Georgia Student Assessment Program

Student Assessment Handbook

2017 – 2018

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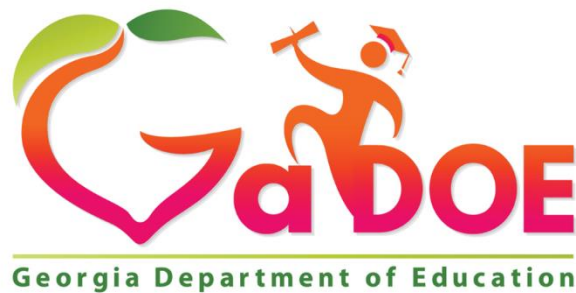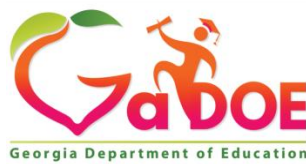
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INTRODUCTION TO GEORGIA'S STUDENT ASSESSMENT PROGRAM

The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and inform efforts to improve teaching and learning. Results of the assessment program are utilized to identify students failing to achieve mastery of content, to provide teachers with feedback about instructional practice, and to assist school districts in identifying strengths and weaknesses to establish priorities in planning educational programs. The assessment program includes customized summative criterion-referenced tests at the elementary, middle, and high school levels. In addition, Georgia participates in the National Assessment of Educational Progress in grades 4, 8 and 12 and administers an English language proficiency test in grades K-12. A variety of resources, including formative tools, are provided to assist parents, educators, students and the public with efforts improve educational opportunities for students 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 mandatory state assessments include:

ACCESS for ELLs (ACCESS 2.0) in grades K-12 and Alternate ACCESS for ELLs in grades 1-12
> Reading, Writing, Listening, and Speaking

Georgia Alternate Assessment (GAA)
> English/Language Arts, Mathematics, Science, and Social Studies in grades 5 and 8 and high school
> English/Language Arts and Mathematics, grades K, 3, 4, 6, and 7

Georgia Kindergarten Inventory of Developing Skills (GKIDS)

Georgia Milestones Assessment System (Georgia Milestones)
> English/Language Arts, Mathematics, Science, and Social Studies, grades 5 and 8 and high school
> English/Language Arts and Mathematics, grades 3, 4, 6, and 7

National Assessment of Educational Progress (NAEP)
> National assessments in reading, math and science in grades 4, 8, and 12

GLOSSARY

accommodations: A change in a test administration that alters 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 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 that 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. State Board Rule restricts this accommodation to a small percentage of students.

achievement level descriptors: Levels used to describe the knowledge and skills students have mastered. The four achievement levels on Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*.

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 criterion 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.

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 Learner (EL): 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 Learner-Monitored (EL-M): Refers to students who have exited the English to Speakers of Other Languages (ESOL) program (or an appropriate alternative) for no more than four 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 by which scores earned on two different versions of a test are made comparable. Often, there are multiple forms within a single administration as well as different forms from one administration to another. These forms differ by containing different items, and therefore one form may be slightly more or less difficult. While test forms are constructed to be similar in content and difficulty as specified in the test blueprint, equating allows tests developers to adjust scores on test forms so that the scores on the forms can be used interchangeably. Equating adjusts for any small differences in difficulty in the forms that may occur. To be able to make accurate comparisons between scores from the forms, it is necessary to equate the forms.

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 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. They are not intended as "practice tests" in advance of large-scale, state-mandated assessments. 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, student self-checklists, teacher/student conferencing, and 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 is 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 to link 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 ESSA, an English language assessment must be given annually to all English 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 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 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.

pilot testing: A test given to a representative sample of students 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.

present, test not attempted (PTNA): A coding used for instances in which a student was present for testing and provided the opportunity to do so, but was unable to test. A parental/student refusal to take a state assessment is not an allowable use of PTNA.

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 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.

scribing: To write/record student responses, in the manner described in this Handbook, on an answer document or online test form as prescribed in an IEP, IAP, or EL-TPC.

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 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.

student growth percentile (SGP): A student growth percentile (SGP) describes the amount of growth a student demonstrates relative to academically-similar students from across the state.

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 state-adopted content 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.

test irregularity: A testing irregularity is any deviation from standard test administration procedures or test security protocols.

transcribe: The act of moving student responses, exactly as they were completed by a student, to an online form or answer document as necessitated by an accommodation, damage to an original answer document, or an event/irregularity that renders an original answer document unusable.

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 for ELLs 2.0	Assessing Comprehension and Communication in English State to State for English Language Learners
AP	Advanced Placement
BST	Basic Skills Test
CBA	Curriculum Based Assessment
CR	Constructed Response
DNA	Did Not Attempt
EIP	Early Intervention Program
EL	English Learner
EL-M	English Learner – Monitored
EL/TPC	English Learner/ Test Participation Committee
EOC	End-of-Course
EOG	End-of-Grade
ER	Extended Response
ESOL	English to Speakers of Other Languages
ESSA	Every Student Succeeds Act
FAPE	Free Appropriate Public Education
FTE	Full-Time Equivalent
GAA	Georgia Alternate Assessment
GaDOE	Georgia Department of Education
GKIDS	Georgia Kindergarten Inventory of Developing Skills
GOFAR	Georgia Online Formative Assessment Resource
GPS	Georgia Performance Standards
GSE	Georgia Standards of Excellence
GTID	Georgia Test Identification (Number)
IAP	Individual Accommodation Plan
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
KEP	Kindergarten Entry Profile
LEA	Local Education Agency
LUA	Local Unit of Administration (local school districts)
NAEP	National Assessment of Educational Progress
NRT	Norm-Referenced Test
NSLP	National School Lunch Program
O.C.G.A.	Official Code of Georgia Annotated
PSAT	Preliminary SAT
PTNA	Present Test Not Attempted
REBW	Reading and Evidence-Based Writing
QBE	Quality Basic Education
QCC	Quality Core Curriculum
RFP	Request for Proposals
RFQ	Request for Quote
RTI	Response to Intervention
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)

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/External-Affairs-and-Policy/State-Board-of-Education/Pages/PEABoardRules.aspx

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
160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses
160-4-2-.31 Hospital/Homebound (HHB) Services
160-4-2-.34 Dual Enrollment and Move On When Ready
160-4-2-.06 through 160-4-2-.48 (IHF) High School Graduation Requirements
160-4-5-.02 Language Assistance: Program for English Learners (ELs)
160-4-8-.12 Alternative/Non-Traditional Education Programs
160-4-9-.07 Charter Systems
160-5-1-.07 Student Data Collection
160-5-1-.14 Transfer of Student Records
160-5-1-.15 Awarding of Units of Credit and Acceptance of Transfer Credit and/or Grades
160-5-1-.33 Strategic Waivers and Title 20/No Waivers School Systems
160-7-1-.01 Single Statewide Accountability System

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

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. The guidelines apply, where applicable, to both paper and online test administrations and environments. Please note that this list is not exhaustive and includes acts that could be committed by staff and/or students. 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 the 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/online testing forms;
- makes answers available to examinees;
- reads, reviews, notates, photographs, shares, transmits test questions before, during (unless specified in the IEP, IAP, or EL/TPC), or after testing, this is applicable to both paper and online test forms;
- 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, answer documents, online testing log-ins/passwords/test forms for any purpose other than examination;
- fails to follow administration directions for the test;
- fails to properly secure and safeguard pass codes/usernames necessary for online test administration;
- erases, marks answers, or alters responses on an answer document or within an online test form.
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts;

Failure to safeguard test materials or to comply with test administration procedures could adversely affect an individual's certification status. Such 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

Deviation from standard test administration procedures or test security protocols is considered a testing irregularity. 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. It is the responsibility of all personnel in the local system to follow protocol as they become aware of testing irregularities.

Examples of testing irregularities include, but are not limited to missing test booklets; copying of (by machine or 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 student before, during, or after the test session (except released test items or items in GOFAR); testing session disruption for any reason; student cheating which will result in invalidation (i.e., sharing answers, assisting peers during testing, using electronic devices to copy, send, share answers or test information, plagiarism).

Any signs of any testing irregularity must be dealt with immediately. The Examiner should contact the School Test Coordinator if any disruptions in testing sessions, cheating, or security violations are suspected. The School Test Coordinator, in turn, notifies the System Test Coordinator. The System Test Coordinator is expected to contact the GaDOE Assessment Specialist as soon as possible and report the testing irregularity in the MyGaDOE portal.

If the School or System Test Coordinator become aware of testing irregularities within the testing window, the GaDOE Assessment Specialist should be contacted immediately to determine if the test session can/should continue. If the decision is made to discontinue the testing process, Assessment 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 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. If the irregularity has a major impact on testing or there is a possible need to invalidate student scores, then the district's assigned Assessment Specialist at the GaDOE should be called. Confirmed incidences of cheating will result in an invalidation of student scores

All events that may/do constitute irregularities must be coded and documentation completed and submitted to the Assessment Division. The System Test Coordinator is not required to call for guidance on irregularities concerning common place interruptions (e.g., alarms, sickness, cell phones/texts ringing, power outage, etc.). Once the irregularity code is received from the GaDOE Assessment Specialist, it may be used on future common place irregularities without calling the GaDOE, but the irregularities must be reported in the MyGaDOE portal. Any and all incidents of secure content posted on public websites and/or social media sites must be reported immediately to the GaDOE Assessment Specialist and reported in the MyGaDOE portal.

It is possible to handle minor irregularities locally. However, more serious irregularities require a report to the Assessment Division at the GaDOE. Depending on the impact of the irregularity, the GaDOE will instruct the school system to code the anomaly as either a testing irregularity or a test invalidation. The Assessment Division should be contacted as soon as possible if there is a major interruption in testing that impacts a substantial number of students over an extended amount of time.

If there is a suspicion of cheating during testing, the students involved should be moved or redirected, but testing should not be suspended. If after a system investigation it is determined that a student did cheat, GaDOE will authorize invalidating scores. If it is suspected that an Examiner is assisting or coaching students during testing, the Examiner should be removed from testing, and investigation by the system and school administration should occur and the results of the investigation reported to the GaDOE. All reports to the GaDOE should be made by the System Test Coordinator to the Assessment Administration division and documentation posted to the MyGaDOE portal.

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

Occasionally, persons from the general public will contact the Assessment 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 Georgia Professional Standards Commission with a copy to the Assessment Administration Division, and report the incident in the MyGaDOE portal.

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 GaPSC.

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 (by any means) secure test materials for personal or distributed use.
- 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.)
- School or System missing assigned or unassigned test booklets or answer documents.
- Test Examiner or other personnel presenting actual or cloned test items to students before, during, or after the test session (except released test items or items in the GOFAR.
- Test Examiner failed to create an appropriate testing environment.

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.
- Student disruptions for any reason.
- Personnel or student verbal or written communication regarding specific test content.

Invalidations related to Student Behavior including, but are not limited to, the following:
- Student attempting to view or copy another student's responses to questions during testing.
- Student assisting peers with answers to questions during testing.
- Student using cell phones, electronic devices, and/or monitors to view, copy, share answers or post secure test information.
- Student involvement in incidents involving cheating and/or plagiarism of content and responses.

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.
- When requested, written narrative statements must be provided by all parties, including students when appropriate, involved in the irregularity.
- Return all documentation to the System Test Coordinator.

System Test Coordinator:
- Collect 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 My GaDOE portal to report irregularities will be shared during each pre-administration webinar.)
- Include appropriate information, coding, and documentation in the MyGaDOE portal.
- The Assessment Division will inform the local district if it is required to report the irregularity to the Professional Standards Commission.

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 during pre-administration trainings.

Georgia Professional Standards Commission	Georgia Department of Education
Educator Ethics Division	Assessment Administration Division
200 Piedmont Ave., West Tower	1554 Twin Towers East
Suite 1702	205 Jesse Hill, Jr. Dr. SE
Atlanta, Georgia 30334	Atlanta, Georgia 30334

Cell Phone/Electronic Device Use on Georgia Standardized Assessments

Students are not permitted to use, or to bring into the testing environment, any electronic device that could allow them to view, access, retain, or transmit information (e.g., cell phone, smartphone/watch camera, PDA, or playback device, etc.). Announcements **must** be made prior to testing that prohibited devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the system's student code of conduct and/or test invalidation. Devices such as those mentioned above that are brought into the testing environment must not remain in the student's possession during testing. **Districts and schools must have a plan to collect and secure such devices so that they are not accessible during testing.** 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 must collect the device if they become aware of its presence and should allow the student to continue testing.

In the event an examiner **confirms** during testing that a student is <u>using a cell phone or electronic device of any kind to **access**, **retain**, or **share** information</u>, the examiner must with minimal disruption:
- collect the device,
- **stop testing that student**,
- remove the student from the testing session, and
- notify the School Test Coordinator immediately.

In the event such actions are **suspected**, <u>but not yet confirmed</u>, the examiner must with minimal disruption:
- collect the device and/or move the student, if appropriate,
- **allow the student to complete testing**,
- notify the School Test Coordinator immediately, and
- as soon as it is appropriate attempt to confirm whether the device has been used in violation of the guidelines above.

Simple *possession* of a device (including the ringing of a phone during test administration) may be addressed in keeping with the system's code of conduct and does <u>not</u> require an irregularity report to the GaDOE. However, <u>use</u> of a device for any purpose during a test administration may result in an invalidation.

Specifically, if it is confirmed that the student did use, or intended to use, the device to access information and/or to photograph, post, retain, share, or transmit information/images from any portion of a secure test booklet, an online test form (including log-in/message screens), and/or answer document <u>the test for that student will be invalidated</u>. The School Test Coordinator must notify the System Test Coordinator. The System Test Coordinator must contact the Assessment Specialist at the GaDOE and report the incident as an irregularity. The Testing Irregularity Form, with statements, must also be submitted to the GaDOE as soon as possible on the MyGaDOE Portal. Students who view or receive, from another party, messages/posts/texts that contain secure test information may also have their test invalidated if the information received is used by them to gain an advantage. Students and staff are expected to report all instances where they receive electronic information from another person containing secure test content/materials published by the GaDOE.

Local systems should be aware, and may make students aware, that the GaDOE monitors various websites/social media sites in search of instances where individuals may have posted secure test information. GaDOE works with websites/social media sites to identify the source of any such posting that becomes known. Such actions may result in invalidation and disciplinary action in accordance with the system's code of conduct. **Importantly, examiners and proctors must be vigilant regarding test materials, test security, and the risks associated with electronic devices in the testing environment. While this has always been important, it has become increasingly important given the existence of social media and various applications.**

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 to allow 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.

Examiners and proctors must refrain from having phone conversations, sending emails, sending texts, taking photos, posting to social media, etc. during their administration of a test to students and during the time they possess secure materials. Taking photos of and/or notating/sharing/transmitting secure test content is a breach of test security that may result in referral to the Georgia Professional Standards Commission.

Important: In the event of an emergency/urgent situation, the use of a device to gain assistance/ communicate with others is, of course, allowable.

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.

Calculator Allowances and Restrictions

Georgia Milestones Assessment System
Systems, schools, and students must adhere to the guidelines provided below. It is incumbent upon System and School Test Coordinators, and Test Examiners, to ensure that all calculator policies are implemented and followed. Given that technology changes rapidly, these guidelines may change at any time. A list of state approved calculators will not be issued. Calculators may not be shared by students. By design, *calculators are not required* for any Georgia Milestones test item. Instead, calculators are an *allowable tool* for student use as noted below.

Allowable Calculators for Georgia Milestones:
- Grades 3 – 5 EOG: No calculators allowed
- Grade 6 EOG: Basic four-function calculator with square root and percentage functions
- Grade 7 – 8 EOG: Scientific calculator or basic Calculator
- Coordinate Algebra EOC: Graphing calculator or Scientific Calculator
- Analytic Geometry EOC: Graphing calculator or Scientific Calculator
- Algebra I EOC: Graphing calculator or Scientific Calculator
- Geometry EOC: Graphing calculator or Scientific Calculator
- Physical Science EOC: Scientific or basic calculator
- Economics EOC: Scientific or basic calculator

The following devices/features are **NOT** allowed:
- For basic and scientific calculators, devices that store text and/or that have QWERTY keyboards or typewriter-like keyboards.
- Calculators that have programs stored in the memory other than those that are factory installed.
- No cell phones, personal laptops, minicomputers, pocket organizers, iPods, and personal tablets.
- Calculators with beaming capabilities
- Calculators with wireless communication technologies and/or Internet access.
- Calculators with built in Computer Algebra System (CAS) – including those that allow CAS to be disabled
- Calculators that make noise, have paper tape, or that have voice (*)

(*) Does not apply to talking calculators for students who may require that functionality per an IEP/IAP.

In grades 6 – high school, calculators are allowed for all students on certain sections of the mathematics test. All students may use a calculator on these sections. For the no-calculator subsection of the mathematics tests at these grades, it is <u>not</u> permissible to assign a calculator as an accommodation. **No student may use a calculator on the designated no-calculator subsection in grades 6 – high school.** It is not permissible to prescribe use of a calculator as an accommodation for the no-calculator subsection in grades 6 – high school. Use of a calculator in the no-calculator subsection may result in invalidation.

Additionally, the School Test Coordinator and Test Examiner must ensure that all calculators being used for the assessment have no programs stored in memory other than those that are factory installed. Any non-factory programs or applications must be removed or disabled prior to testing. For specific assistance in effectively preparing calculators for use during testing, please contact the calculator manufacturer.

All questions regarding calculator usage should be directed to the System Test Coordinator who can then contact the GaDOE Assessment Division if necessary.

One (1) allowable hand-held calculator is permitted in online testing environments during the 2017-2018 school year. This allowance will be revisited for future years. Districts may elect to allow use of only the online calculator; however, districts must ensure that all schools (and examiners) are consistent across the district. To allow, or not allow, hand-held devices in an online test setting is a **_district_** decision that should be consistent district-wide.

Specific Directions – Graphing Calculators:
Graphing calculators are allowed for student use on the mathematics EOCs only. Given that many models of graphing calculators possess the ability to store text, it is **required** that System Test Coordinators, School Test Coordinators, and Test Examiners confirm prior to testing and immediately after testing (before dismissing students), and that all graphing calculators are cleared of any stored text. Should it be confirmed that a student either brought information into the test setting, or left the test setting with secure test information, the student's test will be invalidated. Further, a failure to confirm that text is cleared prior to, and after, testing may raise security concerns with all test administrations within a school, and possibly across the entirety of the local system. Please note that Georgia Milestones will provide an online graphing calculator, where appropriate, for student use. Any concerns a system may have regarding the requirement to ensure that each device is cleared of text and other non-factory installed programs can be eliminated by testing students online. Please note that the above provisions and requirements also apply to any other type of calculator, either basic or scientific, where applicable.

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 federal 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 the 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 need 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 federal 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 state-adopted content standards 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 GaDOE guidelines and test publisher's directions to maintain test security.
- Supervises and monitors System Test Coordinators and 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, GaDOE, and GaPSC of any breach of security by employees of the system.
- Completes the Superintendent's Certification Form no later than January 31 and July 31 of each year.

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

- Ensures test security within the school building.
- Supervises and monitors the School Test Coordinator to ensure that they fulfill their specific roles and responsibilities for the administration of tests within the school.
- 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 polices, 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.
- Completes the Principal's Certification Form following each test administration.

GaPSC Code of Ethics for Educators (505-6-.01)

The Georgia Professional Standards Commission adopted an updated **CODE OF ETHICS FOR EDUCATORS (505-6-.01)** effective 2015. 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 Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator or other LUA/school district employee, etc.)

Disciplinary Action: The Georgia 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 (GaPSC Rule 505-6-.01);*
2. *disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11 (GaPSC Rule 505-6-.01);*
3. *order from a court or a request from Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A § 19-6-28.1 and § 19-11-9-.3);*
4. *notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance corporation (O.C.G.A. § 20-3-295);*
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 educator designated by the superintendent/Local board of Education 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. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

The Code of Ethics for Educators can be found at this link:
http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf

Test Distribution and Storage
All test tickets, test booklets, answer documents, *Examiner's Manuals*, *School Test Coordinator's Manuals,* and *System Test Coordinator's Manuals* are considered secure and must be stored in a locked central location. Materials for online and paper/pencil administrations are distributed to each school system two to three weeks prior to the test dates depending upon the assessment. Test tickets for online testing are also available in advance of a local districts' testing window. Manuals are posted on the GaDOE web site prior to testing. 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 online test tickets are printed and once the test booklets and answer documents (where applicable) are distributed to schools. If test booklets and answer documents are needed, these materials 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 then 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. All online or paper/pencil test materials must be stored in a secure locked location with restricted access when not in use. No student, teacher, or other school personnel may have access to test tickets, test booklets, or questions prior to testing. Test materials 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. Online test tickets may be maintained securely until scores are received for students. Districts should securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding the students' test administrations. Districts/Schools should retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years.

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/standards 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. Where applicable, the list applies to both paper/pencil and online testing environments. This document is recommended as a training resource prior to test administration.

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. <u>Untrained examiners must not be allowed to test.</u>
- Perform all necessary technology readiness checks and online student practice tests in advance of online testing.
- Adhere to calculator and electronic device policies and guidelines.
- 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 GaPSC certified persons who have been carefully advised of their responsibilities for test security. Only GaPSC certified staff members who have been trained on the proper management of secure test materials/online test administrations should handle such materials.
- Follow instructions in the test manual exactly. This is very important because manuals change each year. Not doing so can potentially 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 any test booklets or answer documents 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.
- Adhere to the expectations set forth in the *Student Assessment Handbook*, and by the local system, relative to student possession of electronic devices in the test setting.
- Teachers must 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, and ensure that everyone involved in testing is aware of professional practices and the consequences of violations.

Must Not Do:
- Allow anyone to see test forms, including online and paper/pencil 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 electronic copies/photos, no notes may be made about/of test content, including secure 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.
- Enter/disrupt test settings during test administration unless necessitated by an emergency or other important need that is time-sensitive.
- 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, including through social media sites and communications. This does not include appropriate sample test items, practice materials, or GaDOE publications such as Test Content Descriptions and Student Study Guides.
- 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 content descriptions/objectives, test profiles, test results, or test preparation.
- Select and distribute test materials, test forms, writing prompts, etc. in a manner designed to provide a student/group of students with an advantage over others.
- Alter or interfere with a student's responses.
- Remove secure test materials from their secure storage location for reasons other than the preparation of materials for testing, actual test administration, and the completion of tasks prescribed by test administration manuals or the *Student Assessment Handbook*.

I received a copy of this three-page document (*Test Security Information for School Test Coordinators/Teachers/Examiners*) 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 Georgia 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. Ensures that the appropriate personnel complete all necessary readiness checks for online testing.
10. Ensures that personnel enforce prescribed calculator, cell phone, and electronic device guidelines.
11. Reviews and returns certification/verification forms to the Office of Assessment and Accountability at the GaDOE by the due dates.
12. Ensures that Principal's Certification Forms are completed after each test administration and retained as required.
13. Approves all special administrations.
14. Informs citizens residing within the local system's area concerning the collective achievement of enrolled students by school and system.
15. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar.
16. Completes the Superintendent's Certification survey form in the MyGaDOE portal due January 31 each year for assessments conducted July 1-December 31 as well as July 31 each year for assessments conducted January 1-June 30 each year.

System Test Coordinator
1. Coordinates all test administration activities within the school system including collaboration with the Technology Director and/or technical staff, Special Education Director and/or designated staff, Principals, and School Test Coordinators.
2. Coordinates with System Technology Director or Coordinator for the appropriate implementation of technology-based test administrations including scheduling, training, system and device requirements, and other communications.
3. Serves as liaison between the system and the GaDOE for all test administration activities.

4. Coordinates all training plans related to test administration activities (online and paper), ethical behavior of personnel, and test security for personnel and students.
5. Coordinates with various local system divisions to ensure successful test administrations (Special Education, Technology, Title III, etc.)
6. Assumes responsibility for carrying out the approved plan for administration of all tests.
7. Furnishes all information and submits all forms required by the GaDOE by specified dates.
8. Ensures principals complete the Principal Certification Form for each administration and maintains these forms for five years.
9. Orders special format tests (Braille, large print, advanced reading aids).
10. Receives test materials from GaDOE at a designated time and place and maintains them in a secure location.
11. Reviews and follows all procedures in all administration manuals and is familiar with administrators' roles and proctors' roles.
12. Ensures that appropriate security provisions and technology readiness checks are in place/completed relative to online testing environments including, but not limited to, security of log-ins, test tickets, passcodes, seating arrangements, etc.
13. Adheres to test dates, time schedules, and specified instructions set by the GaDOE and returns all materials to GaDOE and/or its contractors as specified and by the prescribed date(s).
14. Ensures that each test setting (room) is suitable, has an assigned examiner, and has the appropriate number of proctors.
15. Ensures that prescribed calculator, cell phone, and electronic device guidelines are applied in each school.
16. Accounts for all test materials delivered to the school system and for the disposition of specific materials.
17. Attends statewide testing program meetings/webinars and redelivers to local school coordinators.
18. Arranges schedule for staff to monitor schools during testing sessions.
19. 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/Alternate ACCESS), and any others who have responsibilities related to testing and/or testing materials.
20. Ensures that principals and School Test Coordinators are aware of and follow the protocols/procedures prescribed in *Student Assessment Handbook, Accommodations Manual*, testing manuals, and other ancillary materials.
21. Maintains a portfolio of all training session materials and rosters of attendees.
22. Answers questions of all School Test Coordinators and Principals and makes decisions regarding testing, when appropriate.
23. Ensures that School Test Coordinators account for all students in terms of testing requirements.
22. Ensures strict test security and reports to Superintendent concerning testing irregularities (e.g., student cheating, unethical professional conduct).
23. Communicates to the Assessment Division when testing irregularities occur.
24. 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.
25. Interprets test results to school personnel and appropriate others.
26. 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.
27. Ensures that students, parents, and the general public have access to information concerning all test administrations and utilization of test results.
28. Works with system personnel to communicate to parents of students with IEPs, IAPs, and ELL/TPC plans pertinent information regarding all statewide tests.

29. Facilitates the transfer of GAA portfolios when students withdraw from or enrolls in the school system.
30. Monitors each GAA test administration for school or system-level errors and data corrections that may result in the local system being invoiced for additional costs.

System Technology Coordinator

1. Acquires and maintains current information on the statewide testing program, including technology requirements for testing programs, training manuals, and testing schedules.
2. Coordinates with the System Test Coordinator for the appropriate implementation of computer-based test administrations.
3. Attends or views GaDOE assessment technology trainings and webinars.
4. Works with the System Test Coordinator to ensure that all schools have technology ready for online testing.
5. Performs readiness checks for the system and local testing devices.
6. Coordinates with schools so local software is installed and ready for use with each testing administration.
7. Coordinates with schools so that test content is available on servers and student responses can properly send to the testing vendor.
8. Verifies that district network security including firewalls and content filters are configured to work with the testing vendor to allow for test content and student responses to pass through the district network.
9. Verifies that wired and wireless bandwidth is appropriate for testing as defined in the system requirements documentation and training sessions.
10. Monitors district resources during test administrations for quality assurance.
11. Troubleshoots technology issues as they arise prior to and during test administrations.
12. Completes all post-testing tasks as stated in technology manuals, handbooks, and guides.

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, state-approved assistive technology, 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.

11. 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 to participate.
    c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment (such as promotion/retention requirements, EOCs constituting 20% of the final course grade, and any relevant local policies). Documents the occurrence of this discussion.
12. Ensures that all special education teachers have been trained to administer the GAA.
13. Collaborates with Title III/ESOL colleagues to train the appropriate teachers to administer the Alternate ACCESS for ELLs.
14. Coordinates with the System Technology Coordinator for the successful implementation of technology-based assessments including technology-related requirements for students with disabilities, scheduling, training, system requirements, and other communications.

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 EL or EL-M status.
2. *Acquires and maintains current information on the statewide testing program, including the section on accommodations for EL or EL-M students which is found in the Accommodations section of the SAH.*
3. Acquires and maintains current information on state rules and the accommodation process for EL or EL-M students.
4. Provides technical assistance to teachers on test administration.
5. Ensures that appropriate documentation is maintained for all EL or EL-M students.
6. Ensures that EL or EL-M students have appropriate test-taking experience or have been taught test-taking skills prior to taking the tests. **EL-M students must 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 EL/ESOL personnel in preparation for all state-mandated assessments:
    a. Discusses the state-required tests with the students and parents/guardians.
    b. Informs EL or EL-M students and their parent(s)/guardian(s) of pertinent test information and the role of the EL/TPC in identifying test accommodations, if any, which the student may require to participate.
    c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment (such as promotion/retention requirements, EOCs constituting 20% of the final course grade, and any relevant local policies). Documents the occurrence of this discussion.
9. Train Title III/ESOL teachers to administer ACCESS for ELLs and collaborates with special education colleagues to train the appropriate teachers to administer the Alternate ACCESS for ELLs.

Principal

1. Has ultimate responsibility for testing activities in the local school.
2. Ensures proper online and/or paper testing environments for all test administrations.
3. Ensures that all testing sites are appropriately prepared: updated devices and technology resources, 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 appropriate personnel complete all necessary readiness checks for online testing.
5. Ensures that personnel apply prescribed calculator, cell phone, and electronic device guidelines to each test setting and each testing administration.
6. Ensures that the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans are provided for each student as specified prior to the administration of all testing sessions.
7. Ensures that testing sites are free of interruptions during test administration (e.g., intercom messages, visitors, wandering students, entry into test settings by person/persons not serving as the examiner or proctor unless necessitated by emergency/time-sensitive need) and that sites do not have content-related materials posted that could advantage one group of students over others.
8. Designates a School Test Coordinator to coordinate the testing program. The School Test Coordinator must hold a GaPSC-issued certificate.
9. Assigns appropriately trained personnel to serve as Examiners and Proctors.
10. Arranges appropriate schedules for teachers who will be Proctors and Examiners and for those who will be teaching other students not involved in testing.
11. 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).
12. Creates an atmosphere in which all staff members know that their cooperation is needed and expected for successful test administration.
13. Advises School Test Coordinator, Examiners, and Proctors if emergency situations arise.
14. Monitors the administration of tests.
15. Supervises all testing activities to ensure strict test security.
16. Maintains test materials in a secure location, with restricted access.
17. Ensures that only staff members who have been trained on the proper management of secure test materials handle such materials.
18. Notifies System Test Coordinator of testing irregularities and provides explanation of circumstances.
19. Ensures that the school calendar is planned so that all tests are administered according to the system's testing calendar.
20. Monitors test preparation activities to ensure that secure testing materials are not misused.
21. Verifies all special education teachers have been trained to administer the GAA.
22. Verifies all ESOL teachers have been trained to administer the ACCESS.
23. Verifies all kindergarten teachers have been trained to administer the GKIDS.
24. Validates the content and procedures of students' portfolios by signing the GAA validation form.
25. Reviews and returns the Principal's Certification Form to the System Test Coordinator after each administration.

School Test Coordinator

1. Prepares all testing sites.
2. Assists Principal in assigning Examiner(s).
3. Conducts orientation and training sessions related to test administration, test security, and ethical behavior for all personnel expected to be in direct contact with the test administration process, including Examiners and Proctors.
4. Assigns Proctors appropriately in accordance with state guidelines.

5. Coordinates with various local school and/or system divisions to ensure successful test administrations (Special Education, Technology, Title III, etc.)
6. Ensures that students have only one opportunity to test during each window.
7. Adheres to system testing schedule.
8. Accounts for all students in terms of testing requirements, including special populations and those requiring testing accommodations.
9. Receives test materials from System Test Coordinator and verifies numbers received.
10. Ensures that only staff members who have been trained on the proper management of secure test materials handle such materials.
11. Ensures that appropriate security provisions are in place relative to online testing environments and materials including, but not limited to, security of log-ins, passcodes, conducive seating arrangements, etc.
12. Accounts for the security of all test materials during the time the materials are in the building.
13. Under supervision, ensures the accuracy of student FTE and GTID numbers on each answer document.
14. Provides each Examiner with a list of student FTE and GTID numbers.
15. Ensures all materials are stored in a secure, locked location with restricted access, confirms access is restricted by accounting for keys.
16. If applicable, determines the number of paper test booklets and answer documents to be assigned to each testing site and accounts for material distribution and return.
17. Gives Examiners extra No. 2 pencils, online test tickets, computer peripherals, and resource materials, if appropriate.
18. Ensures that personnel apply prescribed calculator, cell phone, and electronic device guidelines to each test setting.
19. Ensures that testing sites are free of interruptions during test administration (e.g., intercom messages, visitors, wandering students, entry into test settings by person/persons not serving as the examiner or proctor unless necessitated by an emergency/time-sensitive need) and that sites do not have content-related materials posted that could advantage one group of students over others.
20. Counts materials returned from Examiners each day and accounts for all materials distributed each day of testing.
21. Distributes test materials to and collects from each Examiner on the testing days.
22. Ensures Examiners sign out (date and time) materials each testing day shortly before testing begins each day.
23. Ensures Examiners return (sign, date, and time) materials immediately after testing each day.
24. Maintains dated student sign-in/sign-out sheets for each test administration.
25. Ensures that a minimum of one certified administrator is present and witnesses the transcription of student responses when/where necessary (e.g. such as when a student has the accommodation of marking answers in the test booklet). Documentation of this process must be retained. Confirms that all necessary transcriptions are completed when necessary.
26. Notifies Principal and System Test Coordinator of any emergency and helps to decide what action needs to be taken.
27. Conducts, coordinates, and supervises inspection of all completed answer documents before delivering them to the System Test Coordinator for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning.
28. Packages and returns materials to System Test Coordinator according to directions and time line.
29. Notifies Principal and System Test Coordinator of any testing irregularities and provides explanation of circumstances.

30. 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. Systems should collaborate and discuss such cases prior to test administration.

Examiner

1. Participates and completes all training related to test administration, test security, and ethical behavior.
2. Must be GaPSC certified.
3. Reviews and follows all procedures in handling all administration materials.
4. Counts materials prior to testing and after testing to verify accuracy.
5. Ensures the security of test booklets while they are in the testing site before, during, and after testing.
6. Provides No. 2 pencils, erasers, pens for writing tests, and resource materials (if appropriate).
7. Follows procedures for testing as given in the *Examiner's Manual*, including reading all directions to students.
8. Confirms that all assigned students have entered and bubbled in the test form number correctly if one is required.
9. Maintains control of testing situation and keeps students on task. **Examiners must actively circulate and monitor students throughout the testing session(s).**
10. Monitors test administrations and communicates with the School Test Coordinator and/or the Technology Coordinator or designee when test administration, technology, and/or student issues arise**.**
11. Applies and enforces prescribed calculator, cell phone, and electronic device guidelines.
12. Observes students during testing to monitor that they are marking answers completely and correctly and using only specified test materials. Reports student actions to School Testing Coordinator immediately.
13. Allows no student to leave the test room unless there is an emergency/health/restroom need.
14. Counts and verifies all testing materials each day prior to dismissing students.
15. With direct administrator supervision, after testing, inspects answer documents for the following purposes <u>only</u>: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning.
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. Documents the daily receipt (date, time, and number received) of test materials and the daily return of test materials.
18. Ensures that no content-related instructional materials are displayed in the testing site. Charts, diagrams, and posters should not be visible. Chalkboards/Whiteboards should be free of any writing except for test procedure information.

As required by State Board Rule 160-3-1-.07, certified educators (**teachers, counselors, administrators, and paraprofessionals**) must administer all state-mandated assessments. The term **Certified Educator** in this statement is defined as those educators directly involved with the instruction of students, and who must hold a **clearance certificate** as defined by the Georgia Professional Standards Commission (GaPSC). Educators without Georgia certification

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

Proctor

1. Participates and completes all training related to test administration, test security, and ethical behavior.
2. Assumes responsibility for assigned students.
3. Monitors a specific area if a large testing site is used.
4. Monitors online test administrations and communicates with Examiner when test administration, technology, and/or student issues arise.
5. With Examiner supervision, assists in preparing test materials for distribution to students in a classroom on days of testing.
6. Ensures that desks are clear of everything except test materials.
7. Assists the examiner in applying and enforcing prescribed calculator, cell phone, and electronic device guidelines.
8. With examiner supervision, assists in distributing and collecting classroom test materials.
9. With examiner supervision, answers questions regarding test procedures but does not explain items or answer any questions regarding the content of the test.
10. Remains in testing site during entire testing time.
11. Observes students during testing to monitor that they are marking answers completely and correctly and using only specified test materials. Reports student actions to School Testing Coordinator immediately.
12. Reports any unusual circumstances to Examiner immediately (e.g., suspicion of cheating).
13. Circulates among students during testing to discourage misconduct and to be available to answer student questions.
14. Avoids standing by a student's desk too long or touching a student, as this may be distracting.
15. Monitors students with disabilities, 504 students, or EL students who may require closer observation than other students or who need special assistance.
16. With examiner supervision, assists in accounting for all classroom test materials (Test materials should be returned to the School Test Coordinator by the Examiner).
17. Assists the Examiner in maintaining strict test security.

ASSESSMENT DESCRIPTIONS

Georgia Student Assessment Program Quick Reference Chart: 2017-2018

GRADE	ASSESSMENT	TESTING WINDOW
K	GKIDS	July 1 – May 11
3	Georgia Milestones EOG (ELA & Math)	April 9 – May 18 (Main) May 14 – July 20 (Retest - ELA)
4	NAEP	January 29 – March 9 *
4	Georgia Milestones EOG (ELA & Math)	April 9 – May 18 (Main)
5	Georgia Milestones EOG (ELA, Math, Science, Social Studies)	April 9 – May 18 (Main) May 14 – July 20 (Retest – ELA & Math)
6	Georgia Milestones EOG (ELA & Math)	April 9 – May 18 (Main)
7	Georgia Milestones EOG (ELA & Math)	April 9 – May 18 (Main)
8	Georgia Milestones EOG (ELA, Math, Science, Social Studies)	April 9 – May 18 (Main) May 14 – July 20 (Retest – ELA & Math)
8	NAEP	January 29 – March 9*
12	NAEP	January 29 – March 9*
Middle/ High School	Georgia Milestones EOC (ELA, Math, Science, Social Studies)	August 7 – 25 (Mid-Month) ** September 11 – 22 (Mid-Month) ** October 10 (Tues.) – 20 (Mid-Month) November 6 – 17 (Mid-Month) November 27 – January 5 (Winter Main) January 16 – 26 (Mid-Month/Retest) February 12 – 23 (Mid-Month/Retest) March 12 – 23 (Mid-Month/Retest) ** April 23 – June 1 (Spring Main) June 18 – July 20 (Summer Main/Retests permitted) **
K, 3-8, and 11	GAA	September 5 – March 23
K – 12	ACCESS for ELLs	January 16 – March 2
1 – 12	Alternate ACCESS for ELLs	January 16 – March 2

*Sampled schools only
** "Test-Out" administrations permitted

Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs/ACCESS 2.0)

Overview   **Grades K-12**
ACCESS for ELLs is administered, annually, to all English learners in Georgia. ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English 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 ESSA mandate requiring states to evaluate EL 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 Learner – Monitored (EL-M) on statewide assessments. **EL-M students are not assessed with ACCESS for ELLs.** Assessing EL-M students may result in fees for administration and scoring being billed to the local system.

ACCESS for ELLs includes an online mode for test administration that will replace the former paper-based version of ACCESS for ELLs for Grades 1-12. A paper-based assessment will continue to be available for students who may have a disability that requires paper-based testing. Additionally, GaDOE will assist systems in gaining paper-pencil test materials for schools that are unable to test all English Learner (EL) students online due to technology limitations. Importantly, please note that there will be no changes, in mode or otherwise, to the Alternate ACCESS for ELLs in 2017-2018.

The tasks on the assessment will attempt to replicate the kinds of communicative situations (and the language needed to be processed or produced within them) that might be encountered in different school contexts. Each assessment item and task will target at least one of the five WIDA ELD Standards:
- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

ACCESS for ELLs continues to assess each of the four language domains of Listening, Speaking, Reading, and Writing separately. ACCESS for ELLs will assess (via the online platform) Grades 1-12 using the following clusters: Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12. Kindergarten will continue to be paper-based in 2017-2018. *Note that the Writing domain for the online ACCESS for ELLs Grade 1 and Grades 2-3 forms will continue to be administered on paper.*

A paper form of the ACCESS for ELLs test for Grades 1-12 will be available for students who require a paper accommodation. For 2017-2018, the paper test will include the following grade clusters: Grade 1, Grade 2, Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12.

The *online* test is a staged adaptive test, meaning students will progress through the test based on their performance. Due to this adaptability, the *online test* does not require test administrators/examiners to determine tier placement of students to administer the test. In cases where the paper test continues to be administered, schools must identify the appropriate tier for proficiency. The protocol for tier

placement for paper tests will remain the same as previous years. Each student testing online will require a computer and headset *with microphone* for the Speaking test – and headphones for the other domains. Detailed information about technology requirements is posted at this location: https://www.wida.us/assessment/access20-tech.aspx. Note that, for 2017-2018, Georgia has again elected to administer the Writing domain in Grades 4 and 5 as a paper administration.

Students' performance on the online Listening and Reading tests determines their placement for Speaking and Writing. WIDA recommends that students first take the Listening test and then the Reading test. Speaking and Writing may be taken in either order.

The domains may be administered across multiple days in the manner that best works for scheduling purposes and the use of technology. However, a single domain may not be broken into separate administrations. The online platform will not have a limit on the number of students who can test at one time. For Speaking, it is recommended that groups of 5-7 students (or fewer) test simultaneously so that headset microphones do not capture other voices. Students of different grades may test in the same room at the same time, but this is not required and schools/systems may wish to consider if this is appropriate for the students involved.

Additional information can be located at: https://www.wida.us/assessment/access20-tech.aspx.

Alternate ACCESS for ELLs   **Grades 1-12**
Federal law requires that all students identified as English learners be assessed annually for English language proficiency. This requirement includes students who require special education services under the Individuals with Disabilities Education Act (IDEA). Alternate ACCESS is individually administered. It is intended **only for English learners with significant cognitive disabilities that are severe enough to prevent meaningful participation in the ACCESS for ELLs assessment**. Alternate ACCESS is not intended for ELs who can be served with special education accommodations on ACCESS for ELLs. Decisions regarding a student's participation must be made by an IEP team. Alternate ACCESS remains paper-based, and unchanged from previous years, in 2017-2018.

Participation Criteria:
1. The student has been classified as an EL.
2. The student has been classified as a special education student and is receiving special education services.
3. The student has a significant cognitive disability.
4. The student participates in the Georgia Alternate Assessment (GAA).
   ➢ Importantly, students shall not be administered both the Alternate ACCESS for ELLs and the ACCESS for ELLs.

For more information about ACCESS for ELLs or Alternate ACCESS for ELLs, contact the Assessment Division at 404-656-2668 or 800-634-4106.

The WIDA website can be found at: https://www.wida.us/.

Georgia Alternate Assessment (GAA)

Overview   **K, Grades 3-8, and High School**

Under the federal *Individuals with Disabilities Education Act (IDEA)* and the *Every Student Succeeds Act (ESSA)* all students, including students with disabilities, must participate in the state's academic content standards. The GAA is designed to ensure that students with significant cognitive disabilities are provided access to the state-adopted content standards and given the opportunity to demonstrate their progress toward achievement of the knowledge, concepts, and skills inherit in the state-adopted content standards. 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., Georgia Milestones), 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 (USED) 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 5 and 8 and high school, are assessed in ELA, mathematics, science and social studies; students in grades K, 3, 4, 6, and 7 are assessed in English/language arts (ELA) and mathematics. 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, the acquisition of skills linked to grade-level standards, and generalization of the skills across people and settings.

GAA in High School

The instructional program for students with significant cognitive disabilities includes courses that align with the general education courses associated with the Georgia Milestones End of Course (EOC) measures. This ensures that content from each EOC-assessed course is included in the GAA portfolio. In this manner, the GAA in high school serves as the alternate assessment for the high school assessment program. **The assessment shall be administered for the first time in grade 11** and submitted for scoring in March as are all portfolios for the program.

- A total of 8 entries are required in grade 11.
    - <u>Two</u> entries will be required in English Language Arts.
    - <u>Two</u> entries will be required in Mathematics.
        - One entry must cover a standard from Coordinate Algebra <u>or</u> Algebra I;
        - One entry must cover a standard from Analytic Geometry <u>or</u> Geometry.
    - <u>Two</u> entries will be required in Science.
        - One entry must cover a standard from Biology;
        - One entry must cover a standard from Physical Science.
    - <u>Two</u> entries will be required in Social Studies.

A student who is retained in/is repeating grade 11 is NOT required to be assessed a second (or more) time using the GAA.

Requirements
Where all students are being assessed, students with disabilities in kindergarten, grades 3 – 8, and 11 must either participate in the general assessment or the GAA. If there is a local test administered to all students in grades 1 and 2, then local systems may use *their own* alternate assessment. The state will support, score, and report only in the state-mandated grades, K, 3 – 8, and 11 as outlined in this Handbook, GAA training sessions, and the published 2017-2018 GAA Blueprint.

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, grades 3 – 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, grades 3 – 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, 3 – 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.

For more information about the GAA, contact the Assessment Division at 404-656-2668 or 800-634-4106.

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

YES

NO

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

NO

YES

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

NO

YES

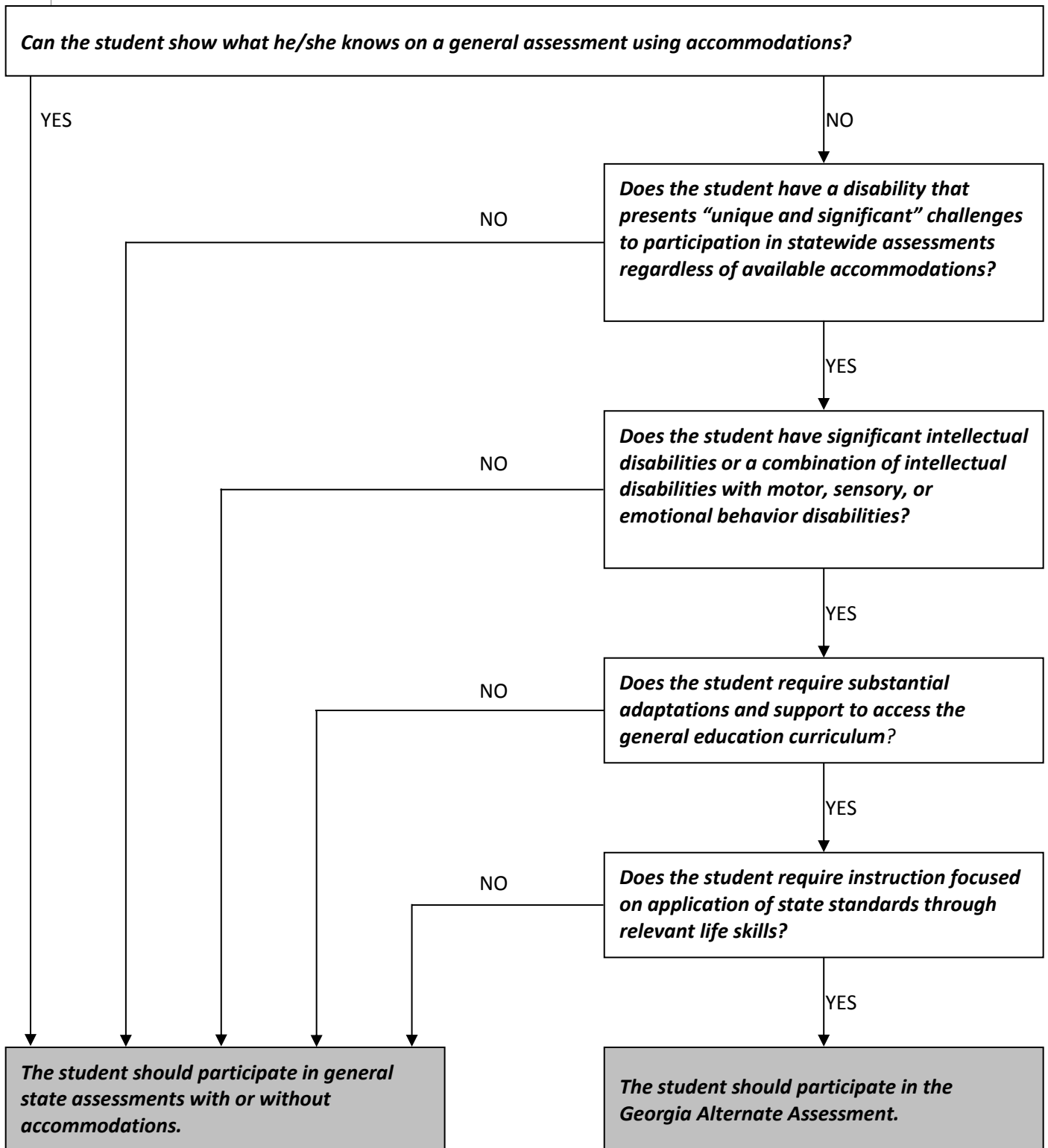*Does the student require substantial adaptations and support to access the general education curriculum?*

NO

YES

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

NO

YES

The student should participate in general state assessments with or without accommodations.

The student should participate in the Georgia Alternate Assessment.

Georgia Kindergarten Inventory of Developing Skills (GKIDS)

Overview
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 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 programs include those for students who are enrolled in first-time general education kindergarten classrooms, transitional kindergarten, or first-grade classrooms as kindergarten students, special education services, and programs for 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:
- English Language Arts (ELA)
- Mathematics
- Social Studies (optional)
- Science (optional)
- Approaches to Learning
- Personal and Social Development
- Motor Skills (optional)

Four of these domains (ELA, Math, Science, and Social Studies) are based on and aligned to the state-adopted content 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 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 using two to five performance levels for each element.
- Not Yet Demonstrated (ND)
- Emerging (EM)
- Progressing (PR)
- Meets the Standard (ME)
- Exceeds the Standard (EX)

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 is specific to each element of the state-adopted content standards. 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 standards 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 standards. The assessment page contains the standards, 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 the GKIDS Administration Manual. Some standards 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 the *Administration Manual* for GKIDS web site instructions.

Teachers have the option of manually entering their student data or pre-populating the data via the vendor's multiple student upload process.

Teacher-Generated (Formative) & End-of-the-Year (Summative) 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. 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 http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS.aspx for general information regarding the GKIDS.

GKIDS Readiness Check

Overview
As part of GKIDS, the Readiness Check offers an early assessment window and is designed to provide teachers with important information about children's learning and development as they enter kindergarten. The Readiness Check is intended to augment GKIDS and be administered during the first six weeks of kindergarten. It is designed to be developmentally appropriate and will be used primarily for planning and instructional purposes beginning with the 2017-2018 school year.

Students Assessed
The GKIDS Readiness Check is designed to provide baseline information for *all* students as they enter kindergarten. This requires accessibility that allows for students with varying levels of ability, including students with disabilities and students who are English learners (ELs), to participate in the activities. At the same time, the assessment is designed to identify a student's current knowledge and skills in an accurate way. Because teachers have the freedom to assess according to the individual needs of each student, standard accommodations are allowed if the accommodations are a part of the student's IEP, IAP, or EL/TPC plan.

The use of a universally designed approach to assessment development and implementation is critical to promote accessibility for all students. Because of the range of students' development and learning as they enter kindergarten, some features that often are perceived as accommodations for specialized populations are more appropriately considered as universally designed allowances. Universal design allows for a range of actions, material presentations, procedures, and settings that are acceptable for use with *all* students when administering the GKIDS Readiness Check.

Description

Although designed to be administered in kindergarten classrooms, the GKIDS Readiness Check is aligned to the Georgia Early Learning and Development Standards (GELDS), a set of high-quality, research-based early learning standards for children, from birth to age five. Assessment of mastery of **essential** GELDS standards provides baseline information about students' readiness for kindergarten and allows for early intervention and differentiation of instruction.

The GKIDS Readiness Check consists of activities assessed using both direct (e.g., structured performance tasks) and indirect (e.g., observational) assessment methods. These assessment activities reflect essential skills and concepts deemed necessary to position students for success in future learning. Administration of the GKIDS Readiness Check is designed to be unobtrusive and naturalistic within the kindergarten setting.

Purpose

The primary purpose of the GKIDS Readiness Check is to highlight knowledge and skills critical for student success in learning, **solely to guide instruction**.

The GKIDS Readiness Check is designed to be developmentally appropriate, reflecting research-based best practices for young learners, and provides information to allow kindergarten teachers to individualize instruction. It informs our understanding of the skills of children entering kindergarten and provides the early childhood system with information about the supports and resources needed to ensure that every kindergarten student starts school with the skills needed to be successful – in kindergarten and beyond.

Domains of Learning

The GKIDS Readiness Check assesses the five Essential Domains of School Readiness identified by the National Education Goals Panel:

- Communication, Language, and Literacy
- Cognitive Development
- Approaches to Learning
- Social and Emotional Development
- Physical Development and Motor Skills

For reporting purposes within the GKIDS Readiness Check, these domains have been combined into Foundations of School Success, English Language Arts, and Mathematics. While all domains are represented, the GKIDS Readiness Check measures only those skills and concepts determined by Georgia educators and informed by research to be essential to students' success upon entry to kindergarten.

Activities Assessed Using Direct Methods
Activities assessed using direct methods include teacher instructions and detailed administration procedures. For activities requiring materials, optional resources are provided. It is important to follow these directions to ensure consistency of administrations across classrooms. These activities are assessed using four to five performance levels for each skill.

- Not Yet Demonstrated
- Emerging
- Developing
- Demonstrating
- Exceeding

The number of performance levels is specific to each skill of the standards and is based on the range of student performance that can be observed for each skill. The descriptions for each performance level were influenced by early childhood literature in a given domain.

Activities Assessed Using Indirect Methods
Activities assessed using indirect methods are observational in nature. Teachers may observe students engaged in activities that cover multiple concepts or skills at one time. Teachers may assess by observing student performance during regular classroom instruction or by an assessment activity of the teacher's choice. Some activities assessed using indirect methods may require observation over time to determine a student's level of performance as described by the standard. For example, when assessing students' ability to play cooperatively with peers, teachers may need to observe students' behaviors and interactions with others over a variety of settings and multiple days.

For activities requiring materials, teachers have the flexibility to use their own classroom materials. These activities are assessed using three to four performance levels for each skill:

- Not Yet Demonstrated
- Emerging
- Developing
- Demonstrating

The number of performance levels is specific to each skill of the standards. The number of performance levels is based on the range of student performance that can be observed for each skill and include specific markers of behavior that help teachers to rate the child.

Assessment Window
Each teacher will have the first six weeks of the school year to administer the activities and enter student performance data. Six weeks after the district's first day of school, teachers will no longer be able to update student performance data in the GKIDS Readiness Check data collection system. This is to allow all teachers the same amount of time to administer the GKIDS Readiness Check regardless of their district's start date. Assessment of students may occur at any time during the six-week window. There is no prescribed order of activities.

Assessment Materials
The GKIDS Readiness Check Administration manual includes general directions for administration as well as for each activity included in the GKIDS Readiness Check. Each activity assessed contains a description of the skill, the activity, including a script as appropriate, and performance levels for assessing the skill or

concept. Activity pages are arranged by domain: Foundations of School Success, English Language Arts, and Mathematics.

To aid planning and preparation for the administration of the GKIDS Readiness Check, a list of suggested materials by activity is included in the Optional Resources Guide. **Teachers may use common classroom materials for assessment activities as described in the script.** To locate the GKIDS Readiness Check resources within the GKIDS platform, click on the *Help* menu and select *Readiness Check Resources*.

The GKIDS Readiness Check resources include the administration manual and optional resources, reminders and considerations, FAQs, and a Next Steps Guide to guide instructional actions following a review of your GKIDS Readiness Check data.

Readiness Check Data Entry and Reporting website
The GKIDS Readiness Check is incorporated into the same online data collection system as GKIDS. Additionally, **optional** data recording sheets for activities are included in the Optional Resources Guide and may be helpful in recording data for each activity. A user's guide section is provided in the administration manual that includes detailed instructions and screenshots for data entry and use of the data collection system.

Teacher-Generated Reports
Teachers have the ability to generate reports at the student level and the classroom level, similar to the GKIDS program. Each student level report presents performance data by activity. The individual student report provides a student's performance by each of the three domains of learning. The first visual on the individual student report shows the percentage of performance levels at developing or above for each of the three domains of learning. The information presented the Individual Student Report also provides the performance levels for an individual student on each activity by each of the three domains of learning. The performance levels for each of the seven activities for the domain of Foundations of School Success are presented first.

Teachers will also can generate reports at the classroom level, similar to the GKIDS program. The classroom level report generates the percentage of students that fall within each performance level by activity for each of the three domains of learning.
The percentage of students that fall within each performance level for each of the seven activities for the domain of Foundations of School Success are presented first. On the same page, and below the activities for the Foundations of School Success domain, are the eight activities for the English Language Arts domain, the five activities for the Mathematics domain, and the percentage of students that fall within each performance level.

In addition to classroom level reports, school and system test coordinators will have reporting capabilities under the *GKIDS Readiness Check* menu option that are similar to GKIDS. Reporting options will be available throughout the year for Readiness Check data but will only reflect information of students who were on your roster at the end of your district's administration window. These results will be fixed as of the last date of your administration window.

You may go to http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Readiness.aspx for general information regarding the GKIDS Readiness Check.

For more information about the GKIDS or the GKIDS Readiness Check, contact the Assessment Division at 404-656-2668 or 800-634-4106.

Georgia Milestones Assessment System (Georgia Milestones)

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) is designed to fulfill this requirement and to inform efforts to improve student achievement by assessing student performance on the standards specific to each course or subject/grade tested. Specifically, Georgia Milestones is designed to provide students and their parents with critical information about each student's achievement and, importantly, their preparedness for the next educational level. The assessment system is a critical informant of the state's accountability measure, the College and Career Ready Performance Index (CCRPI), providing an important gauge about the quality of the educational services and opportunities provided throughout the state. The ultimate goal of Georgia's assessment and accountability system is to ensure that all students are provided the opportunity to engage with high-quality content standards, receive high-quality instruction predicated upon those standards, and are positioned to meet high academic expectations.

Georgia Milestones represents a transition to a single system of summative assessments that span all three levels of the state's educational system – elementary, middle, and high school. The system is designed to send consistent signals about students' preparedness for the next level, be it the next grade, course, or endeavor, such as entering college or beginning a career after leaving the K-12 educational system. In developing Georgia Milestones, care has been taken to ensure the signals sent about student achievement are consistent with other national measures of how Georgia students are performing. Additionally, Georgia Milestones includes a representative sample of nationally norm-referenced items to provide a barometer of how Georgia students are achieving relative to their peers across the nation.

The primary mode of administration for the Georgia Milestones program is online with a period of transition, from paper/pencil testing, to being fully online five years (2018-2019) after inception. Paper/pencil test materials, such as Braille, will be available during main administrations for students with disabilities who may require them to access the assessment.

The guiding principles for Georgia Milestones ensure the assessment system:
- is sufficiently challenging to ensure Georgia students are well positioned to compete with other students across the United States and internationally;
- is intentionally designed across grade levels to send a clear signal of student progress/growth and preparedness for the next level, be it the next grade level, course, or college or career;
- is accessible to all students, including those with disabilities or limited English proficiency, at all achievement levels;
- supports and informs the state's educator effectiveness initiatives, ensuring items and forms are appropriately sensitive to quality instructional practices; and
- accelerates the transition to online administration, allowing – over time – for the inclusion of innovative technology-enhanced items.

Reports yielding information on achievement at the student, class, school, system, and state levels will be produced for Georgia Milestones. Georgia Milestones will report achievement categorized into four achievement levels (*Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*).

End of Grade Measures (EOG) – Grades 3 through 8

Students enrolled in grades three through eight are required to participate in Georgia Milestones annually. Students in grades 5 and 8 test in the content areas of English language arts, mathematics, science and social studies; while students in grades 3, 4, 6, and 7 test in the content areas of English language arts and mathematics. Students must be assessed in the grade level for which they are reported for FTE purposes; no out-of-grade/off-grade testing is permitted. Districts and schools must have a process in place to ensure that students are being administered the correct test. Errors on this front carry far-reaching implications and may be irreparable. Students must participate in all content areas identified for their grade level.

The EOG measures align with the Georgia's state-adopted content standards and include assessment of specific content knowledge and skills inherent in each grade. The tests provide information to help identify student strengths and areas of improvement in learning and provide data to evaluate the effectiveness of classroom instruction at the school and system levels. As such, the measures contribute to the state's accountability system – the College and Career Ready Performance Index (CCRPI).

Results of the EOG, according the legislated and identified purposes, must:
- provide a valid measure of student achievement of the state-adopted content standards across the full achievement continuum;
- provide a clear signal of the student's preparedness for the next educational level;
- allow for the detection of the progress made by each student from one academic year to the next;
- be suitable for use in promotion and retention decisions at grades 3 (reading), 5 (reading and mathematics), and 8 (reading and mathematics);
- support and inform the educator effectiveness measures; and
- inform state and federal accountability measures at the school, district, and state levels.

The English Language Arts (ELA) EOG measure consists of three sections with the remaining content area tests in Mathematics, Science, and Social Studies, being comprised of two sections. Students are given a short break between Sections 1 and 2. The table below illustrates this structure. It is required that only one content area Georgia Milestones EOG (consisting of sections 1 and 2) be administered to a student in a single day (unless the need for make-ups exist for a student). In English Language Arts, the Reading and Evidence-Based Writing section (writing) must be administered on a day other than the remaining sections of the ELA assessment.

End of Grade Testing Schedule
During the state testing window, systems shall designate a local testing window applying the parameters noted below:

> Paper-Pencil Administrations: Systems shall designate a local testing window of up to nine (9) consecutive school days. These nine days include designated times for "rolling make-ups" over the course of the window and/or designated make-up days. The final day of the local window should allow for make-ups across all grades and content areas for use as necessary.

> Online Administrations/Mixed Mode Administrations: Systems may extend their local testing window up to twelve (12) consecutive school days. These twelve days include designated times for "rolling make-ups" over the course of the window and/or designated make-up days. The final day of the local window should allow for make-ups across all grades and content areas for use as necessary.

➢ Paper administrations within a Mixed Mode window shall not exceed nine total days.
➢ Some systems may find it necessary within a same grade/mixed mode administration to skip a day(s) of paper-pencil testing if it takes two or more days for their online test-takers to complete a grade-level content area.

Additional flexibility is being provided so that systems may elect to schedule test administrations (paper-pencil, online, or mixed mode) using one of the two models noted below. Mathematics is used as an example below:

- One-day administration: **All** students in a grade take, and complete, Mathematics/Sections 1 and 2 in one session that is divided by the break as prescribed in the test administration manual(s).
- Two-day administration: **All** students in a grade test Mathematics/Section 1 on Monday and Mathematics/Section 2 on Tuesday.
  - This flexibility is available for each of the four content areas. However, a system may, for example, elect to test ELA and Mathematics one section per day while continuing to administer both sections of Science and Social Studies in one day.

The decision to use this flexibility for the EOG (one-day or two-day administration) is a district-wide decision to be implemented in all schools in the district.

The four content areas shall be administered in the following order: English Language Arts, Mathematics, Science, and Socials Studies. Additional scheduling guidelines and parameters will be provided in supplemental guidance (memoranda, pre-administration webinars, testing manuals, etc.); GaDOE Assessment will continue to work with local systems to refine schedules and address any unique scheduling circumstances. Below is an overview of the Georgia Milestones EOG assessments and associated time parameters. This information will also be provided through test administration manuals.

Content Area	Reading & Evidence-Based Writing*	Section 2	BREAK Approx. 5-10 minutes (If one-day admin.)	Section 3
English Language Arts (ELA)	70-90 minutes	60-75 minutes		60-75 minutes
Mathematics		60-85 minutes		60-85 minutes
Science		45-70 minutes		45-70 minutes
Social Studies		45-70 minutes		45-70 minutes

*The Reading & Evidence-Based Writing section of English Language Arts must be administered on a separate day from (and prior to) the two following sections of ELA (make-ups excluded, if necessary).

Important Note: The Reading & Evidence-Based Writing section should be the only content on which a student is assessed on the day it is scheduled either as a main or makeup administration. *An exception to this guidance would occur should a student need to make up multiple content areas and there are not enough days left in the local testing window to comply with this requirement.*

The main administration of the Reading & Evidence-Based Writing section of ELA must be scheduled:
- for administration prior to the scheduled completion of the two subsequent sections (although a student who was absent for Reading & Evidence-Based Writing can make up that section later in the local window if absent on the day it was administered); and,
- before the administration of a subsequent content area (make-ups being the exception).

Maintaining test security and test integrity is critical. Students and teachers need to understand test protocols and the ramifications of not following testing procedures, as outlined in test administration manuals. Administration times are listed above with additional time needed for pre-administration and post-administration activities such as materials distribution and collection. Again, note that English Language Arts will be comprised of a 70-90 minute Reading and Evidence-Based Writing section, making the total administration time for ELA approximately 240 minutes. Aside from the administration of the test, additional time is required for disseminating materials and other test administration protocols, such as reading the directions to students.

Local districts that participate in joint programs where students are enrolled from two or more districts (such as GNETS or other similar entities), must engage in collaborative planning regarding how their local testing calendars relate to the joint program. To the greatest degree possible, these sites must adhere to common calendars for the EOGs.

Reporting
Results will be provided at the student, class, school, district, and state levels. Student results will be reported in terms of criterion-referenced proficiency designations (i.e., the degree to which the student has mastered the standards within each grade and content area using four performance levels). To provide reliable measures, as well as structure to the end of grade measures, content standards have been grouped into reporting categories, referred to as domains, based on similar content characteristics. Additionally, norm-referenced scores, designed to signal how Georgia students achieve relative to their peers nationally, will be provided in the form of a national percentile rank. Note that only the criterion-referenced proficiency designations will be used in the educator effectiveness measures and for state and federal accountability. Districts will first receive preliminary reports in electronic format; with printed paper individual student reports (ISRs) to follow. Preliminary reports vary from the final, printed ISRs only in that they will not include the student comparisons to their school, their district, and the state. Districts will receive summary reports in electronic format only.

Georgia Milestones and the Promotion, Placement, and Retention Law
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:
- All third-grade students must achieve grade level scores on the state-adopted assessment in Reading to be promoted.
- All fifth-grade students must have achieved grade level scores in Reading and Mathematics on the state-adopted assessment to be promoted.
- All eighth-grade students must have achieved grade level scores in Reading and Mathematics state-adopted assessment to be promoted.

Georgia Milestones will provide a reading grade level designation (*Below* or *Grade Level or Above*) for the purpose of determining eligibility for promotion in the area of reading. In mathematics, students who attain the *Developing Learner* Achievement Level are eligible for promotion to the next grade. The learning of these students should be monitored for progress in that next grade. These students are not required to, nor should they, participate in the retest administration. Students who score in the

Beginning Learner achievement level in mathematics are retained under these provisions and should participate in the EOG retest administration.

School districts and charter systems that have elected to waive the Georgia Promotion, Placement, and Retention law through flexibility contracts with the GaDOE may have local policies governing student promotion to the next grade and may or may not require a retest administration.

Additional information on Georgia's Promotion, Placement, and Retention law and guidance, is located on the Policy Division page at the following link: [GaDOE Policy Promotion & Retention](#)

For more information about the EOG measures, contact the Assessment Division at 404-656-2668 or 800-634-4106.

End-of-Course (EOC) Measures – Middle/High School

Students enrolled in any of the 10 core courses identified by the State Board of Education are required to participate in the Georgia Milestones EOC measure at the end of each course. The core courses include: Ninth Grade Literature and Composition, American Literature and Composition, Algebra I, Coordinate Algebra, Geometry, Analytic Geometry, Biology, Physical Science, United States History, and Economics/Business/Free Enterprise.

The EOC measures align with the Georgia's state-adopted content standards and include assessment of the specific content knowledge and skills inherent in each course. The EOCs provide information to help identify student strengths and areas of improvement in learning and provide data to evaluate the effectiveness of classroom instruction at the school and system levels. As such, the measures contribute to the state's accountability system – the CCRPI.

Results of the EOC, according the legislated and identified purposes, must:
- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- serve as the final exam for the course, contributing a percentage weight to the student's final course grade;
- provide a clear signal of the student's preparedness for the next course and ultimately post-secondary endeavors (college and career);
- allow for the detection of the progress made by each student from one assessed course to the next;
- support and inform educator effectiveness measures; and
- inform state and federal accountability measures at the school, district, and state levels.

Additional uses of the EOC include: (1) certifying student proficiency prior to the awarding of credit for students enrolling from non-accredited private schools, home study programs, or other non-traditional educational centers; and (2) allowing eligible students to demonstrate competency prior to taking the course and earn course credit (e.g., 'test-out'). In both cases, students are allotted one administration. Districts must designate the purpose of each EOC administered through Pre-ID transmission to GaDOE Data Collections, multiple student (direct) upload to the testing platform, manual entry in the online testing platform, or by hand-coding a paper-pencil answer document. Please refer to the list below for definitions of each of the designated purposes:

- **Completion of Course:** Student is completing a current course enrollment associated with an EOC
- **Makeup from previous administration:** Student is completing ("making-up") their EOC requirement that stems from a previous EOC administration window
- **Retest:** Student is retesting due to a Grade Conversion Score below 70 received during a previous administration
- **Test-Out:** Student is attempting to demonstrate subject area competency for an EOC course, that they have not yet taken (as described elsewhere in this Handbook and in keeping with State Board Rule 160-5-1-.15)
- **Validation of Credit:** Student is enrolling from a non-accredited home study program, private school, or non-traditional educational entity and requires an EOC Grade Conversion score of 70 or above for the local district to post credit to their transcript (in keeping with State Board Rule 160-5-1-.15)

The Georgia Milestones EOC measures are administered multiple times annually to accommodate students completing courses at various stages during the school year and, in addition, the purposes listed above. Given the multiple testing windows throughout the school year, "special administrations" of the EOCs outside of these windows are not available. To accommodate varying course and school schedules, mid-month online assessments will also be available in designated months throughout the year.

Please see the table below regarding when the EOCs may be administered for each of the above-mentioned purposes.

	Fall Mid-Month (MM)				Winter Main Administration	Spring Mid-Month (MM)			Spring Main Administration	Summer Main Administration
	August	September	October	November		January	February	March		
Completion of Course	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Makeup from Previous Administration	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Validation of Credit	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Test Out	Yes	Yes						Yes		Yes
Retest	Yes	Yes	Yes	Yes		Yes	Yes	Yes		Yes

Courses Assessed

The following courses, and their State Board approved substitutes, are assessed:
- Ninth Grade Literature and Composition
- American Literature and Composition
- Algebra I
- Geometry
- Coordinate Algebra
- Analytic Geometry

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

Districts and schools must have a process in place to ensure that students are being administered the correct test. Errors on this front carry far-reaching implications and may be irreparable.

Student Administration Guidelines
Any student, regardless of grade-level, enrolled in an EOC course (see above) must take the appropriate Georgia Milestones EOC measure. This includes the following groups.
- Students who complete a course at the end of one semester (typically Economics or some block scheduling models) will be tested at the completion of the course.
- Students following a traditionally scheduled (36-week) course will be tested at the end of the second semester of the course.
- Middle school students who are enrolled in an EOC course will be tested – regardless of whether not they are awarded high school credit for the course.
  – If enrolled in an English language arts or social studies EOC course, these students will be required to take the appropriate grade level (based upon their FTE reported grade) Georgia Milestones EOG.
  – If enrolled in a mathematics or science EOC course, these students are not required to take the EOG in those content areas (per the terms of Georgia's ESEA flexibility waiver, approved August 2015). Again, students in these courses must take the associated EOC – but should **not** take the corresponding grade level EOG.
- Students enrolled in credit recovery or "make-up" courses that will award credit for an EOC-associated course that the student previously failed.
- Students enrolled in alternative schools and GNETS locations.
- Students enrolled in Advanced Placement (AP) and/or International Baccalaureate (IB) courses through their local school, and students who are engaged in dual enrollment through a post-secondary institution, must take the EOC.
  – Students who have previously earned their "core" (state-required) unit in the associated EOC course and who have previously completed the EOC requirement at that time do not have to take the EOC again if enrolled in a subsequent course that is associated with the same EOC.
    ▪ For example, a student who took United States History (45.08100), earned their required unit of credit, and took the U.S. History EOC, is not required to test again if enrolled in AP U.S. History (45.08200).
- Students enrolled in a Georgia public school while also enrolled in a private school, home study program, or non-traditional educational center for which they receive graduation credit for one of the required courses associated with a Georgia Milestones EOC measure. These students must take the Georgia Milestones EOC regardless of the private school, home study program, or non-traditional educational center's accreditation status. It is the responsibility of the local school system to determine whether criteria are met for awarding credit.
- Students enrolling from non-accredited programs, non-accredited schools, or non-traditional educational entities. These students must earn a grade conversion score of 70 on the Georgia Milestones EOC to receive credit from the public school for a course associated with a Georgia Milestones EOC measure.

Given the diversity of high school programs of study across the state, there may be situations that do not fit into the above scenarios. If there are specific situations that require further discussion, the System Test Coordinator should contact the Assessment Division.

Dual Enrollment/Move On When Ready
With the exception of the following courses, Ninth Grade Literature and Composition, Algebra I, Coordinate Algebra, and Biology, a student shall be exempt from taking the end-of-course assessment for a core subject course if he or she earns a post-secondary credit in that course through Dual Enrollment/Move On When Ready (MOWR) pursuant to O.C.G.A. §§ 20-2-149.2 or 20-2-161.3. Postsecondary grades earned, in this situation, shall be used in the state accountability system. All students enrolled in Ninth Grade Literature and Composition, Algebra I, Coordinate Algebra, and Biology must take the EOC regardless of the course grade awarded by the postsecondary institution. Further, Geometry and Analytic Geometry are not allowable as Dual Enrollment/MOWR options; as a result, students enrolled in these courses must take the EOC as well. The table below summarizes the courses and that are, and those that are not, eligible for this exemption:

Required of All Students	Allowed Exemption
9th Grade Literature & Composition	American Literature & Composition
Coordinate Algebra/Algebra I	Physical Science
Analytic Geometry/Geometry	US History
Biology	Economics

Students who fail to earn post-secondary credit are not eligible for the exemption and must take the EOC at the time they re-enroll in the course at their high school.

High schools are responsible for determining that post-secondary courses meet the criteria for dual enrollment and that the course content will provide the opportunity for students to learn the concepts, information, and skills assessed by the associated EOC.

When the EOC is required of dually enrolled students, 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 as defined in State Board Rule 160-4-2-.13.

Dual Enrollment/Move On When Ready is defined by State Board Rule 160-4-2-.34 and governed by associated guidelines provided by the GaDOE Curriculum and Instruction Division. Information regarding Georgia's *Move On When Ready* initiatives and the EOCs can be found at: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx

Alternative School Settings
Students enrolled in alternative school settings (e.g., 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.

Test Administration

There are three main test administration windows for EOC – winter, spring, and summer. Each school system will determine the sequence and scheduling of the tests. The test day for each particular EOC 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 must follow the same schedule as closely as possible. Individual subject areas/EOCs must be administered on the same or consecutive days within the system. At no time, should some students complete a test one week and another group of students complete the same test the following week. Local districts that that participate in joint programs, where students are enrolled from two or more districts (such as career academies, GNETS, or other similar entities), must engage in collaborative planning regarding how their local testing calendars relate to the joint program. To the greatest degree possible, these sites must adhere to the scheduling principles addressed in this Handbook for the EOCs. Diligent attention must be given to the development of a schedule that protects the security and integrity of the test administration. Systems should regularly review school scheduling practices to ensure secure test administration. If further guidance is necessary, contact the Assessment Division to discuss scheduling scenarios at least two to four weeks before your local testing window opens. Additional scheduling guidelines and parameters will be provided in supplemental guidance (memoranda, pre-administration webinars, testing manuals, etc.). Below is an overview of the Georgia Milestones EOC assessments and associated time parameters.

The table below notes the order of administration for the English Language Arts (ELA) tests. **The schedule below reflects both the End of Grade (EOG) and End of Course (EOC) measures.**

Content Area	Reading & Evidence-Based Writing*	Section 2	BREAK Approx. 5-10 minutes (If one-day admin.)	Section 3
English Language Arts (ELA)	70-90 minutes	60-75 minutes		60-75 minutes
Mathematics		60-85 minutes		60-85 minutes
Science		45-70 minutes		45-70 minutes
Social Studies		45-70 minutes		45-70 minutes

*The Reading & Evidence-Based Writing section of English Language Arts must be administered on a separate day from (and prior to) the two following sections of ELA (make-ups excluded, but only if necessary).

Important Note: The Reading & Evidence-Based Writing section should be the only content on which a student is assessed on the day it is scheduled either as a main or makeup administration. *An exception to this guidance would occur should a student need to make up multiple content areas and there are not enough days left in the local testing window to comply with this requirement.*

The main administration of the Reading & Evidence-Based Writing section of ELA must be scheduled:
- for administration prior to the scheduled completion of the two subsequent sections (although a student who was absent for Reading & Evidence-Based Writing section can make up that section later in the local window if absent on the day it was administered) and

- before the administration of a subsequent content area (make-ups being the exception).

Maintaining test security and test integrity is critical. Students and teachers need to understand test protocols and the ramifications of not following testing procedures. Allowing flexibility in the scheduling of the EOC, to meet the variety of school schedules that exist, is dependent upon everyone involved in the administration protecting the integrity of the program. Total administration time for the tests is above with additional time needed for pre-administration and post-administration activities such as materials distribution and collection. Again, note that English Language Arts will be comprised of a third 70-90 minute section, making the total administration time for ELA approximately 240 minutes.
Aside from the administration of the test, additional time is required for disseminating materials and other test administration protocols, such as reading the directions to students. Dependent upon the scheduling model in place in their school/system, students may complete Sections I and II in day one or Section I in day one and Section II in day two.

The following are some possible examples of scheduling options for the EOC:
- One-day administration: **All** students take Biology/Section I in a morning session and Biology/Section II in an afternoon session or **All** students take both Biology/Sections I and II in one session that is divided by the break as prescribed in the Examiner's Manual.
- Two-day administration: **All** students test Biology/Section I on Monday and Biology/Section II on Tuesday during scheduled class periods.
- Block scheduling: **All** students take Biology/Section I on Monday and take Biology/Section II on Tuesday using a two-day administration or "Group A" takes Biology/Sections I and II on Monday and "Group B" takes Biology/Sections I and II on Tuesday, using a one-day administration.
- Systems may elect to test by subject or by period following a typical exam schedule that conforms to the guidance above.

Grading
A student's final grade in an EOC course will be determined using a combination of the student's grade in the course, (as stated by the course teacher) and the EOC score. The final grade in the course will be calculated using the teacher grade as 80% and the EOC score as 20% of the final grade (or 15% where applicable by State Board Rule). Students must earn a 70 or higher as the **final course** grade to pass the course and earn course credit.

Students who repeat an EOC course, would participate in the EOC at the end of the repeated course given that the EOC serves as the final exam. Schools that award 1.0 credit upon completion of a year-long course, should average the EOC as 20% of the final grade. Schools 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 EOC in as 20% of the final second semester course grade. Please consult Board Rule 160-4-2-.13 (STATEWIDE PASSING SCORE) regarding the inclusion of EOC Grade Conversion scores on report cards.

If a student is not present for an EOC administration (main or mid-month), the system may issue an Incomplete and allow the student to test during a future testing window (main or mid-month). This Incomplete may remain as the student's course grade until their testing requirement is fulfilled. If, after attempts have been made to have the student test in a future window, the student does not take the EOC, the course grade shall reflect that the student did not participate in the test. The system may issue a zero as 20% of the final course grade. Under There should be sufficient documentation to indicate the student was notified of testing opportunities and did not participate. The EOC is Georgia's assessment utilized for federal high school accountability. **As a result, systems must provide for the participation of all students in completion of an EOC course.**

Demonstrating Subject Area Competency ("Testing-Out")
As provided for in State Board of Education Rule 160-5-1-.15 (AWARDING UNITS OF CREDIT AND ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES) adopted by the Board in April 2013, the opportunity exists for students to demonstrate subject area competency ("test-out") for any course for which there is an associated EOC and earn credit for the course through that process. Students who reach the **Distinguished Learner** achievement level will have reached the required threshold for the awarding of course credit.

Under the provisions of the Rule and guidelines, local boards of education shall award course credit to students who reach a designated performance level on an EOC taken prior to taking the course. For example, a student may attempt the Biology EOC prior to taking the course. If the student reaches the *Distinguished Learner* achievement level, the local board of education shall award the student the Biology course credit. A student may test-out of any course that has an associated EOC. As stated in this Rule, students may earn no more than three units of credit by demonstrating subject area competency in this fashion.

Students must meet the following eligibility requirements to exercise this option:
1. Not currently or previously enrolled in the course;
2. Have earned a grade of B or better in the most recent course that is the same content area of the course for which the student is attempting the EOC;
3. Received a teacher recommendation from the teacher of the most recent course in the same content area (or, if not available, a teacher in the same content area with knowledge of the student's academic achievement) for which the student is attempting the EOC; and
4. Received parent/guardian permission if the student is less than 18 years of age.

Schools should carefully consider which students would benefit from such an opportunity and advise accordingly. As part of the advisement process, schools should consider the likelihood for success in future courses that may require knowledge and skills that are inherent within the course. In addition, the student's post-secondary plans and needs must be considered. The test-out option should not be exercised for students without deliberation and clear evidence of the likelihood of student success both on the test itself and in future coursework/endeavors. Students who do not meet the eligibility criteria above must not be assessed for this purpose.

When allowing students to attempt to earn course credit through testing out, local boards of education shall:
1. Allow eligible students **only one opportunity per course** to demonstrate subject area competency.
2. Systems must utilize only the GaDOE designated administration windows for this purpose and all administrations must be conducted online.
3. **Local systems will be required to identify individual students who are testing for this purpose when the student is registered in the online platform.** This is critical to ensure the proper designation of the test for scoring and reporting purposes. Failure to do so may result in additional fees being invoiced to the district to correct data file/report errors.
4. Require students who do not reach the designated achievement level of *Distinguished Learner* when attempting to test-out to enroll in and complete the associated course when applicable. The student would again take the EOC at the conclusion of that course experience regardless of their score during their attempt to test-out. As outlined in long-standing guidance for the previous EOCT program (Guidance letters issued: 6/9/2004, 6/23/2004 and 12/6/2006), **EOC scores may not be banked.**

5. As stipulated in the Guidelines previously issued for this Board rule, districts/schools shall not allow students who are currently enrolled, or who have previously been enrolled, in a higher-level course to attempt to earn credit by testing out. For example, a student taking AP Physics may not earn credit for Physical Science through this process.
6. **The administration of all EOCs for this purpose must adhere to the system's local EOC testing calendar. This stipulation is critical to ensure test security.** For example, students taking the 9th Grade Literature & Composition EOC for the purposes of testing out must be administered the test on the same day or consecutive days that the system is administering the 9th Grade Literature & Composition EOC to all other students.
7. Districts should develop a local policy to address instances where a student has opted to test-out and has achieved the *Distinguished Learner* achievement level, but then decides that they prefer to take the course instead. Should districts permit students to do this, they must notify the GaDOE Assessment Division and incur the costs for the student's test-out administration.

Systems and schools will incur no charge for students who meet the eligibility criteria and achieve the *Distinguished Learner* achievement level. Systems and schools will incur a charge for students who fail to achieve this designated achievement level. The established fee is $50.00 per test.

As stipulated in the previously issued Guidelines related to this rule, local boards of education may develop policies related to the collection of these costs from parents or students, provided that such policies require school or school district personnel to inform the parent or student of potential costs prior to the EOC administration.

The opportunity for students to test-out may be offered by local school systems during specified EOC Mid-Month windows and during the annual Summer Main Administration. This option is not available during the Winter or Spring Main Administrations. Systems and schools must plan accordingly.

All test administrations for this purpose must be conducted online. **It is critical, and required, that schools code the "Purpose" field as "Test-Out" for all such test administrations that occur.**

Systems may request paper/pencil materials, such as Braille, for a student with a disability that prevents the student from accessing the assessment in an online format. A request for such forms must be made a minimum of **four weeks** prior to the planned test administration. Please note that the online test format includes allowable settings to deliver a large font version.

End of Course Administration to Transfer Students
As stated in State Board Rule 160-1-5-.15 (AWARDING OF UNITS OF CREDIT AND ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES) and supporting guidelines issued by GaDOE, local boards of education shall administer the EOC to students enrolled in a Georgia public school while also enrolled in a private school, home study program, or non-traditional educational centers for which they receive graduation credit for one of the required courses associated with an EOC. These students must take the EOC regardless of the private school, home study program, or non-traditional educational center's accreditation status. As an example, a student is enrolled in a public high school and attends an accredited private school in the evenings taking American Literature. This student is required to take the American Literature EOC before receiving credit from the public school for that course because the student was enrolled in both institutions at the same time. It is the responsibility of the local school system to determine whether criteria are met for awarding credit.

Local boards of education shall not require students who enroll in a Georgia public school from accredited schools to take and pass the EOC to receive credit for a course associated with an EOC unless the student was concurrently enrolled in a Georgia public school while taking the course at an accredited private school. As an example, a student was enrolled in an accredited private school and received credit for Biology. Upon enrollment in a Georgia public school, this student shall be given course credit for Biology (and no EOC is required) as the private school was accredited by an entity listed in Board rule at the time the student earned the credit.

Local boards of education shall require students who enroll from non-accredited private schools, home study programs, or other non-traditional educational centers to take the EOC and earn a minimum of 70 grade conversion score to receive credit for the course. A student enrolling from a non-accredited school may receive one test administration opportunity to demonstrate proficiency to earn credit for a course that requires the EOC. If the student does not pass the EOC on that administration, the local board of education shall not grant credit for that course. If the course is required to be eligible to receive a high school diploma, the student shall enroll in the course and take the EOC at the completion of the course. Local policy may also specify additional criteria for acceptance of transfer credit for currently enrolled students.

EOC Retest Administrations

Eligibility for retests
Students who received a **Grade Conversion Score below 70 are eligible to participate in EOC retest administrations.**

Consideration should be given to whether a retest would be in a student's best interest. **Students are not required to participate in retest administrations.** Students who "passed" (Grade Conversion Score of 70 or above) the EOC are not eligible to retest, regardless of whether they passed the course or not. **The decision about the use of EOC retest results in amending an original course grade is a local one.**

Eligible students may participate in a retest administration only once for the semester/year in which the student was enrolled in the associated course. For example, a student who did not **obtain a Grade Conversion score of 70 or above** on the Biology EOC in Winter 2017 is eligible to participate in any of the retest windows that follow the Winter 2017 administration within the 2017-2018 school year. The student is limited to one retest opportunity. **Systems/Schools should document their processes and attempts to notify students of their retest opportunity.**

Administration of retests
All EOC retest administrations must be administered <u>online</u> and should occur only after a period of targeted remediation. Systems may request paper/pencil materials for a student with a disability that prevents the student from accessing the assessment in an online format. Braille and Large Print will be available for students who require these formats. Please note that the online platform has the ability to deliver a large print version through scalable. Retest administrations will be offered multiple times during the year as part of the Mid-Month administrations and the Summer Main Administration. Systems may retest at any time during these windows, but must adhere to the standard scheduling guidelines discussed earlier in the EOC portion of this Handbook.

Students may NOT retest during the same administration as their original test administration. For instance, a student who scores below a 70 during the October Mid-Month may NOT retest during the

November Mid-Month. **It is critical, <u>and required,</u> that schools code the "Purpose" field as "Retest" for all such test administrations that occur.**

While the presence of multiple windows to administer retests is designed to allow systems to customize their local remediation opportunities, they are not intended to allow for an excessive period of time between the conclusion of the course, the original EOC administration, and the retest. The administration of retests should adhere to the parameters noted in the table below:

	Fall Mid-Month (MM)				Winter Main	Spring Mid-Month (MM)			Spring Main	Retest During Summer Main
	Retest in August	Retest in September	Retest in October	Retest in November		Retest in January	Retest in February	Retest in March		
Original EOC Administration	Spring MM				No Retests Allowed	Fall MM	Fall MM		No Retests Allowed	Spring MM
	Spring Main	Spring Main				Winter Main	Winter Main	Winter Main		Spring Main
	Summer Main	Summer Main	Summer Main							

Retests may <u>NOT</u> be conducted during the spring and winter <u>Main</u> Administration windows. All students who are eligible to retest should do so after having completed a targeted period of remediation designed by their local system/school. However, a student should not be denied the opportunity to retest as a result of non-participation in remediation. <u>For eligible students who did not retest, there should be sufficient documentation to indicate the student was notified of opportunities to retest and did not participate</u>. When administering retests, individual subject areas should (as with "regular" administrations) continue to be administered on the same or consecutive days within a system. Document all attempts to test students and notify parents.

Reporting
Results will be provided at the student, class, school, district, and state levels. Student results will be reported in terms of criterion-referenced proficiency designations (i.e., the degree to which the student has mastered the standards within each course using four performance levels). To provide reliable measures, as well as structure to the end of course measures, content standards have been grouped into reporting categories, referred to as domains, based on similar content characteristics. Additionally, norm-referenced scores, designed to signal how Georgia students achieve relative to their peers nationally, will be provided in the form of a national percentile rank. Note that only the criterion-referenced proficiency designations will be used in the educator effectiveness measures and for state and federal accountability. Districts will first receive preliminary reports in electronic format; with printed paper individual student reports (ISRs) to follow. Preliminary reports vary from the final, printed ISRs only in that they will not include the student comparisons to their school, their district, and the state. Districts will receive summary reports in electronic format only.

For more information about the EOC measures, contact the Assessment Division at 404-656-2668 or 800-634-4106.

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 [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.

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).

The 2018 assessment will include Technology and Engineering Literacy for 8th grade, U.S. History, Civics and Geography for 8th grade, and field and pilot testing in math, reading and science for grades 4, 8, and 12. The NAEP administration window extends from January 29, 2018 – March 9, 2018.

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, ESSA HR1 Title I Part A, Sec. 1111 and HR 1 Title VI, Part A.

Test Administration Accommodations Provided in 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	
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[1]
Translation of directions into native language	No*
Translation of test into native language	No*
Bilingual (Spanish) version of test	No*
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[1]
Special lighting	Yes[1]
Special furniture	Yes[1]

Timing/Scheduling	
Extended testing time (same day)	Yes
More breaks	Yes
Extending sessions over multiple days	No
Response Format	
Braille writers	Yes[1]
Word processors or similar assistive device	Yes[1]
Write directly in test booklet	Yes
Tape recorders	No
Scribes	Yes[1]
Answer orally, point to answer	Yes[1]
One-on-one administration	Yes
Signing directions or answers	No[1]

[1]Not provided by NAEP, but school, district or state may provide after fulfilling NAEP security requirements.
*Not allowable in Georgia.

Ways Educators Can Use NAEP Results in Their Work
- [Item Map](#) links released questions (by selected subject and grade) to scale score map

- About one third of items from each assessment are released each year and reside in the NAEP Questions Tool database, released items include answer keys, scoring guides, content and process descriptions, jurisdiction performance and student exemplars
- Interactive Items from computer based assessments
- Test Yourself with questions from each of the assessed subjects
- Customizable tables and graphics to display results through NAEP Data Explorer

For more information about NAEP 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 the Assessment Division at 404-656-2668 or 800-634-4106.

College Admissions Placement Tests

PSAT/NMSQT®
The PSAT/NMSQT® is part of an integrated system of tests in the College Board's redesigned SAT Suite of Assessments. Tests include the SAT®, PSAT/NMSQT®, PSAT 10, and PSAT 8/9. All assessments are on a common score scale which makes it easier to consistently measure grade appropriate reading, writing and language, and math skills.

For students, results from the PSAT/NMSQT® are a powerful tool for setting academic goals, promoting and developing college/career readiness and selecting post-secondary options. The Individual Student Score Report provides an evaluation of students' skills and college/career readiness, and information about Advanced Placement (AP®) (https://collegereadiness.collegeboard.org/educators). In addition, students' individual performance data on the PSAT/NMSQT® is linked to AP® Potential, a tool that identifies students who are likely to succeed in Advanced Placement (AP®) courses. School administrators may also use AP® Potential to determine which AP® courses to offer in local schools.

Co-sponsored by the College Board and National Merit Scholarship Corporation, the PSAT/NMSQT® provides an opportunity for eleventh- grade students to compete for scholarships and recognition based on their PSAT/NMSQT® performance. All students participating in the SAT®, PSAT/NMSQT®, PSAT 10, or PSAT 8/9 assessments have access to practice questions and personalized, free SAT® study resources at Khan Academy (https://www.khanacademy.org/sat).

Roadtrip Nation, a career guidance tool, is available to PSAT test-takers. (https://collegeboard.roadtripnation.com/). Students also have access to BigFuture, a tool used to examine programs available at colleges (https://bigfuture.collegeboard.org/).

Through the Online Reporting Portal, educators have access to a variety of data that analyzes performances of individual students as well as the whole school. As an academic diagnostic tool, PSAT/NMSQT® data is useful in evaluating college/career readiness, targeting areas for interventions, and designing and implementing strategies that enhance instruction and improve student achievement.

Schedule workshops about the SAT Suite of Assessments with GaDOE staff listed below.

SAT®
The SAT® is part of the integrated system of tests in the College Board's redesigned SAT Suite of Assessments. Tests include the SAT®, PSAT/NMSQT®, PSAT 10, and PSAT 8/9. All assessments are on a common score scale which makes it easier to consistently measure grade appropriate reading, writing and language, and math skills that students have developed over time. SAT® scores may be used as a tool to predict the academic performance of students in college-level classes. Key components include understanding words in context, measuring close reading by interpreting, synthesizing and using evidence in a variety of sources, and demonstrating mastery of quantitative math skills through problem-solving, data analysis, linear equations/systems, and geometric/ trigonometric skills. Because of the reliability and validity of the SAT®, data reports may be used to interpret individual scores within the broader context of aggregate scores and test performances across groups of college-bound seniors and to study educational and demographic changes.

All students completing SAT®, PSAT/NMSQT®, PSAT 10, or PSAT 8/9 assessments have access to practice questions and personalized, free SAT® study resources at Khan Academy (https://www.khanacademy.org/sat).

Although most public four- year colleges and universities in Georgia require the SAT® or the ACT® as college entrance exam, each postsecondary institution determines its own standards and test requirements for admission. As a result of the 2016 redesigned SAT Suite of Assessments, the SAT® essay is an optional component. Some colleges many require students to complete the SAT® essay on which students read a passage, explain the development of an argument in the passage and support that argument with evidence.

 Students may register for the SAT® online at https://collegereadiness.collegeboard.org/sat/register. Find paper-registration instructions at https://collegereadiness.collegeboard.org/sat/register/by-mail. For more information, contact the Southern Regional Office of The College Board at 770-225-4028.

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 (2016 ACT). Currently, most public four year colleges and universities in Georgia require the SAT® or the ACT® as a college entrance examination. Each postsecondary institution determines its standards and test requirements for admission. Students may register for the ACT® using a paper registration form available from their school counselor or online at www.actstudent.org. Information for school administrators is located at http://www.act.org/content/act/en/k12-educators-and-administrators.html. Contact ACT® online at http://www.act.org/content/act/en/contact-act.html

Advanced Placement (AP®) Exams
The Advanced Placement (AP®) program is designed to provide high school 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 for possible college credit and/or placement. Many colleges and universities vary in credits awarded for qualifying scores; however, each college and university sets its own policies about awarding credit and placement. Many of these policies can be searched on College Board's AP® Student webpage listed below, along with further information on the specific courses available, the current exam schedule, and tips on preparing for the exam: https://apstudent.collegeboard.org.

Contact Information for PSAT, SAT®, ACT® and AP® at Georgia Department of Education:
Gail Humble at (404) 463-5098 or ghumble@doe.k12.ga.us.
Georgia McSwain at (404) 657-9799 or gmcswain@doe.k12.ga.us .
Joshua Todd at (404) 463-2588 or jtodd@doe.k12.ga.us.

Lexile Scores

The GaDOE has linked the Lexile® Framework for Reading with the Georgia Milestones Assessment Program via the English Language Arts (ELA) assessments in grades 3 through 8 as well as in the high school Ninth Grade Literature and Composition and the American Literature and Composition assessments. During the early months of 2015, students from a representative sample of schools across the state participated in the administration of a Lexile test a few weeks prior to the Georgia Milestones administration. During the summer of 2015, the two test files were merged and matched to understand the relationship between the Georgia Milestones ELA scale and the Lexile® Framework. This study is very similar to what was done when the CRCT and GHSGT were originally linked to the Lexile® Framework in 2006. The results of this new study have produced information that allows students to receive a Lexile score along with their Georgia Milestones ELA scale score without having to take a separate Lexile assessment each year.

What Lexile information is reported via the Georgia Milestones Assessment Program?
The reported Lexile information is very similar to what has been reported in the past. Individual student reports show a Lexile score, a Lexile reading range, and provides a list of sample books for a "leisure" and a "challenging" range. This Lexile score is derived from reading and vocabulary items taken on the Georgia Milestones ELA assessment.

What is a Lexile?
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.

Lexiles and College and Career Readiness
The GaDOE's content standards promote that students should be ready for college and career after high school. The most important factor for readiness is a student's ability to read and understand texts of steadily increasing complexity as they progress through school. The Lexile® Framework provides valuable insights into student readiness by measuring both the complexity of college and career texts and a student's ability to comprehend these texts.

The Lexile® Framework now reflects text complexity expectations for a student's readiness for college and career, and these are known as the "stretch" Lexile bands. The stretch bands of the Lexile® Framework show an upward trajectory of reading comprehension development through the grades with the goal that all students should be reading at the college and career readiness level by no later than the end of high school. To promote student literacy gains, teachers and parents should encourage students to not only read texts within the appropriate grade-level Lexile band but to also challenge themselves by reading texts at a higher complexity level or within the stretch Lexile bands. For example, in fourth and fifth grade, students should be reading texts that fall within the 640L to 780L range. Students should also read a certain proportion of texts that fall in the stretch or higher text complexity band of 740L to 940L to be ready for the next grade level.

Grade Band	Grade-Level Lexile Band *Based on 2009 Text Demand Study*	"Stretch" Lexile Band *College & Career Readiness -Based on 2012 Research*
1	230L to 420L	190L to 530L
2	450L to 570L	420L to 650L
3	600L to 730L	520L to 820L
4	640L to 780L	740L to 940L
5	730L to 850L	830L to 1010L
6	860L to 920L	925L to 1070L
7	880L to 960L	970L to 1120L
8	900L to 1010L	1010L to 1185L
9	960L to 1110L	1050L to 1260L
10	920L to 1120L	1080L to 1335L
11and 12	1070L to 1220L	1185L to 1385L

Note: The above chart is from: https://www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/

The Lexile information in the table above helps educators and parents determine what text is appropriate for each grade and what rigor of text students should be reading that will stretch them and help them gain in literacy skills.

How will knowing a student's Lexile score help?
These Lexile measures can be used to match readers with texts targeting the student's reading ability; such targeting of reading material is essential for growth in reading ability and helps to monitor student progress towards reading.

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.

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 is a fourth-grade student. Her Individual Student Report shows she has a Lexile measure of 640L. Her Lexile range would be 540L to 690L. 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.

From Susie's Lexile range, one knows she is reading within the grade-level Lexile band of 640L to 780L. However, it appears that she is not well positioned to read and comprehend texts within the "stretch" Lexile band of 740L to 940L to be on the right trajectory for being college and career ready by the end of high school.

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 called "Find a Book." 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 https://www.lexile.com/fab/ga

Where can I find more information about Lexiles?

The Assessment Division of the GaDOE has created a webpage dedicated to Lexiles and the Lexile® Framework with frequently asked questions. This site will be updated as the work with the Lexile® Framework to the Georgia Milestones Assessment Program continues. Please visit: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx

Formative Instructional Practices (FIP)

Overview
The Division for Assessment and Accountability included opportunities for professional learning about assessment literacy to support implementation and sustainability of the state-adopted content standards and sustainability in Georgia's RT3 application. This learning opportunity is referred to as, Formative Instructional Practices (FIP), and began in 2012-2013 as a pilot in Georgia with a total of 10 small, mid-size, and large school districts. Pilot participants included superintendents, district leadership personnel, principals, assistant principals, coaches and teachers. Feedback from pilot participants was solicited regarding the depth of content, delivery model and quality of professional learning through FIP and responses were used to refine FIP for the state-wide launch in 2013-2014. Pilot participants also advised GaDOE that FIP be officially entitled, Georgia FIP: The Keys to Student Success. Through collaboration with the Division for Teacher and Leader Effectiveness, alignments between FIP and TKES and LKES standards were created to highlight the association between FIP and teacher/leader effectiveness.

Formative Instructional Practices (FIP)
The statement that follows best summarizes the overall rationale regarding why it is important for educators to learn about and use formative instructional practices. *It is not the instrument that is formative; it is the use of the information gathered (Chappuis, 2009).* Professional learning about formative instructional practices assists educators in developing and using purposeful assessment behaviors to gather accurate information to make adjustments in instruction that offer greater learning opportunities to students. Formative assessment practices can be informal or formal, but *how* the information is used to move student learning forward daily is most critical to understand the difference between formative and summative assessments.

Educators in Georgia need to know, understand, and use the power of formative instructional practices because use has a significantly positive impact on student achievement (Leahy and Wiliam, 2015; Hattie, 2009). Educators are naturally prone toward use of summative assessments because more than likely, use for formative instructional practices and assessment were not a component of post-secondary learning in college or graduate school.

Georgia FIP: The Keys to Student Success
Georgia FIP is a model of professional learning that combines online, face-to-face, and hard-copy resources to learn, practice and use formative instructional practices. In 2014-2015, the FIP model became accessible to all educators with 508 compliance features. Beginning in 2015-2016, no access code was required to participate in the original Georgia FIP online learning modules or to retrieve resources when educators use GaDOE's portal and professional development tab at: https://portal.doe.k12.ga.us/login.aspx. In 2016-2017, the FIP web page was completely revised and the Georgia FIP online learning modules and resources were enhanced and accessible by district and school-unique access codes found at: www.gadoe.org/GeorgiaFIP. It is recommended that districts use job-embedded PLCs for educators to learn about FIP and plan use of is content with students. Districts should also consider offering PLU credit for FIP professional learning.

Georgia Online Formative Assessment Resource (GOFAR)

Overview
The Georgia Online Formative Assessment Resource (GOFAR) contains test items related to the content standards assessed by the Georgia Milestones Assessment System and NAEP. Teachers and administrators may use GOFAR to develop formative and benchmark assessments aligned to the state's content standards to assist in informing instruction. GOFAR is available throughout the school year and resides in the Statewide Longitudinal Data System (SLDS).

Items
GOFAR offers released items from Georgia assessments and similar assessments from other states along with items released for this use by NAEP. GOFAR also includes formative and benchmark items that were developed in recent years through past initiatives. These particular items are intended to provide examples of tasks/items that assess the rigor of the state's content standards in English Language Arts, Mathematics, Science and Social Studies.

GOFAR also includes constructed response (CR) items. These items will allow teachers to assess in a way that goes beyond Georgia's long-standing multiple choice format. These items, like the secure CR items used on operational tests, have been reviewed by Georgia educators.

GOFAR Item Collections/Levels
GOFAR is comprised of two banks of test items. The Teacher Collection of GOFAR 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. The System Collection is available for System Test Coordinators and Curriculum Coordinators to create and assign tests to distribute to an entire district. Within the System Collection, GOFAR will offer pre-built assessments to schools/systems.

User Creation
To gain access to GOFAR, users enter through their local **Student Information System (SIS)** and **then select** the Statewide Longitudinal Data System (SLDS). **School districts assign individual access to GOFAR.** Students will login with their Georgia Test Identification number (GTID) and a test pass code. The test pass code is generated by the teacher when they assign a test to a student.

User Documentation & Technical Assistance
Several documents to assist in the use of GOFAR are posted at: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Online-Formative-Assessment-Resource.aspx.

Technical assistance is provided by the GaDOE Help Desk at 800-869-1011 or dticket@doe.k12.ga.us. Users may submit questions regarding GOFAR at: gofar.support@doe.k12.ga.us.

Scheduling

- Mandated tests **must** be scheduled in accordance with published GaDOE testing dates.
- A Statewide Assessment Calendar appears on the http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx in the "For Educators" link.
- State assessments may be administered Monday through Friday only and during a system's/school's normal operating hours. Online testing may be administered only during the times of day that the applicable online testing platform(s) is provided under the terms of GaDOE's contractual agreement(s). Online testing is not available for use on the weekends.
- Administrations to Hospital/Homebound (HHB) students may be an exception to this provision if deemed necessary for a student's needs. Should this need arise, the System Test Coordinator must notify GaDOE.
- 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. The monitoring of students during an allowed/scheduled break is required.
- 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; this includes all staff who are involved in the handling of secure test materials. Volunteers should not handle test materials or manage testing logistics but may assist in the administration in other ways.

Test Environment

- The examiners must be Georgia certified educators and must be assisted by proctors, when necessary. Substitute teachers and/or retired educators who hold a current, valid Georgia PSC issued certificate may serve as examiners if necessary.
- One proctor per 3-8 classroom is recommended. At least one proctor must be assigned to a test setting that contains **30 or more** **students**. Volunteers who do not hold a PSC-issued certificate may serve only as proctors and only after being trained in the specific test administration.
- Volunteers (non-employees) who assist in the school should not manage test materials or testing logistics but may assist in the administration in other ways (front office support, hall monitors, etc.)
- Parents, other relatives, and guardians who serve as community volunteers must not proctor the class or grade level in which their child or a relative is a member. Likewise, parents who are school employees should not serve as the examiner for their child or a child of a close relative. Further, it is highly advisable that they should avoid serving as an examiner or proctor on the grade level(s) of their children, if at all possible. 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 **30 or more** 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 all test materials required, with sufficient space between students to discourage copying and to permit them to handle materials comfortably. For online assessments, measures should be taken so that students may not see adjacent computer screens to avoid the possibility of, or temptation, to cheat.
- 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.

Pre-Administration Preparation

- The most current information for any test administration will be provided through the applicable pre- and/or mid-administration webinar(s) at least two weeks prior to the date of the test.
- Necessary supplies and materials must be made 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).
- Online testing administrations must include the completion of all technology and student online readiness checks prior to administration and as prescribed by GaDOE.
- Pre-ID labels must be used to provide accurate student information for state tests. Labels with incorrect information should not be used.
- For most of the state assessment programs, GaDOE will post Test Coordinator's and Examiner's Manuals to the GaDOE website in advance of testing. While these are copyrighted materials, they may be saved and reproduced if needed for local training and preparation purposes. They may also be reproduced if an unexpected shortage of manuals develops. These manuals should be treated similar to secure materials in that they must be disposed of as prescribed following the end of test administration. Manuals must not be retained for future use as subsequent versions may contain important changes that apply to future test administrations unless they are specifically written for multiple administrations.
- 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.
- Prior to testing, plan to provide activities for elementary and middle students who complete their testing early.

During Test Administration

- In the interest of test security, restroom visits should be monitored appropriately. 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.

- **Given that the health and dignity of students should never be jeopardized, schools must have a plan in place for students who become ill during test administration.** If a health/restroom related need develops that is urgent, a student may be escorted to the restroom/clinic and their materials secured. If the event is of a short duration, the student may return to testing and receive the time lost due to their need to exit the test setting. This should be documented by the school and reported to the System Testing Coordinator but does not have to be reported to the GaDOE as a testing irregularity. If the event becomes protracted and/or the student is unable to return to a test session, report this event as a testing irregularity in the MyGaDOE Portal. In general for an assessment with two or more "sections", a student who did not return to testing may not reenter the section they previously had accessed. However, if the student had very minimal access to test content, please contact the GaDOE to discuss as/if needed. If the student has not started the next section, they may be permitted to complete that next section during a make-up session (e.g.: A student can complete Section Two if they had to exit during Section One).
- 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.
- 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.
- Schools must maintain lists that indicate the name of the Examiner who tested each student and/or class of students. Where applicable, similar lists must be maintained that identifies Proctors.

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 educator who has been trained to administer the test.

To ensure 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 materials should not be checked out overnight. To do so, is considered a breach of test security. Test administration manuals and all related materials must be returned to the School/System Test Coordinator immediately following the assessment.

Online testing that is conducted in this manner must take place using equipment owned by the local system/school. The security of the network used to administer the test must be confirmed by the System Test Coordinator or appropriate system-level technology personnel prior to testing. The equipment used, and all other related materials, must be returned to the School/System Test Coordinator at the conclusion of testing **each** day.

Makeup Sessions

The system testing schedule, including make-up dates, **must** be established within the range of the state's testing dates for each assessment program. The School Test Coordinator should follow appropriate test administration procedures when scheduling make-up sessions. **While local systems may choose whether or not to publish make-up dates, all systems must designate make-up days within their local testing window(s).**

Makeup tests are intended for students who are unavoidably and unexpectedly absent on the regularly scheduled testing day(s). Makeup tests are not intended to accommodate students whose activities conflict with local testing dates or student/family preferences or instances where a parent withdraws a student during a test session. The student may not make up the section during which the withdrawal occurred.

School-sponsored activities that would require students to be away from school (e.g., field trips) must be scheduled so that they do not occur within the local testing window. On a case-by-case basis and if conditions allow, GaDOE may assist local systems in scheduling make-up days, within the state window, that stem from events for which the local system has no control over scheduling (such as events sponsored by national or state-wide entities). This would include events whose participants are not determined until after the local system's testing calendar is established and the testing window open (e.g., competitive events and honors). Additionally, and on a case-by-case basis and where conditions allow, GaDOE may assist systems in a similar way with students who experience a medical emergency that may prevent them from testing on a designated date(s). However, GaDOE cannot extend the state window for such cases.

If a student is remains absent through the scheduled testing dates, he/she must wait until the next scheduled administration. If the system believes that there are extenuating circumstances that merit consideration, please contact the Assessment Division of the GaDOE.

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. While test security is critical and must be maintained as much as possible, student safety is always the priority. Beyond that, and to the greatest extent practicable, the integrity of the test being administered is to be maintained. 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: Emergency drills should not be scheduled during a testing administration window; however, should an unplanned event occur, students should not take the test materials outside and should not be permitted to talk about testing during the event. Test materials should be kept secure (lock door when students have evacuated the room/building). If the school's safety plan permits for the testing group(s) to be kept together and under direct supervision, please do so. The Examiner should take note of the time of the evacuation, if possible, to ensure students have the allotted time to complete the testing session upon return. When students and Examiners are cleared to reenter the building safely, testing should resume as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration, and once all considerations relative to student safety have passed, contact GaDOE for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified

prior to resuming testing. Examiners need to make certain that students resume testing with the correct materials. In all cases student and staff safety is always the priority.

Sudden or severe weather event: Districts should always monitor the weather during their local testing windows. Be mindful that online testing can be particularly vulnerable to severe weather due to the possibility of power/Internet disruptions. If it is feasible and safe to monitor weather conditions and continue testing, that is permissible. In the event weather causes an immediate need to stop testing, then students should not take the test materials outside of the classroom and should not be permitted to talk about testing during the event. Test materials should be kept secure (lock door when students have evacuated the room for designated safe areas). The Examiner should take note of the time, if possible, to ensure students have the allotted time to complete the testing session upon return. When students and Examiners are cleared to reenter the test setting safely, testing should resume as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration, once all considerations relative to student and staff safety have passed, contact GaDOE for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Examiners need to make certain that students resume testing with the correct materials.

Security Lockdown: Security drills should be avoided during the test administration window, if at all possible. If an event is known to be a drill, and it is deemed feasible and proper to continue testing, that is permissible – though it may not be optimal. The need for a successful drill supersedes testing during the period of the drill. Ideally, of course, drills should not be conducted during testing if possible. Should conditions merit the suspension of testing, test materials should be kept secure within the test setting until the lockdown has been lifted and all students and staff are safe. Student and staff safety protocols should NOT be violated for the purposes of materials collection. Safety is the first priority. Students should not be permitted to talk about testing during the event. The Examiner should note the time of the event, if possible, to allow students the ability to complete the testing session when all is clear, with the allotted time. Testing should be resumed as quickly as possible, if appropriate, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration, once all considerations relative to student and staff safety have passed, contact GaDOE for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Examiners must ensure that students resume testing with the correct materials.

Power Outage (Online Testing): Please follow all instructions that address loss of connectivity/power in the online testing manual(s). It may also be necessary to contact the support line for the testing contractor. Students should not be permitted to talk about testing during the period during which testing is suspended. Be sure to note the time of the event so that you can figure out how much time students have to complete the testing session. When you are able to resume testing, do so as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration requiring the suspension of testing for the remainder of the scheduled session or for the day, contact GaDOE for further direction regarding plans to resume testing.

Power Outage (Paper/Pencil): If it is feasible to continue testing, that is permissible. However, should testing be suspended, tests should be kept secure initially within the test setting. Students should not be permitted to talk about testing during the period during which testing is suspended. Be sure to note the time of the event so that you can figure out how much time students have to complete the testing session. When you are able to resume testing, do so as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration

that requires the suspension of testing for the day, contact GaDOE for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. 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 ill student from the testing environment as quickly as possible so that their needs can be attended to, and so that the other students are not disrupted. If cleaning the room is necessary to the extent that it will require the relocation of students, the test examiner must collect secure test materials while students transition to a new setting. Students may then be allowed to complete testing once relocated. If relocation is not possible, remove students from the room while the room is cleaned and secure all testing materials (or, if applicable, pause online testing as provided for in the test administration manual). 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.

Post-Test Administration

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 under the supervision of the local school/local system administrative staff.

- Check all coding of identifying information and form numbers, where applicable.
- Count the test tickets, 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. Make certain that nothing has been written on the answer documents except in areas designated for recording information.
- For scorable answer documents, maintain documentation that indicates which schools, grades, classes/header sheets, etc. are within each box/envelope that is shipped for scoring.
- 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 other decisions may be delayed because test scores are unavailable. 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 EL Students
If a student's special education record, including his/her IEP, IAP, or EL /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 EL/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/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx.

State Dissemination of Scores
Assessment and Accountability works with its various test contractors to produce timely and accurate results. The office has worked to reduce the time between submission of assessment results and availability of initial student rosters/reports. 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 paper-pencil test materials are packed appropriately and returned promptly to the vendor for scanning and scoring. Districts should also ensure that online test sessions are properly closed/completed, again, to facilitate timely scoring and reporting. 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.

Test results are reported at the student, school, system, state, and in some cases, class levels. Results for individual students are critical for certain grades and subjects. For this reason, the Assessment Division releases results from many programs through the department's secure portal, MyGaDOE, or through other secure delivery mechanisms. These access points are available to all school systems and provide secure vehicles for the protection and transmission of confidential data inherent in assessment files. *It is incumbent upon school districts to carefully consider who is provided access to these sites and to actively review who from their districts has such access.* The permissions should be reviewed by each district on an ongoing and regular basis. 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. Individual student reports, and for some programs other reports, are also 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. It is critical that school districts apprise the division of any changes in shipping addresses.

Please note that mistakes in test administration that occur in a school or system may result in the local school system being invoiced for the costs incurred to correct any resulting errors in test data/reports. Such errors that may result in costs being borne by the local school system include, but are not limited to:

- late return of scorable materials/packaging errors
- excessive order of paper materials
- failure to report irregularities in a timely manner
- failure to return used or unused nonscorable materials
- use of old/incorrect answer documents
- attempting to report student results to programs (such as 6xxx number sites) rather than to schools
- not correctly coding student information or incorrectly using one student's label for another student, incorrect coding of header sheets, incorrect use of school names, inaccurate/improper grouping of answer documents
- improper coding of student demographic data
- failure to transcribe student responses (i.e., for Braille students or other accommodated students) from the test booklet to an answer document
- leaving scorable answer documents in test booklets or
- shipping scorable materials with non-scorable materials
- administering the wrong test(s) to the wrong student(s)
- distributing student online test tickets to the wrong student
- return shipments sent to the wrong location/wrong contractor

These errors may necessitate custom and/or hand scoring, creation of new student, school, system, or state reports and/or data files. **Errors of this nature may be irreparable and may carry direct impacts upon accountability determinations and other measures.**

Accessing Assessment Data Files

Assessment and Accountability's policy for releasing secure 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 MyGaDOE Portal. Some programs may provide this data through another secure access point. This provides a means for local educational staff to analyze the data to meet their unique reporting needs. Where needed, a Microsoft Excel extraction tool will be provided that imports any data that is provided in .txt format into Microsoft Excel.

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 from the MyGaDOE Portal to alert them. After logging on to the MyGaDOE 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 MyGaDOE 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 MyGaDOE Portal. Because the assessment information provided on the MyGaDOE Portal is highly confidential, *not all persons who have a MyGaDOE 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 MyGaDOE 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 MyGaDOE Portal login information before the start of testing season.

Questions about the MyGaDOE Portal and obtaining login permission should be directed to the Help Desk: Email: dticket@doe.k12.ga.us, Phone: 1-800-869-1011

For more information, contact the Assessment Division at 404-656-2668 or 800-634-4106.

Interpreting the Results
Assessment and Accountability provides training for interpreting results. Primarily this training is part of the pre-administration and/or post-administration workshops.

A score interpretation 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/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx. Then click on the name of the specific test.

Public Reporting of Statewide Test Results
The Assessment Division with its contractors to provide high-quality data that are accurate and useful to the public. The 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 (ESSA).

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 School Superintendent.
- System-level data are released shortly after the release of the state-level results as soon as the 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 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 federal law require that states issue "report cards" with results in a parent-friendly format. The GaDOE web site, www.gadoe.org, links to the Governor's Office of Student Achievement (GOSA) 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 including, but not limited to, standardized test score reports and growth score reports, are important components 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 about the achievement of all enrolled students by school and system. Publishing in the

newspaper is one of the best ways to disseminate the information. The use of websites for this purpose has also become helpful for both districts and constituents in recent years.

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.

Rescore Requests

Rescores may be requested by System Test Coordinators for the following Georgia assessment programs: Georgia Milestones and the Georgia Alternate Assessment (GAA). Systems may receive requests from their schools and/or parents/guardians. Such requests must be reviewed and, if approved locally, submitted to GaDOE by the System Test Coordinator via the MyGaDOE Portal's online Rescore Request Form. Fees do apply; though fees are not charged if a student score changes as the result of a rescore request. Districts will be invoiced for this service. The decision to charge parents for such requests, where applicable, is a local one. Contact the Assessment Division for information relative to fees.

Retention of the Files of Test Results and Student Remediation Files

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. The link below provides a searchable engine. Searching for "standardized test records" will assist in finding the information that typically of interest for those that work with such records.

http://www.georgiaarchives.org/records/local_government/

This information implies that any criterion-referenced reports containing summary data for schools or systems are retained 10 years. Reports such as class lists, achievement rosters, diagnostic summaries, etc., fall into the four-year category. Reports that extend beyond the retention dates may be destroyed. Individual student reports may be destroyed if there are records of scores in the student's permanent record (e.g., labels).

Online test tickets may be maintained securely until scores are received for students. Districts should securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding online test administrations. Districts/Schools should retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years.

For more information about results and records, contact the Assessment Division at 404-656-2668 or 800-634-4106.

Federal and state laws require that all students participate in the state-mandated assessment program, including students with disabilities and English Learners (EL). Specific guidance concerning the inclusion and assessment of students with disabilities and EL 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 the list of allowable accommodations approval MUST be received from Assessment and Accountability 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 this Handbook. **If an accommodation is recommended that is not included in the list of allowable accommodations, approval MUST be received from the Assessment 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-adopted content standards. If the student's instruction is based on the state standards, 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.

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 **list of allowable accommodations**, approval MUST be received from the Assessment Division 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.

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/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx; under the link labeled 'For Educators').

Participation of English Learners (EL) in State Assessments

An English Learner (EL), previously referred to as Limited English Proficient (LEP) and English Language Learner (ELL), 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 and, if warranted, additional assessments as specified in Rule 160-4-5-.02 Language Assistance: Programs for English Learners. All public-school students identified as EL must be coded EL whether or not the language assistance

provided is state funded under the ESOL Program. They must also participate in the state-adopted English language proficiency assessment until they exit as provided for in the above-referenced Rule.

For assessment purposes, students who have been defined as English Learner shall participate in all assessment programs as specified in State Board Rule 160-3-1-.07. These students shall be coded EL on each assessment. If a student has exited the ESOL program in the past four years, the student shall be coded EL-M on each test. A student who has been exited for more than four years from the ESOL program shall not be coded as EL or EL-M on each assessment. Coding for students having exited from the ESOL program is defined by Data Collections.

State law permits the State Board of Education to adopt rules concerning the participation of EL students. In accordance with State Board of Education Rule 160-3-1-.07, newly-arrived EL students enrolling for the first time in a United States school must participate in all SBOE mandated assessments including Georgia Milestones End-of-Grade and End-of-Course assessments and must be coded as a first time in U.S. School enrollee in state-required data collections. Newly-arrived ELs are no longer eligible for a one-time deferment from English language arts and social studies End-of-Grade assessments. All ESOL student by definition have limited proficiency in English. All ESOL students must be marked EL=Y in Student Record.

ELs who meet the criteria for proficiency are no longer eligible for language assistance services and must be exited. It is required that districts monitor ELs' academic performance for two calendar years following exit from language assistance services. If an exited student transfers from another state or a private school and the two-year monitoring was not completed prior to enrollment, the district is required to monitor the student's academic progress for the remainder of the monitoring period.

ELs who are in the two-year monitoring phase following their exit from language assistance services should be coded as EL-M on state assessments and continue to be eligible for appropriate standard accommodations as outlined on their EL/TPC forms. After the two-year monitoring period ends, EL-M students are no longer eligible for any ESOL-related testing accommodations.

Note that EL students should be coded on state assessments as EL-M for up to 4 years after exiting from ESOL services but are not eligible for accommodations as indicated in the chart below.

Assessment Coding and Accommodation Eligibility

Status	Served in ESOL	Code	Eligible for Accommodations under TPC Plan
Does not qualify for ESOL Services	No	None	No
Qualifies for ESOL Services	No	EL	Yes
	Yes	EL	
Exited from services years 1 and 2	No	EL-M	Yes
Exited from services years 3 and 4	No	EL-M	No
Exited from services year 5 +	No	None	No

Data Collections Reporting for Exited ELs

For the purposes of Student Record reporting, the coding status for ELs who have met the criteria for exiting language assistance services and will then begin the two-calendar year monitoring period changes from EL-Y to EL-1. In order to document first or second year monitoring status, ELs are coded in Student Record as EL-1 for the first year after exit and EL-2 for the second year after exit. Beyond the monitoring phase, the third year after exit students are coded EL-3, then EL-4 for the fourth year after exit. At the end of the fourth-year post-exit, the student will be coded as a former EL, EL-F (ESOL Resource Guide, p. 22).

Post Exit Data Reporting	
EL-1	1st year after exit
EL-2	2nd year after exit
EL-3	3rd year after exit – no student monitoring
EL-4	4th year after exit – no student monitoring
EL-F	5th or more years after exit – no student monitoring

Use of Scores of EL Students in Accountability Determinations

EL students enrolling for the first time in a U.S. school must participate in all SBOE-designated assessments and must be coded as a first time in U.S. school enrollee in state-required data collections. All scores resulting from the administration of state assessments will be removed from any statewide accountability calculations for the first year of a newly-arrived EL student's enrollment in a U.S. school. Though not used for statewide accountability purposes in the first year, such scores will serve as the baseline for student growth calculations and be included beginning in year two of such students' enrollment. Both achievement and growth will be included in statewide accountability calculations beginning in the third year of enrollment.

Accommodation Guidelines for EL Students

In certain situations, individual needs of EL and EL-M students may warrant accommodations. These accommodations shall be determined by and recorded during a documented meeting of the EL Testing Participation Committee (EL/TPC). Those students identified as EL-M may receive, based on individual need, standard state-approved accommodations for a maximum of two years after exiting ESOL or an alternative language assistance program. At the end of the first two years of the monitoring period, EL-M students are no longer eligible for test administration 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 Testing Participation Committee 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 EL/TPC plan. Conditional accommodations shall be used sparingly and shall not be assigned to EL-M students. Specific to the accommodation of Extended Time, please note that specifying unlimited time is not appropriate or

feasible. Further, Extended Time (#36 SWD and #14 EL) is defined as time allotted within the confines of a school day.

If an accommodation is recommended that is not included in the list of allowable accommodations, approval MUST be sought from the Assessment Division of the GaDOE prior to the inclusion of the accommodation in the EL/TPC plan and the use of the accommodation. The EL/TPC may not include accommodations in EL/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 Learner Testing Participation Committee is charged with collecting required information documenting the student's eligibility for EL status and making appropriate test participation decisions, including the use of test administration accommodations. Note: A decision by the EL/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 EL/TPC and may use the form provided in lieu of developing a local form.

A student whose native language is not English and who does not meet the eligibility requirements shall not be coded as EL or EL-M for statewide assessments.

The use of a word to word dictionary for English Learners is an allowable accommodation when determined to be necessary by the EL-Test Participation Committee.

As stipulated in the *Student Assessment Handbook* (Approved Accommodations for English Learners), only words may be translated; definitions are not permitted. Word to word dictionaries that include synonyms, antonyms, phrases, maps, pictures, and samples are <u>not</u> permissible.

A word-to-word dictionary that provides a direct translation of a common word/phrase to another common word/phrase is permitted. For example, in English to Spanish: *calm: n, calma; candy: n, dulces; canoe: n, canoa.* In contrast, a word to word dictionary that goes beyond direct translation and provides context is <u>not</u> permissible. For example, in Spanish to English: *reservar: v, to make a reservation, ¿Llamaste para reservar? Have you phoned to make a reservation?,* or *identical: identico, adj. Her dress was identical to mine. Su vestido era identico al mio.*

Electronic word to word dictionaries (web-based, computer-based, hand-held) are not permitted for use on state assessments. Given that it is virtually impossible to locate word to word dictionaries that do not contain parts of speech, word to word dictionaries that contain parts of speech are allowable.

Questions from local school system staff regarding the use of word to word dictionaries on state assessments should be communicated to the Assessment Division by the System Test Coordinator.

EL-Test Participation Committee Plan
Each local system shall develop procedures outlining the responsibilities of EL-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 EL/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 EL status;
- schedule and conduct EL-TPC meeting(s);
- file appropriate documentation in students' permanent records; and
- forward a list of students and their accommodations to the system's testing department.

An example of the EL Testing Participation Committee Form for Eligible Students is included in this handbook. The form may be used to identify and document student testing accommodations determined by and recorded during a meeting of the EL Testing Participation Committee. 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, including 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)
- Final recommended action, including specific accommodations for each test/subtest consistent with current instructional accommodations
- Signatures of committee members, school administrator, and parent/legal guardian (if present) or student (if 18 years or older)

All English Learners shall participate in all state and locally-mandated assessments. Federal law and State Board rule mandate that the individual needs of English Learners be considered when making decisions regarding the participation of ELs in state and locally-mandated assessments. To facilitate and document these decisions, the English Learner-Testing Participation Committee process is designated in State Board rule. **If accommodations are determined to be appropriate and necessary for an EL student, the completion of an EL/TPC form is required for ELs enrolled in a grade in which there is a state or locally-mandated assessment.** As with any assessment, districts are compelled to consider the individual needs of each EL student and maintain appropriate documentation. The determination of accommodations for assessment shall be reviewed at least once a year.

Test Administration Accommodations Considerations for Students with Disabilities and English Learners

Types of Accommodations
Students with disabilities and EL 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 EL must be determined at a documented EL/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 must be used sparingly. State Board rule sets forth the expectation that only a small percentage (less than 3%) of students will participate through a conditional administration. Most students who require testing accommodations 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 to access the test. Further, test results for a student provided conditional accommodation(s) must be interpreted in light of the conditional accommodation(s). EL-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 EL-TPC plan must be provided. The students' answer documents must be coded to reflect the use and/or provision 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. In an instance where a student clearly declines or refuses an accommodation (e.g. refuses to go to a designated small group setting), the school should document this fact. It is recommended that this documentation include contact with the parent(s)/guardian(s) and student's educational team.

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 EL students must be documented in their EL-TPC plan.

Accommodation decisions made by the appropriate IEP, IAP, or EL-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 to participate in the assessment but should not be given more accommodations than are necessary to participate meaningfully. Tables summarizing the list of state-approved accommodations for students with disabilities and English learners appear later in this Handbook.
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. To consider the request, the Assessment Division will need the following information for **each** student:
- District
- School
- Grade (or course if EOC)
- 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)
- The specific tests on which the student will use the accommodation

- System Test Coordinator review/approval statement

The Assessment Division will review this information with staff from the Division of Special Education and Support 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. Given that accommodations are to be prescribed based upon the needs of individual students, requests that are identical for multiple students are not appropriate and will not be reviewed.

The System Test Coordinator must review all requests submitted by their local schools PRIOR to submission to GaDOE and indicate their approval of the school's request. Requests must be reviewed with consideration given to the purpose of the assessment and the constructs measured. **Requests must not be forwarded to GaDOE if they are not appropriate and/or are incomplete.**

Requests must be submitted by systems in a "batched" fashion so that all being submitted for each state assessment are provided to GaDOE at one time (e. g., all End of Grade (EOG) requests submitted in one batch)**.** This will require local systems to establish internal timelines for such requests to be tendered to the System Test Coordinator.

This information should be submitted to the Assessment Division by submitting the *Special Accommodations Form* that appears online in the MyGaDOE Portal. **Requests MUST be received no later than six weeks prior to the opening of each applicable state testing window for consideration.**

The tables that follow 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.

Scribing Procedures – Standard Accommodation
Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing. It is also allowable for EL students who have *Verbal response in English only to a scribe* as an accommodation. The need for this accommodation must be indicated in a student's IEP, EL-TPC, or 504 Plan. For EL and SWD students, this accommodation must be a part of their regular education program. A scribe must be a certified educator who writes or types a student's responses. Eligible students with this accommodation may respond to assessment items verbally or by signing. Scribes must write each student's final response(s) to be scored into an official paper answer document or into the appropriate online test form. **Do NOT insert, for scoring, a printed paper copy of a scribed response into an answer document**; these will not be scored.

Scribe Qualifications and Preparation
- Scribes must be aware that students receiving this accommodation usually require extended-time and frequent breaks during test administration. These considerations may be included in the student's IEP, EL-TPC, or 504.
- Scribes must be familiar with the content area for which they are scribing, so that they understand the terms and academic language of the content area.
- Scribes must read and sign the *Examiner's Certification of Prescribed Administration Procedures* found in this Handbook.
- Scribes must be familiar with the student's IEP, EL-TPC or 504 Plan.

- The scribe and the student should have at least one practice session together prior to the assessment to allow both to become familiar with the procedure. Note that students should be familiar with scribing procedures given their use of this accommodation during routine classroom instruction.
- If scribing procedures are not followed exactly as prescribed, the assessment may be invalidated.

General Scribing Procedures for Online and Paper Administrations (Applicable to Georgia Milestones and ACCESS for ELLs)
- The scribe must be familiar with the navigational and accessibility tools available in Insight.
- The scribe must administer this accommodation to one student at a time as an individual administration and in an individual setting.
- The scribe must write or type as the student dictates or signs.
- For online administrations, scribes must enter the student's responses directly into the online assessment platform exactly as provided by the student.
- Scribes are permitted to answer procedural questions asked by the student and may not, under any circumstance, answer questions or offer suggestions about test content.
- Scribes must refrain from evaluating student work as the student progresses through the test.
- The scribe must not under any circumstance cue, prompt, remind or otherwise assist the student, in any manner (verbally or nonverbally), in formulating his/her responses before, during, or after dictation.
- During an online administration, scribes are expected to access online tools, on behalf of the student, only as directed by the student. For example, if a student asks the scribe to apply the highlighter to text, the examiner must do so exactly as the student instructs.
- The student must verify that the scribe accurately recorded each of his/her responses.
- After testing, the scribe will submit the assessment online or collect the test booklet, answer document and all other ancillary materials and return them to School Test Coordinator.

English Language Arts Guidelines for Constructed Response Items
- Students may dictate to the scribe or into a tape recorder or augmentative communication device. Any recordings must be destroyed **immediately after** the School Test Coordinator has confirmed that transcription is complete and the student's work is ready for online submission or shipment for the scoring of a student's paper answer document. The System Test Coordinator must verify this procedure is followed. Failure to destroy a student's response is a violation of test security and must be reported.
- At the beginning of the test session, the examiner should log into both the read-only form and the student's test. The student must use the read-only form to view test items and ELA passages. However, the scribe must enter the student's responses into the student's test for scoring.
- The scribe must type exactly what the student dictates within the online administration platform during online administrations.
- The scribe may write or use a word processor for paper/pencil administrations. The student's answers must be deleted from the word processor (inclusive of the Recycle Bin and Trash) **immediately after** the School Test Coordinator has confirmed that transcription is complete.
- 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. The scribe should spell the words exactly as the student states. Once the student spells a word once, the scribe does not have to ask the student how to spell the word again.
- The scribe's recording of the student's dictation should not be in clear view of the student

while the student is dictating.
- The student will proofread to add punctuation, capitalization, spacing, and make other edits after dictation is complete. The student may edit through dictation during this process.
- The scribe must not capitalize words of punctuate text without being asked to do so by the student.
- The scribe will make all the student's requested changes, even if the scribe knows them to be incorrect.
- The student must verify that the scribe accurately recorded each of his/her responses.
- The student will indicate to the scribe when he or she is ready to move to the next item or to have their response submitted.

Mathematics Guidelines for Constructed Response Items
- The student must direct the scribe in the development of explanations, operands, equations and setting up problems, including the placement of numbers, figures, operands, and variables.
- The scribe must record the student's work in clear view of the student. (Note: This differs, intentionally, from directions for English Language Arts.)
- The scribe will make all the student's requested changes, even if the scribe knows them to be incorrect.
- The student will indicate to the scribe when he or she is ready to move to the next item or to have their response submitted.
- The student must verify that the scribe accurately recorded each of his/her responses.

ALLOWABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Setting Accommodation	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	ACCESS	NAEP
1. Special education classroom	S	S	S	S	S	*	S
2. Special or adapted lighting	S	S	S	S	S	*	S
3. Small group	S	S	S	S	S	*	S
4. Preferential seating	S	S	S	S	S	*	S
5. Sound field adaptations	S	S	S	S	S	*	S
6. Adaptive furniture (e.g. slant board)	S	S	S	S	S	*	S
7. Individual or study carrel	S	S	S	S	S	*	S
8. Individual administration	S	S	S	S	S	*	S
9. Test administered by certified educator familiar to student	S	S	S	S	S	*	S

Presentation Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	ACCESS	NAEP
10. Large print /Large Font	S	S	S	S	S	S	S
11. Sign the directions	S	S	S	S	S	S	S
12. Sign test questions	S	S	S	S	S		S
13. Sign English Language Arts (ELA) passages	C^1	C^1	C^1	C^1	S		
14. Oral reading of test questions in English	S^{11}	S^{11}	S^{11}	S^{11}		S^3	S
15. Oral reading of English Language Arts (ELA) passages in English	C^1	C^1	C^1	C^1		S^3	
16. Explain or paraphrase the directions for clarity (in English only)	S	S	S	S	S	*	
17. Braille	S		S		S		S
18. Color overlays, templates, or place markers	S	S	S	S	S	S^2	S

Presentation Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	ACCESS	NAEP
19. Use of highlighter by student						S[2]	S
20. Low vision aids (e.g. CCTV, magnifying equipment)	S	S	S	S	S	S[2]	S
21. Repetition of directions (in English only)	S	S	S	S	S	*	
22. Audio amplification devices or noise buffer/listening devices	S	S	S	S	S	S[2]	S
23. Use directions that have been marked by teacher						S	

Response Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	ACCESS	NAEP
24. Technology applications, such as Brailler, word processor, or other communications device with grammar and spell checks disabled; Internet disabled for device	S	S	S	S	S	S	S
25. Student marks answers in test booklet	S		S			S[12]	
26. Student points to answers	S	S	S	S	S	S[12]	S
27. Verbal response in English only	S	S	S	S	S	S[4]	S
28. Scribe	S[6]	S[6]	S[6]	S[6]	S[6]	S[6,7]	S[8]
29. Braille writer	S		S		S		S
30. Abacus	S[9]		S[9]				
31. Basic function calculator or adapted basic calculator (e.g. Braille or talking calculator)	C[1]	C[1]					S[5]
32. Adapted writing tools (e.g. pencil grips, large diameter pencil)	S	S	S	S	S	S[2]	S
33. Adapted/ lined paper	S	S	S	S			

Scheduling Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	ACCESS	NAEP
34. Frequent monitored breaks	S	S	S	S	S	*	S
35. Optimal time of day for testing	S	S	S	S	S	S	S
36. Extended time	S	S	S	S	S	S	S
37. Flexibility in the order of administration for content areas	S	S	S	S		S[13]	
38. Extending sessions over multiple days						S[10]	

* For ACCESS for ELLs, these are considered test administration procedures allowable for all ELs.

Footnotes
1. Restricted to eligible students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration (exception Signing of ELA Passages). Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.
2. If prescribed as an accommodation, allowable for all ACCESS domains. Allowable as an accessibility tool for all students.
3. Allowed for ACCESS Writing, Listening, and Speaking only.
4. Allowed for ACCESS Listening, Reading, Speaking; not allowed for ACCESS Writing.
5. Only NAEP calculator active blocks will be given to students who need this accommodation.
6. Use of a scribe is allowable if guidelines are followed exactly *from the Student Assessment Handbook.*
7. Use of a scribe is not allowed for ACCESS Speaking.
8. Accommodation not allowed on NAEP Writing assessments.
9. Allowed for students with visual impairments only.
10. Paper-Pencil Mode: Allowed for ACCESS Listening and Reading; not allowed for ACCESS Writing and Speaking. Not allowed for any domain via online testing mode.
11. Screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.
12. Paper-Pencil Mode: Allowed for ACCESS Listening, Reading, and Writing; not allowed for ACCESS Speaking. Online Mode is not recommended for students requiring this accommodation.
13. Reading must be administered prior to Speaking and Writing.

Eligibility Guidelines: Reading of English Language Arts (ELA) Passages
Guidance for Use of Conditional Accommodation 13: Sign ELA passages.
The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, <u>must</u> be restricted to only those students with IEPs who meet the **ALL** eligibility criteria outlined below:

1. The student is deaf and 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 or other electronic format during routine instruction; **and**
3. There are clear and specific goals within the student's IEP addressing the deficits which necessitate the need for this conditional accommodation.

Under secure conditions, supervised by the School or System Test Coordinator, the sign interpreter may review test materials prior to the test administration to plan appropriate signing.

Guidance for Use of Conditional Accommodations 15: Oral Reading of English Language Arts (ELA) passages.
The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, <u>must</u> be restricted to only those students with IEPs who meet **ALL** eligibility criteria outlined below:
1. The 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 (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 electronic format during routine instruction; **and**
3. There are clear and specific goals within the student's IEP addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: The preferred method of administration for this conditional accommodation is the screen reader. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.

Eligibility Guidelines: Calculator Usage
Guidance for Use of Conditional Accommodations 31: Basic function calculator or adapted basic calculator.

The use of this conditional accommodation for the Mathematics Georgia Milestones for students in **grades 3 - 5** <u>must</u> be restricted to only those students with IEPs who meet **ALL** eligibility criteria outlined below:
1. The student has a specific disability that prohibits him or her from performing basic calculations (i.e., addition, subtraction, multiplication, and division), even after varied and repeated attempts to teach the student to do so; **and**
2. The student is unable to perform calculations without the use of a calculation device, which the student uses for routine classroom instruction; **and**
3. There are clear and specific goals within the student's IEP addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: Only a basic function or basic adapted calculator may be used; scientific and other advanced calculators are strictly prohibited. The test administrator may not provide any assistance or direction to the student regarding the use of the calculator.

ALLOWABLE ACCOMMODATIONS FOR ENGLISH LEARNERS

Setting Accommodation	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	NAEP
1. ESOL classroom	S	S	S	S	S	S
2. Small group	S	S	S	S	S	S
3. Preferential seating	S	S	S	S	S	S
4. Individual or study carrel	S	S	S	S	S	S
5. Individual administration	S	S	S	S	S	S
Presentation Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	NAEP
6. Explain or paraphrase the directions for clarity (in English only)	S	S	S	S	S	
7. Oral reading of test questions in English only	S^5	S^5	S^5	S^5		S
8. Oral reading of English Language Arts (ELA) passages in English only	C^1	C^1	C^1	C^1		
9. Repetition of directions (in English only)	S	S	S	S	S	
Response Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	NAEP
10. Student marks answers in test booklet	S		S			
11. Verbal response in English only to Scribe	S^2	S^2	S^2	S^2	S^2	S^2
12. Word-to-Word dictionary	S^3	S^3	S^3	S^3	S^3	S^4
Scheduling Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	NAEP
13. Frequent monitored breaks	S	S	S	S	S	S
14. Extended time	S	S	S	S	S	S

Footnotes
1. Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines. May not be used with EL-M students.
2. Use of a scribe is allowable only if guidelines are followed exactly

3.	Only words may be translated; definitions are not permitted.
4.	Accommodation not allowed on NAEP Writing Assessment.
5.	Screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.

Eligibility Guidelines: Reading of English Language Arts (ELA) passages

Guidance for Use of Conditional Accommodations 8: Reading of English Language Arts (ELA) passages
The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, <u>must</u> be restricted to only those EL students who meet **ALL** eligibility criteria outlined below:
1. The student's English proficiency scores and performance in the classroom indicate that the student cannot access, retain, or comprehend text without the assistance of a reader (i.e., the student is unable to access English text due to their language proficiency, not simply reading below grade level); **and**
2. The student is not poised to exit language services within the current school year; **and**
3. There are clear and specific goals within the student's educational plan addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: The preferred method of administration for this conditional accommodation is the screen reader. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.

State Required Codes (SRC)
The State Required Codes (SRC) are used to code students with disabilities as well as EL students and should be used for both online and paper/pencil administrations. Students with disabilities must have a current IEP or IAP on file.

01 = Visual Impairments or Blind
02 = Deaf or 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 (English Learner – EL)
14 = Section 504
15 = Significant Developmental Delay (K-5 Only)
16 = Title I Reading

17 = Title I Math
18 = Migrant Certified
19 = English Learner- Monitored

State Directed Codes (SDU-A)
The State Directed Codes (SDU-A) are to be used by Georgia Network for Educational and Therapeutic Support (GNETS) programs and the Georgia Virtual School (GaVS)* to report their assigned facilities' identification code. The two-digit code should be used for both online and paper/pencil administrations for all students who are served at a location other than their home school (FTE site). For EOC

assessments, all Georgia Virtual School students should be coded in this area regardless of where the students are tested.

Georgia Network for Educational and Therapeutic Support (GNETS) State Directed Codes
01 = FUTURES Program
02 = Burwell Program
03 = Cedarwood Program
04 = Coastal Academy Program
05 = Coastal Georgia Comprehensive Academy
06 = Mainstay Program
07 = DeKalb-Rockdale Program
08 = Elam Alexander Academy
09 = Flint Area Learning Program
10 = Harrell Learning Program
11 = H.A.V.E.N. ACADEMY
12 = Heartland Academy
13 = Horizon Academy
14 = Northstar Educational and Therapeutic Services
15 = North Metro Program
16 = Northwest Georgia Educational Program
17 = Oak Tree Program
18 = Oconee Program
19 = Pathways Educational Program
20 = River Quest Program
21 = Rutland Academy Program
22 = Sand Hills Program
23 = South Metro Program
24 = Woodall Program
30 = Georgia Virtual School (GAVS)*
*The GAVS do not participate in EOG testing.

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

FTE Code	Exceptionality
P	Mild Intellectual Disability
Q	Moderate Intellectual Disability
R	Severe Intellectual Disability
S	Profound Intellectual Disability
T	Emotional and Behavioral Disorder (including SED students)
U	Specific Learning Disability
V	Orthopedic Impairment
W	Hearing Impairment
X	Deaf
Y	Other Health Impairment
Z	Visual Impairment
1	Blind
2	Deaf and Blind
3	Speech-Language Impairment
6	Autism
7	Traumatic Brain Injury
8	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). 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 Georgia Milestones End of Grade (EOG) assessment in grades three through eight.

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
As provided in O.C.G.A. §20-2-2114(f), acceptance of the scholarship has the same effect as a parental refusal to consent to services pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq. Accordingly, neither the public school nor the testing center will provide testing accommodations required in an IEP. However, the testing center will provide testing accommodations required to allow the student to access the testing program in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Such accommodations may not be identical to accommodations in the student's IEP and are only designed to provide the student access to the test.

To receive an accommodation under these stipulations, 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. Only accommodations that are authorized as indicated in the current Student Assessment Handbook and/or Examiners Manual may be used for students to receive valid scores. These documents may be

accessed on the GaDOE testing web site: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx.

Please direct inquiries regarding this policy to Deborah Houston in the Assessment Administration Division at 404-657-0251 or dhouston@doe.k12.ga.us.

2017-2018 State Testing Dates

Assessment	Administration Date(s)	Registration Must be Received by:
Georgia Milestones End of Grade (EOG)	April 9 – May 18, 2018	January 26, 2018

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:
☐	Georgia Milestones End of Grade (EOG)	April 9 – May 18, 2017	January 26, 2017

Will the student require assessment accommodations as indicated in the text on the previous page?
☐ 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) 463-9747

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 to identify instructional strengths and areas of challenge and modify instruction appropriately. The 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. 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 state-adopted content standards 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 <u>structural similarity</u> 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 Georgia's state assessments 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 or to gain insight into characteristics and content of the tests. At no time, should any individual be in possession of such 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. 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 time period. 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 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, much of your energy and potential will be sapped by the anxiety and you will likely not be able to demonstrate your true ability on the test. It frequently helps to reduce anxiety if you know more about the test in advance, such as what type of test you are taking, what subjects are tested, and 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.
- When testing online and where necessary, make sure you transfer your answer from the draft area to the final response section of your online test.
- If you are testing with paper testing materials, 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.
- If you are testing with paper testing materials, keep your test booklet and answer document together. This saves time and lessens the chance of marking answers in the wrong place.
- If you are testing online, be sure to use the scroll bars to view all of a reading passage or test question. The whole reading passage or test question might not fit on the display of your workstation.

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

STUDENTS IN HOME SCHOOL

Students served in home schools are governed by the provisions of Georgia law: O.C.G.A. 20-2-690. Additional information may be located at the following link:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Pages/Home-Schools.aspx

For home school related questions contact:
    Jeff Hodges
    (404) 463-7891
    jhodges@doe.k12.ga.us

Public school systems are not required by law to furnish instructional materials, textbooks, or services such as testing to students enrolled in home schools. State assessments may only be administered to students enrolled in Georgia's public school systems/public charter schools.

REQUIRED FORMS

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 <u>required</u> forms should be completed 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 MyGaDOE Portal.

- Superintendent's Certification Form – Due January 31 each year for assessments conducted July 1 – December 31

- Superintendent's Certification Form – Due July 31 each year for assessments conducted January 1 – June 30

- Testing Irregularity Form

The following <u>required</u> forms should be completed and maintained at the system. These forms are not available on the MyGaDOE Portal and should not be submitted to the GaDOE. They must be retained by the system for a minimum of five (5) years.

- Principal's Certification Form

- Validation Form for Transcribing Answer Documents

Superintendent's Certification 2017-2018

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. The Principal's Certification Form has been completed as required for all test administrations.

☐ ☐ 4. 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 Assessment Specialist at the Georgia Department of Education.)
   Summer/Fall Test Administrations: (July – Dec.) Georgia Milestones, GAA, GKIDS
   Winter/Spring Test Administrations: (Jan. – Jun.) Georgia Milestones, GAA, GKIDS
   Other: NAEP, ACCESS for ELLs (incl. Alternate ACCESS for ELLs)

☐ ☐ 5. 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
Georgia Milestones EOG			ACCESS		
Georgia Milestones EOC			GKIDS		
GAA			NAEP		

☐ ☐ 6. If any possible unethical behavior occurred regarding testing policies and procedures, the Educator Ethics Division of the Professional Standards Commission has been notified.

☐ ☐ 7. The system superintendent reviewed and approved system testing administration plans.

☐ ☐ 8. Building level personnel received training in appropriate administration procedures.

☐ ☐ 9. Students with disabilities or students who received ESOL services received accommodations in accordance with their IEPs, IAPs, or EL/TPC Plans.

☐ ☐ 10. All students appropriately participated in the Statewide Student Assessment Program.

☐ ☐ 11. System and/or building administrative personnel monitored testing sites.

☐ ☐ 12. 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   System Test Coordinator (Signature)   Date

                                     _____   _____
                                     System Superintendent (Signature)   Date

Submit this completed form on-line NO EARLIER THAN December 15, 2017, and NO LATER THAN January 31, 2018.

Superintendent's Certification 2017-2018
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. The Principal's Certification Form has been completed as required for all test administrations.

☐ ☐   4. 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 Assessment Specialist at the Georgia Department of Education.)
   Summer/Fall Test Administrations: (July – Dec.) Georgia Milestones, GAA, GKIDS
   Winter/Spring Test Administrations: (Jan. – Jun.) Georgia Milestones, GAA, GKIDS
   Other: NAEP, ACCESS for ELLs (incl. Alternate ACCESS for ELLs)

☐ ☐   5. 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
Georgia Milestones EOG			ACCESS		
Georgia Milestones EOC			GKIDS		
GAA			NAEP		

☐ ☐   6. If any possible unethical behavior occurred regarding testing policies and procedures, the Educator Ethics Division of the Professional Standards Commission has been notified.

☐ ☐   7. The system superintendent reviewed and approved system testing administration plans.

☐ ☐   8. Building level personnel received training in appropriate administration procedures.

☐ ☐   9. Students with disabilities or students who received ESOL services received accommodations in accordance with their IEPs, IAPs, or EL/TPC Plans.

☐ ☐   10. All students appropriately participated in the Statewide Student Assessment Program.

☐ ☐   11. System and/or building administrative personnel monitored testing sites.

☐ ☐   12. 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   System Test Coordinator (Signature)   Date

                                                                 _____   _____

                                                                 System Superintendent (Signature)   Date

Submit this completed form on-line NO EARLIER THAN June 15, 2018, and NO LATER THAN July 31, 2018.

Principal's Certification
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.

Test Administration: _____

YES NO

☐ ☐ 1. Test materials were properly inventoried and stored in a secure location prior to test administration. This is inclusive of online testing tickets/log-ins.

☐ ☐ 2. A 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 school 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 established in the **Student Assessment Handbook, System and School Test Coordinators' Manual(s), Assessment Guides**, and assessment supplements and correspondence.

☐ ☐ 4. If any possible unethical behavior occurred regarding testing policies and procedures, the Professional Practices Section of the Professional Standards Commission has been notified.

☐ ☐ 5. The principal reviewed and approved test administration plans.

☐ ☐ 6 Building level personnel were oriented to appropriate administration procedures.

☐ ☐ 7. Students with disabilities or students who received ESOL services received accommodations in accordance with their IEPs, IAPs, or EL/TPC Plan.

☐ ☐ 8. All students appropriately participated in the Statewide Student Assessment Program.

☐ ☐ 9. System and/or building administrative personnel monitored testing sites.

☐ ☐ 10. The school has accounted for testing materials in accordance with instruction in the Student Assessment Handbook, School Test Coordinators' Manual(s), and Assessment Guides.

_____   _____   _____
School   School Test Coordinator (Signature)   Date

                                         _____   _____
                                         Principal (Signature)   Date

Return this completed form to the System Test Coordinator when test materials are verified and returned.

System Test Coordinators should copy and distribute this form to all Principals prior to **each** administration. Principals should sign the form and return to the System Test Coordinator once all materials are verified and returned to the system. System Test Coordinators should receive a signed copy of this form after **each** administration. **This form must be retained at the system level for 5 years.**

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 MyGaDOE Portal). If necessary, complete this form and return to the GaDOE via fax at (404) 463-9747. Even if this document is submitted, the irregularity must still be reported via the MyGaDOE Portal's Testing Irregularity Form

General Information			
Assessment Cycle		Assessment	
Content Area		Grade	
Test Administration Date			
System		System Code	
School		School Code	
GTID		Student Name	
System Test Coordinator		School Test Coordinator	
Number of Students Affected			
Mode of Administration			

Irregularity Section			
Irregularity		Date of Irregularity	
Grade		Invalidation	
Reported to PSC			
Reason for Invalidation			
Comments			
Student		GTID	
Student			
Student		GTID	
Student		GTID	

Explanation of the Irregularity

Testing Irregularities Report Form
Statement Report

Name:

Position:

Irregularity #:   Date of Incident:

What happened?

Who was involved?

When did it happen?

Where did it happen?

Signature: Date:

VALIDATION FORM FOR TRANSCRIPTION OF ANSWER DOCUMENTS

School _____

Student _____   Grade _____

Test _____   Date _____

For transcribing documents due to accommodations

A) I have transcribed the student's responses from a Large Print ____ or Braille _____ test <u>OR</u> due to a *Marks Answers in Test Booklet* accommodation _____ to a scorable student answer document (Circle: Paper/Online) for the student listed above. _____ (initials)

The student's answer document reflects the same responses as the student's test booklet. I performed the transcription in the presence of another certified employee serving as a witness. _____ (initials)

I have submitted the transcribed answer document for scoring and returned the test booklet as directed. _____ (initials)

OR

For transcribing documents due to damage, other

B) I have transcribed the student's responses from the student's test booklet/original answer document to a scorable student answer document (Circle: Paper/Online) for the student listed above. _____ (initials)

Reason for transcription:

The student's answer document reflects the same responses as the student's test booklet/original answer document. I performed the transcription in the presence of another certified employee serving as a witness. _____ (initials)

I have submitted the transcribed answer document for scoring and returned the student's test booklet as directed. _____ (initials)

_____   _____
Name of Certified Person Transcribing   Signature of Certified Person Transcribing

_____   _____
Name of Certified Witness   Signature of Certified Witness

Retain a copy of this form for your school/system records

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.

- Examiner's Certification of Adherence to Prescribed Test Administration Procedures
- Test Participation Documentation for Eligible EL Students

Examiner's Certification of Adherence to Prescribed Test Administration Procedures

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 *Examiner's Manual* was thoroughly reviewed prior to the first testing session.

☐ ☐ 2. All secure 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. This includes all online testing authorization tickets, codes, etc.

☐ ☐ 4. All procedures for testing as given in the Examiner's Manual, 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 or urgent personal need (i.e. restroom) did necessitate a student's exit, 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. This includes ensuring that student electronic devices were not present/used in the test setting and/or were collected per local school/system procedures.

☐ ☐ 7. While students were assisted with procedural aspects of the test, no assistance was offered which could have altered/influenced a student's response to any test item.

☐ ☐ 8. Along with direct administrator supervision, at the conclusion of testing, inspects answer documents for only the purposes stated in *the 2017-2018 Student Assessment Handbook*.

☐ ☐ 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 _____

Participation Documentation for Eligible EL Students

EL Test Participation Committee (EL/TPC) Meeting   Date: _____

Student Name:_____   Grade:_____   School:_____

Date of Entry in US School: mo_____ yr_____   DOB:_____   GTID:_ _ _ _ _ _ _ _ _ _

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 _____ No _____ Exit Year (EL-1, EL-2 may be considered for assessment accommodations.)

 Will the student participate in all required assessments without accommodations?

____ Yes (Stop here)   ____ No (Continue with number 2)

Determine the accommodations the student needs to meaningfully participate in each assessment this school year and document them using the appropriate form. These accommodations will be taken from the table of allowable test accommodations located 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 and support any plans that have been designed to aid the student instructionally.

Signatures (Committee shall be comprised of a minimum of three members, one of whom is an educator certified by the Professional Standards Commission, and must include the ESOL teacher currently serving the student with English language assistance):

Content area and/or grade level _____

ESOL Teacher_____   Date_____

Certified Educator_____   Date_____

Parent/Guardian_____   Date_____

Student (if 18 yrs or older)_____   Date_____

Administrator_____   Date_____

Chart: Recommended Assessment Accommodations
(Attach to EL/TPC Documentation form)

Student Name_____

Student GTID # _ _ _ _ _ _ _ _ _ _

Name of Assessment				
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.

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** and then choose **Memoranda and Announcements** System Test Coordinators should access this site weekly to check for information.

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx

Useful main pages for various topics are as follows:

ACCESS for ELLs
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/ACCESS-for-ELLs.aspx

AP, PSAT, SAT
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/default.aspx

ELL/ESOL
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx

GAA
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA.aspx

GKIDS
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS.aspx

Georgia Milestones
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx

GOFAR
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Online-Formative-Assessment-Resource.aspx

Lexiles
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx

NAEP
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/NAEP.aspx

Special Education Services and Supports
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx

State Content Standards
https://www.georgiastandards.org/Pages/default.aspx

National Assessment of Educational Progress Resources

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.

NAEP Results

NAEP Item Bank

APPENDIX

Georgia Law

O.C.G.A. § 20-2-281. Student assessments

(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. The student assessment program shall include a comprehensive summative assessment program for grades three through 12. In addition, each local school system shall administer, with state funding, a research based formative assessment with a summative component that is tied to performance indicators in English language arts/reading and mathematics in grades one and two, subject to available appropriations. Such research based assessment shall be selected, after consultation with local school systems. Such research based assessment shall provide for real-time data analysis for students, teachers, school leaders, and parents; allow flexible grouping of students based on skill level; and measure student progress toward grade level expectations throughout the school year. 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 instruments. Further, the State Board of Education 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. Each local school system is strongly encouraged to develop and implement a program of multiple formative assessments in reading and mathematics for kindergarten through fifth grade to ensure that students entering sixth grade are on track to meet grade-level expectations, including mastery in reading by the end of third grade to prepare for the infusion of literacy in subsequent grades and mastery in basic mathematics skills by the end of fifth grade and in accordance with the local school system's five-year strategic plan, performance indicators, and, if applicable, flexibility contract or other agreement with the State Board of Education for local school systems that are not under a flexibility contract. The State Board of Education shall periodically review, revise, and upgrade the content standards. Following the adoption of such content standards, the State Board of Education shall contract for development of end-of-grade assessments to measure the content standards. As part of the comprehensive summative assessment program, end-of-grade assessments in English language arts/reading and mathematics shall be administered annually to students in grades three through eight, and such tests in science and social studies shall be administered annually to students in grades five and eight. These tests shall contain features that allow for comparability to other states with whom establishing such comparison would be statistically sound; provided, however, that no such comparison shall be conducted which would relinquish any measure of control over assessments to any individual or entity outside the state. Further, as part of the comprehensive summative assessment program, the State Board of Education shall adopt and administer, through the Department of Education, end-of-course assessments for students in grades nine through 12 for all core subjects, as determined by the state board. Writing performance shall be assessed, at a minimum, for students in grades three, five, eight, and 11 and may be assessed for students in additional grade levels as designated by the State Board of Education. Such required writing performance assessment may be embedded within the assessments included in the comprehensive summative assessment program. Writing performance results shall be provided to students and their parents. If authorized to establish and operate an innovative assessment system pursuant to 34 C.F.R. Section 200.104, the Department of Education may establish a pilot program for local school systems that have an existing program of multiple formative assessments during the course of the academic year that result in a single summative score that is valid and reliable in measuring

individual student achievement or growth and assessing individual student needs or deficiencies, to utilize such local assessments in place of end-of-grade or end-of-course assessments, if provided for in the terms of the local school system's flexibility contract. As used in this subsection, the term "flexibility contract" means a charter for a charter system or a charter school or a contract entered into with the State Board of Education for a strategic waivers school system.

(b) The nationally norm-referenced instruments 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 instruments. End-of-grade assessments shall provide for results that reflect student achievement at the individual student, classroom, school, system, state, and national 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. One of the components in the awarding of salary supplements as part of a pay for performance or related plan 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. In the event the state board is unable to provide timely results in the first year of implementation of a substantially new assessment instrument, the provisions in paragraphs (2) and (3) of subsection (b) of Code Section 20-2-283 shall not apply.

(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 end-of course assessments and other instruments 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. Such regulations shall further provide for appropriate accommodations in the administration of such test. Such 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 such 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 those students with significant cognitive disabilities, receiving special education services pursuant to Code Section 20-2-152, who cannot access the state adopted content standards without appropriate accommodations to those standards and for whom the assessment instruments adopted under subsection (a) of this Code section, even with allowable accommodations, would not provide an appropriate measure of student achievement, as determined by the student's Individualized Education Program team. Such alternate assessments shall be aligned with alternate academic achievement standards that have been adopted through a documented and validated standards-setting process, for students with the most significant cognitive disabilities, provided those standards are aligned with the state standards established pursuant to Code Section 20-2-140 and promote access to the general education curriculum, consistent with the federal Individuals with Disabilities Education Act. The State Board of Education shall ensure that any alternate assessments developed or adopted pursuant to this subsection are in compliance with applicable federal law, but do not impose requirements in excess of such federal law in a manner that

unduly burdens a local school system or that does not benefit students with the most significant cognitive disabilities.

(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 and state board regulations.

(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) For those students with an Individualized Education Program, each such student's Individualized Education Program team shall identify necessary accommodations in accordance with the federal Individuals with Disabilities Education Act and state board regulations.

(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 end-of-grade assessment and each end-of-course assessment administered under subsection (a) of this Code section after the last time such assessment is administered for a school year.

(h) The State Board of Education shall make all end-of-course assessments available for administration online and shall establish rules and regulations to maximize the number of students and school systems utilizing such online assessments.

(i) The Department of Education shall develop study guides for the end-of-grade assessments and end-of-course assessments administered pursuant to subsection (a) 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) 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) 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. 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.

(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 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 kindergarten through grade 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.

(q) The State Board of Education shall consider the passage by a student of an industry certification examination or a state licensure examination which is approved by the State Board of Education or an ACCUPLACER score approved by the State Board of Education when considering whether to grant such student a variance or a waiver of one or more end-of-course assessments or other instruments required by the State Board of Education pursuant to subsection (c) of this Code section in order to obtain a Georgia high school diploma; provided, however, that the state board shall not grant a variance to a student unless the student has attempted and failed to pass the relevant end-of-course assessment or assessments at least four times.

(r) In order to maximize classroom instruction time, the State Board of Education shall study and adopt policies beginning with the 2017-2018 school year that will move the end-of-grade and end-of-course assessment testing windows as close to the end of the school year or semester as possible. The Department of Education shall prepare and submit a report to the House Committee on Education and the Senate Education and Youth Committee no later than December 31, 2016, regarding proposed policies and obstacles that prevent testing windows from being scheduled later in the school year or semester. Local school systems are strongly encouraged to administer any such state required assessments within the last week of the school system's midyear semester, for assessments administered at the end of a midyear semester, and within the last two weeks of the school year for the school system, for assessments administered at the end of the academic year.

(s) All assessments adopted or developed by the State Board of Education pursuant to this Code section shall be verified for reliability and validity by a nationally recognized, research based, third-party evaluator.

(t) (1) The State Board of Education shall direct the existing assessment workgroup to pursue maximum flexibility for state and local assessments under federal law. Such maximum flexibility shall include, but not be limited to, utilization of nationally recognized college and career ready high school assessments, provided that comparability can be established pursuant to paragraph (2) of this subsection, as well as application for innovative assessment demonstration authority, as provided for in 34 C.F.R. Section 200.104. The state board shall provide a report regarding such no later than September 1, 2017, to the

State School Superintendent, Governor, Lieutenant Governor, Speaker of the House of Representatives, and the chairpersons of the Senate Education and Youth Committee and the House Committee on Education and shall post such report on the Department of Education website no later than September 1, 2017.

(2) The State Board of Education shall conduct a comparability study to determine and establish the concordance of nationally recognized academic assessments, including, but not limited to, the SAT, ACT, and ACCUPLACER with alignment to state content standards in grades nine through 12. Such comparability study shall also determine whether the nationally recognized high school academic assessment provides data that are comparable to current end-of-course assessments and valid and reliable for all subgroups and whether the assessment provides differentiation between schools' performances as required by the state accountability plan. The state board shall initiate such study no later than July 1, 2017, and shall post such study on the Department of Education website and provide the study to the State School Superintendent, Governor, Lieutenant Governor, Speaker of the House of Representatives, and the chairpersons of the Senate Education and Youth Committee and the House Committee on Education upon completion of the federal review process.