as guidance:



- The student is unable to attain grade level achievement standards even with the very best instruction;
- The student participates in the curriculum working toward alternate achievement standards;
- The student is unable to participate in a standard assessment even with accommodations;
- There is documented evidence that the student has a significant cognitive disability, such as where a student scores three or more standard deviations below the mean.

### **Who Should Participate in the GAA?**

Answers to the following questions and the accompanying flowchart on the following pages will assist educators with determining whether a student should participate in the GAA. Where all students are being assessed, students with disabilities in kindergarten through grades 8 and 11 must either participate in the regular assessment or the GAA. If there is a local test administered to all students, then local systems may use the GAA or their own alternate assessment. Should a local system elect to use the GAA as an alternate for a locally mandated assessment, the local system is responsible for scoring and reporting. The state will only score and report for state-mandated grades (K – 8 and 11).

1. Can the student show what he/she knows on a general assessment using accommodations?

If the answer is “yes”, then the student should participate in general assessments with or without accommodations.

If the answer is “no”, then answer the next question.

2. Does the student have a disability that presents “unique and significant” challenges to participation in statewide assessments regardless of available accommodations?

If the answer is “no”, then the student should participate in general assessments with or without accommodations.

If the answer is “yes” then answer the next question.

3. Does the student have significant intellectual disabilities or a combination of intellectual disabilities with motor, sensory or emotional behavior disabilities?

If the answer is “no”, then the student should participate in general assessments with or without accommodations.

If the answer is “yes” then answer the next question.

4. Does the student require substantial adaptations and support to access the general education curriculum?

If the answer is “no”, then the student should participate in general assessments with or without accommodations.

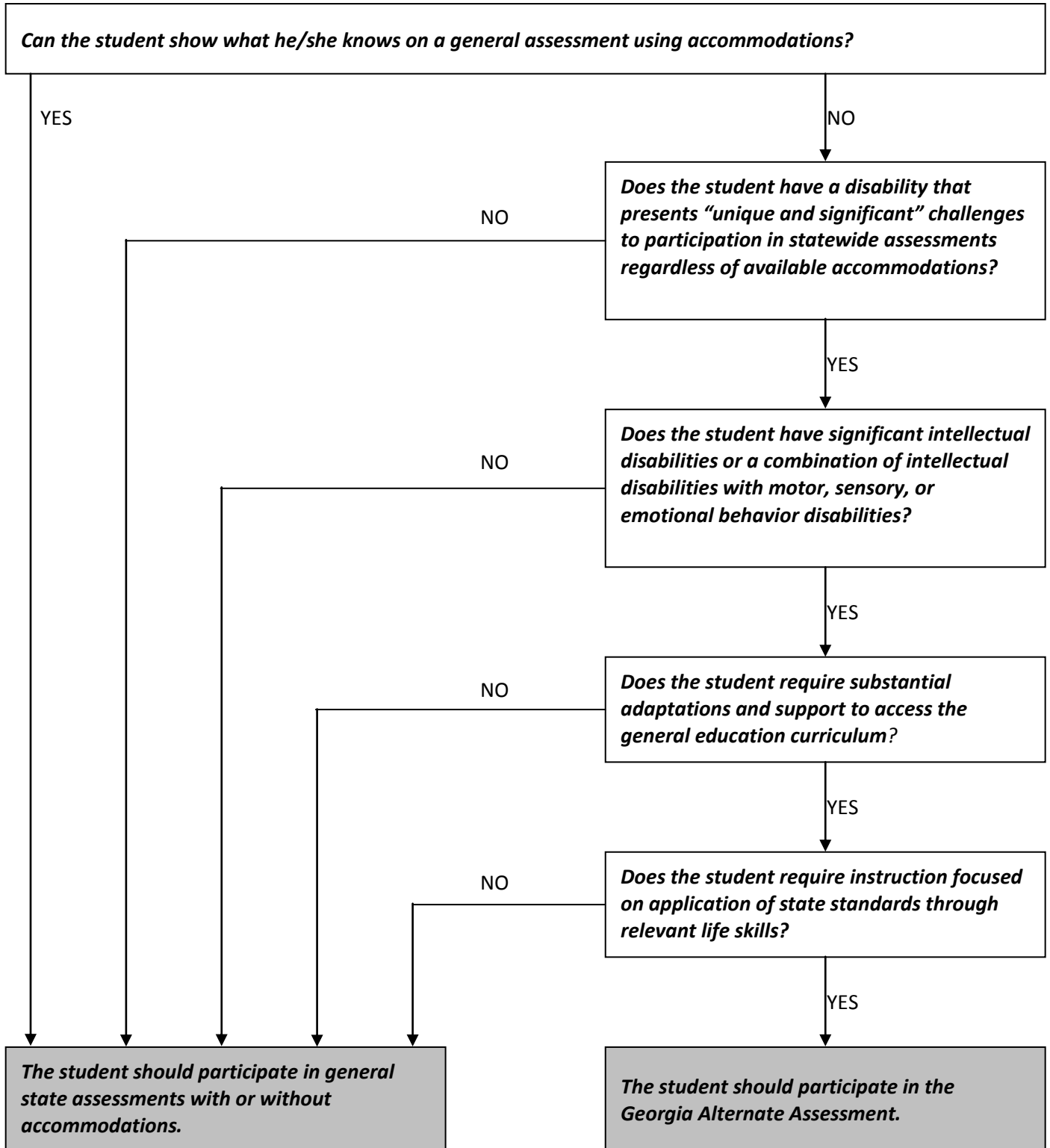
If the answer is “yes” then answer the next question.

5. Does the student require instruction focused on application of state standards through relevant life skills?

If the answer is “no”, then the student should participate in general assessments with or without accommodations.

If the answer is “yes” then the student should participate in the GAA.

## Guidelines for Participation in the GAA



## **Reporting Period**

School systems MUST submit student portfolios each year on or before the GAA testing window closes. Students in all grades who participate in the curriculum working towards alternate achievement standards must be evaluated via the GAA each year. Please refer to GAA Examiner's Manual for additional information about the administration of this assessment.

You may go to [Georgia Alternate Assessment](#) for general information regarding the GAA.

For more information about the GAA, contact Deborah Houston at 404-657-0251 or by e-mail at [dhouston@doe.k12.ga.us](mailto:dhouston@doe.k12.ga.us).

## Georgia High School Graduation Tests (GHSGT)

### Overview

Grades 11, 12

Georgia law (O.C.G.A., Section 20-2-281) requires that curriculum-based assessments be administered in grade eleven for graduation purposes. The main administration of the GHSGT is given in the spring of the eleventh grade year. Results of these tests are used to identify students who may need additional instruction in academic content that is considered essential for a high school diploma. The tests cover only a sample of the concepts and skills that constitute a complete high school education. A Georgia high school graduate will have had opportunities to learn — and is expected to have mastered — much more than these tests can address. The tests are administered several times a year so that students enrolled in Georgia schools in grade 11 could have up to five opportunities to take each of the tests before the end of grade 12.

Georgia educators, including high school teachers and curriculum specialists, selected the knowledge and skills assessed on the graduation tests. The tests are based on the standards specified in the state-adopted curriculum. The graduation tests are being aligned with the Georgia Performance Standards (GPS) according to the implementation schedule established by the State Board of Education. The implementation schedule for the GPS is available on the Georgia Department of Education web site at [www.gadoe.org](http://www.gadoe.org). In the spring of 2006 and 2007, the English/Language Arts (ELA) and Science graduation tests were dually aligned to both the GPS and the QCC, ensuring that students had opportunity to learn the assessed content and skills through instruction on either the GPS or QCC. In 2008, after three years of GPS instruction in schools, these transitional tests in ELA and Science were replaced with graduation tests based exclusively on the GPS. In April 2008, new standards were set and a new scale score was created. The Social Studies graduation test followed a similar pattern of alignment, with the transitional tests for Social Studies occurring in spring 2008 and 2009 and the exclusively GPS test beginning in spring 2010. There will be no transitional Mathematics tests. The GHSGT in Mathematics will remain aligned to QCC through winter 2010 and be aligned exclusively to the GPS in spring 2011.

With the transition of both the ELA and Mathematics GHSGT to the GPS, both of which are used to measure Adequate Yearly Progress (AYP) for Georgia's high schools, new cut scores are set. On the new scale, Basic Proficiency is intended to serve as both the student passing score and the school's accountability measure.

### Georgia High School Graduation Tests: Content Area Descriptions

Detailed descriptions of the curriculum standards that are included on each of the content area tests have been distributed to every school system in Georgia and are also available on the GaDOE Web site at [Georgia High School Graduation Tests \(GHSGT\)](#).

These standards have been clustered into content domains. Following is a list of the content domains included in each test. QCC versions of ELA and Science are included since students who first tested on QCC curriculum continue to retest on it.

English/Language Arts — GPS Based

- Reading Comprehension
- Literary Analysis
- Conventions and Writing

Mathematics — GPS Based

- Algebra
- Geometry
- Data Analysis

Science — GPS Based

- Cells and Heredity
- Ecology and Biodiversity
- Structure and Properties of Matter
- Energy Transformation
- Forces, Waves, and Electricity
- Characteristics of Science (assessed within content domains)

Social Studies — GPS Based

- American Government/Civics
- U. S. History to 1865
- U. S. History Since 1865
- Geography
- World History

English/Language Arts — QCC Based

- Reading/Literature
- Critical Thinking
- Writing/Usage/Grammar

Mathematics — QCC Based

- Number and Computation
- Data Analysis
- Measurement and Geometry
- Algebra

#### Science — QCC Based

- Process/Research/Safety Skills
- Physical Science
- Biology

#### Social Studies — QCC Based

- World Studies
- U. S. History to 1865
- U. S. History Since 1865
- Citizenship/Government
- Map Interpretation Skills
- Information Processing Skills

#### **To Whom do the GHS GT Apply?**

Students who entered ninth grade:

- after July 1, 1994, are required to pass all content areas of the GHS GT to be eligible to receive a Georgia diploma. The GHS GT include English/Language Arts, Mathematics, Social Studies, and Science tests.
- between July 1993 and July 1994 are required to pass the GHS GT in English/Language Arts, Mathematics, and Social Studies to be eligible to receive a diploma.
- between July 1991 and July 1993 are required to pass the GHS GT in English/Language Arts and Mathematics to be eligible to receive a diploma.

IDEA requires all students to participate in all assessments. Special Education students must take all four Georgia High School Graduation Tests: English/Language Arts, Mathematics, Science, and Social Studies tests or participate in a Georgia Alternate Assessment.

#### **When Should Students Take the GHS GT?**

**Students MUST take the GHS GT for the first time in the spring of their eleventh grade year.** Students have multiple opportunities to retake all or parts of the GHS GT before the end of the twelfth grade if they avail themselves of each opportunity. The summer, fall, and winter administrations are primarily for students retesting in content areas they did not successfully complete. Students who miss the main administration in the spring may start testing in the next administration.

PLEASE NOTE: Students who are not classified as eleventh graders, but who meet specific criteria are eligible to take the GHS GT in their third year of enrollment. **Such students may test for the first time only in the spring main administration. This includes students who:**

(1) have accumulated at least nine Carnegie units (or twelve Carnegie units if the school is operating on a block schedule in which students may earn up to eight units per year) or 135 quarter hours, and

(2) have not achieved a passing score on the graduation assessments.

- **If these students present themselves for testing, they must be tested.**
- **These students are not required to test until they are classified as eleventh grade students; however, if they do not take advantage of the third year opportunity, they may have to wait until the spring administration of the following year to begin testing.**

Students enrolled for their third year in high school who have fewer than the minimum number of credits necessary for a first-time test at the main administration, may qualify to test under certain circumstances.

- The student, the school, and the School Coordinator **MUST** demonstrate that the student is successfully pursuing a “fast-track” credit recovery program that will enable him or her to graduate within a year. The student and/or school must request permission for testing from the System Test Coordinator. The System Test Coordinator must obtain approval for the request through the appropriate assessment specialist in the Assessment Administration Division of the GaDOE. If permission is granted, the student should test in the spring main administration. Exceptions will be made on a case by case basis.

Individuals who have left high school with a Certificate of Performance or a Special Education diploma are eligible for testing (or retesting) at any scheduled administration of the graduation tests. **To assure that adequate testing materials are available on the day of the test, individuals who have previously left high school must pre-register for the test(s) in accordance with local school system rules and procedures.**

Re-enrolled students who have dropped out of school without having met all graduation assessment requirements and have remained out of school for one academic year or more may be required to take the GHS GT (See Rule 160-3-1-.07). If re-enrolled students who dropped out of school passed all parts of the Georgia Basic Skills Tests (GBST) required prior to leaving school, they do not need to pass the GHS GT.



If they passed some, but not all of the GBST, they must now take the entire GHSGT. To assure that adequate testing materials are available on the day of the test, individuals who have previously left high school must pre-register for the test(s) in accordance with local school system rules and procedures.

REMINDER: Only state-approved accommodations found in this Student Assessment Handbook may be used on the Georgia High School Graduation Tests. Should an individual require a more expansive accommodation, approval must be granted by the Assessment Division of the Georgia Department of Education before the accommodation may be used. Conditional/non-standard administrations of the GHSGT and GHSWT do not satisfy the testing requirements for receiving a diploma. Currently there are no state-approved conditional accommodations.

### **Education of Children of Military Families**

In an effort to ensure that military students who transfer into Georgia schools will not be disadvantaged by their family's military moves, the Georgia General Assembly, during its 2009 session enacted several laws relating to the education of children of military families. The goal of the legislation is to maximize a student's educational continuity despite the frequent movement across states and school districts that is often the result of a parent serving in the military. While many of the laws are similar to provisions in the Interstate Compact on Educational Opportunity for Military Children, Georgia is not a member of that compact. The laws are codified at O.C.G.A. § 20-2-2140 through § 20-2-2180. Of particular interest for Georgia's assessment programs are the provisions for flexibility in the GHSGT and GHSWT in the Education of Military Children law.

### **An eligible high school student would be graduating except the student did not take the specific courses Georgia requires for graduation. What should the school system do?**

The school system must either:

1. Waive specific courses required for graduation if similar course work has been satisfactorily completed in another school system, or
2. Provide reasonable justification for the denial of waiving the course requirements.

A school system must provide the student an alternative means of acquiring required coursework if the system does not grant a waiver of course requirements and the student would otherwise qualify to graduate. Alternative means of acquiring required coursework may include allowing the student to attend an alternative school or program or facilitating the student's enrollment in a virtual program.

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**An eligible high school student would be graduating except the student did not pass the Georgia High School Graduation Test (GHS GT) or the Georgia High School Writing Test (GHS WT). What should the school system do?**

The school system must accept results indicating a passing score from a sending state's graduation exam, end-of-course exams from Georgia or other states, national norm-referenced achievement tests, or alternative testing in lieu of testing requirements required by Georgia or the local system.

**Is there a certain number of times the eligible student should fail the GHS GT or GHS WT before the school system should accept other testing results in lieu of the GHS GT?**

The student should take the GHS GT and GHS WT in each administration in which the student is eligible to participate. A school system should only accept other testing results if its failure to do so would prevent the student from graduating upon the scheduled completion of his or her coursework.

**An eligible student transferred into the school system during his or her senior year from an out-of-state system, and even with waiving appropriate coursework and alternates to the GHS GT and GHS WT, the student would need to complete an unrealistic amount of work to fulfill Georgia's graduation requirements by the end of the year. What should the school system do?**

If the eligible student transferred to the system from an out-of-state system at the beginning or during his or her senior year and the student will be ineligible to graduate from the school system after the school system considers all alternatives, the school system must coordinate with the sending school system to ensure the receipt of a diploma from the sending school system.

**A student who attended school in the school system prior to the enactment of the laws relating to the education of military children did not receive a regular education diploma because the student transferred into the system at the end of high school and could not meet the requirements for a Georgia regular education diploma before his or her graduation. Does the school system need to waive coursework or accept alternative results in lieu of the GHS GT if the student is not enrolled in the school system?**

No. The laws relating to the education of military children, including those relating to on-time graduation, only apply to students enrolled in the school system. A school system is not obligated to waive coursework or accept alternative results in lieu of the GHS GT if the student is not enrolled in the school system.

**Does an eligible student who enrolls from out of state during the senior year with all testing requirements met from the sending state need to take the GHS GT or GHS WT?**

An eligible student who enrolls from out of state during his or her senior year who has met all the testing requirements from the sending state does not need to take the GHSGT or GHSWT. All students, however, should be afforded the opportunity to participate in state assessments, including an eligible student who enrolls from out of state during his or her senior year who has met all the testing requirements from the sending state.

**An eligible high school student would be graduating except the student did not pass the Georgia High School Graduation Test (GHSGT) or the Georgia High School Writing Test (GHSWT). What should the school system do?**

The school system must accept results indicating a passing score from a sending state's graduation exam, end-of-course exams from Georgia or other states, national norm-referenced achievement tests, or alternative testing in lieu of testing requirements required by Georgia or the local system.

**Is there a certain number of times the eligible student should fail the GHSGT or GHSWT before the school system should accept other testing results in lieu of the GHSGT?**

The student should take the GHSGT and GHSWT in each administration in which the student is eligible to participate. A school system should only accept other testing results if its failure to do so would prevent the student from graduating upon the scheduled completion of his or her coursework.

**An eligible student transferred into the school system during his or her senior year from an out-of-state system, and even with waiving appropriate coursework and alternates to the GHSGT and GHSWT, the student would need to complete an unrealistic amount of work to fulfill Georgia's graduation requirements by the end of the year. What should the school system do?**

If the eligible student transferred to the system from an out-of-state system at the beginning or during his or her senior year and the student will be ineligible to graduate from the school system after the school system considers all alternatives, the school system must coordinate with the sending school system to ensure the receipt of a diploma from the sending school system.

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No. The laws relating to the education of military children, including those relating to on-time graduation, only apply to students enrolled in the school system. A school system is not obligated to

waive coursework or accept alternative results in lieu of the GHSGT if the student is not enrolled in the school system.

**Does an eligible student who enrolls from out of state during the senior year with all testing requirements met from the sending state need to take the GHSGT or GHSWT?**

An eligible student who enrolls from out of state during his or her senior year who has met all the testing requirements from the sending state does not need to take the GHSGT or GHSWT. All students, however, should be afforded the opportunity to participate in state assessments, including an eligible student who enrolls from out of state during his or her senior year who has met all the testing requirements from the sending state.

The full document concerning educating military dependents can be found at [http://gadoe.org/pea\\_policy.aspx](http://gadoe.org/pea_policy.aspx). It includes detailed information about eligibility, enrollment, placement, absences and extracurricular activities, as well as graduation requirements.

**Testing Schedule**

The GHSGT is administered during a state-designated testing window in the spring, summer, fall, and winter with the main administration occurring in the spring. Students may have up to five opportunities to take the tests prior to their scheduled graduation. The content tests (English/Language Arts, Mathematics, Social Studies, and Science) should be scheduled for different days during each GaDOE approved test administration period. **All regular program students may have up to three hours to complete the content area tests on the GHSGT.** However, most students will be able to complete these tests in 90 – 120 minutes.

Extended time for students with an IEP, IAP, or ELL/TPC Plan is discussed in the Policies and Rules and Assessing Special Populations sections of this handbook.

There are standard procedures that must be followed for the administration of the GHSGT. Student scores can be rendered invalid for breaches in test protocol, including, but not limited, to the following infractions:

- Test administrations outside the testing window.
- Multiple attempts by a student to take the same test during the same testing window at different sites.
- The lack of photo identification procedures when testing a person who is not currently enrolled in the school.

There is a scheduled window for each GHSGT administration, which ranges from five days for the summer retests to three weeks for the spring main administration. Systems must select only one week

in the state-mandated window for the main administration. The five-day period selected by the system is restricted to Monday through Friday as systems are prohibited from selecting testing days from more than one testing week.

### **Test Materials**

System Test Coordinators MUST order testing materials for each administration. Testing materials are no longer provided to systems based on the FTE enrollment, plus an overage or failure files. Each System Test Coordinator has been provided with access the Pearson ACCESS website for the purpose of ordering materials.

A testing update bulletin will be posted to the Assessment and Accountability web site prior to each testing session noting any changes in rules or procedures. System Test Coordinators will be notified via e-mail of the posting date. Please review each update bulletin carefully. Failure to implement changes in rules or procedures may result in the invalidation of test scores. **Examiner's and Coordinators' Manuals are provided for each administration. Each manual contains important information that is unique to that administration.** Please read all testing materials carefully before every test administration.

### **Additional Resources**

The GaDOE has published several documents to assist schools in preparing students to pass the graduation tests. These documents are available on the GaDOE web site at [Georgia High School Graduation Tests \(GHS GT\)](#).

### **Scoring and Reporting**

The protocol used for scoring the GHS GT is rigorous and includes human inspection and scoring and rescoring using two different computer systems. It is highly unlikely that a scoring error will occur. However, System Test Coordinators may request a special hand scoring if they believe it is warranted by contacting the Assessment Administration Division at 404-656-2668. Before requesting a hand scoring, System Test Coordinators should carefully consider several questions:

Is the student a senior eligible to graduate before the next retest opportunity? Are the student and his or her parents aware of the \$25.00 fee for each content area scored? Are the student and his or her parents aware the score is highly unlikely to change?

## **Special Administration for the GHSGT**

If a student requires a test in order to graduate and there are extenuating circumstances, a Special Administration may be requested. **The request must originate from the system superintendent.** The request may be made by letter or email and should be addressed to the Associate Superintendent of Assessment & Accountability at: Georgia Department of Education, Assessment and Accountability Division, 205 Jesse Hill Jr. Drive, 1554 Twin Towers East, Atlanta, Georgia 30334. The letter or e-mail should include a description of the extenuating circumstances that necessitate an off-schedule administration of the GHSGT or the GHSWT, the name(s) of the student(s), grade level, and the test(s) required. A Special Administration form must be completed as well.

Extenuating circumstances may include events beyond the control of the student during the testing window: death in the family, sudden onset of critical illness, accident or injury, natural disaster. Extenuating circumstances on the part of the school may include: failure of the school to test the student or notify students, administering the wrong test, or administering the test in such a way to cause invalidation, and providing a testing opportunity for a senior who moved in state after the last testing window has closed.

Special administrations are not intended to provide students an additional administration for waiver/variance purposes or to ensure that a student has five opportunities to test. These are only for those extenuating circumstances deemed by system superintendents to merit a special administration according to the guidelines described above.

Systems are responsible for shipping, printing, and scoring fees associated with the special administration.

For more information about the GHSGT, contact Dr. Kay Ellen Rutledge at 404-463-5047 or by e-mail at [krutledg@doe.k12.ga.us](mailto:krutledg@doe.k12.ga.us).

## **Georgia Basic Skills Tests (BST)**

Prior to 1994, Georgia State Board policy mandated a test of basic skills in reading and mathematics. Called the Basic Skills Test (BST), this assessment and the basic writing assessment given in grade 11 were requirements for Georgia Diploma. In 1994, the GHSBT replaced the BST. Occasionally, former students will request an administration of the Georgia Basic Skills Test in order to satisfy graduation requirements that were in effect prior to spring 1994. The GaDOE maintains the BST for just such individuals who have no instruction under QCC or GPS.

The System Test Coordinator should contact the Assessment Administration Division (404-656-2668) to order a Math, Reading, or Writing BST.

You may go to [Georgia Basic Skills Tests \(BST\)](#) for general information regarding the BST.

For more information about the BST, contact Dr. Kay Ellen Rutledge at 404-463-5047 or by e-mail at [krutledg@doe.k12.ga.us](mailto:krutledg@doe.k12.ga.us).

## **Georgia Kindergarten Inventory of Developing Skills (GKIDS)**

### **Overview**

### **Kindergarten**

Georgia law (O.C.G.A., Sections 20-2-151 and 20-2-281) of the Quality Basic Education Act requires that all children enrolled in Georgia public school kindergarten programs be assessed for first-grade readiness with an instrument or instruments adopted by the State Board of Education (SBOE). To comply with state statute, the State Board of Education adopted the Georgia Kindergarten Inventory of Developing Skills (GKIDS) as the designated kindergarten assessment for all Georgia public schools (SBOE Rule 160-3-1-.07). The Georgia Department of Education (GaDOE) is charged with administering and establishing guidelines for the kindergarten assessment program.

### **Kindergarten Student**

Georgia kindergarten students are defined by FTE status as students enrolled in public school kindergarten programs by March 1 of a school year. Kindergarten includes students who are enrolled in first-time general education kindergarten classrooms, transitional kindergarten, first-grade classrooms as kindergarten students, special education services, and students who are repeating the kindergarten curriculum in a kindergarten setting.

### **Grade Placement Decisions**

State Board of Education Testing Rule 160-3-1-.07 and O.C.G.A., Section 20-2-151(b)(2) require all Georgia school systems to make first-grade placement decisions on an individual basis, using GKIDS results in concert with teacher recommendations and other relevant information. Local schools must document reasons, including GKIDS student-performance results, for kindergarten retention and place the written documentation in individual students' cumulative records. The State Board Rule further requires, "The local school system shall provide alternative, developmentally appropriate instruction to students who spend an additional year in kindergarten".

### **Description**

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long, performance-based assessment. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade. GKIDS allows teachers to assess student performance during instruction, record student performance in an on-line database, and generate reports for instructional planning, progress reports, report cards, student support team, and/or parent conferences. Throughout the year, teachers may assess students and record GKIDS data based on their system's curriculum map or report card schedule. At the end of the year, summary reports and individual student reports will be generated based on the data the teacher has entered throughout the year.



## **Purpose**

The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students' developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning. GKIDS also provides a summary of student performance in English Language Arts and Mathematics at the end of the kindergarten school year. GKIDS should serve as one indicator of first grade readiness. GKIDS will serve both a formative and summative role in assessing kindergarten students.

## **Domains of Learning**

There are seven areas or domains of learning that are assessed as part of GKIDS:

1. English Language Arts (ELA)
2. Mathematics
3. Social Studies (optional)
4. Science (optional)
5. Approaches to Learning
6. Personal and Social Development
7. Motor Skills (optional)

Four of these domains (ELA, Math, Science, and Social Studies) are based on and aligned to the Georgia Performance Standards for kindergarten. There are also three non-academic domains that contribute to a student's readiness for first grade (Approaches to Learning, Personal and Social Development, and Motor Skills). The domains of Social Studies, Science, and Motor Skills are optional. Systems may require teachers to use GKIDS to collect and report information locally on student performance in these areas, but this data will not be part of the end-of-the-year report, and it is not required to be entered into the GKIDS Data Entry and Reporting web site unless required by the system. Systems have the option of requiring only some elements of Social Studies, Science, or Motor Skills to be assessed, all of the elements of these domains to be assessed, or none of the elements of these domains to be assessed.

## **Performance Levels**

In GKIDS, students are assessed at the element level of the GPS. ELA, Math, Social Studies, and Science standards will be assessed using two to five performance levels for each element.

- Not Yet Demonstrated
- Emerging
- Progressing
- Meets the Standard
- Exceeds the Standard

There are three non-academic areas that are assessed using GKIDS: Approaches to Learning, Personal and Social Development, and Motor Skills. The Motor Skills domain is optional. Teachers may choose to

record motor skills data only for students that demonstrate an area of concern. Students are assessed using the following performance levels:

- Area of Concern
- Developing
- Consistently Demonstrating

The number of levels was determined by the GKIDS Advisory Committee and are specific to each element of the GPS. The number of performance levels is based on the range of student performance that can be observed for each element.

### **Testing Windows**

Except for the end of year summary report, there are no state-mandated testing windows for GKIDS. Systems may require testing windows based on their own unique schedules, reporting information at any time as required by the local district. Systems may also teach and assess the GPS based upon their own schedules as well.

### **Testing Materials**

Pre-printed test booklets and activity kits will not be provided with GKIDS. The Administration Manual includes an assessment page for each element of the GPS. The assessment page contains the GPS standard and element, performance levels for assessing the element, sample assessment activities, and instructional suggestions for teachers and/or parents. These assessment pages are arranged by domain in sections 2-5 of the manual. Some elements also have resource pages that can be used to assess or document student performance. Teachers may use common classroom materials for assessment activities. Rather than recording student performance on an answer document, teachers will use the GKIDS Data Entry and Reporting Web site.

### **GKIDS Data Entry and Reporting web site**

The GKIDS data entry and reporting web site will be available 24 hours a day, 7 days a week (except for scheduled maintenance) for teachers to enter student data. The web site allows teachers to enter and manage data throughout the school year. Teachers can enter data by student or by element for the entire class. See section X of the Administration Manual for GKIDS web site instructions.

### **Teacher-Generated (Formative) Reports**

Teachers have the option of generating reports (on-screen and PDF) at any time during the year for instructional planning, progress reports, report cards, SST or parent conferences. On the web site, teachers can select a student report by element, standard, or strand. These reports will indicate data the

teacher has entered for all domains. A class report is also available. See Section XI of the Administration Manual for sample reports.

### **End-of-the-Year (Summative) Reports**

After the final data is entered in late spring, school, system and state summary reports will be created and will include only English Language Arts, Mathematics, Approaches to Learning and Personal and Social Development. Teachers will be responsible for generating end of the year reports for individual students.

You may go to [Georgia Kindergarten Inventory of Developing Skills \(GKIDS\)](#) for general information regarding the GKIDS.

For more information about GKIDS, contact Bobbie Bable at 404-657-6168 or by e-mail at [bbable@doe.k12.ga.us](mailto:bbable@doe.k12.ga.us).

## **Georgia Writing Assessments**

### **Overview**

**Grades 3, 5, 8, 11**

Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. Student writings are evaluated on an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and areas of challenge. This information is useful for instruction and preparation for future writing assessments.

### **Grade Three (3) Writing Assessment**

#### **Description**

The writing assessment for grade three consists of teacher evaluation of student writing using an analytic scoring system. The Grade 3 Assessment and Instructional Guide contains the scoring rubric; types of writing required by the GPS (narrative, informational, persuasive and response to literature); good practices for the instruction of writing; sample student papers; and ways to evaluate student writing. Using representative samples of student writing, third-grade teachers are to apply the analytic scoring rubrics in the Guide to determine the performance levels in each domain for each child in the classroom. This means that teachers collect writing samples by providing many opportunities for students to produce the various types of writing throughout the year.

#### **Types of Writing**

The Georgia Grade Three Writing Assessment covers four types of writing: narrative, informational, persuasive, and response to literature.

#### **Narrative**

- **Relating Personal Experience:** Writing assignments should direct students to recount an event grounded in their own experiences. The assignment should elicit a story with a plot and characters rather than a list.
- **Creating an Imaginative Story:** Writing assignments should direct students to produce stories that are grounded in imagination or fantasy.

## **Informational**

- Writing assignments may be related to all content areas specified in the Grade 3 GPS and may be produced during content area instruction.
- Writing assignments may be related to any type of non-fiction writing whose purpose is to inform or explain a topic to a reader.
- Students should incorporate information from resources (books, on-line sources, etc.) without copying the information verbatim.
- Paraphrasing information and using technical vocabulary from source material is appropriate for the informational assessment sample.
- For example, the informational samples collected for this guide on the topic of minerals may use technical vocabulary such as igneous, metamorphic, or sedimentary rocks.

## **Persuasive**

- The writing assignment should direct students to take a position on an issue or topic with which they are familiar.
- The assignment may occur after the class has researched the issue or read related texts.
- The assignment may be part of a lesson on the issue in a particular content area.

## **Response to Literature**

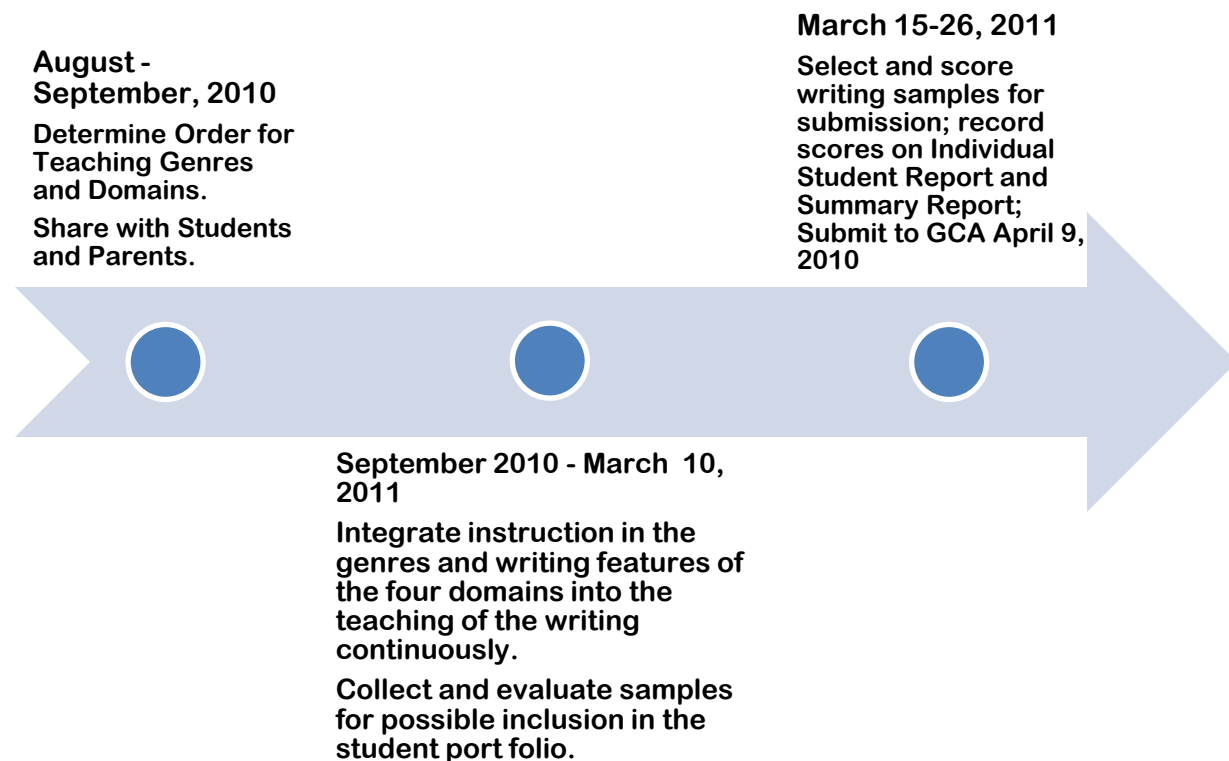
- The assignment should direct students to form and support a position in response to a text they have read.
- The assignment should be linked to a specific piece of literature for students' responses (short stories, biographies, fables, plays, poetry, and chapter books).
- Plot summaries or the retelling of an entire story are not appropriate responses to literature.

## **Analytic and Holistic Scoring**

The scoring system is analytic. Analytic scoring means that more than one feature or domain of a paper is evaluated. Each domain itself is scored holistically. The score assigned indicates the test raters' overall impression of the writer's command of the components, using predetermined scoring criteria contained in the Scoring Rubrics. Accurate scoring requires balancing a writer's strengths and areas of challenge.

Student writing will be assessed analytically in four domains: Ideas, Organization, Style, and conventions. Analytic scoring will provide detailed information on student writing including performance levels.

## Time Line for Third Grade Writing



Because the writing assessment at grade three is an outgrowth of the writing instruction program, each elementary school or system should develop a plan at the beginning of the school year for teaching the four genres of writing and collecting assessment samples. There is no “correct” order for teaching the writing genres in a school year. Teachers may choose to teach all four genres of writing throughout the school year or teachers may choose to teach each genre at a particular time in the school year. Some school system’s integrate Response to Literature into the Reading Workshop curriculum and teach it throughout the school year simultaneously with the other three genres. The writing process should be taught throughout the third grade year, regardless of the order in which the genres are taught. The steps of the writing process (prewriting, drafting, revising, editing, and publishing) should be taught throughout the year, because third graders may not have fully learned this process and will need help applying each stage of the process to each genre of writing. For each genre, teachers should model the steps of the writing process, providing assistance and conferencing at each step.

Writing samples produced with the teacher’s assistance are appropriate for instruction, but should not be used as assessment samples. Periodically during a genre unit, at the end of a genre unit, or throughout the year, teachers should collect independently produced genre samples for the purpose of assessing students’ developing skills. After each genre unit in which students practice the steps in the writing process is completed, teachers may prefer to give a writing assignment for the purpose of

collecting the assessment sample. Assessment samples should demonstrate what the student has learned to apply, independently, about the writing process.

The Student Writing Record, which is optional, may be used to record rubric scores on these assessment samples. Once the teacher has selected the most representative sample of student work for each genre, the Writing Record will provide documentation.

During the course of effective instruction, the teacher may provide guidance and feedback that the students copy into their writing as they are learning to edit and revise. This type of assistance, while appropriate for instruction in the writing process, is NOT appropriate for collecting assessment samples as it would not demonstrate writing the student is capable of producing independently.

Because the writing performance levels for each grade three student will be passed on to the grade four teachers for instructional planning, it is essential that the assessment samples reflect what students can do independently. Using a writing prompt is an option for collecting assessment samples, but any classroom assignment that allows each student to demonstrate independently his or her understanding of the writing process in that genre is appropriate.

During the last two weeks of March, teachers review the Student Writing Record and complete the Teacher Summary Report. Writing samples may be included in the student's permanent record.

### **Scoring Procedures and Types of Scores**

For each student in the class, teachers should assemble multiple samples of writing that have been collected from a variety of classroom writing activities. At least one representative writing sample for each of the four types of writing should be collected. The scoring rubrics are to be applied with the same latitude and the same rigor to all four types. Teachers should rate the samples individually to determine the performance level that best represents a student's usual performance across a variety of writing tasks and types of writing. There are three performance levels represented: Does Not Meet, Meets, and Exceeds.

### **Reporting**

The Student Writing Record form identifies each student's performance level in each genre and domain and is completed by the classroom teacher. Though optional, this form provides a convenient means of recording student performance on collected samples.

Individual Student Report: These reports are mandatory. One copy is given to the parent(s)/guardian(s) and one copy is retained in the student's permanent record.

Class Summary Report: These reports are mandatory. The teacher also completes a Class Summary report for the class. This report should be sent to the DOE-designated test scoring and reporting contractor.

School and System Summary Reports will be furnished to systems.

The scoring rubrics and writing samples may be retained and forwarded to the grade four teachers.

You may go to [Grade 3 Writing Assessment](#) for general information regarding this assessment.

## **Grade Five (5) Writing Assessment**

### **Description**

The writing assessment for grade five consists of an evaluation of each student response to an assigned prompt. Students are assigned a topic from a prompt bank representing three genres: narrative, informational, and persuasive. Students are allowed 120 minutes to write their essays. The writing assessment may be divided into two 60 minute sessions, but **MUST** be administered in one day. A make-up is also given the following day.

### **Types of Writing**

The Georgia Grade 5 Writing Assessment is a test of narrative, informational and persuasive writing. Students will be given either an informational, persuasive, or narrative writing topic. Because topics will be spiraled, students may receive any one of the three writing topics, thus requiring them to be prepared to write in informational, narrative, and persuasive genres. Topics will be released after each test administration and will become part of the practice topic bank.

### **Analytic and Holistic Scoring**

The scoring system is analytic. Analytic scoring means that more than one feature or domain of a paper is evaluated. Each domain itself is scored holistically. The score assigned indicates the test raters' overall impression of the writer's command of the components, using predetermined scoring criteria contained in the Scoring Rubrics. Accurate scoring requires balancing a writer's strengths and areas of challenge.

Student writing will be assessed analytically in four domains: Ideas, Organization, Style, and Conventions. Analytic scoring will provide detailed information on student writing including scale scores and performance levels. The Grade 5 Writing Assessment will also be linked to a common reporting scale allowing for greater capability to compare scores over time.



## **Time Line**

The Grade 5 Writing Assessment is administered during the first week of March. All grade five students will take the assessment on the same day. There will also be one day for make-up. Testing time will be 120 minutes (one session of 120 minutes or 2 sessions of 60 minutes each). Each system will have the flexibility to determine what time of day to administer each of the sessions. No extra time will be allowed except as specified in a student's Individual Education Plan (IEP), Section 504 Plan, or Test Participation Plan (TPP).

## **Scoring Procedures and Types of Scores**

Four domains of writing are evaluated in the Grade Five Writing assessment: Ideas, Organization, Style, and Conventions. Each domain consists of several components. A component is a feature of writing within a particular domain. For example, "Focus" is a component of the Ideas domain. The weight of each domain reflects the contribution of each domain to the student's total score. Weighting means that the score a rater assigns is multiplied by the weight (importance) assigned to the domain.

Each paper is scored by two raters. Raters who score the student compositions are trained to understand and use the standardized scoring system. The raters score each paper independently. Each of the four domains of effective writing is evaluated. These domains of effective writing should be present in a composition regardless of the topic on which it is written. A strength or weakness is scored only once under a particular domain, even though these domains are interrelated during the writing process. Each domain contains scores ranging from 1 to 5 (5 being the highest score). The total weighted raw scores range from 10 (1's in all four domains) to 50 (5's in all four domains). A score of "1 to 5" is assigned to each domain by each rater. These scores represent a continuum of writing that ranges from inadequate to minimal to good to very good. Points on the continuum are defined by the scoring rubric for each domain. Each score point itself represents a range of papers. Scores assigned to each domain are summed. Domain scores are combined to obtain a total score for each student. In combining the domain scores, the Ideas score is given a weight of 40%; the other domains of Organization, Style, and Conventions are given a weight of 20% each. The total score is then converted to a three-digit scaled score ranging from 100-350. There are three performance levels represented: Does Not Meet (100-199), Meets (200-249), and Exceeds (250+).

## **Reporting**

**Student Label** – One label is provided for each student tested. The label is to be placed in the student's cumulative school record. It contains the performance level, total scale score, and domain scores.

**Student Score Report** –Two originals of the Writing Student Report are provided; one is a student/parent copy and one copy is for the instructional use by the student's teacher(s).

Achievement Roster – Two copies of Writing Test Achievement Rosters are provided. Rosters contain the names of all students tested, including students who participated in a conditional administration. For each student, the roster displays the total writing score, the performance level, and domain performance.

Does Not Meet Roster – This roster lists students who did not meet the standard. Students who had non-scorable papers are also listed.

System Content Summary – A summary of student scores is provided (two copies) for each system where testing was conducted.

School Content Summary – For each school, a summary report is provided which is identical in format to the system report. Three copies of this report are provided (two for the school and one for the system).

System Student Population Summary – The population summary indicates performance for various groups of students. For each group, the number of students tested (under standard and conditional administrations) and mean scale scores are reported. Performance level percentages are also included for the system and state.

School Student Population Summary – For each school, a population summary is provided which is identical in format to the system report.

You may go to [Grade 5 Writing Assessment](#) for general information regarding this assessment.

## **Grade Eight (8) Writing Assessment**

### **Description**

The writing assessment for grade eight consists of an evaluation of each student response to an assigned prompt. Students are assigned a topic from a prompt bank representing two genres: expository and persuasive. Students are allowed 100 minutes to write their essays. The writing assessment must be administered in one day. A make-up is also given the following day.

### **Types of Writing**

The Georgia Grade 8 Writing Assessment is a test of expository and persuasive writing. Students will be given either an expository or persuasive writing topic. Because topics will be spiraled, students may receive any one of the two writing topics thus requiring them to be prepared to write in expository or persuasive genres. Topics will be released after each test administration and will become part of the practice topic bank.

## **Analytic and Holistic Scoring**

The scoring system is analytic. Analytic scoring means that more than one feature or domain of a paper is evaluated. Each domain itself is scored holistically. The score assigned indicates the test raters' overall impression of the writer's command of the components, using predetermined scoring criteria contained in the Scoring Rubrics. Accurate scoring requires balancing a writer's strengths and areas of challenge.

Student writing will be assessed analytically in four domains: Ideas, Organization, Style, and Conventions. Analytic scoring will provide detailed information on student writing including scale scores and performance levels. The Grade 8 Writing Assessment will also be linked to a common reporting scale allowing for greater capability to compare scores over time.

## **Time Line**

The Grade 8 Writing Assessment is administered during the third week of January. All grade eight students will take the assessment on the same day. There will also be one day for make-up. No extra time will be allowed except as specified in a student's Individual Education Plan (IEP), Section 504 Plan, or Test Participation Plan (TPP). The testing time includes 100 minutes for student-writing.

## **Scoring Procedures and Types of Scores**

Four domains of writing are evaluated in the grade eight writing assessment: Ideas, Organization, Style, and Conventions. Each domain consists of several components. A component is a feature of writing within a particular domain. For example, "Focus" is a component of the Ideas domain. The weight of each domain reflects the contribution of each domain to the student's total score. Weighting means that the score a rater assigns is multiplied by the weight (importance) assigned to the domain.

Each paper is scored by two raters. Raters who score the student compositions are trained to understand and use the standardized scoring system. The raters score each paper independently. Each of the four domains of effective writing is evaluated. These domains of effective writing should be present in a composition regardless of the topic on which it is written. A strength or weakness is scored only once under a particular domain, even though these domains are interrelated during the writing process. Each domain contains scores ranging from 1 to 5 (5 being the highest score). The total weighted raw scores range from 10 (1's in all four domains) to 50 (5's in all four domains). A score of "1 to 5" is assigned to each domain by each rater. These scores represent a continuum of writing that ranges from inadequate to minimal to good to very good. Points on the continuum are defined by the scoring rubric for each domain. Each score point itself represents a range of papers. Scores assigned to each domain are summed. Domain scores are combined to obtain a total score for each student. In combining the domain scores, the Ideas score is given a weight of 40%; the other domains of Organization, Style, and Conventions are given a weight of 20% each. The total score is then converted

to a three-digit scaled score ranging from 100-350. There are three performance levels represented: Does Not Meet (100-199), Meets (200-249), and Exceeds (250+).

## **Reporting**

**Student Label** – One label is provided for each student tested. The label is to be placed in the student’s cumulative school record. It contains the performance level, total scale score, and domain scores.

**Student Score Report** –Two originals of the Writing Student Report are provided; one is a student/parent copy and one copy is for the instructional use by the student’s teacher(s).

**Achievement Roster** – Two copies of Writing Test Achievement Rosters are provided. Rosters contain the names of all students tested, including students who participated in a conditional administration. For each student, the roster displays the total writing score, the performance level, and domain performance.

**Does Not Meet Roster** – This roster lists students who did not meet the standard. Students who had non-scorable papers are also listed.

**System Content Summary** – A summary of student scores is provided (two copies) for each system where testing was conducted.

**School Content Summary** – For each school, a summary report is provided which is identical in format to the system report. Three copies of this report are provided (two for the school and one for the system).

**System Student Population Summary** – The population summary indicates performance for various groups of students. For each group, the number of students tested (under standard and conditional administrations) and mean scale scores are reported. Performance level percentages are also included for the system and state.

**School Student Population Summary** – For each school, a population summary is provided which is identical in format to the system report.

You may go to [Grade 8 Writing Assessment](#) for general information regarding this assessment.

## **Georgia High School Writing Test (GHSWT)**

### **Description**

Students in the eleventh grade participate in the Georgia High School Writing Test (GHSWT) and must pass the GHSWT to earn a Georgia diploma. Students are asked to produce a response to one on-demand persuasive writing prompt. The writing test requires students to produce a composition of no more than two pages on an assigned topic. Students are allowed 100 minutes to write their essay. The test is administered three times a year so that students have multiple opportunities to take the test before the end of the twelfth grade. The main administration of the GHSWT takes place in the fall of the eleventh grade year. Results of the GHSWT are used to identify students who may need additional instruction in academic content and skills considered essential for a high school diploma.

### **Type of Writing**

The GHSWT is a test of persuasive writing. In persuasion, the writer assumes a position on an issue and uses language to influence the reader. The purpose is to express a writer's opinion on a subject either explicitly or implicitly. Through the support provided, the writer presents a convincing point of view.

### **Analytic and Holistic Scoring**

The scoring system is analytic. Analytic scoring means that more than one feature or domain of a paper is evaluated. Each domain itself is scored holistically. The score assigned indicates the test raters' overall impression of the writer's command of the components, using predetermined scoring criteria contained in the Scoring Rubrics. Accurate scoring requires balancing a writer's strengths and areas of challenge.

Student writing will be assessed analytically in four domains: Ideas, Organization, Style, and Conventions. Analytic scoring will provide detailed information on student writing including scale scores and performance levels.

### **Time Line**

The administration includes 100 minutes of student writing time. The test is administered three times a year (fall, spring and summer) so that students have multiple opportunities to take the test before the end of the twelfth grade. The main administration of the GHSWT takes place in the fall of the eleventh grade year. All assessments must be completed in one day. A make-up prompt is provided for those students not in attendance on the first day of testing.

## **Scoring Procedures and Types of Scores**

Four domains of writing are evaluated in the GHSWT: Ideas, Organization, Style, and Conventions. Each domain consists of several components. A component is a feature of writing within a particular domain. For example, “Focus” is a component of the Ideas domain. The weight of each domain reflects the contribution of each domain to the student’s total score. Weighting means that the score a rater assigns is multiplied by the weight (importance) assigned to the domain.

Each paper is scored by two raters. Raters who score the student compositions are trained to understand and use the standardized scoring system. The raters score each paper independently. Each of the four domains of effective writing is evaluated. These domains of effective writing should be present in a composition regardless of the topic on which it is written. A strength or weakness is scored only once under a particular domain, even though these domains are interrelated during the writing process. Each domain contains scores ranging from 1 to 5 (5 being the highest score). The total weighted raw scores range from 10 (1’s in all four domains) to 50 (5’s in all four domains). A score of “1 to 5” is assigned to each domain by each rater. These scores represent a continuum of writing that ranges from inadequate to minimal to good to very good. Points on the continuum are defined by the scoring rubric for each domain. Each score point itself represents a range of papers. Scores assigned to each domain are summed. Domain scores are combined to obtain a total score for each student. In combining the domain scores, the Ideas score is given a weight of 40%; the other domains of Organization, Style, and Conventions are given a weight of 20% each. The total score is then converted to a three-digit scaled score ranging from 100-350. There are three performance levels represented: Does Not Meet (100-199), Meets (200-249), and Exceeds (250+).

## **Reporting**

**Student Label** – One label is provided for each student tested. The label is to be placed in the student’s permanent school record. It contains an indication of pass/fail status, the total scale score, the percentile rank, and the student’s level of performance in each domain.

**Student Report** – Two originals of the Student Report are provided; one is a student/parent copy and one copy is for the permanent record and instructional use by the student’s teacher(s).

**Student Achievement Roster** – Two copies of Student Achievement Rosters are provided. School or class level rosters are provided depending on the choice made by the school. Rosters contain the names of all students tested. For each student, the roster displays the total writing score and a notation of the performance level.

**Remediation/Retest Roster.** This roster lists students who did not pass the GHSWT. Three copies are furnished.

School report – A summary of student scores is provided for each school where testing was conducted. Two copies of the report are provided.

System Report – For each system, a summary report is provided which is identical in content to the school report. Two copies are provided.

You may go to [Georgia High School Writing Test \(GHSWT\)](#) for general information regarding this assessment.

For more information about Writing Assessments, contact Dr. Kay Ellen Rutledge at 404-463-5047 or by e-mail at [krutledg@doe.k12.ga.us](mailto:krutledg@doe.k12.ga.us).

## **Norm Referenced Test (NRT)**

**Due to budgetary constraints, the NRT is not funded for the 2010-2011 school year.**

### **Overview**

### **Grade Bands 3-5 and 6-8**

Georgia law (O.C.G.A., Section 20-2-281) states that each local school system may elect to administer, with state funding, nationally norm-referenced instruments in reading, mathematics, science, or social studies in one grade in each of two grade bands: (1) grade three, four, or five; and (2) grade six, seven, or eight. The purpose of the norm-referenced test (NRT) is to obtain information about how the performance of Georgia's students compare with that of students in a national sample, an external reference group. The results of an NRT are used for evaluation, decision-making, and instructional improvement.

The Department of Education has contracted with Riverside Publishing Company to provide the Iowa Tests of Basic Skills, Form A (ITBS/A) for students in one grade within grade bands 3-5 and one grade within grade bands 6-8 at no cost to local systems. Each local system may administer the ITBS/A at some time during the school year. Test materials may be ordered directly from Riverside Publishing Company by calling Karen Hines at 1-800-323-9540 ext. 7091 or by e-mail at Karen\_Hines@hmco.com. Local systems should place an order at least 30 days before the materials are needed.

There is no statewide administration window. Riverside Publishing Company interpolates norms to the week of testing, thereby eliminating the need to specify testing windows for fall and spring administrations. Local systems may administer the tests during whichever week, in fall or spring that best suits the systems circumstances.

Local systems may choose to administer a norm-reference test other than the ITBS/A at its own expense. Local systems may also choose to administer other grades at the system's own expense.

### **Types of Score Reports**

Score reports to local systems will include the following:

**Student Reports** - Individual student performance reports are provided for parents.

**Score Labels** - Self-adhesive, individual permanent record labels which present normative scores are provided for each student.

**Class Reports** - An alphabetical list report by classroom teacher is provided, which lists students in a class alphabetically and provides normative scores for each subtest and the total battery.



School and System Reports - School-level and system-level grade summary reports are provided, which provide normative data for each subtest and a composite score for the battery for all students in a particular grade level.

Classroom Summary Report - A classroom summary report is provided, which includes class average scores for each subtest and the total battery.

School summary reports – These reports provide normative data for each subtest and a composite score for the battery for each school.

Score reports to the local systems and to GaDOE will include the following:

- School and System Summaries – School and system demographic summaries will be provided and include normative data for all students and disaggregated by groups specified in state and federal law for score reporting, and standard and non-standard administrations.
- Software Reporting - Software for test data management for each system and school will be provided and includes data on CD-ROM(s) or diskettes in an ASCII format.

You may go to [Norm-Referenced Test \(Iowa Tests of Basic Skills\)](#) for general information regarding NRT.

For more information regarding ordering of materials, contact Karen Hines at 1-800-323-9540 x7091 or by e-mail at [Karen\\_Hines@hmco.com](mailto:Karen_Hines@hmco.com) [Karen\\_Hines@hmco.com](mailto:Karen_Hines@hmco.com).

For more information about the NRT, contact Bobbie Bable at 404-657-6168 or by e-mail at [bbable@doe.k12.ga.us](mailto:bbable@doe.k12.ga.us).

## **National Assessment of Educational Progress (NAEP)**

### **Overview**

### **Grades 4, 8, and 12**

The National Assessment of Educational Progress (NAEP) is a congressionally mandated project overseen by the National Center for Education Statistics, a branch of the U.S. Department of Education. Commonly known as the Nation's Report Card, NAEP has collected nationally representative data since 1969 about what American school children know and can do in a variety of key subject areas. NAEP shows patterns of student achievement over time in core content areas, such as reading, writing, mathematics, and science. NAEP is the only on-going study that tracks trends in student achievement at the elementary, middle, and high school levels.

The assessments follow subject-area frameworks developed by the [The National Assessment Governing Board \(NAGB\)](#), and use the latest advances in assessment methodology. These assessments are distinguished from NAEP long-term trend, which, although national, uses frameworks and questions that remain constant over time.

### **National NAEP**

National NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at grades 4, 8, and 12.

The national sample is a subset of the combined sample of students assessed in each participating state, plus an additional sample from the states that did not participate in the state assessment. This additional sample ensures that the national sample is representative of the total national student population. The full data set is analyzed together, allowing all data to contribute to the final results and setting a single scale for the assessment. All results are then reported in a scale score metric and achievement levels for the specific assessment.

For the 2010-2011 school year, assessments in reading and mathematics will be administered to students at grades 4 and 8 and writing to grades 4, 8 and 12 from January 24 – March 4, 2011. There will also be a special NAEP-TIMSS Linking Study in science and mathematics for grade 8.

### **State NAEP**

Since 1990, NAEP assessments have also been conducted to give results for participating states. In its content, the state assessment is identical to the assessment conducted nationally. However, because the national NAEP samples were not, and are not currently designed to support the reporting of accurate and representative state-level results, separate representative samples of students are selected for each participating jurisdiction/state.

Like the national assessment, state NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject-matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., male students or Hispanic students).

### Federal and State Requirements

Georgia’s participation in the NAEP assessment is required by the State Board of Education, State Board Rule 160-3-1-.07, and is also required by Georgia law, O.C.G.A, Section 20-2-281. NAEP participation in the biennial assessment in reading and mathematics at grades 4 and 8 is required by federal law, ESEA HR1 Title I Part A, Sec. 1111 and HR 1 Title VI, Part A.

### Test Administration Accommodations Provided in NAEP

**NAEP:** Accommodations in the testing environment or administration procedures are provided for students with disabilities and students with limited English proficiency. Examples of accommodations permitted by NAEP are: extra time, testing in small groups or one-on-one sessions, reading aloud to student and scribing student's responses.

Test Administration Accommodations	
Presentation Format	Allowed?
Explanation of directions	Yes
Oral reading in English	Yes (except for reading)
Oral reading in native language	No
Person familiar to student administers test	Yes <sup>1</sup>
Translation of directions into native language	No
Translation of test into native language	No
Bilingual (Spanish) version of test	Yes (mathematics only)
Repeat directions	Yes
Large Print	Yes
Bilingual dictionary without definitions	Yes (except for reading)

Setting Format	
Alone in study carrel	Yes
Administer test in separate room	Yes
With small groups	Yes
Preferential seating	Yes <sup>1</sup>
Special lighting	Yes <sup>1</sup>
Special furniture	Yes <sup>1</sup>

Timing/Scheduling	
Extended testing time (same day)	Yes
More breaks	Yes
Extending sessions over multiple days	No

Response Format	
Braille writers	Yes <sup>1</sup>
Word processors or similar assistive device	Yes <sup>1</sup>
Write directly in test booklet	Yes
Tape recorders	No
Scribes	Yes <sup>1</sup>
Answer orally, point to answer	Yes <sup>1</sup>
One-on-one administration	Yes
Signing directions or answers	No <sup>1</sup>

(1) Not provided by NAEP, but school, district or state may provide after fulfilling NAEP security requirements.

### Resources

For more information about NAEP, including sample questions, student responses, scoring guides, and summary tables of NAEP data and performance results from the latest NAEP assessments, see the Web site at <http://nces.ed.gov/nationsreportcard/about/> or you may go to the GaDOE NAEP site at: [National Assessment of Educational Progress \(NAEP\)](#)

For more information about NAEP, contact Bobbie Bable at 404-657-6168 or by e-mail at [bbable@doe.k12.ga.us](mailto:bbable@doe.k12.ga.us).

## College Admissions Placement Tests

### Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

**Due to budgetary constraints, the State will not be funding the sophomore PSAT testing program in October of 2010.**

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program co-sponsored by the College Board and National Merit Scholarship Corporation. The Preliminary SAT (PSAT) is published by The College Board as a practice instrument for students planning to take the SAT. Eleventh grade students taking the PSAT/NMSQT may be eligible to compete for National Merit Scholarships based on their PSAT score. The PSAT/NMSQT provides all test-takers with access to *MyRoad*, the College Board's online college, majors and career exploration program, allowing them to begin college and career planning. All PSAT test takers also receive free access to My College QuickStart, a personalized college and career planning kit. Use of PSAT data involves identifying the strengths and weaknesses of individual students and classes as well as those of the school and school system. Using data, the workshops assist the local school's instructional staff to design and implement appropriate strategies that will lead to enhanced instruction and improved student achievement. GaDOE staff listed below are available to assist schools in use of PSAT data.

### SAT

The SAT® is a three-hour and forty-five minute test that measures critical reading, writing, and mathematical reasoning skills students have developed over time and that they need to be successful academically. SAT scores may be used as a tool to predict the academic performance of individual students in college-level classes. Because SAT scores are statistically controlled to maintain the same meaning from year to year, and because SAT-taker population is relatively stable from year to year, this report can be used to interpret SAT scores of individual students within the broader context of data; aggregate scores across groups of college-bound seniors; study changes over time in the characteristics of students taking the SAT; look at year-to-year educational and demographic changes in this population, along with changes in test performance. Each postsecondary institution determines its standards and test requirements for admission. Currently, all public four year colleges and universities in Georgia require either the SAT or the ACT college entrance examination. Students may register for the SAT using a paper registration form available from their school counselor or register on line at <http://www.collegeboard.com/student/testing/sat/about.html>. For more information you may call the Southern Regional Office of The College Board at 770-225-4000.

## ACT

Many students in Georgia participate in another test, the ACT. The ACT Assessment is designed to assess understanding and higher-order thinking skills in English, Mathematics, Reading, and Science reasoning. The ACT reflects students' skills and achievement levels as products of their high school experiences and serves as a measure of their preparation for academic coursework beyond high school. ACT results are used by postsecondary institutions across the nation for admissions, academic advising, course placement, and scholarship decisions (2005 ACT). Each postsecondary institution determines its standards and test requirements such as acceptable performance on the ACT. Currently, all public four year colleges and universities in Georgia require either the SAT or the ACT college entrance examination. Students may register for the ACT using a paper registration form available from their school counselor or online at [www.actstudent.org](http://www.actstudent.org). Call the regional ACT office in Atlanta at 404-231-1952 for more information.

### Advanced Placement (AP) Exams

**For the May 2011 AP Exams the State will be providing payment for one (1) exam for students who qualify for the reduced AP exam price. (Students identified by the College Board as Option 1 students)**

The Advanced Placement (AP) program is designed to provide students with opportunities to earn college or postsecondary credit and/or to determine appropriate placement in postsecondary programs. The College Board sponsors the AP program with technical operational services provided by Educational Testing Services (ETS) in Princeton, New Jersey. The College Board prepares an Annual Summary Report of data from state and national AP programs, including performance on AP exams. Scores on AP exams range from 1 to 5, with a "5" indicating that the examinee is "extremely well qualified." A score of "3" or higher is usually considered to be a qualifying score on the exams. Georgia has experienced a tremendous increase in the percentage of students enrolled in AP courses and completing AP exams. Research has shown that students who complete AP courses and take AP exams are better prepared to successfully begin their post-secondary education. In addition, advanced placement students are more likely to graduate from college than students who do not take AP courses (Clifford Adelman, Answers in the Toolbox, 1999).

Contact Information for PSAT, SAT, ACT and AP:

Becky Chambers at (404)463-5098 or by e-mail at [rchambers@doe.k12.ga.us](mailto:rchambers@doe.k12.ga.us)

Georgia McSwain at (404) 657-9799 or by e-mail at [gmcswain@doe.k12.ga.us](mailto:gmcswain@doe.k12.ga.us)

Bonnie Marshall at (404) 656-6859 or by e-mail at [bmarshall@doe.k12.ga.us](mailto:bmarshall@doe.k12.ga.us)

## **Lexile Scores**

A Lexile score is provided for every student who takes the reading Criterion-Referenced Competency Test (CRCT) or the English/language arts Georgia High School Graduation Test (GHSGT).

### **What is a Lexile score?**

A Lexile is a standard score that matches a student's reading ability with difficulty of text material. Lexiles typically range between 200L and 1700L. Lexile text below 200L represents beginning-reading material, and a student's Lexile score may have a number in the 100s or the code *BR*. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension. Experts have identified 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge.


### **How is a Lexile Score produced?**

Since 2005-06, GaDOE and MetaMetrics have conducted several studies to link existing state tests to the Lexile scale. Some students in selected districts took a Lexile Linking Test (LLT) a few weeks prior to the regular administration of the GHSGT in English/Language Arts or the CRCT in Reading. By examining both scores -- LLT with either the GHSGT or CRCT -- a set of Lexile to GHSGT or CRCT look-up tables were produced. These look-up tables allow students to get a Lexile score along with their CRCT or GHSGT score without having to take the Lexile-assessment each year. Any time that a state-mandated test is revised, that revised assessment will have to undergo a similar linking study in order to produce a Lexile measure along with the regular assessment's new scale scores and assessment standards.

### **Where to Find a Lexile Score?**

If a student takes the Reading CRCT or the English/Language Arts GHSGT, then he or she will receive a Lexile score on the individual student report produced from that administration. In 2007 the CRCT reports were modified to provide more extensive information on the Lexile. In 2008 the GHSGT reports were modified to include a more detailed report with Lexile information. The following examples show the location of the Lexile score and explanations on the 2010 CRCT and GHSGT reports.

## 2010 CRCT Individual Student Report

	Student: <b>ALLISON J. MORGENSTERN</b>	Grade: <b>4</b>
	Birth date: <b>5/7/1999</b>	Class: <b>JONES</b>
	Gender: <b>FEMALE</b>	School: <b>NORTH SCHOOL</b>
	GTID: <b>1345123412</b>	System: <b>NORTH DISTRICT</b>

### Individual Student Report

#### Spring 2009

Reading GPS	Number Correct	Number Possible
Level 3 Exceeds Standard	16	18
Level 2 Meets Standard	7	14
Level 1 Does Not Meet Standard	7	8

This student's score is **825**, which is in performance Level 2 and **meets the standard** for Reading.

A score of **825** indicates this student's achievement on the day of testing. If this student were to take the same test again, it is likely that his or her reading score could be within the standard error of measurement range of 818 to 834.

#### Reading Domains

Reading Domain	Number Correct	Number Possible
Literary Comprehension	16	18
Information and Media Literacy	7	14
Reading Skills and Vocabulary Acquisition	7	8

#### Performance Level 2 for Reading

The student's overall performance in reading fourth-grade materials **meets the expectation** for this grade. Students who meet the expectation understand what they read. They usually use clues in what they are reading to define new words. Students at this level can describe the characters, setting, and plot of a story. They make connections to help them understand more complicated passages. They know the difference between fact and opinion and use information from charts to answer questions. Students who meet the expectation show understanding beyond basic meaning.

#### Lexile® Information

**This Student's Lexile Measure: 740L**

For leisure reading, this student will find most books in this range easy to understand.

Suggested titles that fall within this range include:

Title	Author	Lexile
Women Explorers of the Oceans	McLennan, Margy	640L
The Contest	Korman, Gordon	690L
Uncle Danny's Way	Heck, Jessie	730L


Books in this range provide a motivating challenge.

Suggested titles that fall within this range include:

Title	Author	Lexile
Beethoven Lives Upstairs	Nichol, Barbara	750L
Everglades National Park	Fazio, Wendy	770L
Shoelace Joe & Black Betty	Blander, Phil	790L

Please visit [www.gadoe.org/lexile.aspx](http://www.gadoe.org/lexile.aspx) for more information.

## 2010 GHSGT Individual Student Lexile Report

	Student: <b>EXAMPLE STUDENT</b>	Grade: <b>12</b>
	Birth date: <b>08/18/1991</b>	School: <b>Example High School</b>
	GTID: <b>1234567890</b>	System: <b>Example System</b>

### Individual Student Lexile Report

#### Summer 2009

Students who receive a scale score on the English Language Arts GHSGT also receive a Lexile score and this report.

<b>This student's English Language Arts Performance:</b>	
Total Scale Score:	207
Performance Level:	Basic Proficiency

#### Lexile® Information

**This Student's Lexile Measure: 1010L**

For leisure reading, this student will find most books in this range easy to understand.

Suggested titles that fall within this range include:

Title	Author	Lexile
The Alchemist	Coelho, Paulo	910L
Within the Tides	Conrad, Joseph	960L
Zoy's Story	Folan, John, et al.	1000L

Books in this range provide a motivating challenge.

Suggested titles that fall within this range include:

Title	Author	Lexile
Tiger Woods: The Making of a Champion	Rosaforte, Tim	1020L
Six Days in October	Sumner, Karen	1040L
Oliver Twist	Dickens, Charles	1060L

NOTE: CA=Conditional Administration

Please visit [www.gadoe.org/lexile.aspx](http://www.gadoe.org/lexile.aspx) for more information.



### **How will knowing a child's Lexile score help?**

Students are more comfortable when they read texts that match their Lexile level. Using Lexile measures, educators can assign and recommend reading materials that will help students develop stronger reading skills. Parents can use Lexile information to select texts that reinforce what teachers are trying to accomplish in the classroom. It is important to note that the Lexile measure does not address the content or quality of the text. Many other factors affect the relationship between a reader and a text, including its content, the age and interests of the reader, and the design of the actual text. The Lexile measure is a good starting point in the text-selection process, but parents and educators should always consider these other factors when making a decision about which text to choose.

Lexile scores provide teachers with a valuable tool. Teachers can use a student's Lexile score to identify reading material that best matches a student's reading ability. By finding books that match a student's Lexile score, the teacher can locate material that the student will comprehend while presenting the student with enough challenge to promote growth of his or her reading ability. Lexiles are a great way for teachers to locate material covering the content of lessons at various reading levels so that all students can access the content.

### **Where can I find more about Lexiles?**

The Assessment Research and Development Division of the Georgia Department of Education has created a webpage dedicated to Lexiles and the Lexile Framework with frequently asked questions. The testing site contains a short presentation focusing on using Lexiles in the classroom and in the home. This presentation is available in both a PowerPoint and PDF format. Please visit: <http://www.gadoe.org/lexile.aspx>

The Academic Standards Division also has developed an instructional site as part of Georgia's Focus on Literacy Achievement and the Lexile Framework for Reading Initiative. Please visit: <https://www.georgiastandards.org/Resources/Pages/Tools/LexileFrameworkforReading.aspx>

In addition, MetaMetrics, the developer of the Lexile Framework, provides a wealth of information for teachers and families on its website, including two tools for searching books by Lexile ranges. Visit: [www.lexile.com](http://www.lexile.com)

### **How do you find books for students using Lexiles?**

First, calculate a student's Lexile range. To do this, add 50 to the student's reported Lexile measure and subtract 100; in other words, locate 50L above and 100L below their reported Lexile measure. This range represents the boundaries between the easiest kind of reading material for the student and the hardest level at which he/she can read successfully. Select reading material within that Lexile range. You should

also consider a student’s interest in particular topics and his/her favorite authors when picking reading material.

**Example of a Student’s Lexile Range**

Susie’s Individual Student Report shows she has a Lexile measure of 450L. Her range would be 350L to 500L. To find reading material that she can read with at least a 75% comprehension level, select books, magazines, or other reading material within this range.

Libraries now have many books that have been tagged with a Lexile score. Ask your school media specialist or public librarian to assist in locating books with Lexile scores. Many publishers have had their books “Lexiled,” and this information can

often be found in the library catalogue system as well as on the book’s copyright page, spine, or back cover.

MetaMetrics, the developer of the Lexile, offers a Lexile book database. This is a tool for connecting students to reading material and contains thousands of books and articles. The user-friendly book-search engine, “Find a Book,” allows parents and students to select books by several criteria, including Lexile score, Lexile range, student’s interests, title, author, etc.

You can locate the “Find a Book” search engine at <http://www.lexile.com/fab>.

For more information about Lexiles, contact Dr. Melodee Davis at 404-657-0312 or by e-mail at [medavis@doe.k12.ga.us](mailto:medavis@doe.k12.ga.us).

## TEST ADMINISTRATION

### Scheduling Considerations

**When scheduling tests, remember the following:**

- Mandated tests **must** be scheduled in accordance with published GaDOE testing dates.
- A Statewide Assessment Calendar appears on the [GaDOE Testing web page](#) in the For Educators portlet.
- In scheduling each mandated assessment, schools must adhere to the testing times prescribed in the Examiner's Manuals. Allowing too much or too little time may result in an invalidation.
- If breaks are allowed, they should be scheduled so that an unhurried pace is maintained.
- When scheduling tests, systems and schools should consider the optimum time to administer the tests. For example, testing immediately after students have had strenuous physical activity should be avoided.
- Each school has the option of deciding whether students will be tested in their classrooms (i.e. where students normally receive instruction) or in a large-group setting. The classroom situation is strongly recommended, especially for elementary school students. However, if the large-group testing option is selected, all students must be able to hear the test instructions and have sufficient workspace for writing or marking answer documents. A sufficient number of proctors must be available to assist with test administration and monitor test security.
- All personnel involved in the administration must be trained. Volunteers should not handle test materials or manage testing logistics but may assist in the administration in other ways.

**For all grades, the following procedures should be observed:**

- The examiners must be Georgia certified educators and must be assisted by proctors, when necessary. One proctor per K-3 classroom is recommended. At least one proctor per 30 students in grades four through twelve is required. Substitute teachers, teacher paraprofessionals, and volunteers may serve as proctors only after being trained in the specific test administration. Parents, other relatives, and guardians who may be paraprofessionals or community volunteers must not proctor the class in which their child or a relative is a member. All proctors should have a thorough orientation to their duties prior to testing (See Test Security for a detailed description of responsibilities).
- If testing is conducted in self-contained regular education classrooms, it is suggested that the examiner be someone other than the regular classroom teacher assigned to those students. However, special education teachers and ESOL teachers may administer the tests to their students. A system/school may choose to establish testing teams within grade levels, may rotate same-grade teachers for testing purposes, or may use other appropriate certified personnel.

- A proctor must assist the examiner if there are more than 30 students in a classroom. This person will aid the examiner in distributing and collecting materials, in systematically observing students, and in responding to problems, which may arise, particularly in testing younger students. For younger students, a proctor or assistant can speed up testing and help minimize confusion. The presence of a proctor also will assist in protecting the integrity of the testing situation. All proctors must be trained.
- The Principal, Assistant Principal, and/or designated central office staff must monitor all testing sessions. This is especially necessary when testing is being conducted in multiple locations within a building.
- Seating arrangements should ensure that each student has adequate workspace for test booklets and answer documents, with sufficient space between students to discourage copying and to permit them to handle materials comfortably. For EOCT and CRCT online assessment, measures should be taken so that students may not see adjacent computer screens to avoid incidences of cheating.
- The rooms should be well lit, adequate ventilation, a comfortable temperature, and freedom from interruption. Rooms should not be located near noisy areas, such as band rooms or play areas. A “Testing – Please Be Quiet” sign should be posted.

### **Preparing for Testing**

- The most current information for any test administration will be sent via the Testing Update Bulletin at least two weeks prior to the date of the test.
- Check necessary supplies and materials that must be available for testing. These include a sufficient number of test booklets, answer documents, practice materials (if provided), instructions, pencils, pens for writing assessments, scratch paper, (if appropriate), a clock or stopwatch for any timed tests, and extra calculators (as needed).
- Pre-ID labels must be used to provide accurate student information for state tests. Read Update Bulletins carefully for current information on use of labels specific to each test. Labels with incorrect information should not be used.
- The School Test Coordinator must count all materials before disseminating to examiners. Examiners must verify count before testing begins. At the end of testing each day, the examiner must account for all materials before dismissing students. The School Test Coordinator must count all materials as teachers check in the materials at the end of testing each day of testing.
- Write any necessary identifying information on the chalkboard prior to beginning the testing session.
- Prior to testing, make a plan to provide activities for elementary and middle students who complete their testing early.
- Take care of restroom needs. Teachers will want to be certain that students, especially younger children, have an opportunity to go to the restroom before the test begins. There should also be ample planned and monitored breaks in the testing schedule. These breaks must be consistent

with the administration procedures for each test. In the interest of test security, restroom visits should be monitored.

- Help students manage the test booklets and answer documents efficiently. On many tests, students will mark answers on answer documents that are separate from the accompanying test booklets.
- Students should be directed not to use the answer document as scratch paper or for doodling. Stray marks can cause the answer document to be unscorable or cause it to be scored improperly.
- Organize and monitor available test-taking time. Students should try to pace themselves during testing by working quickly while maintaining accuracy. They should be aware of the time allocated for the test, as well as the number of items on the test, but should avoid clock watching. Test anxiety may increase if students are overly concerned about the time and glance at a watch or clock too frequently. Teachers should encourage students to review and check answers, if time allows.
- Encourage students to read all questions and answer choices. Teachers should instruct students to be certain they have read all choices before selecting an answer.

### **Makeup Sessions**

The system testing schedule **must** be established within the range of the state testing dates, including make-up dates. The School Test Coordinator should follow appropriate test administration procedures when scheduling make-up sessions.

Makeup tests are intended for students who are unavoidably and unexpectedly absent on the regularly scheduled testing day. Makeup tests are not intended to accommodate students whose activities conflict with regular state testing dates. School-sponsored activities that would require students to be away from school (e.g., field trips) should be scheduled so that they do not occur within the state-mandated testing windows.

If a student is still absent through the scheduled testing dates, he/she must wait until the next scheduled administration. If an administration is required for graduation or promotion, and if there are extenuating circumstances, a special administration may be requested through the Assessment Administration Division of the GaDOE.

### **Homebound/Hospitalized Students**

The goal of a school system with homebound students requiring state assessments is to provide an administration of the test that, as closely as possible, approximates the administration that is being conducted at the student's home school.

If the student will be tested at home or in the hospital, the examiner should administer the test at the same time (if possible) and must use the same administration procedures being used in the school. The examiner must be a certified teacher who has been trained to administer the test.

For test security, examiners must check out assessment materials from the School/System Test Coordinator, administer the test on the designated date, and return materials to the School/System Coordinator at the conclusion of testing each day. Test administration manuals and all related materials must be returned to the School/System Test Coordinator immediately following the assessment.

### **Students in Home Study**

Students served in home schools are governed by the provisions of Georgia law: O.C.G.A. 20-2-690. State law does not require public school systems to provide testing services for home schools.

Additional information may be located at the following link:

<http://www.gadoe.org/askdoe.aspx?PageReq=ASKHome>

### **Dealing with Emergency/Unexpected Situations**

In any unexpected situation, educators must first act to assure the safety of all children and adults, and to protect property from damage. Beyond that, and to the greatest extent practicable, the integrity of the test being administered is to be maintained. In order to report reliable and valid test scores, the testing situation must be as secure as possible. Below are some examples of situations where unexpected interruptions of the testing session could occur. If handled appropriately, testing can be resumed without compromising the integrity of the test.

Unplanned fire drill/bomb threats – Student safety is the priority. Tests should be kept secure (lock door when students have evacuated the room). Students should not take the test outside and should not be permitted to talk during the drill. Be sure to note the time of the evacuation so that you can figure out how much time students have to complete the testing session. When you are able to reenter the building safely, resume testing as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should you be out of the building overnight, materials should be verified prior to resuming testing and examiners need to make certain that students resume testing with the correct materials.

Student becomes ill during the test – Each situation must be considered independently. Remove the student from the testing environment as quickly as possible so that the other students are not disrupted. If cleaning up in the room is necessary, please relocate other students, allowing them time to complete the test. If relocation is not possible, remove students from the room, securing all testing materials. Students should be kept in a location where they cannot discuss the test until the room has been restored. Resume testing as soon as it is feasible, allowing students the remainder of the testing time.

NOTE: If a student does not complete a section due to illness, that section may not be finished the following day or during makeup.

## Collection and Scoring

### Return of Test Materials

Specific information related to the collection and scoring of tests can be found in system-level and school-level administration materials that are distributed along with the testing materials. For security purposes, all *Examiner's Manuals*, test booklets, answer documents, and scratch paper (if allowed) must be returned to the School Test Coordinator, then to the System Test Coordinator immediately after tests have been administered. The Examiner, School Test Coordinator and System Test Coordinator must account for all materials.

Immediately after testing has been completed, appropriate personnel should perform the following tasks with appropriate supervision:

- Check all coding of identifying information and form numbers, where applicable.
- Count the answer documents and test booklets to account for the appropriate number.
- Check to make certain there are no answer documents left in the test booklets.
- Prepare the answer documents so that the correct information has been recorded in the proper manner. All errors in bubbling student identification information must be corrected. Erase all stray pencil marks and smudges from the answer documents in a monitored environment. Make certain that **NOTHING** has been written on the answer documents except in areas designated for recording information.
- The timely return of answer documents ensures a timely return of scores. When answer documents are not returned by the stated deadline, the return of student scores statewide will be delayed. Failure to return documents according to the statewide testing calendar is a violation that may be reported to the PSC.
- Completed answer documents (including writing assessments) should not be hand scored or reproduced in any form. Unnecessary handling of documents that will be scanned can contribute to scanning problems and is a breach of test security.

### Transferring Student Test Scores

It is the responsibility of local school systems to ensure that test scores become a part of students' records as soon as possible after testing, and that such records follow students to their new schools. Grade placement and high school graduation may be delayed because test scores are unavailable. Students who expect to receive a high school diploma from a Georgia public high school must have proof of passing scores on all of the required sections of the Georgia High School Graduation Tests and

the Georgia High School Writing Test. A copy of State Board of Education Rule 160-5-1-.14, TRANSFER OF STUDENT RECORDS can be found on the GaDOE web site.

NOTE: If a student's records are unavailable or do not show test scores, contact the System Test Coordinator in the student's previous school system and/or the Principal of the school from which the student is transferring to verify test scores.

**Transferring Records for Students with Disabilities, 504 Students, and ELL Students**

If a student's special education record, including his/her IEP, IAP, or ELL/TPC Plan is unavailable, contact the System Test Coordinator, the system Special Education Director, or ESOL coordinator in the student's previous school system, or the Principal of the former school to verify placement, testing accommodations, and requirements specified in the IEP, IAP, or ELL/TPC Plan. Every effort should be made to receive such information prior to testing any student with special needs.



## Dissemination of Test Information

This section of the handbook provides a brief overview of the reporting of assessment results and guidance on retaining test records. For specific types of reports for each testing program, please refer to the specific test program page on the Georgia Department of Education's Testing page: [http://www.gadoe.org/ci\\_testing.aspx](http://www.gadoe.org/ci_testing.aspx)

### State Dissemination of Scores

The Office of Assessment and Accountability works with its various test contractors to produce timely and accurate results. The department has worked to reduce the time between submission of assessment results and availability of initial student rosters. The key factor in quick turn-around-time of results is the obtainment of a representative sample for verifying test calibration and equating and for analyzing test results. School systems can assist the department in this effort by ensuring that test materials are packed appropriately and returned promptly to the vendor for scanning and scoring. To ensure that results are attributed to the correct student and school, it is crucial that the pre-ID or student demographic information be accurate. Also, because reports are created based on the school code provided on header sheets, systems need to ensure that only the current year's school codes are used.

Test results are reported at the student, system, school, state, and in some cases, class levels. Results for individual students are critical for certain grades and subjects. For example, schools need CRCT results immediately for promotion decisions in grade 3 for reading and in grades 5 and 8 for both reading and mathematics. In addition, the schools need GHSGT results for graduation decisions. For this reason, the Assessment Research and Development Division releases these results on the department's secure portal, my GaDOE. The portal is available to all school systems and provides a security for protecting the confidential data inherent in assessment files. These electronic data are made available earlier than paper copies to assist in making decision regarding summer school attendance and graduation participation.

Electronic data and student-level assessment data are made available via roster format or data file format depending on the contractual agreement between the test vendor and GaDOE. In summary, rosters are made available to districts on the Portal for the CRCT, GHSGT, GHSWT, 8<sup>th</sup> Grade Writing, and 5<sup>th</sup> Grade Writing testing programs. Class rosters for EOCT are posted to PearsonAccess. These are made available before hard copy reports are shipped to districts. System level data files are made available to districts on the Portal for the CRCT, GHSGT, GHSWT, 8<sup>th</sup> Grade Writing, 5<sup>th</sup> Grade Writing, EOCT, GAA, and GKIDS testing programs. ACCESS data is made available to districts via mail shipment and CD-Rom.

Individual student reports, rosters, school-level summary reports, and system-level summary reports are made available to districts via printed copy. These reports are shipped directly to school systems in care of the System Test Coordinator at the address provided by the school system. Therefore, it is critical that school districts apprise the division of any changes in shipping addresses.

### **Accessing Early Results and Assessment Data Files on the MyGaDOE Portal**

The Assessment Research and Development Division's policy for releasing secure (student level) data is that such information will be released only to the System Test Coordinator. Requests for data from other personnel in the system (e.g. principals, teachers, parents, etc.) will be directed to the System Test Coordinator.

System level electronic data files for most assessments are also available to System Test Coordinators via the Portal. This provides a means for local educational staff to analyze the data to meet their unique reporting needs. Annually, the Assessment Research and Development Division within Assessment and Accountability posts Microsoft Excel extraction tools that import any .txt assessment data into Microsoft Excel. The tools are posted to the GaDOE testing web page prior to the dissemination of the electronic files.

The URL for the MyGaDOE Portal is <https://portal.doe.k12.ga.us>. When data are available for download, System Test Coordinators receive an email message to alert them. After logging on to the Portal, System Test Coordinators navigate to the "District Assessments" portlet and save the assessment zip file to their computer.

To unzip the reports, they need the WinZip program installed on their computer. No additional password to extract the roster reports/data files is necessary. A Portal Navigation Guide is available upon request (see contact information below).

To have access to these downloadable roster reports and data files, it is imperative that System Test Coordinators acquire a login and password that allows them access to the assessment data on the Portal. Because the assessment information provided on the Portal is highly confidential, *not all persons who have a Portal login have access to the assessment data*. System Test Coordinators should contact the Help Desk to be sure that they have permission to view the assessment data, and if they don't have permission, learn about the procedure for obtaining permission. The Help Desk can also provide assistance with locating old or forgotten passwords and signing up for a Portal account (for new System Test Coordinators). Since the Help Desk is busiest during the spring season and it typically takes a few days to acquire permissions for the assessment data, it may be prudent for System Test Coordinators to procure their Portal login information before the start of testing season.

Questions about the Portal and obtaining login permission should be directed to the Help Desk:

Email: [dticket@doe.k12.ga.us](mailto:dticket@doe.k12.ga.us)

Phone: 1-800-869-1011

For information about assessment results or portal navigation, contact Adrienne Walker at 404-463-0166 or by email at [awalker@doe.k12.ga.us](mailto:awalker@doe.k12.ga.us).

### **Interpreting the Results**

The Office of Assessment and Accountability provides training for interpreting results. Primarily this training is part of the pre-administration and post-administration workshops. More detailed training is provided and is mandatory when a new test program is initiated or when a test has undergone revisions. Additional requests for district level training via webinar may be arranged.

A score interpretive guide is provided for each testing program. These guides are posted on the GaDOE testing web pages. To find the guide for a particular testing program, visit [http://www.gadoe.org/ci\\_testing.aspx](http://www.gadoe.org/ci_testing.aspx). Then click on the name of the specific test. The guide is located under “Resources” for that test.

### **Public Reporting of Statewide Test Results**

The Assessment Research and Development (ARD) Division within Assessment and Accountability works with its contractors to provide high-quality data that are accurate and useful to the public. The ARD Division strives to assure that the release of testing data complies with all state and federal laws, including, but not limited to, the Georgia Open Records Act (O.C.G.A. § 50-18-70), the Federal Educational Rights and Privacy Act (FERPA), and the Elementary and Secondary Act, known as No Child Left Behind (NCLB).

CRCT, GHSGT, and EOCT test results are reported to the public in stages following a process of data verification:

- Statewide data are released via a notice from the State Superintendent of Schools along with a testing brief that is posted to the department’s web site.
- System-level data are released shortly after the release of the state-level results as soon as the ARD Division has been able to verify the information. These data are released in an Excel format on the department’s web site.
- School-level data are released shortly after the release of the system-level results as soon as the ARD Division has been able to verify the information. These data are released in an Excel format on the department’s web site.

- Data release dates will be made public no later than the day of the release of the statewide data report. Data will be released on the same day to all parties, including school systems, the media, and the general public.

In addition to these venues of reporting assessment results, both Georgia law and NCLB require that states issue “report cards” with results in a parent-friendly format. The GaDOE web site, [www.gadoe.org](http://www.gadoe.org), links to the State Report Card each year. Aggregated and disaggregated results of all state tests can be found on this web site by test, school, system, and state.

## Local System Dissemination of Scores

Dissemination of scores is an important component of the mandate that systems inform the public concerning testing. State and federal laws require that each local school system annually inform the citizens residing within its area concerning the collective achievement of all enrolled students by school and system. Publishing in the newspaper is one of the best ways to disseminate the information.

Media help shape public opinion; therefore, educators need to work closely with media representatives to provide the public with accurate and complete information about schools. An example of going beyond simply reporting results is to provide an explanation of how the results will be used to improve instruction. Putting the results in this context goes beyond the numbers and focuses on the implications for learning, which in turn, emphasizes the purpose for giving the assessments — to promote student learning and improve student achievement.

## Retention of the Files of Test Results

Many questions arise about how long test results must be retained. The document *Retention Schedule for Local Government Records* defines test files and specifies the retention schedule for school test score reports. To access the link, please copy and paste it into your Internet browser address line.

[http://sos.georgia.gov/archives/pdf/state\\_spec\\_reports/LGScheduleNov2009.pdf](http://sos.georgia.gov/archives/pdf/state_spec_reports/LGScheduleNov2009.pdf)

Standardized Test Results	Records documenting the administration and results of state required standardized student testing programs	4 years	Temporary - Short Term
Standardized Test Summary Reports	Records documenting state required standardized student test summaries showing overall school or system results	10 years	Temporary- Short Term

This information implies that any criterion-referenced reports containing summary data for schools or systems are retained ten years. Reports such as class lists, achievement rosters, diagnostic summaries, etc., fall into the four-year category. Reports that extend beyond the retention dates should be destroyed. Individual student reports may be destroyed if there are records of scores in the student's permanent record (e.g., labels).

### **Student Remediation Files**

These documents relate to assistance, instruction, and remediation provided to students who fail to pass the GHS GT, GHS WT, and the CRCT for Grades 3, 5, and 8. This could include attendance rosters, lesson plans, and instructional materials used for the purpose of remediation.

Student Remediation Files	Records documenting assistance, instruction, and remediation provided to students who fail to pass the high school graduation exam	4 years after graduation or last attempt to complete	Temporary - Long Term
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All test records should be retained by the school/system for as long as the data may be needed to support the student's educational program (such as GaDOE's Waiver & Variance Policy), or as required elsewhere in Georgia Board of Education rules or state law.

### **Contact Information**

For more information on assessment results, please contact the Assessment Specialist for the specific testing program or the Assessment Research and Development staff:

- Dr. Melodee Davis, Director, 404-657-0312, [medavis@doe.k12.ga.us](mailto:medavis@doe.k12.ga.us)
- Adrienne Walker, Assessment Specialist, 404-463-0166, [awalker@doe.k12.ga.us](mailto:awalker@doe.k12.ga.us)
- Ruby Sullivan, Research Associate, 404-463-0164, [rsullivan@doe.k12.ga.us](mailto:rsullivan@doe.k12.ga.us)
- Dr. Sheril Smith, Assessment Specialist, 404-617-7135, [shsmith@doe.k12.ga.us](mailto:shsmith@doe.k12.ga.us)

## **ASSESSING SPECIAL POPULATIONS**

Federal and state laws require that all students participate in the state-mandated assessment program, including students with disabilities and English Language Learners (ELL). Specific guidance concerning the inclusion and assessment of students with disabilities and ELL students is outlined below; additional guidance is also outlined in each test's administration manual.

### **Students With Disabilities under the Individuals with Disabilities Education Act (Students with IEPs)**

The Individuals with Disabilities Education Act (IDEA), reauthorized in 2004, mandates the provision of special education and related services, as appropriate, as a means of providing a free, appropriate public education to students with disabilities. Special education refers to specially designed instruction, at no cost to the parents, to meet the unique needs of a student with disabilities. Under the IDEA, a student with a disability is defined as a student with autism, deaf-blindness, emotional/behavioral disorder, deafness or hard of hearing, intellectual disability (mild to profound), learning disability, orthopedic impairment, other health impairment, significant developmental delay, speech or language impairment, traumatic brain injury, or visual impairment (including blindness). The Individualized Education Program (IEP) process determines the educational needs of a student with disabilities and the service or services required to meet the identified needs.

The IDEA mandates that all students with disabilities be included in state and local assessment programs. The IDEA also mandates that the IEP include a statement of participation and accommodations needed for the administration of state and local assessments. Each state is also required to report the number and performance of students with disabilities who take statewide assessments, with and without accommodations, and the number and performance of students who participate in an alternate assessment. An alternate assessment is an assessment designed for students with significant cognitive disabilities who are unable to participate in a regular assessment even when accommodations are provided.

Decisions regarding the participation of students with disabilities in statewide assessment must be made, on a case-by-case basis, by each student's IEP team. The IEP team should (a) consider the purpose of the assessment, (b) consider the feasibility of the student's participation, (c) determine what accommodation(s), if any, the student will need and document this in the student's IEP, and (d) document in the IEP the decision for the student to participate in the assessment or for the student not to participate. If the student's IEP team recommends that she/he not participate in the regular statewide assessment, then the IEP must (a) document the reason the student will not participate, and (b) identify participation in the Georgia Alternate Assessment (GAA). The IEP team must ensure the student meets the eligibility requirements to participate in the GAA.

Accommodation(s) considered by IEP teams must be consistent with those used during classroom instruction and assessment. IEP teams must consider only state-approved accommodations for state-mandated tests. If an accommodation is recommended that is not included in Table 4 of this handbook, approval MUST be received from the Assessment and Accountability Office of the GaDOE prior to the inclusion of the accommodation in the student's IEP and its use. IEP teams may not include accommodations in IEPs which have not been approved by the state.

All decisions regarding participation in the assessment program must be kept on file in the student's permanent record. The determination of accommodations must be considered annually.

### **Individualized Education Program (IEP) Teams**

IEP teams are responsible for decision-making about individual students and participation in the assessment program. IEP teams include the parents, the student when appropriate, regular education teacher(s), special education teacher(s), an LEA representative, an individual who can interpret the instructional implications of evaluation results, and any other individual with expertise or knowledge about the student at the discretion of the parent or school system. The IEP team must review each assessment (local and state) being given at a particular grade and determine student participation in the assessment and necessary accommodations, if any. The decision to participate in a particular assessment and the accommodations needed, if any, for each assessment must be documented in the IEP. Allowable/approved accommodations are provided in Table 4 of this handbook. **If an accommodation is recommended that is not included in Table 4 of this manual, approval MUST be received from the Assessment Research and Development Division of the GaDOE prior to the inclusion of the accommodation in the student's IEP and its use.**

When the student is unable to participate in the regular assessment program, the GAA must be administered for state-required assessments and the reason why the student cannot participate in the regular assessment must be documented. Guidelines for participation in the Georgia Alternate Assessment are included in this handbook; the IEP team must ensure the student meets the eligibility requirements to participate in the GAA.

### **Participation in Assessments**

Georgia State Board of Education rules require that all students receive instruction based on the state's curriculum. If the student's instruction is based on the state curriculum, but the student is working towards alternate achievement standards, the student should participate in the GAA. Participation criteria for the GAA are included in this handbook.

Most students with disabilities can and should participate in the regular assessment program, with standard accommodations, if needed. All decisions regarding participation in the assessment program

must be documented in the student's IEP. This includes: 1) which assessments the student will take, 2) what accommodations are needed for each assessment, if any, and, 3) if the student is not participating in regular assessment, why the student is not and how the student will participate in the GAA.

### **Impact on Graduation Requirements**

#### Prior to 2008-2009

It is extremely important that the parent(s)/guardian(s) and the student(s) who entered high school **prior to the 2008-2009** school year understand that, in the case of the Georgia High School Graduation Tests (GHS GT) and the Georgia High School Writing Test (GHS WT), participation in the Georgia Alternate Assessment **will not satisfy** the graduation requirements for a diploma with a college preparatory or career-technology preparatory seal. These students may be eligible to receive a special education diploma or a certificate.

#### 2008-2009 and Beyond

Students who enter ninth grade in 2008-2009 and thereafter, are assessed with the GAA and have successfully completed all applicable graduation requirements may be eligible to receive a Georgia high school diploma. Eligible students must have: (1) completed an integrated curriculum based on the GPS that includes instruction in English/language arts, mathematics, science and social studies as well as career preparation, self-determination, independent living and personal care to equal a minimum of 23 units of instruction, (2) participated in the GAA during middle school and high school and must have earned a proficient score (i.e., Established Progress or Extending Progress) on the high school GAA in all content areas: English/language arts, mathematics, science, and social studies and (3) reached the 22<sup>nd</sup> birthday OR have transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

The IEP should document a discussion with the parent(s)/guardian(s) and student about the requirements for the various diploma types and the recommendation of the type of diploma toward which the student will be working. The parent(s)/guardian(s) and the student, if appropriate, should also be informed that the decision regarding participation in statewide assessments will be reviewed during subsequent IEP team meetings.



## **Section 504 Students (Students with Disabilities who are not served in special education)**

Section 504 of the Rehabilitation Act of 1973 is a comprehensive civil rights law which addresses the rights of persons with a disability, indicating that “no otherwise qualified [disabled] individual shall, solely by reason of his/her [disability], be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.” This law applies to agencies and organizations, including public school systems. The definition of a person with a disability under Section 504 is much broader in scope than that of the IDEA. Under Section 504, the term *disability* refers to a person who (a) has a physical or mental impairment which substantially limits one or more major life activities, (b) has a record of such impairment, or (c) is regarded as having such impairment. Students with a disability under IDEA are entitled to reasonable accommodations to allow their participation in the school programs, activities, and procedures in which their non-disabled peers participate. Therefore, Section 504 students must be included in state and local assessments with reasonable accommodations, if any, which may be necessary to allow participation in the assessment.

As indicated above, no student identified as having a disability under Section 504 shall “solely by reason of his/her (disability) be excluded from the participation in, be denied the benefits of, or be subject to discrimination.” Thus, students who have been identified as having a disability under the Section 504 guidelines must be included in statewide assessments. In Georgia, the Student Support Team (SST) can satisfy certain 504 requirements with respect to determining the appropriate educational needs of a student. As a result, some students with disabilities may have a 504 Individual Accommodation Plan (IAP) developed by the SST.

Accommodations considered by the SST must be consistent with those used during classroom instruction and assessment. Only state-approved accommodations may be considered and included in the Section 504 IAP. If an accommodation is recommended that is not included in Table 4 of this manual, approval MUST be received from the Assessment and Accountability of the GaDOE prior to the inclusion of the accommodation in the student’s IAP and its use. The SST may not include accommodations in Section 504 IAPs which have not been approved by the state.

## **Special Considerations Related to Accommodations for the Georgia High School Graduation Tests and the Georgia High School Writing Test**

Passing scores on the Georgia High School Graduation Tests (English/language arts, science, social studies, and mathematics) and the Georgia High School Writing Test are required for a Georgia High School Diploma. The accommodations that students with disabilities, 504 students, and ELL students may require are allowed on this test are specified in this handbook as well as the test administration manual and while there are no state-approved conditional accommodations listed for the GHS GT or GHS WT, individual students may need an accommodation that could result in a conditional accommodation. Approval of such an accommodation must be received by the Assessment and Accountability Division of the GaDOE prior to inclusion of the accommodation in the student's IEP, IAP, or ELL/TPC and its subsequent use of the GHS GT or GHS WT. Use of an approved conditional accommodation will not satisfy the testing requirements for receiving a high school diploma and must be communicated to parents and students with appropriate documentation.

Students who have NO means of written communication sufficient to complete the GHS WT due to a severe physical disability may apply for a waiver of the GHS WT graduation requirement (Rule 160.3-1.07). Any decision to waive this requirement must be clearly documented with justification in the student's IEP or IAP and permanent record and must be consistent with the student's current instructional program once approved by the State Board of Education.

### **Local School System Responsibilities**

Local school systems have policies and procedures that require the administration of assessments that are not part of the state assessment program. If a local system administers an assessment other than those specified by the state, the assessment must also include students with disabilities or provide an alternate assessment. Students with disabilities may not be excluded if an assessment is administered to all students in a particular grade, class, or school. Local school systems must continue to review all assessments administered at the district's discretion and plan for accommodations or for alternate assessment. The system should have policies and guidelines for including students with disabilities in locally administered assessments. For local assessments, systems may use the state alternate assessment (Georgia Alternate Assessment) or they may develop their own alternate assessment. Should the local system elect to use the GAA as an alternate for a locally mandated assessment, the local system is responsible for the scoring and reporting. The state will score and report GAA results for state-mandated grades only (i.e., K – 8 and 11).

## Accommodation Guidelines for Students with Disabilities

In determining appropriate accommodations to provide the student with a disability the opportunity to participate in the assessment in the most standard way possible, there should be a direct link between classroom accommodations and assessment accommodations; accommodations must be specified in the student's IEP/IAP. No accommodation(s) for a student should be considered for the first time during a state or local assessment. **Just because a student needs an accommodation does not mean he/she will know how to use it. Students need training and practice in using accommodations.** Informed decision making regarding accommodations is critical in assuring successful and meaningful participation of students with disabilities. IEP teams (which should include the student by age 14) should analyze an assessment for what it requires the student to do in order to take the test.

Additional information and guidance on the appropriate use of accommodations for students with disabilities is provided in the publication entitled, *Accommodation Manual: A Guide to Selecting, Administering, and Evaluating the Use of Test Administration Accommodations for Students with Disabilities*, posted on the GaDOE web site ([http://www.gadoe.org/ci\\_testing.aspx](http://www.gadoe.org/ci_testing.aspx); in the portlet labeled 'For Educators').

## English Language Learners

An English Language Learner (ELL), previously referred to as Limited English Proficient (LEP), is a student whose native language is not English and who is eligible for services based on the results of the state-approved English language screening instrument (currently, the WIDA ACCESS Placement Test) and, if warranted, additional assessments as specified in **Rule 160-4-5-.02** Language Assistance: Programs for Limited English Proficient Students. All students identified as ELL through testing for language proficiency must be coded ELL whether or not the language assistance provided is state funded under the ESOL Program.

## Participation of ELL Students in State Assessments

State law permits the State Board of Education to adopt rules concerning the participation of ELL students. In accordance with State Board of Education Rule 160-3-1-.07, ELL students enrolling for the first time in a United States school may receive a one-time deferment from content area assessments, other than mathematics and science, if their proficiency in English indicates that testing is not in the best educational interest of the student. **This deferment does not apply to the mathematics and science sections of state mandated tests** regardless of the student's length of time in a US school. Students must participate in the mathematics and science content assessments of all state mandated tests (e.g., CRCT, GAA, NRT, and GHSGT). **In addition, the deferment does not apply to any EOCT.** If a first year student is enrolled in a course requiring the EOCT, the student must participate in the EOCT, regardless of content area. This deferment requires a documented meeting of the ELL Test Participation

Committee and requires that any ELL student receiving a deferment participate in the state adopted English language proficiency assessment.

First year in a U. S. school is defined as the first calendar year (i.e., twelve months). **To be eligible for a one-time deferment, the student MUST meet the following criteria:**

- a. be in their first year (12 months) of enrollment in a U. S. school;
- b. have a qualifying English language screening score, indicating eligibility for ESOL services or other state approved language assistance program services;
- c. participate in the state-adopted English language proficiency assessment; and
- d. participate in state mandated mathematics and science assessments and any EOCT, if applicable.

### **Use of Scores of ELL Students in AYP Determinations**

Information about students enrolled for their first year in a U. S. school will be collected in the state's No Child Left Behind data collection. Georgia utilizes federal flexibility that allows the mathematics scores of first year students to be removed from the annual measurable objectives (AMO) calculations of AYP, provided appropriate documentation and information is provided via the state's No Child Left Behind data collection. However, participation in the mathematics and science assessments will contribute to AYP participation counts for ELL students; participation counts for Reading/ELA will be taken from participation in the state approved English proficiency test. **If the student does not participate in the state adopted English language proficiency assessment (e.g. the student enrolls following the testing window), the student must participate in all content area assessments.**

### **Accommodation Guidelines for ELL Students**

In certain situations, individual needs of ELL students may warrant accommodations. Each local system shall determine whether or not testing accommodations are needed for each student. Any accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom. Accommodations will be determined by the English Language Learner Testing Participation Committee (ELL/TPC) and will be made only when appropriate documentation is filed for each eligible student. Only state-approved accommodations may be considered and included in the ELL/TPC plan. **If an accommodation is recommended that is not included in Table 5 of this manual, approval MUST be sought from the Assessment Research and Development Division of the GaDOE prior to the inclusion of the accommodation in the ELL/TPC plan and the use of the accommodation. The ELL/TPC may not include accommodations in ELL/TPC plan which have not been approved by the state. Only students with an IEP or IAP may receive accommodations on the state's language proficiency assessment.**

The English Language Learner Testing Participation Committee (ELL/TPC) is charged with collecting required information documenting the student's eligibility for ELL status and making appropriate test participation decisions, including the use of test administration accommodations. Note: A decision by the ELL/TPC indicating that no accommodations are needed must be documented as well. A sample documentation form can be found in this handbook. This exact form is not required by state assessment protocol; however, the data elements contained on the form are required. Each system shall have a process for documenting the decisions of the ELL/TPC and may use the form provided in lieu of developing a local form.

If a student has exited the ESOL program or an alternative language assistance program in the past two years, that student shall be coded ELL-M for statewide assessments. Coding for ELL-M shall occur in the Student Record Collection and on the student's answer document. Individual needs of ELL-M students may warrant a maximum of two years of receiving standard accommodations after exiting ESOL. These accommodations shall be determined by documentation of the English Language Learner Testing Participation Committee (ELL/TPC). Accommodations must be consistent with current instructional and classroom accommodations. Only state-approved standard accommodations may be considered and included in the ELL/TPC plan; ELL-M students are not eligible for conditional accommodations. At the end of the two-year monitoring period, ELL-M students shall participate in the assessment program without accommodations.

A student whose native language is not English and who does not meet the eligibility requirements or has been exited for more than two years from the ESOL program shall not be coded as ELL or ELL-M for statewide assessments.

### **ELL/Test Participation Committee Plan**

Each local system shall develop procedures outlining the responsibilities of ELL/Test Participation Committees. Committees shall be comprised of a minimum of three members, one of whom is a teacher certified by the Professional Standards Commission, and must include the ELL/ESOL teacher/aide currently serving the student with English language assistance.

The remaining members shall be chosen from the following: regular language arts, reading or English teacher; student's parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher. The local system plan shall provide for the following requirements:

- document student eligibility for ELL status;
- schedule and conduct ELL/TPC meeting(s);
- file appropriate documentation in students' permanent records; and
- forward a list of students and their accommodations and/or deferments to the system's testing department.

An example of the ELL Testing Participation Committee Form for Eligible Students is included in this handbook. The form may be used to identify and document students eligible for deferments and/or accommodations. Systems may choose to create their own Testing Participation Committee Form; however, local forms should include the following information:

- Names of participants
- Date(s) of meeting(s)
- Date of entry in U.S. schools
- Test scores proving eligibility for ESOL services, include date of qualifying test administration
- The name of the tests and/or subtests mandated at the student's grade level alternatives considered (e.g., regular administration, accommodations, deferment)
- Final recommended action, including specific accommodations for each test/subtest consistent with current instructional accommodations, if needed, and /or deferment if participation is not in the best educational interest of the student
- Signatures of committee members, school administrator, and parent/legal guardian (if present) or student (if 18 years or older)

The determination of accommodations for assessment shall be reviewed at least once a year.

## **Test Administration Accommodations Considerations for Students with Disabilities and English Language Learners**

### **Types of Accommodations**

Students with disabilities and ELL students often need accommodations when participating in an assessment. If a student needs accommodations and does not receive them, the assessment results may reflect the student's disability or limited English language proficiency rather than the student's acquired skills or knowledge. Accommodations for students with disabilities under the IDEA must be determined at the annual IEP team meeting, while accommodations for ELL must be determined at a documented ELL/TPC meeting. Section 504 students receive accommodations through an Individual Accommodation Plan (IAP).

Accommodations are usually broken down into the following categories:

**Setting Accommodations:** adjust the place in which the testing normally occurs

**Scheduling Accommodations:** adjust the time allowance or scheduling of a test

**Presentation Accommodations:** adjust the presentation of test material and/or test directions

**Response Accommodations:** adjust the manner in which students respond to or answer test questions

## Standard and Conditional Administrations

What is meant by “standard” and “conditional” test administration?

**Standard administration** refers to testing conditions in which the procedures and directions included in the administration manual are followed exactly. (e.g., using a large-print test or a small-group setting).

**Conditional administration** refers to testing conditions in which more expansive accommodations are used to provide access for students with more severe disabilities or very limited English language proficiency and who would not be able to access the assessment without such assistance. The appropriate team must determine that the conditional administration is absolutely necessary for the student to participate in state assessments.

**Conditional accommodations should be used sparingly.** State Board rule sets forth the expectation that only a small percentage of students will participate through a conditional administration. **Most students can and should participate in the assessments with standard accommodations.** The use of any accommodation must be considered in light of the student’s disability or language proficiency *and must be required by the student to access the test because of his/her disability or language proficiency.* Conditional accommodations may not be provided solely as a way to ensure proficiency. The ultimate goal of any accommodation is meaningful measurement of what the student has learned.

Because conditional accommodations may encroach on the construct the test is designed to measure, caution must be exercised in considering whether a student requires a conditional accommodation in order to access the test. Further, test results for a student provided conditional accommodation(s) must be interpreted in light of the conditional accommodation(s). ELL-M students are not eligible for conditional accommodations.

**Standard and conditional administrations vary according to each test.** Additional information can be found in specific test administration manuals. Whether a standard or a conditional administration is given, the recommended accommodation(s) identified in the student’s IEP, IAP, or ELL/TPC plan must be provided. The students’ answer documents must be coded to reflect the use of accommodations and to provide data of the number and performance of students with disabilities under the IDEA. Use of conditional accommodations must also be coded.

## Modifications vs. Accommodations

Accommodations do not reduce learning expectations. They provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency

at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems),
- reducing assignments and assessments so a student only needs to complete the easiest problems or items,
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four), or
- giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. Providing a student with an unapproved modification during a state-mandated assessment may constitute a test irregularity and may result in an investigation into the school or system testing practices.

An accommodation may not alter, explain, simplify, paraphrase, or eliminate any test item, reading passage, writing prompt, or answer option. Further, accommodations may not provide verbal or other clues or suggestions that hint at or give away the correct response to the student.

### **Additional Considerations for Accommodations**

Accommodations for students with disabilities under the IDEA must be determined in the annual IEP team meeting. These accommodations must be consistent with the instructional accommodations required for the student. Accommodations for Section 504 students must be written in their IAP, and accommodations for ELL students must be documented in their ELL/TPC plan.

Accommodation decisions made by the appropriate IEP, IAP, or ELL/TPC committees must take into account the accommodations that are currently used in the instructional and classroom assessment processes. In addition, these committees must also consider the following: (a) whether the accommodations are necessary for access to the assessment process; (b) previous experience and usefulness with the recommended accommodations; and (c) whether or not the recommended accommodation affects the integrity of the assessment. It is important to remember that not all instructional accommodations are appropriate assessment accommodations; only state-approved accommodations may be used on state-mandated assessments. Students should receive the state-approved accommodations they need in order to participate in the assessment but should not be given more accommodations than are necessary to participate meaningfully. Tables 4 and 5 list state-approved accommodations for students with disabilities and English language learners respectively.



**Only state-approved accommodations may be considered.**

In rare instances, the GaDOE will consider a request for use of an accommodation that is not included in the Student Assessment Handbook, on a student by student basis. In order to consider the request, the Assessment Research and Development Division will need the following information for **each** student:

- District
- School
- Grade (or course if EOCT)
- Last Name of Student
- Accommodation Requested
- How the accommodation is used instructionally in the classroom
- Why the accommodation is required by the student to **access** the test (include information about the student's disability)
- What specific tests on which the student will use the accommodation

The Assessment Research and Development Division will review this information with staff from the Division of Special Education Services and determine if the request can be granted. To grant the request, there must be a clear relationship between the student's disability and the need for the accommodation to access the test. Accommodations that serve to grant the student a differential boost in correct answers cannot be approved if that is the sole reason for the request.

This information should be submitted to the Assessment Research and Development Division by calling the main number at (404) 656-2668 or submitting the form by fax at (404) 656-5976. **Please allow four weeks to review and respond to the request.**

Tables 4 and 5 provide a list of approved test administration accommodations by testing program. Additional information about accommodation(s) can also be located in each program's administration manuals.

**Writing Assessment Scribe - Standard Accommodation**

- Students may dictate to the scribe or in a tape recorder
- The scribe may write or use a word processor
- The scribe writes or types as the student dictates
- As the student is dictating, the scribe will ask the student to spell each word. Do not repeat duplicating words. Scribe spells the words exactly as the student states. The scribe should not punctuate. NOTE: The student may dictate prose without interruption. When the student is finished, the scribe should go back and ask the student to spell each word.

- Once the scribe has completed the writing as the student has dictated, the scribe should show the student the written document (without punctuation, capitalization, etc) and ask them to indicate to the scribe where punctuation should be placed. Please note: It is important the scribe reviews the document before the student is allowed to view the document. This assures that the scribe has not included additional information, punctuation, capitalization, etc.
- Please keep in mind that this process usually requires an extended amount of time and may also require frequent breaks.
- If a word processor is used, the final draft should be printed and placed inside the Answer Document. Please be certain that the student's GTID number is also indicated in the right-hand corner of the printout.
- Accommodations should be reflected in the student's IEP and be a part of their regular education program.

If the above scribing process is not followed, then the assessment may result in a conditional administration. Please contact the Assessment Research and Development Division prior to implementing scribing techniques that do not follow the above process.

<b>Table 4. Approved Accommodations for Students with Disabilities</b>								
<b>S = Standard</b>	<b>C = Conditional</b>				<b>NS = Non-standard</b>			
<b>Setting Accommodation</b>	<b>GKIDS</b>	<b>CRCT</b>	<b>NRT</b>	<b>Writing</b>	<b>GHS GT</b>	<b>EOCT</b>	<b>ACCESS</b>	<b>NAEP</b>
1. Special education classroom	S	S	S	S	S	S	S	S
2. Special or adapted lighting	S	S	S	S	S	S	S	S
3. Small group	S	S	S	S	S	S	S	S <sup>14</sup>
4. Preferential seating	S	S	S	S	S	S	S	S
5. Sound field adaptations	S	S	S	S	S	S	S	S
6. Adaptive furniture (e.g. slant board)	S	S	S	S	S	S	S	S <sup>13</sup>
7. Individual or study carrel	S	S	S	S	S	S	S	S <sup>13</sup>
8. Individual administration	S	S	S	S	S	S	S	S <sup>14</sup>
9. Test administered by certified educator familiar to student	S	S	S	S	S	S	S	S <sup>13</sup>
<b>Presentation Accommodations</b>	<b>GKIDS</b>	<b>CRCT</b>	<b>NRT</b>	<b>Writing</b>	<b>GHS GT</b>	<b>EOCT</b>	<b>ACCESS</b>	<b>NAEP</b>
10. Large print	S	S	S	S	S	S	S	S <sup>15</sup>
11. Sign the directions	S	S	S	S	S	S	S	S <sup>13</sup>
12. Sign test questions	S	S	NS	S	S	S		S <sup>13</sup>
13. Sign reading passages	S	C <sup>2</sup>	NS	S	S	S		
14. Explain or paraphrase the directions for clarity in English only)	S	S	NS	S	S	S	S	Standard NAEP Practice
15. Braille	S	S	NS <sup>1</sup>	S	S	S		S <sup>14</sup>
16. Color overlays, templates, or place markers	S	S	S	S	S	S	S	S <sup>14</sup>
17. Use of highlighter by student							S <sup>3</sup>	S <sup>14</sup>
<sup>1</sup> Braille is hand scored with special scoring key and reported separately.								
<sup>2</sup> Restricted to eligible students only; see guidance below for eligibility.								
<sup>3</sup> Allowed for ACCESS Listening, Reading, and Writing; not allowed for ACCESS Speaking.								

<b>Presentation Accommodations</b>	<b>GKIDS</b>	<b>CRCT</b>	<b>NRT</b>	<b>Writing</b>	<b>GHSGT</b>	<b>EOCT</b>	<b>ACCESS</b>	<b>NAEP</b>
18. Oral reading of test questions in English only by reader or assistive technology		S	NS <sup>4</sup>	S	S	S	S <sup>5</sup>	S <sup>14</sup>
19. Oral reading of reading passages in English only by reader or assistive technology		C <sup>6</sup>	NS <sup>4</sup>	S	S	S	S <sup>5</sup>	
20. Low vision aids (e.g. CCTV, magnifying equipment)	S	S	S	S	S	S	S	S <sup>13,14,15</sup>
21. Repetition of directions (in English only)	S	S	S	S	S	S	S	Standard NAEP Practice
22. Materials presented with contrast and tactile cues	S	S	NS	S	S	S	S	S
23. Photograph used	S							
24. Substitute manipulative	S							
25. Use directions that have been marked by teacher							S	
26. Audio amplification devices or noise buffer/listening devices	S	S	S	S	S	S	S	S
<b>Response Accommodations</b>	<b>GKIDS</b>	<b>CRCT</b>	<b>NRT</b>	<b>Writing</b>	<b>GHSGT</b>	<b>EOCT</b>	<b>ACCESS</b>	<b>NAEP</b>
27. Technology applications, such as Braille, word processor, or other communications device with all grammar and spell check devices disabled	S	S	NS	S	S	S	S	S <sup>14</sup>
28. Student marks answers in test booklet		S	S		S	S	S <sup>7</sup>	Standard NAEP Practice
29. Student points to answers	S	S	NS		S	S	S <sup>7</sup>	S <sup>13</sup>
30. Verbal response in English only	S	S	NS		S	S	S <sup>8</sup>	S <sup>13</sup>
<sup>4</sup> Oral reading of the reading comprehension and vocabulary subtests of the NRT is a non-standard accommodation; reading of all other subtests is standard. <sup>5</sup> Allowed for ACCESS Writing only. <sup>6</sup> Restricted to eligible students only; see guidance for eligibility. <sup>7</sup> Allowed for ACCESS Listening, Reading, Writing; not allowed for ACCESS Speaking. <sup>8</sup> Allowed for ACCESS Listening, Reading, Speaking; not allowed for ACCESS Writing.								

<b>Response Accommodations</b>	<b>GKIDS</b>	<b>CRCT</b>	<b>NRT</b>	<b>Writing</b>	<b>GHSGT</b>	<b>EOCT</b>	<b>ACCESS</b>	<b>NAEP</b>
31. Braille writer	S	S	NS	S	S	S		S <sup>13</sup>
32. Basic function calculator or adapted basic calculator		C <sup>9</sup>			***	****		S <sup>16</sup>
33. Scribe <sup>10</sup>	S	S	S	S	S	S	S <sup>11</sup>	S <sup>13,17</sup>
34. Adapted writing tools (e.g. pencil grips, large diameter pencil)	S	S	S	S	S	S	S	S
<b>Scheduling Accommodations</b>	<b>GKIDS</b>	<b>CRCT</b>	<b>NRT</b>	<b>Writing</b>	<b>GHSGT</b>	<b>EOCT</b>	<b>ACCESS</b>	<b>NAEP</b>
35. Frequent monitored breaks	S	S	NS	S	S	S	S	S
36. Optimal time of day for testing	S	S	S	S	S	S	S	S
37. Extended time	S	S	NS	S	S	S	S	S
38. Flexibility in the order of administration for content areas		S	S				S	
39. Extending sessions over multiple days							S <sup>12</sup>	
<p><sup>9</sup> Restricted to eligible students only; see guidance below for eligibility.</p> <p><sup>10</sup> Use of a scribe is a standard accommodation only if guidelines are followed exactly.</p> <p><sup>11</sup> Use of a scribe is not allowed for ACCESS Speaking.</p> <p><sup>12</sup> Allowed for ACCESS Listening and Reading; not allowed for ACCESS Writing and Speaking.</p> <p>***Allowed for all students for science and math; see Examiner’s Manual for details.</p> <p>****Allowed for all students for Mathematics I &amp; II, Algebra I, Geometry, Economics/Business/ Free Enterprise, and Physical Science; see Examiner’s Manuals for details.</p> <p><sup>13</sup> Accommodation must be provided by school staff.</p> <p><sup>14</sup> Universal design element for the computer based assessment.</p> <p><sup>15</sup> Accommodation not allowed on NAEP Science Hands-on Tasks and Interactive Computer Tasks.</p> <p><sup>16</sup> Only calculator active blocks will be given to students who need this accommodation.</p> <p><sup>17</sup> Accommodation not allowed on NAEP Writing assessments.</p>								

Guidance for Use of Conditional Accommodation #13: Sign reading passages. The use of this conditional accommodation for the Reading CRCT must be restricted to grades 3-8 and may be considered when BOTH of the following conditions apply:

1. The deaf student has a specific documented disability that severely limits or prevents his or her ability to decode text at any level of difficulty, even after varied and repeated attempts to teach the student to do so; **and**
2. The student has access to printed materials only through a sign-language interpreter, or is provided with signed text on video or other electronic format during routine instruction.

The test administrator may not provide assistance to the student regarding the meanings of words, intent of test items, or responses to test items. Under secure conditions, supervised by the School or System Test Coordinator, the sign language interpreter may review test materials prior to the test administration to plan appropriate signing.

Guidance for Use of Conditional Accommodation #19: Oral reading of reading passages in English only by reader or assistive technology. The use of this conditional accommodation for the Reading CRCT must be restricted to grades 3 – 8 and maybe considered when BOTH of the following conditions apply:

1. The student has a specific disability that severely limits or prevents him or her from decoding text at any level of difficulty, even after varied and repeated attempts to teach the student to do so (i.e. the student is a non-reader, not simply reading below grade level); **and**
2. The student has access to printed materials only through a reader or other electronic format during routine instruction.

Text must be read word-for-word exactly as written. The test administrator may not provide assistance to the student regarding the meaning of words, intent of test items, or responses to test items. The test administrator may not rearrange the order of text (e.g., read the questions before reading the passage). The test administrator may read test text to a small group provided all students have the same test form number. When a small group setting is used, the passage may be read once and each test item may be read twice. Each student must have a test book and must be instructed to follow along in their test booklet as the test administrator reads the text.

Guidance for Use of Conditional Accommodation #32: Basic function calculator or adapted calculator. The use of this conditional accommodation may be considered for the Mathematics CRCT when the following conditions apply:

1. The student has a specific disability that severely limits or prevents her or his ability to calculate mathematically, even after varied and repeated attempts to teach the student to do so; **and**
2. The student has access to mathematical calculation only through the use of a calculator, which the student uses for classroom instruction.

Only a basic function calculator or basic adapted calculator may be used. The test administrator may not provide any assistance or direction to the student regarding the use of the calculator.

**Table 5. Approved Accommodations for English Language Learners**

Setting Accommodation	C = Conditional			NS = Non-standard			
	GKIDS	CRCT	NRT	Writing	GHSWT	EOCT	NAEP
1. ESOL Classroom	S	S	S	S	S	S	S
2. Small Group	S	S	S	S	S	S	S <sup>4</sup>
3. Preferential seating	S	S	S	S	S	S	S <sup>5</sup>
4. Individual or study carrel	S	S	S	S	S	S	S <sup>5</sup>
5. Individual administration	S	S	S	S	S	S	S <sup>4</sup>
Presentation Accommodations	GKIDS	CRCT	NRT	Writing	GHSWT	EOCT	NAEP <sup>6</sup>
6. Explain or paraphrase the directions for clarity (in English only) <sup>7</sup>	S	S	NS	S	S	S	Standard NAEP Practice
7. Color overlays or templates	S	S	S	S	S	S	S
8. Oral reading of <b>test questions</b> in English only <sup>7</sup>		S	NS <sup>1</sup>	S	S	S	S <sup>4</sup>
9. Oral reading of reading passages in English only		C <sup>2</sup>	NS <sup>1</sup>	S	S	S	
10. Repetition of directions (in English only)	S	S	S	S	S	S	Standard NAEP Practice
Response Accommodations	GKIDS	CRCT	NRT	Writing	GHSWT	EOCT	NAEP
11. Student marks answers in test booklet		S	S		S	S	Standard NAEP Practice
12. Student points to answers	S	S	NS		S	S	S <sup>5</sup>
13. Verbal response in English only	S	S	NS		S	S	S <sup>5</sup>
14. Word-to-word dictionary <sup>3</sup>	S	S	S	S	S	S	S <sup>8</sup>
Scheduling Accommodations	GKIDS	CRCT	NRT	Writing	GHSWT	EOCT	NAEP
15. Frequent monitored breaks	S	S	NS	S	S	S	S
16. Extended time	S	S	NS	S	S	S	S

# Cueing by school staff to stay on task is a standard accommodation on all NAEP assessments.

<sup>1</sup> Non-Standard for reading comprehension and vocabulary subtests only; all other subtests are standard.

<sup>2</sup> Restricted to eligible ELL students only; see guidance for eligibility. May not be used with ELL-M students.

<sup>3</sup> Only words may be translated; definitions are not permitted. This accommodation may not be used on the QCC-based GHSWT.

<sup>4</sup> Universal design element for the computer based assessments.

<sup>5</sup> Accommodation must be provided by school staff.

<sup>6</sup> Spanish/English version of NAEP assessment may be used for all subjects except Writing

<sup>7</sup> Directions for all grades (except Science Hands-on and Interactive Computer Tasks) and Math and Science test questions (grades 4 and 8) may be read aloud in Spanish for NAEP.

<sup>8</sup> Accommodation not allowed on NAEP Writing assessment.

Guidance for Use of Conditional Accommodation #9: Oral reading of reading passages in English only. The use of this conditional accommodation for the Reading CRCT must be restricted to grades 3-8 and may be considered when BOTH of the following conditions apply:

1. The student's English proficiency scores and experiences in the classroom indicate the student cannot access, retain, or comprehend written text without the assistance of a reader; **and**
2. The student is not poised to exit language assistance services within the current school year.

Text must be read word-for-word exactly as written. The test administrator may not provide assistance to the student regarding the meaning of words, intent of test items, or responses to test items. The test administrator may not rearrange the order of text (e.g., read the questions before reading the passage). The test administrator may read test text to a small group provided all students have the same test form number. When a small group setting is used, the passage may be read once and each test item may be read twice. Each student must have a test book and must be instructed to follow along in their test booklet as the test administrator reads the text.



## Use of Advanced Reading Aids in Statewide Testing

Students with certain disabilities require assistive technology to participate in statewide testing. The technology used ranges from low technology solutions such as colored overlays to high technology solutions such as advanced reading aids. If a student requires a technology solution that is not listed in the SAH as an allowable accommodation, the System Testing Coordinator must contact the Assessment Research and Development Division at the Georgia Department of Education (GaDOE) to obtain permission for the student to use the technology.

The GaDOE has received several requests over the past few years for students to use advanced reading aids that offer text reading with simultaneous visual highlighting. In order to facilitate the approval of these requests and the provision of materials in an electronic format that is compatible with the advanced reading aid, the following guidelines are provided:

- Individualized Education Program (IEP) teams should determine a student's need for accommodations, including assistive technology, to enable the student to participate in statewide testing. The type of technology recommended for statewide testing should be consistent with the technology that is documented in the IEP for curricular use and classroom testing.
- If the IEP team determines that a student needs access to an advanced reading aid, the school staff should contact the System Testing Coordinator and the System Technology Coordinator to notify him or her of the student's need for this type of technology. The System Testing Coordinator should verify that the requested technology is listed in the student's IEP and should obtain assurances that the student is routinely using the technology to participate in the classroom curriculum and in classroom testing.
- The System Testing Coordinator in conjunction with the System Technology Coordinator should then submit a request in writing, including email, to the appropriate testing personnel at the Georgia Department of Education. The request should include the student's name, school, and grade level. It should also include the name of the school testing contact and the specific version of the software that is being used. This request should be submitted **six to eight weeks** prior to the opening of the testing window. Requests submitted within four weeks of the test start date may not be approved. The request form is included in this manual.
- The Assessment Administration Division then contacts staff of the Georgia Project for Assistive Technology (GPAT) to notify them of the request to produce the test in a specialized file format.
- The Assessment Administration Division staff works with the test vendor to provide GPAT with electronic and print copies of the secure test form. GPAT staff then edits the file to correct any scanning and reading errors. This process may take up to one week per test. A second staff member then listens to the test for quality control purposes.
- GPAT staff then sends a Test Security Form to the System Testing Coordinator to obtain signatures of staff who will have access to the file. The security form is included in this manual.

- Upon receipt of the completed and signed Test Security Form, GPAT sends a CD containing the test file to the System Testing Coordinator. Directions are provided for installing the file for student use and then for removing the file once the testing has been completed. Directions are also given regarding returning the file to GPAT once the testing has been completed.
- School system personnel identified on the testing form are responsible for ensuring the security of the file during installation and testing. They are also responsible for removing the file from the student's computer upon completion of testing and for returning the file to GPAT.

In order for students to have access to the technology that they need to participate in testing, it is essential that school staff work with the system technology coordinator to submit requests to the Department of Education in a timely manner.

Copies of the Request for Accessible Format of State tests and the Security Form are provided on the following pages.



Student Name (last name first)	Student GTID	State Test (circle test requested)	Subject (CRCT, EOCT or GHSGT)	Grade Level (CRCT)	Date Test Begins	Technology and Version Student Uses
		CRCT   EOCT   GHSGT				
		CRCT   EOCT   GHSGT				
		CRCT   EOCT   GHSGT				
		CRCT   EOCT   GHSGT				

I verify that the above listed students require alternate format for statewide tests as documented in their Individualized Education Programs (IEP).

\_\_\_\_\_  
System Test Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Test Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Special Education Director Signature

\_\_\_\_\_  
Date



Important Notice to All Examiners:

Under no circumstances may any of these testing materials be reproduced or duplicated for individual or group use. Failure to comply with the U.S. Copyright Laws protecting these materials could result in legal action. Any instance of violation of copyright law must be reported immediately to the Georgia Department of Education.

It is a breach of test security if anyone performs any of the following:

- coaches examinees during testing, or alters or interferes with examinees' responses in any way.
- gives examinees access to test questions or prompts prior to testing.
- copies, reproduces, or uses in any manner inconsistent with test security regulations on all or any portion of secure test booklets.
- makes answers available to examinees.
- reads and reviews test questions before, during (unless specified in IEP, IAP, or ELL/TPC), or after testing.
- questions students about test content after the test administration.
- fails to follow security regulations for distribution and return of secure test material as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test booklets constitute a breach of test security and will result in a referral to PSC).
- uses or handles secure test booklets and answer document for any purpose other than examination.
- fails to follow administration directions for the test.
- Participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

Failure to safeguard these materials or to comply with test administration procedures could adversely affect an individual's certification status. Such practices will be reported to the Georgia Department of Education and the Professional Standards Commission as failure to adhere to established policies and procedures.

The <Name of Assessment> are secure instruments in all forms, including electronic files provided for your use by students with disabilities. Tests should be kept under lock and key except during actual administration.

As the designated administrator of the <Name of Assessment> using <Name of Software>, \_\_\_\_\_, will be responsible for keeping the disk or CD in a secure place until the time of the administration of the test. At that time, the test will be loaded onto the appropriate computer for administration of the test. Immediately upon completion of the test, the copy of the test will be deleted from the computer. The disk or CD will be returned to Georgia Project for Assistive Technology.

Signature of Responsible Party \_\_\_\_\_ Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Signature of Responsible Party \_\_\_\_\_ Printed Name \_\_\_\_\_ Date \_\_\_\_\_

Signature of Special Education Director or Test Coordinator: \_\_\_\_\_ Printed Name \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Printed Name \_\_\_\_\_ Date \_\_\_\_\_

School System \_\_\_\_\_ School \_\_\_\_\_

## **State Required Codes (SRC)**

- 01 = Visual Impairments
- 02 = Deaf/Hard of Hearing
- 03 = Deaf and Blind
- 04 = Specific Learning Disabilities
- 05 = Mild Intellectual Disabilities
- 06 = Traumatic Brain Injury
- 07 = Moderate/Severe/Profound Intellectual Disabilities
- 08 = Autism
- 09 = Orthopedic Impairments
- 10 = Speech-Language Impairments
- 11 = Emotional and Behavioral Disorders
- 12 = Other Health Impairments
- 13 = Limited English Proficient
- 14 = Section 504 Accommodations
- 15 = Significant Developmental Delay (K-5 Only)
- 16 = Title I Reading
- 17 = Title I Math
- 18 = Migrant Certified
- 19 = English Language Learner- Monitored

## Primary Area

**PRIMARY AREA** indicates the student's primary area of exceptionality. Only one **PRIMARY AREA** may be reported for each student:

FTE Code	Exceptionality
<b>P</b>	Mild Intellectual Disability
<b>Q</b>	Moderate Intellectual Disability
<b>R</b>	Severe Intellectual Disability
<b>S</b>	Profound Intellectual Disability
<b>T</b>	Emotional and Behavioral Disorder (including SED students)
<b>U</b>	Specific Learning Disability
<b>V</b>	Orthopedic Impairment
<b>W</b>	Hearing Impairment
<b>X</b>	Deaf
<b>Y</b>	Other Health Impairment
<b>Z</b>	Visual Impairment
<b>1</b>	Blind
<b>2</b>	Deaf and Blind
<b>3</b>	Speech-Language Impairment
<b>6</b>	Autism
<b>7</b>	Traumatic Brain Injury
<b>8</b>	Significant Developmental Delay

## **Guidance for Special Needs Scholarship Students to Participate in State Assessments (SB10)**

In 2007, the State Legislature passed Georgia's Special Needs Scholarship. This program provided students with disabilities the opportunity to attend eligible private schools. The law also allows scholarship students to participate in state assessments. The information below provides information regarding how scholarship students attending private schools may participate in state testing.

### **Location**

School systems are not required to test scholarship students at their local facilities. The Georgia Department of Education will assign a testing location and administer the requested assessment(s). This location may be at the GaDOE offices in Atlanta or a regional facility (i.e. RESA or ETC). The assignment of a testing location will be made at the discretion of the GaDOE based on availability and capacity.

### **Applicable Assessments**

Scholarship students are eligible to take the Criterion-Referenced Competency Tests (CRCT) in grades one through eight, the Georgia High School Graduation Tests (GHSGT) in grade eleven, and the Writing Assessments in grades five, eight, and eleven.

### **Notification/ Scheduling**

If student is attending a private school under the scholarship provisions of SB10, then the parents/legal guardians must advise the Assessment Administration Division of the Georgia Department of Education of their desire for the student to be assessed with a state assessment. **This notification should be in writing and provided no less than six weeks prior to the first day of the scheduled state testing window.** A form is provided below to submit such requests.

### **Transportation**

Parents/legal guardians assume responsibility for the transportation of the scholarship student to and from the designated testing location on the scheduled day. Parents/legal guardians must make sure that the student arrives punctually for testing.



## Accommodations

If testing accommodations are to be provided for the student during assessment, then the parents/legal guardians must provide evidence of the type of accommodations and rationale for such accommodation at time of request for testing so that the testing center can make the necessary arrangements. The evidence for the need for accommodations during testing is typically part of a student's IEP. A current IEP from the private school is the preferred documentation. If a current IEP from the private school is not available, the parent is responsible for producing documentation from the student's current school that describes the accommodations that the private school affords the student in instruction and assessment at that school. Documentation should be written on the private school letterhead and signed by the principal. The GaDOE will not honor any accommodations that are not authorized as indicated in the current Student Assessment Handbook and/or Examiners Manual. These documents may be assessed on the GaDOE testing web site: [http://www.gadoe.org/ci\\_testing.aspx](http://www.gadoe.org/ci_testing.aspx).

## 2010-2011 State Testing Dates

Assessment	Administration Date(s)	Registration Must be Received by:
Grade 8 Writing Assessment	January 19, 2011	December 17, 2010
Georgia High School Writing Test	February 23, 2010	January 14, 2010
Grade 5 Writing Test	March 2, 2011	January 21, 2011
Georgia High School Graduation Tests	March 14 – April 1, 2011	February 1, 2011
Criterion-Referenced Competency Tests	April 25 – 29, 2011	February 18, 2011

Please direct inquires regarding this policy to Deborah Houston in the Assessment Administration Division at 404-657-0251 or [dhouston@doe.k12.ga.us](mailto:dhouston@doe.k12.ga.us).

**Request for SB10 Private School Scholarship Student to Participate in State Assessments**

Student Name (Last, First, MI)	Student Date of Birth
Student's Grade	Student's School
School Contact	School Phone Number
Parent/ Guardian Secondary Phone Number	Parent/ Guardian email address
Parent/ Guardian Street Address	Parent/ Guardian City, State, Zip

Requested Assessment(s): (check all that apply)

	Assessment	Administration Date(s)	Registration Must be Received by:
<input type="checkbox"/>	Grade 8 Writing Assessment	January 19, 2011	December 17, 2010
<input type="checkbox"/>	Georgia High School Writing Test	February 23, 2011	January 14, 2011
<input type="checkbox"/>	Grade 5 Writing Test	March 2, 2011	January 21, 2011
<input type="checkbox"/>	Georgia High School Graduation Tests	March 14 – April 1, 2011	February 1, 2011
<input type="checkbox"/>	Criterion-Referenced Competency Tests	April 25 –29, 2011	February 21, 2011

Will the student require assessment accommodations?  Yes  No

(If yes, please attach description and documentation of requested accommodations and submit with this form.)

Forms may be submitted via mail to:

Georgia Department of Education  
 Assessment Administration Division  
 Attention: Deborah Houston  
 1554 Twin Towers East  
 205 Jesse Hill Jr. Drive SE  
 Atlanta, Georgia 30334

Forms may be submitted via fax to:

(404) 656-5976

## Test Preparation

### Preparation of Students

One of the purposes of the testing program is to collect information regarding the extent to which students are acquiring knowledge and skills in order to identify instructional strengths and areas of challenge and modify instruction appropriately. The Georgia Department of Education (GaDOE) publishes brochures, documents, and instructional resource guides to help familiarize educators with the testing program and to provide teachers with assistance in delivering the instructional program. Copies of these documents are available to local systems at the GaDOE web site at [www.gadoe.org](http://www.gadoe.org). Teachers should be aware of the existence of such materials and familiarize themselves with them. They should review their curriculum and lesson plans to be certain that the Georgia Performance Standards (and the Quality Core Curriculum (QCC) content standards where still appropriate) are included as a part of their instructional program. Despite the appropriateness of this process, many questions arise concerning teaching the test or coaching, and what is appropriate preparation for students.

### Practicing Test-Taking Skills vs. Teaching the Test

Practice on questions or problems, which are developed from curriculum standards, are acceptable and desirable, and provided such activities are a part of a varied program of instructional strategies. Teachers and other instructional personnel should generate these questions and problems. Additionally, the use of practice tests and reinforcement materials developed by test and textbook publishers may be appropriate. However, practice test activities should be a very limited part of the instructional program.

Teacher-made test items and items from the Georgia Online Assessment System that have structural similarity to statewide test items can also be used to assess the results of classroom instruction. However, when the majority of the instruction consists of repeated administrations of multiple forms of items similar to those on statewide tests, then instruction becomes coaching, and such coaching obscures students' needs and achievement. Item banks constructed to mirror statewide test items can easily be misused as coaching tools. Overuse of such items is improper and damaging to students' best interests.

The statewide tests do not measure all skills and objectives across the curriculum. Therefore, teaching only to the tests limits the kind of instruction that is desirable and necessary for an adequate instructional program. Instructional activities, including classroom teaching, should go well beyond the skills measured on a particular test. Furthermore, limiting student exposure to only concepts or skills assessed will likely adversely impact student achievement as measured by the tests.

## **Inappropriate Use of Test Materials**

Unacceptable activities that violate appropriate test preparation include the following:

- Secure test items or prompts from the GHS GT, GHS WT, EOCT, Grades 3, 5 and 8 Writing Assessments, NRT, CRCT, and the NRT must not be taught to students.
- This restriction includes any manner of teaching test items during the school day and/or through homework assignments. Unauthorized access to specific test items ranges from teachers remembering a single test item to school personnel manually or mechanically copying actual test items.
- A test item from any form of the statewide tests in which only a word, phrase, or distracter has been changed must not be used with (or given to) students. The use of any form or item, which is similar to actual test items on the statewide tests, is a violation of appropriate test preparation procedure.
- Tests must not be copied or distributed. All statewide mandated tests given in Georgia are secure. Test items, student responses, and/or answer documents that are copied (by hand or by photocopying) or distributed violate test security and render the results of the test invalid.
- Test forms from the statewide testing program that have not been released must not be used as practice materials.

The activities listed here reflect unethical professional conduct and may result in official action taken against the offending staff person. The local Superintendent, the local board of education, and/or the Educator Ethics Division of the Professional Standards Commission may take such action.

## **Recommended Test Preparation**

Although specific test items must not be taught, students should be acquainted with the format of standardized tests so they will feel comfortable when taking them. In order to foster interest rather than anxiety, teachers should use activities throughout the school year to prepare students for testing and to establish a relaxed atmosphere. These activities should be a part of the instruction and may include the following:

### **Practice test-taking strategies.**

- Incorporate timed activities and wise use of time. Throughout the school year, teachers will want to require students to finish certain assignments and tests within a specified period of time. It is important that students do not always have an unlimited amount of time to complete class work. If students develop work habits, which include completing assignments later in the afternoon or at home, a standardized testing situation with time limitations may be frustrating.
- Design practice classroom tests to parallel standardized test formats. Students may experience difficulty with a multiple-choice test if they are unfamiliar with the format. Throughout the school

year, teachers will want to expose students to multiple-choice tests and also familiarize them with a variety of writing assignments. With such exposure, students should find the statewide tests similar to routine work throughout the year. Teachers should use items from the OAS to create practice tests.

- Use answer documents format. Marking answer documents appropriately is an important test-taking skill. Students who seldom or never mark answer documents may experience more anxiety than students who mark answer documents throughout the year on both standardized tests and classroom assignments.
- Practice following directions. One of the causes of low-test scores is the failure to follow directions. For this reason, students need to practice following directions so they will not be penalized for carelessness during statewide testing. When taking a test, students should read the directions and/or listen as the test administrator reads the directions. Teachers should emphasize to students that if they hear directions that are unclear, they should ask for clarification immediately. Teachers should repeat the directions as given in the *Examiner's Manual* or *Directions for Administration*. Teachers will want to be sure that, during practice, students understand and look for key words and phrases, such as "opposite," "same meaning as," "base word," "the word spelled correctly," "the word spelled incorrectly," etc.

### **Communication with Students and Parent(s)/Guardian(s)**

Students and parent(s)/guardian(s) should be notified of test dates and times. Advance knowledge of the testing dates may encourage students to avoid staying up late the evening before the test and to come to school ready to test.

Students and parent(s)/guardian(s) should also know the purpose of the test, how the results will be used, and how the tests are relevant to them personally. Students should not feel undue anxiety about taking a standardized test but they should be aware of the need to perform to the best of their ability. Students should understand that it is useful for teachers to know how much their students know and how well they can use what they have learned in school.

A careful explanation of the purpose of testing and the usefulness of test results in furthering a child's progress can help parents see the value of testing for their child. Parent(s)/guardian(s) should understand that extreme test anxiety will impair their child's performance. Parent(s)/guardian(s) can contribute to good test performance by ensuring that their child is punctual and in attendance, gets plenty of rest, eats breakfast, and especially feels the support and encouragement of the parent(s)/guardian(s)

## Strategies/Tips for Preparing Students for Test Taking

School systems may wish to duplicate the following pages to use as suggestion sheets for students and parent(s)/guardian(s).

### Tips for Students

Before the Test:

- Prepare yourself emotionally for taking the test. If you are overly anxious about taking the test, much of your energy and potential will be sapped by the anxiety and you will not do as well as you should. -It frequently helps to reduce anxiety if you know more about the test, such as what type of test you are taking, what subject areas are tested, and what is the purpose of the test.
- Follow normal routines. Interruption of normal routines may affect your performance. The night before the test you should not stay up later than usual since fatigue may lead to poor test performance. The day of the test you should eat a normal breakfast and lunch. Skipping meals or overeating before taking a test may adversely affect your performance.

At Test Time:

- Concentrate. Do not allow yourself to be distracted by noises or movements around you.
- Read instructions or directions carefully before marking any answer. If you do not understand the directions, raise your hand, and ask for help.
- Follow instructions. Pay close attention to the samples. They are on the test to help you understand what the items on the test will be like and how to mark your answer document properly.
- Keep your test booklet and answer document together. This saves time and lessens the chance of marking answers in the wrong place.
- Read the entire question and all answer choices. You need to read each item and all answer choices before marking your answers.
- Make an educated guess. Making an educated guess means that you are able to eliminate one or more choices. For example, if there are four choices and you do not know which choice is correct, but do know that two choices are incorrect; you have a 50-50 chance of choosing the correct answer. You should also remember that there is no pattern of correct answers. For example, if the last three correct answer choices were "D," the next correct answer may be A, B, C, or D.
- Place your answer correctly on the answer document. While taking tests, you should match the number on the answer document to the item number in the test booklet. This is especially important if you skip questions and go back to them later. You should mark only one answer for each item. If two answers are marked for the same item, the item will be counted as incorrect. If you erase an item, you should be certain that it is erased completely and carefully so that holes are not made in the answer document.

- Keep track of the time. Since most statewide tests have a time limit, be aware of the amount of time allocated to each section. Pace yourself so that you will be able to complete the section within the time limit. Use all of the time allocated. Persistence pays off.

### **Helpful Web Site for Test Taking Tips and Strategies**

The site listed below has useful test-taking tips and strategies. They may be copied and shared with teachers, parents, and students.

<http://www.testtakingtips.com>

# The Online Assessment System

## Overview

The Online Assessment System (OAS) is a tool that districts may use in multiple ways. The OAS contains test items related to content areas assessed by the CRCT, EOCT, GHSGT, NAEP, and the Writing assessments. Teachers and administrators utilize the OAS to develop formative and summative assessments aligned to the curriculum to help assist in informing instruction. To encourage the integration of instruction and assessment, the OAS will be available throughout the school year. The OAS will be taken offline to refresh all student, teacher, and class data from July 31 to August 15. The OAS can be found at [www.georgiaoas.org](http://www.georgiaoas.org).

## Items

The OAS offers items from previously released Georgia mandated assessments – CRCT, GHSGT, EOCT and the Writing assessments. We also offer NAEP items for teachers to access for practicing for the national assessment or state mandated assessments. Released items from other states are available on the OAS to further enhance the bank of items available for assessment development. Also available are constructed response items. These items will allow teachers to assess in new ways beyond the multiple choice format. All items, like the actual secure test items, have been reviewed by Georgia educators for their quality and their adherence to the Georgia curriculum. Items in the OAS are aligned to the Georgia Performance Standards to reflect the state’s curriculum.

## OAS Assessment Levels

The OAS is comprised of three levels. Student Level (Level I) provides student access to a minimally secure set of items for purposes of self-assessment, remediation, and/or enrichment. These tests can be taken at any time from any computer with access to the World Wide Web. Teacher Level (Level II) of the OAS is secure and accessible to teachers for creation of tests to evaluate students as they complete instructional units or sequences of instruction. Teachers may design these tests to be taken in class or at home. System Level (Level III) is available for System Test Coordinators and Curriculum Coordinators to create and assign tests to distribute to an entire district. Within Level III, the Georgia Online Assessment System offers several pre-built assessments to schools/systems. These pre-built assessments will include benchmarks and framework tests.

## Elementary and Middle School Benchmarks

For elementary and middle schools, three sets of benchmarks are provided for grades 1-8 reading/English language arts combined, grades 1-8 mathematics , and grades 3-8 science. The benchmarks contain items from all domains and the items sample all curriculum standards at a specific



grade level/content area. The imperative characteristic of the assessments deal with their format; specifications of the benchmarks approximate the specifications of the actual end-of-year-summative assessment. Therefore, students who participate in the benchmarks have an opportunity to familiarize themselves with the format of the CRCT. Three sets of benchmarks are planned for periodic release in Level 3 of the OAS.

### High School Benchmarks

For high schools, a benchmark will be available for each of the EOCT courses including Math I, Biology, Physical Science, and a combined assessment for 9th Grade Literature and American Literature.

### Framework Tests

In addition to the benchmark assessments, framework tests have been created for grades sixth, seventh, and eighth grade in Reading, English/Language Arts, Mathematics, and Science. The framework tests are designed to follow the scope and sequence of the State Frameworks for the first two ten-twelve week intervals. This will allow schools and systems to assess students following the curriculum for which students have received instruction.

### User Creation

To gain access to the system, users need to go to [www.georgiaoas.org](http://www.georgiaoas.org) and use their Login ID and password to enter the system. Personal logins and passwords are necessary to access teacher-assigned tests and to share results obtained. These personal login IDs and passwords are assigned by school districts to the students and teachers at their schools. Student login IDs will be created to match the student's Georgia Test Identifier (GTID). School districts can create login IDs through the Roster Import process by exporting data out of their Student Information System and uploading them into the OAS. Schools can also create their own login IDs manually.

However, parents and others without personal login IDs can log on to the OAS using generic login IDs and passwords for each grade. The generic login and passwords are the same and follow the pattern displayed below.

UserID	Password
Grade1	Grade1
Grade2	Grade2
Grade3	Grade3
Grade4	Grade4
Grade5	Grade5
Grade6	Grade6
Grade7	Grade7
Grade8	Grade8
Gradehs	gradehs

## **Training**

Each year, the GaDOE in conjunction with the Online Assessment System vendor offers training. These trainings deliver basic instruction of the OAS in hands-on format so that educators can redeliver training to users throughout their systems.

In addition to scheduled training, there will be various online learning opportunities. There are training scenarios along with manuals and documentation available on the [www.georgiaoas.org](http://www.georgiaoas.org) web site that allows users to quickly access information and quick simulations of various functionalities of the OAS. This will give users immediate answers to training questions in an interactive format.

## **Support**

Interactive Web-based technology will be used to maintain and administer the OAS. The OAS Help Center is available from 7:00 AM to 9:00 PM eastern standard time at 1-866-215-6881 or by email at [gaoas\\_support@hmco.com](mailto:gaoas_support@hmco.com). Also available is Live Remote Assistance that allows users to access live online support through their computers. Users can communicate with support representatives through a chat interface. Users can take part in a screen sharing session where support persons can take control of the user keyboard and mouse for troubleshooting and training purposes. This allows users to resolve problems without making a phone call or leaving the classroom.

Training documentation, online simulations, Roster Import information and more can be found at <http://www.georgiaoas.org>.

If you have further questions, contact Joe Blessing at 404-656-2589 or by email at [jblessin@doe.k12.ga.us](mailto:jblessin@doe.k12.ga.us) for more information about the Online Assessment System.

## Sample Forms /Required

The following forms are required by the GaDOE at various times during the school year as related to the assessment program. The due dates will be specified on each form (if applicable).

All System Test Coordinators should be aware of these forms and when each form is due. Questions about the forms can be addressed by contacting the Assessment Administration Division at 404-656-2668.

The following required forms should be completed (as necessary) and submitted to the GaDOE. E-mail attachments of these forms cannot be accepted. Please complete these forms on-line. All forms are located on the Portal.

Superintendent's Certification Form January (GaDOE 0385)

Superintendent's Certification Form July (GaDOE 0385)

Testing Irregularity Form

Rescore Request Form

Special Administration Request Form

The following required form should be completed and maintained at the system. This form is not available on the Portal and should not be submitted to the GaDOE.

Principal's Certification Form

## Superintendent's Certification

### Summer/Fall Adherence to Prescribed Test Administration Procedures

Check the appropriate response. Give a full explanation for all items for which the response was "NO." Attach the explanation on an additional sheet.

YES    NO

1. Test materials were properly inventoried and stored in a secure location prior to test administration.
2. A certified building level official was responsible for test material distribution and storage while materials were in the school and was held accountable for all test booklets sent to that building.
3. This system adhered to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results, and department testing dates and the reporting of irregularities established in the **Student Assessment Handbook, System and School Test Coordinators' Manual(s)**, assessment supplements, correspondence. (Any and all irregularity documentation was sent to the appropriate program manager at the Georgia Department of Education.)  
**Summer/Fall Test Administrations:** (July – Dec.) GHSWT/GHSWT, NRT, EOCT  
**Winter/Spring Test Administrations:** (Jan. – Jun) Grade 3, 5, and 8 Writing, GKIDS, GHSWT/GHSWT, NRT, CRCT, EOCT, GAA, **Other:** NAEP, ACCESS for ELLs
4. How many irregularities (IRR) were reported to the Georgia Department of Education? How many of those irregularities resulted in assessment invalidation (INV)?

	IRR	INV		IRR	INV		IRR	INV		IRR	INV
CRCT			GHSWT			8-Writing			ACCESS		
EOCT			3-Writing			GAA			GKIDS		
GHSWT			5-Writing			NRT			NAEP		

5. If any possible unethical behavior occurred regarding testing policies and procedures, the Educator Ethics Division of the Professional Standards Commission has been notified.
6. The system superintendent reviewed and approved system testing administration plans.
7. Building level personnel received training in appropriate administration procedures.
8. Students with disabilities or students who received ESOL services received accommodations in accordance with their IEPs, IAPs, or ELL/TPC Plans.
9. All students appropriately participated in the Statewide Student Assessment Program.
10. System and/or building administrative personnel monitored testing sites.
11. The system has accounted for, disposed of and/or returned testing materials in accordance with stated time lines and instructions in the **Student Assessment Handbook, System and School Test Coordinators' Manual(s) and Assessment Guides**.

System Name	Date
System Test Coordinator (signature)	Date
System Superintendent (signature)	Date

Submit this completed form on-line NO EARLIER THAN December 15, 2010 and NO LATER THAN January 29, 2011.  
 Georgia Department of Education, Assessment Administration Division, 1554 Twin Towers East, Atlanta, Georgia  
 30334-5030; FAX – 404-656-5976 Form DE 0385

## Superintendent's Certification

### Winter/Spring Adherence to Prescribed Test Administration Procedures

Check the appropriate response. Give a full explanation for all items for which the response was "NO." Attach the explanation on an additional sheet.

YES NO

1. Test materials were properly inventoried and stored in a secure location prior to test administration.
2. A certified building level official was responsible for test material distribution and storage while materials were in the school and was held accountable for all test booklets sent to that building.
3. This system adhered to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results, and department testing dates and the reporting of irregularities established in the **Student Assessment Handbook, System and School Test Coordinators' Manual(s)**, assessment supplements, correspondence. (Any and all irregularity documentation was sent to the appropriate program manager at the Georgia Department of Education.)  
**Summer/Fall Test Administrations:** (July – Dec.) GHSWT/GHSWT, NRT, EOCT  
**Winter/Spring Test Administrations:** (Jan. – Jun) Grade 3, 5, and 8 Writing, GKIDS, GHSWT/GHSWT, NRT, CRCT, EOCT, GAA, **Other:** NAEP, ACCESS for ELLs
4. How many irregularities (IRR) were reported to the Georgia Department of Education? How many of those irregularities resulted in assessment invalidation (INV)?

	IRR	INV		IRR	INV		IRR	INV		IRR	INV
CRCT			GHSWT			8-Writing			ACCESS		
EOCT			3-Writing			GAA			GKIDS		
GHSWT			5-Writing			NRT			NAEP		

5. If any possible unethical behavior occurred regarding testing policies and procedures, the Educator Ethics Division of the Professional Standards Commission has been notified.
6. The system superintendent reviewed and approved system testing administration plans.
7. Building level personnel received training in appropriate administration procedures.
8. Students with disabilities or students who received ESOL services received accommodations in accordance with their IEPs, IAPs, or ELL/TPC Plans.
9. All students appropriately participated in the Statewide Student Assessment Program.
10. System and/or building administrative personnel monitored testing sites.
11. The system has accounted for, disposed of and/or returned testing materials in accordance with stated time lines and instructions in the **Student Assessment Handbook, System and School Test Coordinators' Manual(s) and Assessment Guides.**

\_\_\_\_\_  
System Name Date

\_\_\_\_\_  
System Test Coordinator (signature) Date

\_\_\_\_\_  
System Superintendent (signature) Date

Submit this completed form on-line NO EARLIER THAN June 1, 2011 and NO LATER THAN July 30, 2011.

Georgia Department of Education, Assessment Administration Division, 1554 Twin Towers East, Atlanta, Georgia 30334-5030; FAX 404-656-5976

**Form DE 0385**

## System Test Coordinator Report Form

### Testing Irregularities Report Form

If you become aware of a testing irregularity at any time during the testing window, immediately contact the Assessment Specialist for the specific testing program at the Assessment Administration Division of the GaDOE. Explain the details of the irregularity to the GaDOE representative. The GaDOE may ask you to provide written documentation using this form (in addition to entering the information on to the Irregularity Survey on the MyGaDOEPortal. If necessary, complete this form and return to the GaDOE via fax at (404) 656-5976. The irregularity must also be documented on the 0385 Form. This form must be completed in its entirety.

Test Name: \_\_\_\_\_

Date: \_\_\_\_\_

System Name: \_\_\_\_\_

3-Digit System Code: \_\_\_ \_\_\_ \_\_\_

School Name: \_\_\_\_\_

4-Digit School Code: \_\_\_ \_\_\_ \_\_\_ \_\_\_

Grade: \_\_\_\_\_

Subject(s): \_\_\_\_\_

System Test Coordinator Name: \_\_\_\_\_

School Test Coordinator Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

9-Digit FTE: \_\_\_\_\_

10-Digit GTID: \_\_\_\_\_

Student Name: \_\_\_\_\_

9-Digit FTE: \_\_\_\_\_

10-Digit GTID: \_\_\_\_\_

Student Name: \_\_\_\_\_

9-Digit FTE: \_\_\_\_\_

10-Digit GTID: \_\_\_\_\_

(If an entire class is being considered for an Irregularity/Invalidation, attach a class roster with names, FTE and GTID numbers.)

Irregularities in Security Procedures:

Irregularity due to content being disclosed, coached, or distributed.

Georgia Department of Education

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Irregularity due to cheating.

Irregularity due to Test Administrator altering responses during or after testing.

Irregularity due to lost test materials.

Explain: Attach documentation and use the back of this page to provide a written explanation of the incident. (This form may be reproduced.)

Irregularities in Test Administration:

Irregularity due to materials being distributed inappropriately:

Irregularity due to directions not being followed:

Irregularity due to testing interruption:

Irregularity due to environmental teaching aids being exposed:

Other

Explanation of the Irregularity

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**Rescore Request Form**

Assessment Name: \_\_\_\_\_

System: \_\_\_\_\_

System Code: \_\_\_\_\_

School: \_\_\_\_\_

School Code: \_\_\_\_\_

Test Coordinator: \_\_\_\_\_

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

FTE: \_\_\_\_\_

GTID: \_\_\_\_\_

Content Areas: \_\_\_\_\_

Date of administration: \_\_\_\_\_

Reason for request: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Invoice remits to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ship to and Attention: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reminder to System Test Coordinator:**

- All rescore request must originate and be approved by the System Test Coordinator.
- Please allow at least two weeks for return of rescoring results.
- Fees vary. Please contact the Assessment Administration Division for fee information.

Please enter this information on the MyGaDOEPortal of the Assessment Survey – Rescore Request.



**Special Administration Request Form**

Assessment Name: \_\_\_\_\_

System: \_\_\_\_\_

System Code: \_\_\_\_\_

Test Coordinator: \_\_\_\_\_

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

FTE: \_\_\_\_\_

GTID: \_\_\_\_\_

Reason for request: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date of special administration: \_\_\_\_\_

(Please do not schedule the special administration earlier than 2 weeks from the date of this request)

Location of special administration: \_\_\_\_\_

Examiner Name (must be certified): \_\_\_\_\_

Invoice remits to: \_\_\_\_\_  
\_\_\_\_\_

Ship to and Attention: \_\_\_\_\_  
\_\_\_\_\_

**Reminder to System Test Coordinator:**

- A signed letter by the superintendent must accompany this document before approval may be given to administer a special administration.
- Special administrations must be requested and approved by both the Superintendent and the System Test Coordinator.
- All test materials should be removed from the school. Return answer document(s) to appropriate vendor. It is the responsibility of the System Test Coordinator to ensure that materials are removed from the school and either returned or destroyed depending upon the guidelines for the assessment.
- Fees vary. Please contact the Assessment Administration Division for fee information.



## Sample Forms/Optional

The state-testing program does not require the following forms. However, many systems have developed forms that assist them in record keeping and accountability. The GaDOE expresses its appreciation to System Test Coordinators who have made these forms available for inclusion in the *Student Assessment Handbook*. Please feel free to modify these forms as necessary to fit the needs of your system.

Georgia High School Graduation Test Roster  
Examiner's Certification of Adherence to Prescribed Test Administration Procedures  
Test Participation Documentation for Eligible ELL Students

### Georgia High School Graduation Tests Roster

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Last Name, First Name	Student FTE/GTID Number	ELA		Math		Science		Social Studies		Answer Document Turned In (Initial)	Test Form Numbers
		Out	In	Out	In	Out	In	Out	In		
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											

**Examiner's Certification of Adherence to Prescribed Test Administration Procedures**

NAME OF SCHOOL \_\_\_\_\_

(Insert Date – Assessment)

Check appropriate response and explain any problems relating to security or administration procedures, which may have occurred. Use an additional sheet as necessary.

- | YES | NO  |  |
|-----|-----|--|
| ( ) | ( ) | 1. The <i>Examiner's Manual</i> was thoroughly reviewed prior to the first testing session.  |
| ( ) | ( ) | 2. All Testing Materials were carefully counted when received. Any discrepancies were reported to the School Test Coordinator and were successfully resolved.  |
| ( ) | ( ) | 3. All testing materials were kept in a secure location while in the examiner's possession and no one was allowed to record, copy or make a conscious mental note of any testing item, answer documents and/or student responses.                          |
| ( ) | ( ) | 4. All procedures for testing as given in the <i>Examiner's manual</i> , including readings of all directions to students word for word, were followed.  |
| ( ) | ( ) | 5. No student left the room during a testing session. If an emergency situation did necessitate a student's leaving, an explanation can be found on the back of this sheet.  |
| ( ) | ( ) | 6. Proper classroom control was maintained and students were on task during the testing period.  |
| ( ) | ( ) | 7. While students were assisted with procedural aspects of the test, no assistance was offered which could have influenced a student's response to any test item.  |
| ( ) | ( ) | 8. All answer documents were inspected under the supervision of an administrator and not in isolation. Bubbling was darkened and erasures completed where needed, any stray marks were removed, and all demographic information was completed as required. |
| ( ) | ( ) | 9. The use of reference materials was not allowed unless specified in the Examiner's Manual.   |
| ( ) | ( ) | 10. A roster of students was maintained and turned in to the School Test Coordinator along with an answer document for each student taking all or part of the test.  |
| ( ) | ( ) | 11. All testing materials issued were carefully counted and returned to the School Test Coordinator.   |

Examiner's Signature \_\_\_\_\_

Date \_\_\_\_\_

	Reading	ELA	Math	Science	Social Studies
# Booklets Returned					
# Booklets Returned					
# Booklets Returned					
# Booklets Returned					

**Test Participation Documentation for Eligible ELL Students**

ELL Test Participation Committee (ELL/TPC) Meeting Date \_\_\_\_\_

Student \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Date of Entry in U.S. school: mo \_\_\_\_\_ yr \_\_\_\_\_

Student FTE # \_ \_ \_ \_ \_ Student GTID # \_ \_ \_ \_ \_ DOB \_\_\_\_\_

**Is the student eligible for ESOL services?** (Indicate the student’s proficiency level on the state-approved eligibility screener in accordance with SBOE Rule 160-4-5-.02)

Student’s proficiency level \_\_\_\_\_

\_\_\_\_ Yes (Proceed to Part One)

\_\_\_\_ No (STOP!) THIS STUDENT CANNOT BE CODED AS ELL OR CONSIDERED FOR ACCOMMODATIONS PER SBOE RULES 160-3-1-.07 AND 160-4-5-.02)

**Part One: Consideration of Deferment**

1. Will the administration of the assessment occur during the first 12 months of the student’s initial entry into a U. S. school? \_\_\_\_ Yes (continue) \_\_\_\_ No (go to Part Two)

2. Will the student participate in the state adopted English proficiency assessment?

\_\_\_\_ Yes (continue) \_\_\_\_ No (Student cannot be deferred; proceed to Part Two)

3. Does the student’s limited proficiency in English indicate assessment in content areas other than mathematics and science is NOT in the best educational interest of the student?

\_\_\_\_ Yes (continue) \_\_\_\_ No (go to Part Two)

Note: Students must participate in mathematics and science assessments and all EOCT. A deferment is not permitted on the mathematics and science portions of any of the assessments listed below; no EOCT may be deferred.

4. Assessments to be deferred: \_\_\_\_ NRT \_\_\_\_ CRCT \_\_\_\_ GAA \_\_\_\_ GHS GT \_\_\_\_ GKIDS

\_\_\_\_ GHS WT \_\_\_\_ 3<sup>rd</sup>/5<sup>th</sup>/8<sup>th</sup> Grade Writing Assessments \_\_\_\_ Local Assessment

Part Two: Consideration of Accommodations

1. Will the student participate in all required assessments without accommodations?

Yes (Stop here)                       No (Continue with number 2)

2. Determine the accommodations the student needs in order to meaningfully participate in each assessment this school year and document them using the appropriate form. These accommodations will be taken from Table 5, found in the *Student Assessment Handbook* and/or test administration manuals. Any accommodation considered that is not found in the *Student Assessment Handbook* **must** be approved by the Assessment Administration Division of the GaDOE prior to use. All accommodations must be consistent with classroom instruction and assessment.

Signatures (Committee shall be comprised of a minimum of three members, one of whom is a teacher certified by the Professional Standards Commission, and must include the ELL/ESOL teacher/aide currently serving the student with English language assistance)

Content area and/or grade level \_\_\_\_\_

ELL/ESOL Teacher/Aide \_\_\_\_\_ Date \_\_\_\_\_

Certified Educator \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Student (if 18 years or older) \_\_\_\_\_ Date \_\_\_\_\_

Administrator \_\_\_\_\_ Date \_\_\_\_\_



Chart: Recommended Assessment Accommodations  
 (Attach to ELL/TPC Documentation form)

Student Name \_\_\_\_\_

Student FTE # \_ \_ \_ \_ \_

Student GTID # \_ \_ \_ \_ \_

Name of Assessment				
Deferred  (Math, science, and EOCT may not be deferred)				
Setting				
Presentation				
Response				
Scheduling				

## WEB RESOURCES

The GaDOE provides extensive resources via the web. The following information is provided so that systems can utilize these resources to effectively communicate information to students, parents, and teachers.

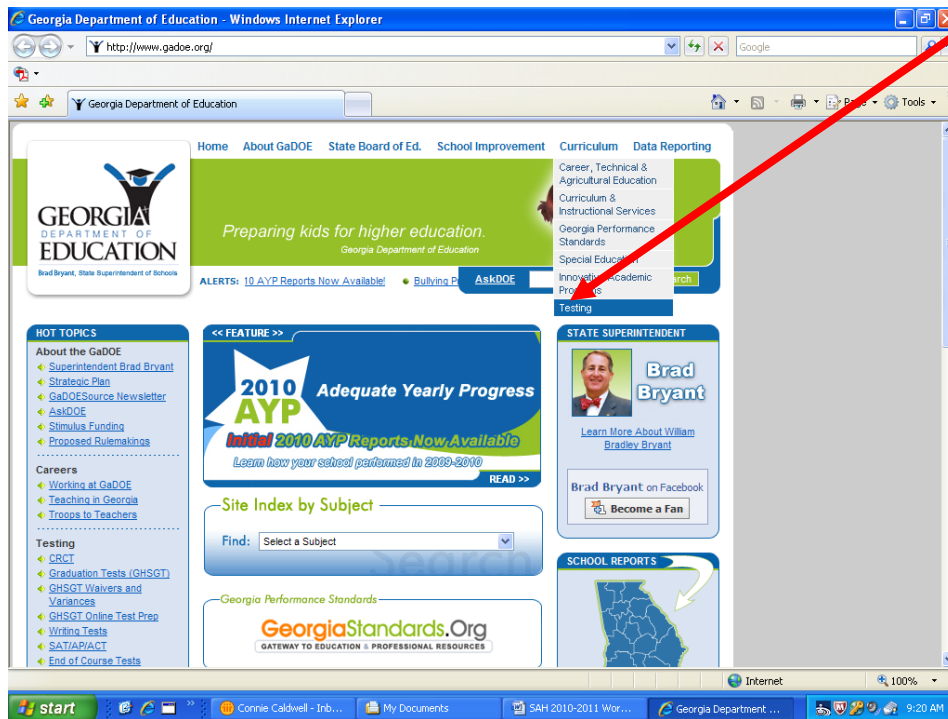
Useful main pages for various topics are as follows:

ACCESS	<a href="http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_ACCESS">http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_ACCESS</a>
AP, PSAT, SAT	<a href="http://www.gadoe.org/ci_iap_satap.aspx">http://www.gadoe.org/ci_iap_satap.aspx</a>
CRCT	<a href="http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_CRCT">http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_CRCT</a>
ELL/ESOL	<a href="http://www.gadoe.org/ci_iap_esol.aspx">http://www.gadoe.org/ci_iap_esol.aspx</a>
EOCT	<a href="http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_EOCT">http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_EOCT</a>
Exceptional Students	<a href="http://www.gadoe.org/ci_exceptional.aspx">http://www.gadoe.org/ci_exceptional.aspx</a>
GAA	<a href="http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GAA">http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GAA</a>
GHSGT	<a href="http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GHSGT">http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GHSGT</a>
GKIDS	<a href="http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GKIDS">http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GKIDS</a>
GPS	<a href="http://www.georgiastandards.org">http://www.georgiastandards.org</a>
Lexiles	<a href="http://www.gadoe.org/lexile.aspx">http://www.gadoe.org/lexile.aspx</a>
NAEP	<a href="http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_NAEP">http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_NAEP</a>
NRT	<a href="http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_NRT">http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_NRT</a>
OAS	<a href="http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_OAS">http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_OAS</a>
Variances	<a href="http://www.gadoe.org/tss_learning.aspx?PageReq=TSSLearningWaivers">http://www.gadoe.org/tss_learning.aspx?PageReq=TSSLearningWaivers</a>
Writing Assessments	<a href="http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_WA">http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_WA</a>

The URL for the main page of the GaDOE web site is [www.gadoe.org](http://www.gadoe.org).

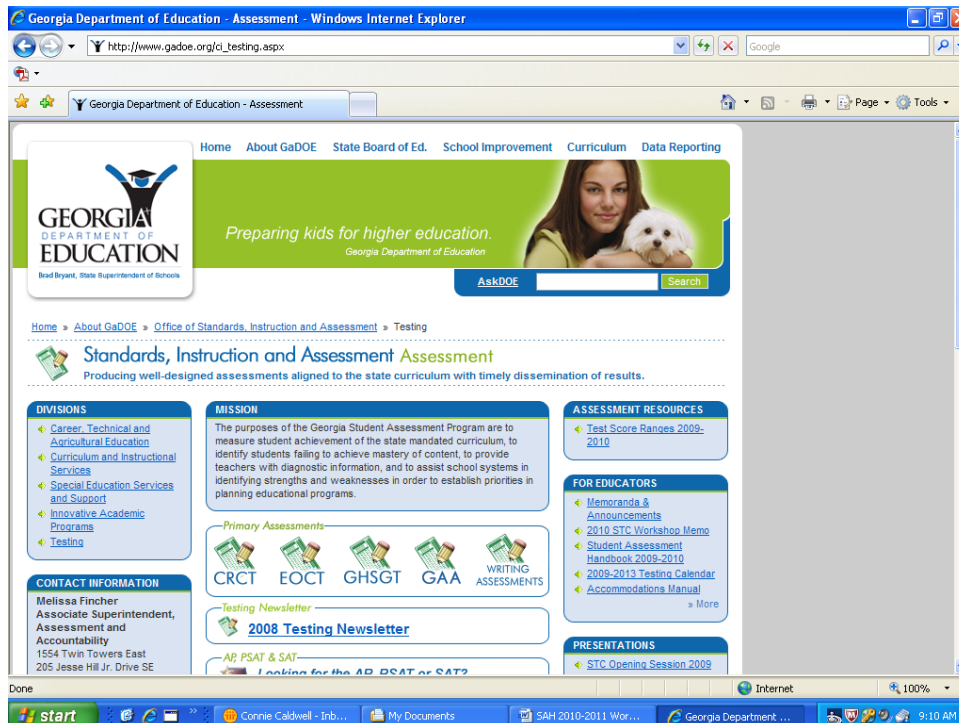


To link to the main page for Testing, click on the drop down arrow and go to 'Testing'. Click here for the testing page.



## Testing Program Information

This page will give a link for all testing programs and the main testing page.



Main testing page:

The screenshot shows the Georgia Department of Education Assessment website. The browser window title is "Georgia Department of Education - Assessment - Windows Internet Explorer". The address bar shows "http://www.gadoe.org/ci\_testing.aspx". The page has a navigation menu with links: Home, About GaDOE, State Board of Ed., School Improvement, Curriculum, and Data Reporting. The header features the Georgia Department of Education logo and the slogan "Preparing kids for higher education." with a photo of Brad Bryant, State Superintendent of Schools. Below the header is a search bar labeled "AskDOE" and a "Search" button. The main content area is titled "Standards, Instruction and Assessment Assessment" and includes a sub-header "Producing well-designed assessments aligned to the state curriculum with timely dissemination of results." The page is organized into several sections: "DIVISIONS" with links for Career, Technical and Agricultural Education; Curriculum and Instructional Services; Special Education Services and Support; Innovative Academic Programs; and Testing; "MISSION" describing the Georgia Student Assessment Program; "ASSESSMENT RESOURCES" with links for Test Score Ranges 2009-2010; "FOR EDUCATORS" with links for Memoranda & Announcements, 2010 STC Workshop Memo, Student Assessment Handbook 2009-2010, 2009-2013 Testing Calendar, and Accommodations Manual; "CONTACT INFORMATION" for Melissa Fincher, Associate Superintendent; "Primary Assessments" including CRCT, EOCT, GHSGT, GAA, and Writing Assessments; "Testing Newsletter" for 2008; and "PRESENTATIONS" for STC Opening Session 2009. A callout box on the right side of the page points to the "Memoranda & Announcements" link in the "FOR EDUCATORS" section.

Memoranda and Announcements  
Statewide Testing Calendar

## Important Memoranda and Announcements for System Test Coordinators

Important update information is posted for all System Test Coordinators via the GaDOE web site. On the main testing page, look at For Educators – Memoranda and Announcements. The URL for this page is [http://www.gadoe.org/ci\\_testing.aspx](http://www.gadoe.org/ci_testing.aspx). System Test Coordinators should access this site weekly to check for information.

The screenshot shows a Windows Internet Explorer browser window displaying the Georgia Department of Education website. The address bar shows the URL [http://www.gadoe.org/ci\\_testing\\_educators.aspx](http://www.gadoe.org/ci_testing_educators.aspx). The website header includes the Georgia Department of Education logo and the tagline "Helping students excel." Below the header, there is a navigation menu with links for Home, About GaDOE, State Board of Ed., School Improvement, Curriculum, and Data Reporting. The main content area is titled "Standards, Instruction and Assessment Assessment" and includes a sub-header "Memoranda & Announcements". A table lists "2010 MEMORANDA AND ANNOUNCEMENTS" with columns for date, subject, and contact person. The table contains three entries, all dated 7/20/2010, involving System Test Coordinators, Assessment Directors & Special Education Directors, and GAA training. The contact person for all entries is Melissa Fincher. The website also features a "DIVISIONS" sidebar with links to various educational services and a "CONTACT INFORMATION" section for Melissa Fincher, Associate Superintendent, Assessment and Accountability.

2010 MEMORANDA AND ANNOUNCEMENTS		
7/20/2010	System Test Coordinators	Melissa Fincher
2010 System Testing Coordinator Conferences <a href="#">Memo</a>		
7/20/2010	Assessment Directors & Special Education Directors	Melissa Fincher
Changes Impacting the 2010-2011 Grade 11 Georgia Alternate Assessment (GAA) <a href="#">Memo</a>		
7/20/2010	Assessment Directors & Special Education Directors	Melissa Fincher
Fall 2010 Georgia Alternate Assessment (GAA) Training		

## National Assessment of Educational Progress

The National Center for Education Statistics provides information and materials for students, parents, teachers, and the community. The web site is <http://www.nces.ed.gov/nationsreportcard>. Item banks and NAEP results can be found at this site.

The screenshot shows the top navigation bar of the National Center for Education Statistics website. The header includes the logo for the Institute of Education Sciences and the National Center for Education Statistics, along with navigation links for NewsFlash, Staff, Contact, Site Index, and Help. A search bar is present with a dropdown menu set to 'NCES' and a 'Go' button. Below the header is a secondary navigation bar with links for Publications & Products, Surveys & Programs, Data Tools, Tables & Figures, Fast Facts, School, College, & Library Search, Annual Reports, and What's New? There is also a 'KIDS ZONE' logo.

The main content area features a search bar for NAEP and a navigation menu with links for HELP, SITE MAP, CONTACT US, GLOSSARY, and NEWSFLASH. Below this is a sub-menu with links for SAMPLE QUESTIONS, ANALYZE DATA, STATE PROFILES, and PUBLICATIONS. The main heading is 'THE NATION'S REPORT CARD' with the NAEP logo. A large graphic of a computer mouse is overlaid on the page. A callout box with a white background and black border points to the 'ANALYZE DATA' link. The callout box contains the following text:

- NAEP Item Bank
- NAEP Results

Below the callout box is a 'Find out more!' link.



## Explore NAEP Questions

After each assessment, NAEP releases dozens of sample questions to the public—more than 2,000 questions are currently available. The tools featured here can be used to supplement classroom instruction, provide additional insight into the content of the assessment, and show what students nationally or in your state or district know and can do. Explore the tools or print a [quick reference guide](#) to find out more about NAEP.

### Questions Tool >>



Explore a database of released NAEP questions.

See video preview.

### Item Maps >>



See what students at each achievement level are likely to know and can do.

### Test Yourself >>



Try out actual questions administered to students in the NAEP assessments.

### Scoring >>



Learn how NAEP questions are scored.

### What's New?

- 2007 [mathematics](#), [reading](#), and [writing](#) assessments.
- 87 multiple-choice and 47 constructed-response questions from the 2007 assessments now available in the Questions Tool

Explore the latest released questions from the 2007 [mathematics](#), [reading](#), and [writing](#) assessments.

Institute of Education Sciences U.S. Department of Education

**ies** NATIONAL CENTER FOR EDUCATION STATISTICS

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ABOUT NAEP... SUBJECT AREAS... HELP SITE MAP CONTACT US GLOSSARY NEWSFLASH

SAMPLE QUESTIONS ANALYZE DATA STATE PROFILES PUBLICATIONS

search NAEP  go

## NAEP Data Explorer

National Assessment of Educational Progress (NAEP)

### Welcome to the NAEP Data Explorer!

Get help

Do you have questions about what the nation's students know and can do? With the NAEP Data Explorer (NDE) you can create statistical tables and graphics to help you find answers. Explore the results of decades of assessment of students' academic performance, as well as information about factors that may be related to their learning.

**Choose a version...**

**Quick Start** – Provides convenient access to data about student performance in terms of NAEP's scale scores and achievement levels for major reporting group variables. Enables you to format basic tables and graphics.

[Go to Quick Start](#) [Read the Quick Start introduction](#)

**Advanced** – Provides full access to student groups' scale scores and achievement-level performance for any NAEP variable; allows additional flexibility in generating and

[Accessible version](#) of the NAEP Data Explorer.

First time user? Can't remember where to begin? [View the tutorial](#).

**Detailed tables of NAEP Results**

**Tutorial on using the data tool**