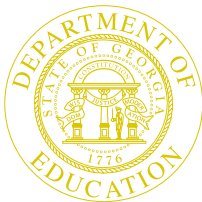


# SCORE INTERPRETATION GUIDE

**2010–2011**



Georgia  
Alternate  
Assessment



**Dr. John D. Barge**

**State School Superintendent**

**Office of Curriculum, Instruction, and Assessment  
Assessment and Accountability**



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## **Purpose of this Guide**

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The purpose of this guide is to provide system and school personnel with information to interpret reports and data related to the Georgia Alternate Assessment (GAA). In 2010–2011, students taking the GAA were assessed in the following content areas:

- Grade K: English Language Arts (ELA) and Mathematics
- Grades 3–8 and 11: English Language Arts (ELA), Mathematics, Science, and Social Studies

## **Purpose of this Assessment**

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An essential principle behind both the *Individuals with Disabilities Education Act of 2004 (IDEA)* and the *No Child Left Behind Act of 2001 (NCLB)* is that all students have access to the state’s academic content standards and curriculum. The GAA is designed to ensure that students with significant cognitive disabilities are provided access to the state-mandated curriculum and given the opportunity to demonstrate their progress toward achievement of the knowledge, concepts, and skills inherent in the curriculum.

Alternate assessments, such as the GAA, allow for alternate achievement standards. This means teachers may adjust learning expectations to meet the needs and learning styles of the unique and diverse group of students who participate in alternate assessments. While the student work samples included in the portfolio **must** be aligned to the student’s grade-level, work on prerequisite skills is acceptable.

Instructional activities designed for students should be appropriately challenging for each student; while some students may be working on prerequisite skills to access the grade-level standards, others may be able to complete work more directly aligned to the standard. The GAA portfolio system is designed to be flexible, allowing teachers to select eligible standards appropriate for each individual student and customize instruction accordingly. Importantly, the GAA is designed to allow the showcasing of student progress toward achievement of the standards in the curriculum.

## **THE USE OF ALTERNATE ASSESSMENTS**

It is helpful to clarify several issues regarding the use of the GAA with regard to both individual student and school accountability. The following principles are based on federal and state law, including regulations promulgated by the U.S. Department of Education regarding the use of alternate assessments.

Every student must participate in Georgia’s annual student assessment program, including students with disabilities. Excluding students with disabilities from testing is a violation of both *IDEA* and *NCLB*.

In general, the GAA is appropriate only for the small number of students with the most significant cognitive disabilities—those who cannot participate in the general statewide assessments, even with maximum appropriate accommodations. This generally includes students who appropriately participate in the state-mandated curriculum through alternate achievement standards.

For students with disabilities, each student’s Individualized Education Program (IEP) team determines how the student shall participate in Georgia’s student assessment program. If (and only if) a student’s IEP team determines that a student cannot meaningfully access the general statewide assessments, even with maximum appropriate accommodations, then the student must participate in the GAA.

## **THE USE OF ALTERNATE ASSESSMENTS (continued)**

The U.S. Department of Education defines alternate achievement standards as setting an expectation of performance that differs in complexity from a grade-level achievement standard. Alternate achievement standards must be aligned with the state's curricular standards, promote access to the general curriculum, and reflect a professional judgment of the highest achievement standards possible for the individual student. An alternate assessment based on alternate achievement standards may reflect prerequisite skills rather than grade-level skills, but must still be challenging for students with the most significant cognitive disabilities.

## **USES OF GAA SCORES**

The GAA serves as one indicator of student achievement and progress and should be interpreted in conjunction with other available information about the student. Scores emanating from the GAA should not be interpreted in isolation. The GAA is not a direct evaluation of the progress students have made on IEP goals and objectives. However, GAA results should be considered in conjunction with IEP goals and objectives.

In order to adequately identify, describe, and address specific performance strengths and weaknesses, it is necessary to acknowledge that individual competencies do not spring from a single source. A variety of information is necessary to develop a comprehensive educational plan. To put it simply, to improve individual performance it is essential to identify the areas in which need is apparent. In the educational measurement setting, this has been termed "multiple measures." The underlying premise of multiple measures is this—to improve learning; it is important to be able to examine information from a variety of sources to identify what needs improving and how this can be accomplished. It is important to remember that, as with any other statewide assessment, the GAA is a reflection of the educational program provided to the student as well as the student's progress toward achievement of curriculum standards.

## **STUDENT PORTFOLIOS**

The GAA involves the development of portfolios for students. A review of best practices indicates that educators should develop the student portfolio as a management tool to allow ongoing assembly and evaluation of data on each student's performance. A portfolio is the compilation and documentation of student academic skill development that can be useful for many activities and processes. The portfolio often contains a series of captioned photographs, video clips of student performance, audio tapes of student responses, examples of student performance on paper-and-pencil tasks, data sheets of academic skills, and other information about the student.

A student portfolio also becomes the database for documentation of reported achievement on alternate achievement standards. Just as a regular assessment is a sampling of student achievement, so is the alternate assessment. For students without disabilities, we administer other assessments to monitor progress and learning. The student portfolio can serve the same purpose for students with significant cognitive disabilities who cannot participate in the general statewide assessment program.

## **STUDENT PORTFOLIOS (continued)**

Student portfolios are useful because they

- ✓ provide on-going documentation of student skills with a progressive history;
- ✓ merge instructional and assessment activities;
- ✓ allow students to demonstrate strengths, knowledge, skills, and independence; and
- ✓ provide meaningful ways to review student progress with parents.

## **Participation Guidelines for the GAA**

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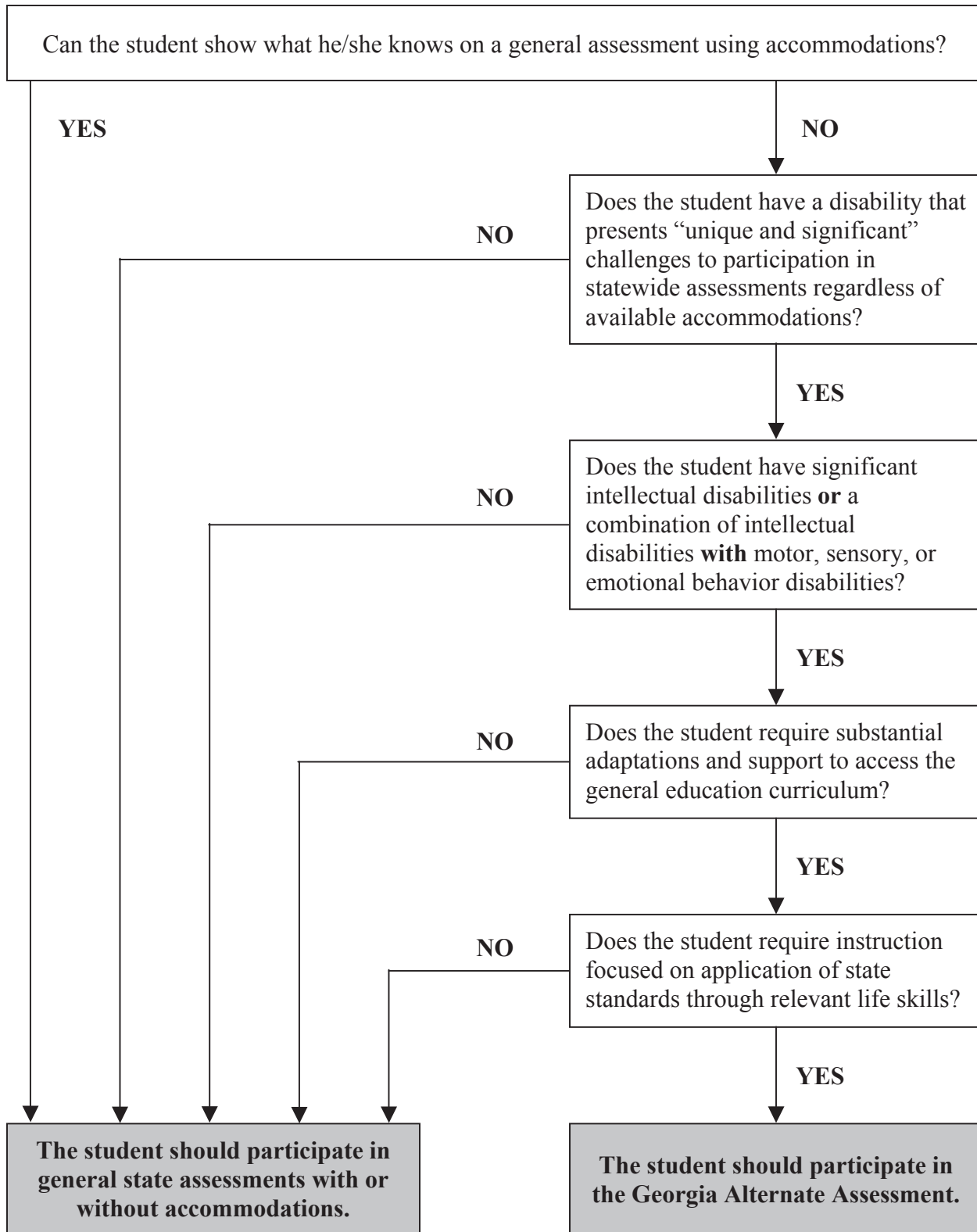
### **STUDENTS TESTED**

For any grade, kindergarten and 3 through 11, where all students were assessed, students with disabilities were to participate in the general statewide assessment or an alternate assessment. Georgia mandates assessment in kindergarten, grades 3–8, and grade 11. For these grades, the GAA is the state-provided alternate assessment.

Students eligible to participate in the GAA in grade K must be assessed in ELA and mathematics. Students eligible to participate in the GAA in grades 3–8 and 11 must be assessed in ELA, mathematics, science, and social studies.

The following Participation Guidelines were used by the IEP team as they made their determination as to whether or not a student was eligible for assessment with the GAA.

**PARTICIPATION GUIDELINES**





## Scoring the Georgia Alternate Assessment

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### PORTFOLIO SCORING

The GAA portfolio entries are scored on four discrete dimensions: Fidelity to Standard, Context, Achievement/Progress, and Generalization. A separate score is assigned for each dimension. Following is a brief description of these dimensions.

- ✓ **Fidelity to Standard:** a dimension of the scoring rubric which evaluates the degree to which the instructional activity, as demonstrated by the student work, addresses the grade-level standard.
- ✓ **Context:** a dimension of the scoring rubric which assesses the degree to which the student work exhibits the use of grade-appropriate materials that reflect a natural/real-world application.
- ✓ **Achievement/Progress:** a dimension of the scoring rubric which assesses the measurable, forward movement of a student's performance of a standards-based instructional task as documented by increased proficiency over time.
- ✓ **Generalization:** a dimension of the scoring rubric which assesses a student's opportunity to apply learned skills in other settings and in interactions with various individuals in addition to his/her teacher or paraprofessional.


The possible scores for each of the dimensions are as follows:

DIMENSION	POSSIBLE POINTS
<b>Fidelity to Standard</b> (per content area)	1–3
<b>Context</b> (per content area)	1–4
<b>Achievement/Progress</b> (per content area)	1–4
<b>Generalization</b> (for the entire portfolio)	1–4

Prior to scoring by Questar Assessment, Inc., a committee of Georgia educators was convened to provide direction on scoring procedures through an activity called rangefinding. In late March 2011, this committee of experienced Georgia special education and general education professionals scored a sample of currently submitted portfolios representing all grade levels and content areas. Through this activity, Georgia educators set the parameters for each score point (the upper and lower limits) for each of the rubric dimensions. The committee discussed each entry in the portfolio and provided a rationale for the score assigned for each dimension. From rangefinding, scoring guides were created to train Questar's scorers. The scorers are trained and monitored to ensure that the portfolios from Georgia's students are scored according to the rationale specifically developed by and for the state of Georgia. Georgia Department of Education (GaDOE) staff from both the Division of Assessment and Accountability and the Division of Special Education Services and Supports are on site to monitor scoring.

## GEORGIA ALTERNATE ASSESSMENT SCORING RUBRIC

The Georgia Alternate Assessment is scored using the following Scoring Rubric.

Dimension	1	2	3		
<b>Fidelity to Standard</b> (scored for each entry)	The instructional activity is aligned to and exposes the student to a content standard, but the student work does not address academic content.	The instructional activity is aligned to a content standard; the student work addresses academic content but at an access or entry level.	The instructional activity is aligned to a content standard, all aspects of the element selected are addressed, and the student work addresses academic content at or approaching basic grade-level expectations.		
	1	2	3		4
<b>Context</b> (scored for each entry)	Materials are not grade appropriate.	Materials are grade appropriate, <b>but</b> the student work does not reflect a purposeful application.	Materials are grade appropriate, <b>and</b> the student work reflects a purposeful simulated application.		Materials are grade appropriate, <b>and</b> the student work reflects a purposeful natural/real-world application.
<b>Achievement/Progress</b> (scored for each entry)	Student demonstrates <b>little</b> achievement/progress in targeted instructional activity.	Student demonstrates <b>some</b> achievement/progress in targeted instructional activity.	Student demonstrates <b>reasonable</b> achievement/progress in targeted instructional activity.		Student demonstrates <b>exceptional</b> achievement/progress in targeted instructional activity.
<b>Generalization</b> (scored once across all entries in portfolio)	Student performs tasks in one or more settings with no evidence of interaction(s) beyond those with the primary instructional provider.	Student performs tasks in one or more settings with evidence of interaction(s) with other instructional providers and/or classmates with disabilities.	Student performs tasks in two different settings with evidence of interaction(s) with peers without disabilities and/or community members.	Student performs tasks in three or more different settings with evidence of interaction(s) with peers without disabilities and/or community members.	

**Fidelity to Standard:** A dimension of the scoring rubric that assesses the degree to which the instructional activity, as demonstrated by student work, addresses the grade-level standard.

**Context:** A dimension of the scoring rubric that assesses the degree to which the student work exhibits the use of grade-appropriate materials that reflect a purposeful and natural/real-world application.

**Achievement/Progress:** A dimension of the scoring rubric that assesses the measurable, forward movement of a student's performance of a standards-based instructional task as documented by increased proficiency over time. Progress will be assessed from the first collection period, which will demonstrate the student's initial skill level, to the second collection period, which will demonstrate a more advanced level of skill development.

**Generalization:** A dimension of the scoring rubric that assesses the student's opportunity to apply learned skills in other settings and with various individuals in addition to the teacher or paraprofessional. Generalization is scored once across the portfolio.

## Performance Level Determination

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### SCORE DETERMINATION FOR EACH DIMENSION

#### GRADES K AND 3–8

For grade K, each portfolio consisted of four entries—two for ELA and two for mathematics. For grades 3–8, each portfolio consisted of six entries—two for ELA, two for mathematics, one for science, and one for social studies. Every entry was scored for each of the three rubric dimensions of Fidelity to Standard, Context, and Achievement/Progress. Generalization was scored once across the portfolio. The following examples demonstrate how the total score for a dimension is calculated.

#### FIDELITY TO STANDARD, CONTEXT, ACHIEVEMENT/PROGRESS

**ELA and Mathematics:** A total score for each dimension within each content area is calculated as the average of the two entry scores rounded to the nearest whole point. If one entry is nonscorable, that entry is treated as having a score of zero for the purpose of calculating the average.

$$\text{Dimension Score} = \frac{\text{Entry 1 Score} + \text{Entry 2 Score}}{2} \text{ (rounded up to the nearest point)}$$

*Examples:*

Rubric Dimension: Fidelity to Standard

ELA Entry 1 Score: 2

ELA Entry 2 Score: 3

Total Score =  $(2 + 3) / 2 = 2.5$   
2.5 rounds to 3

Total Fidelity to Standard Dimension score = **3**

Rubric Dimension: Context

Mathematics Entry 1 Score: 1

Mathematics Entry 2 Score: IE-A (nonscorable = 0)

Total Score =  $(1 + 0) / 2 = 0.5$   
0.5 rounds to 1

Total Context Dimension score = **1**

**Science and Social Studies:** The score for the entry is the score for the dimension.

Dimension Score = Entry 1 Score

*Example:*

Rubric Dimension: Achievement/Progress

Science Entry 1 Score: 4

Total Score = 4

Total Achievement/Progress Dimension score = **4**

#### GENERALIZATION (scored once across all scorable entries)

Dimension score = Generalization score

The Generalization score assesses a student's opportunity for interaction with others, as well as the diversity of settings across all content areas and entries in the portfolio.

## Performance Level Determination

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### SCORE DETERMINATION FOR EACH DIMENSION (continued)

Finally, the scores for each of the dimensions are not combined to form a single numeric score, but are reported separately. For example, a student may receive a score of Fidelity 2, Context 3, Achievement/Progress 3, Generalization 2, or **2332** in ELA.

#### GRADE 11

##### Changes to the GAA in High School

Georgia has adopted new graduation rules (State Board Rule 160-4-2-.48) which went into effect for students entering ninth grade during the 2008–2009 school year. Under this rule, students with significant cognitive disabilities may be eligible for a regular high school diploma once specific requirements are met. One requirement is achieving a score of Established Progress or Extending Progress (a proficient score) on all sections of the high school GAA.

Beginning with the 2010–2011 administration, Access courses taken by students with significant disabilities were incorporated into the GAA. For grade 11, each portfolio consisted of eight entries:

- 2 ELA entries: Reading/American Literature and Communications
- 2 Mathematics entries: Mathematics I and Mathematics II
- 2 Science entries: Biology and Physical Science
- 2 Social Studies entries: U.S. History and Economics

Eleventh grade students pursuing a regular high school diploma, who are assessed by the GAA and do not achieve a proficient score on one or more content areas, will be offered retest opportunities to demonstrate proficiency before they graduate. Retest opportunities will begin during the 2011–2012 school year.

For the 2011 grade 11 main administration and for the upcoming retest administration of the GAA, multiple readers will be incorporated into the scoring process. Two independent readers score each entry of the student's portfolio in the three rubric dimensions of Fidelity to Standard, Context, and Achievement/Progress. Each reader scores Generalization once across the entire portfolio.

The entry score is determined by averaging the scores from reader one and reader two.

$$\text{Entry 1 Score} = \frac{\text{Reader 1 Score} + \text{Reader 2 Score}}{2} \text{ (unrounded average)}$$

##### *Examples:*

Rubric Dimension: Fidelity to Standard

**Reader 1** ELA Entry 1 Score: 2

**Reader 2** ELA Entry 1 Score: 2

ELA <b>Entry 1</b> Score = $(2 + 2) / 2 = 2$
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**Reader 1** ELA Entry 2 Score: 3

**Reader 2** ELA Entry 2 Score: 3

ELA <b>Entry 2</b> Score = $(3 + 3) / 2 = 3$
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## Performance Level Determination

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### SCORE DETERMINATION FOR EACH DIMENSION (continued)

#### FIDELITY TO STANDARD, CONTEXT, ACHIEVEMENT/PROGRESS

**ELA, Mathematics, Science, and Social Studies:** After the entry scores are determined for each content area, a total score for each dimension within each content area is calculated as the average of the entry scores rounded to the nearest whole point. If one entry is nonscorable, that entry is treated as having a score of zero for the purpose of calculating the average.

$$\text{Dimension Score} = \frac{\text{Entry 1 Score} + \text{Entry 2 Score}}{2} \text{ (rounded up to the nearest point)}$$

*Examples:*

Rubric Dimension: Fidelity to Standard  
ELA Entry 1 Score: 2  
ELA Entry 2 Score: 3  
Total Score =  $(2 + 3) / 2 = 2.5$   
2.5 rounds to 3

Total Fidelity to Standard Dimension score = **3**

Rubric Dimension: Context  
Mathematics Entry 1 Score: 1  
Mathematics Entry 2 Score: IE-A (nonscorable = 0)  
Total Score =  $(1 + 0) / 2 = 0.5$   
0.5 rounds to 1

Total Context Dimension score = **1**

Rubric Dimension: Achievement/Progress  
Science Entry 1 Score: 2  
Science Entry 2 Score: 3  
Total Score =  $(2 + 3) / 2 = 2.5$   
Total Achievement/Progress Dimension score = **3**

Rubric Dimension: Fidelity to Standard  
Social Studies Entry 1 Score: 2  
Social Studies Entry 2 Score: 2  
Total Score =  $(2 + 2) / 2 = 2$

#### GENERALIZATION (scored once across all scorable entries)

Dimension score = Generalization score

The Generalization score assesses a student's opportunity for interaction with others, as well as the diversity of settings across all content areas and entries in the portfolio.

Finally, the scores for each of the dimensions are not combined to form a single numeric score, but are reported separately. For example, a student may receive a score of Fidelity 2, Context 3, Achievement/Progress 3, Generalization 2, or **2332** in ELA.

## **Nonscorable Entries**

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There are a variety of conditions that may result in a nonscorable entry. In an effort to convey why an entry was unable to be scored, specific codes are used. There are seven main categories of nonscorable entries, many of which have several subcodes to offer more detail as to why the entry could not be scored. For example, if the science entry received an IE-D code, there was no Secondary Evidence included for Collection Period 2 or the evidence provided lacked information and could not be scored. In such a case, the score of IE-D appears on the score report for each of the rubric dimensions for science. Entries were deemed nonscorable if any of the conditions presented in the table on the following page occurred.

It is important to note that one nonscorable entry will not result in no score for a content area **unless** it is a content area that only requires one entry (science or social studies, grades K, 3-8). For the content areas of ELA and mathematics, which require two entries, a score will be assigned when only one of the entries is deemed nonscorable. The nonscorable entry is treated as a score of zero and averaged with the scores resulting from the scorable entry.

**Nonscorable Assessment (NSA)** is assigned if all entries for a content area are nonscorable. When this occurs, a performance level is not assigned and the content area is reported as a Nonscorable Assessment (NSA). NSA should be interpreted as “no valid score was possible;” the reported error is not a statement about an individual student’s achievement on the GAA.

**Not Complete (NC)** is assigned when a student transferred into a Georgia system from out of state, a private school, or a home study setting after January 1, 2011, and the portfolio was not completed (evidence was submitted for only the first collection period).

**Invalid (INV)** is assigned to an entry or content area as a result of a testing irregularity, such as fabrication of evidence. If assigned to an entry, it is treated as a score of zero and averaged with the scores resulting from the scorable entry. If assigned to a content area, a performance level is not assigned and the content area is reported as Invalid.

The number of nonscorable entries is expected to decrease in subsequent years as teachers and system administrators become more familiar with the curriculum and the procedures involved in the GAA.

**GAA 2010–2011 NONSCORABLE CODES**

<b>Code</b>	<b>Condition</b>
<b>ME Missing Entry</b>	Entry is missing from the portfolio
<b>OG Off Grade</b>	Standard is not at student’s grade level
<b>IS Ineligible Standard</b>	<b>A</b> Standard addressed is not eligible for assessment
	<b>B</b> Required standard has not been addressed (applies to ELA and Mathematics only)
	<b>C</b> Same standard is addressed in previous entry
<b>ES Entry Sheet Errors</b>	<b>A</b> Entry Sheet is missing from the portfolio
	<b>B</b> Standard number <b>and</b> description are missing or incorrect
	<b>C</b> Element letter <b>and</b> description are missing or incorrect
<b>IT Insufficient Time</b>	<b>A</b> Dates on evidence do not reflect two distinct collection periods
	<b>B</b> There are fewer than 2 weeks (14 calendar days) from date on Primary Evidence for Collection Period 1 to date on Primary Evidence for Collection Period 2
	<b>C</b> Date on evidence indicates that student work was collected before the testing window opened
<b>NA Not Aligned</b>	<b>A</b> Tasks are not aligned to standard and element (refers to all 4 tasks submitted)
	<b>B</b> One or both tasks for Collection Period 1 do not align to the standard and element
	<b>C</b> One or both tasks for Collection Period 2 do not align to the standard and element
	<b>D</b> No evidence of the Characteristic of Science indicated
<b>IE Insufficient Evidence</b>	<b>A</b> Evidence has been submitted for only ONE Collection Period
	<b>B</b> Primary Evidence for CP1 <b>does not meet evidence requirements</b> or is missing
	<b>C</b> Secondary Evidence for CP1 <b>does not meet evidence requirements</b> or is missing
	<b>D</b> Primary Evidence for CP2 <b>does not meet evidence requirements</b> or is missing
	<b>E</b> Secondary Evidence for CP2 <b>does not meet evidence requirements</b> or is missing
	<b>F</b> Secondary Evidence for CP1 is a redocumentation of Primary Evidence
	<b>G</b> Secondary Evidence for CP2 is a redocumentation of Primary Evidence
	<b>H</b> Cannot determine correctness of student response on one or more pieces of evidence



## **Assigning Performance Levels**

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To give meaning to the many different combinations of rubric scores, each possible combination was assigned a performance level during standard setting. The GAA Development Committee recommended three performance levels. These performance levels were termed “Stages of Progress” given that a chief purpose of the GAA is to assess student progress toward grade-level academic standards. Each Stage of Progress was defined by the committee, resulting in performance level descriptions (short narratives describing student achievement at each of the three levels). The three Stages of Progress are Extending Progress, Established Progress, and Emerging Progress.

## **Definitions of Stages of Progress**

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A Stage of Progress (performance level) is assigned to each content area based on four rubric scores: Fidelity to Standard, Context, Achievement/Progress, and Generalization. The three stages of progress include: Extending Progress (Advanced/Exceeds), Established Progress (Proficient/Meets), and Emerging Progress (Basic/Does Not Meet). Each Stage of Progress was defined by the GAA Development Committee to assist with the interpretation of student performance. These performance level descriptions are as follows:

### **EXTENDING PROGRESS (Advanced/Exceeds)**

Based on evidence in the portfolio, the student demonstrates an increased understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, mathematics, science, or social studies standards. He/she is working on academic content at an entry level or a level that approaches basic grade-level expectations. The student’s progress extends toward the achievement of grade-level standards. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and interactions is evidenced in the portfolio.

### **ESTABLISHED PROGRESS (Proficient/Meets)**

Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, mathematics, science, or social studies standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio.

### **EMERGING PROGRESS (Basic/Does Not Meet)**

Based on evidence in the portfolio, the student is beginning to demonstrate an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, mathematics, science, or social studies standards. The student work may not address academic content or addresses it at an access level. The student performs tasks using materials that may or may not be grade appropriate. Generalization across settings and/or interactions is limited in the portfolio.



## **Standard Setting**

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As is true with any test, standards must be set. For the GAA, this involved determining which performance levels are associated with each possible combination of rubric scores. In spring 2007, a committee comprised of Georgia special education and general education teachers, administrators, and parents from across the state reviewed the scoring rubric in conjunction with student portfolios and made recommendations regarding the score patterns that should be classified for each Stage of Progress. Standards-setting panelists made recommendations for each content area by grade band (K, 3–5, 6–8, and 11) based solely on the review of actual student work submitted in portfolios and the scoring rubric. Each portfolio reviewed by panelists was classified into one of the three Stages of Progress—Extending Progress, Established Progress, or Emerging Progress.

Effective for the 2010–2011 school year, Grade 11 Mathematics transitioned from the Quality Core Curriculum (QCC) to the Georgia Performance Standards (GPS). A confirmatory standard setting review was conducted for Grade 11 Mathematics in May 2011 to classify score patterns into stages of progress.

The Appendix of this guide, organized by content area and grade band, provides the Stage of Progress classification for each possible score pattern. Each rubric dimension contributes to the score pattern. For ELA and mathematics, which require two entries, the rubric scores assigned for Fidelity to Standard, Context, and Achievement/Progress are averaged to arrive at the content area rubric score. The rubric score assigned for Generalization, which is assigned across all scorable entries in the portfolio, also contributes to each content area's Stage of Progress classification.

## **Reporting**

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### **GAA SCORE REPORTS**

Score reports provide information on the Stage of Progress achieved by each student in each content area, as well as the assigned scores for each rubric dimension. Reports are provided at the student, school, and system levels.

### **SECURE REPORTS**

Due to the small number of students participating in the GAA, all summary reports are marked as secure. Also, any report that identifies individual students is a secure report and must be treated in a manner that will protect the privacy of the student.

The following statement appears on each summary report: “Secure Report. Not for public distribution due to limited number of students; caution should be used when interpreting summary data.”

# INDIVIDUAL STUDENT REPORTS

## Student Score Report

The *Student Score Report* is designed to provide feedback for parents on how the student performed on the Georgia Alternate Assessment. There are two sides to each *Student Score Report*. Side one provides the student's score results for each content area assessed by dimension (Fidelity to Standard, Context, and Achievement/Progress) and a description of the student's Stage of Progress (performance level), as well as the dimension score earned for Generalization. Students in grades K, 3–8 and 11 receive scores in English Language Arts and Mathematics; students in grades 3–8 and 11 are also assigned scores in Science and Social Studies.

### Grade 3 Sample Student Score Report—Side 1



2011 Student Score Report for:

**Ashley A Richards**

GTID#: 1234567890

Date of Birth: 05/13/2002

Teacher Name: A Smith

School: GEORGIA SCHOOL (8888)

System: GEORGIA SYSTEM (999)

**Georgia  
Alternate  
Assessment**

**Grade 3**

#### STUDENT PERFORMANCE

##### English / Language Arts Score Results Student's Stage of Progress

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	2				
Context	2				
Achievement / Progress	3				

##### ESTABLISHED PROGRESS

Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate Reading Comprehension and Communication standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials.

##### Mathematics Score Results Student's Stage of Progress

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	1				
Context	2				
Achievement / Progress	1				

##### EMERGING PROGRESS

Based on evidence in the portfolio, the student is beginning to demonstrate an understanding of fundamental skills and knowledge aligned to grade-appropriate mathematics standards in Numbers and Operations and other mathematical concepts (Measurement, Geometry, Algebra, or Data Analysis and Probability). The student work may not address academic content or addresses it at an access level. The student performs tasks using materials that may or may not be grade appropriate.

##### Science Score Results Student's Stage of Progress

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	NSA				
Context	NSA				
Achievement / Progress	NSA				

##### NSA = Nonscorable Assessment

The student's assessment was unable to be scored for the following reason:

Dates on evidence do not reflect two distinct collection periods

##### Social Studies Score Results Student's Stage of Progress

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	2				
Context	4				
Achievement / Progress	4				

##### EXTENDING PROGRESS

Based on evidence in the portfolio, the student demonstrates an increased understanding of fundamental skills and knowledge aligned to a grade-appropriate Civics or Economics standard. He/she is working on academic content at an entry level or a level that approaches basic grade-level expectations. The student's progress extends toward the achievement of grade-level standards. The student performs meaningful tasks using grade-appropriate materials.

##### Generalization Score Results

Scoring Dimension	Score	1	2	3	4
Generalization	3				

Generalization assesses the student's opportunity to apply the learned skill in other settings and with various individuals in addition to the teacher or paraprofessional across all content areas assessed.

## Student Score Report (continued)

Side two of the *Student Score Report* provides definitions of the four score dimensions, and summarizes the student scores received by content area. The total possible points for each dimension and the actual points that the student earned for each entry are provided. Any nonscorable codes issued for the student entries are listed and defined as well. In addition to content area scores, the possible points and student score for Generalization are exhibited. Side two also provides parents with a brief description of the GAA along with some tips for helping their student.

### Grade 3 Sample Student Score Report—Side 2

#### STUDENT SCORE REPORT

Ashley A Richards

#### STUDENT PERFORMANCE BY SCORE DIMENSION

Georgia's statewide curriculum sets specific academic standards or expectations for all students in Georgia's public schools. The GAA measures how well students have learned the knowledge and skills covered by the curriculum based on alternate achievement standards (adjusted achievement expectations) for their grade level. Student work is scored for the following dimensions, and scores are summarized below:

- Fidelity to Standard - the degree to which the student's work addresses the grade-level standard
- Context - the degree to which the student's work is purposeful and uses grade-appropriate materials in a natural or real-world application
- Achievement / Progress - the degree of demonstrated improvement in the student's performance over time
- Generalization - the degree of opportunity to apply skills in a variety of settings and with various individuals across all content areas

Content Area	Possible Points	Student's Points	
		Entry 1	Entry 2
<b>ENGLISH / LANGUAGE ARTS</b>			
Dimension	Each Entry	Reading Comprehension	Listening/ Speaking/Viewing
Fidelity to Standard	3	2	2
Context	4	3	1
Achievement / Progress	4	4	2

Content Area	Possible Points	Student's Points
Dimension	Each Entry	Physical Science
Fidelity to Standard	3	IT-A*
Context	4	IT-A*
Achievement / Progress	4	IT-A*

<b>MATHEMATICS</b>			
Dimension	Each Entry	Numbers and Operations	Data Analysis and Probability
Fidelity to Standard	3	1	1
Context	4	1	2
Achievement / Progress	4	1	1

<b>SOCIAL STUDIES</b>		
Dimension	Each Entry	Government/Civic Understandings
Fidelity to Standard	3	2
Context	4	4
Achievement / Progress	4	4

<b>GENERALIZATION</b>	
Possible Points: 4	Student's Points: 3

**\*Nonscorable Codes:**

IT-A Insufficient Time - Dates on evidence do not reflect two distinct collection periods

#### What is the Georgia Alternate Assessment?

The Georgia Alternate Assessment (GAA) is a portfolio-based assessment for students in grades K, 3-8 and 11 who have been identified as having the most significant cognitive disabilities and cannot participate in the general assessment program even with maximum accommodations. All students in these grades are assessed in the subjects of English / language arts and mathematics. Students in grades 3-8 and 11 are also assessed in science and social studies. Students participating in the GAA are assessed on the same curriculum standards as their peers; however, teachers may adjust the achievement expectations to reflect the learning characteristics of this group of students.

Please refer to the GAA Parent Brochure, "Questions and Answers for Parents of Georgia Students," for additional information.

#### What can I do to help my student succeed?

- 1) Talk to your student's teacher about the information in this report.
- 2) Participate in your student's annual IEP meeting.
- 3) Take advantage of the valuable resources that are available on the Georgia Department of Education (GaDOE) web site: <http://www.gadoe.org>. Select "Georgia Alternate Assessment (GAA)" from the drop-down list titled "Site Index by Subject."

# INDIVIDUAL STUDENT REPORTS

## Student Score Report

The *Student Score Report* is designed to provide feedback for parents on how the student performed on the Georgia Alternate Assessment. There are two sides to each *Student Score Report*. Side one provides the student's score results for each content area assessed by dimension (Fidelity to Standard, Context, and Achievement/Progress) and a description of the student's Stage of Progress (performance level), as well as the dimension score earned for Generalization. Students in grades K, 3–8 and 11 receive scores in English Language Arts and Mathematics; students in grades 3–8 and 11 are also assigned scores in Science and Social Studies.

### Grade 11 Sample *Student Score Report*—Side 1



2011 Student Score Report for:

**Joan A Smith**

GTID#: 1234567890

Date of Birth: 05/13/1991

Teacher Name: A Jones

School: GEORGIA SCHOOL (8888)

System: GEORGIA SYSTEM (999)

**Georgia  
Alternate  
Assessment**

**Grade 11**

### STUDENT PERFORMANCE

#### English / Language Arts Score Results

#### Student's Stage of Progress

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	2				
Context	3				
Achievement / Progress	2				

#### ESTABLISHED PROGRESS

Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate Reading and American Literature and Communications standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials.

#### Mathematics Score Results

#### Student's Stage of Progress

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	2				
Context	3				
Achievement / Progress	2				

#### ESTABLISHED PROGRESS

Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate standards in Numbers and Operations, Algebra, Geometry, and/or Data Analysis and Probability. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials.

#### Science Score Results

#### Student's Stage of Progress

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	2				
Context	1				
Achievement / Progress	2				

#### EMERGING PROGRESS

Based on evidence in the portfolio, the student is beginning to demonstrate an understanding of fundamental skills and knowledge aligned to grade-appropriate Biology and Physical Science standards. The student work may not address academic content or addresses it at an access level. The student performs tasks using materials that may or may not be grade appropriate.

#### Social Studies Score Results

#### Student's Stage of Progress

Scoring Dimension	Score	1	2	3	4
Fidelity to Standard	2				
Context	3				
Achievement / Progress	3				

#### EXTENDING PROGRESS

Based on evidence in the portfolio, the student demonstrates an increased understanding of fundamental skills and knowledge aligned to grade-appropriate U.S. History and Economics standards. He/she is working on academic content at an entry level or a level that approaches basic grade-level expectations. The student's progress extends toward the achievement of grade-level standards. The student performs meaningful tasks using grade-appropriate materials.

#### Generalization Score Results

Scoring Dimension	Score	1	2	3	4
Generalization	4				

Generalization assesses the student's opportunity to apply the learned skill in other settings and with various individuals in addition to the teacher or paraprofessional across all content areas assessed.

## Student Score Report (continued)

Side two of the *Student Score Report* provides definitions of the four score dimensions, and summarizes the student scores received by content area. The total possible points for each dimension and the actual points that the student earned for each entry are provided. Any nonscorable codes issued for the student entries are listed and defined as well. In addition to content area scores, the possible points and student score for Generalization are exhibited. Side two also provides parents with a brief description of the GAA along with some tips for helping their student.

### Grade 11 Sample Student Score Report—Side 2

STUDENT SCORE REPORT				Joan A Smith			
STUDENT PERFORMANCE BY SCORE DIMENSION							
Georgia's statewide curriculum sets specific academic standards or expectations for all students in Georgia's public schools. The GAA measures how well students have learned the knowledge and skills covered by the curriculum based on alternate achievement standards (adjusted achievement expectations) for their grade level. Student work is scored for the following dimensions, and scores are summarized below:							
<ul style="list-style-type: none"> <li>• Fidelity to Standard - the degree to which the student's work addresses the grade-level standard</li> <li>• Context - the degree to which the student's work is purposeful and uses grade-appropriate materials in a natural or real-world application</li> <li>• Achievement / Progress - the degree of demonstrated improvement in the student's performance over time</li> <li>• Generalization - the degree of opportunity to apply skills in a variety of settings and with various individuals across all content areas</li> </ul>							
ENGLISH / LANGUAGE ARTS				SCIENCE			
Content Area	Possible Points	Student's Points		Content Area	Possible Points	Student's Points	
		Entry 1	Entry 2			Entry 1	Entry 2
Dimension	Each Entry	Reading and American Lit.	Listening/ Speaking/Viewing	Dimension	Each Entry	Biology	Physical Science
Fidelity to Standard	3	2	2	Fidelity to Standard	3	3	1
Context	4	3	3	Context	4	1	1
Achievement / Progress	4	2	2	Achievement / Progress	4	1	2
MATHEMATICS				SOCIAL STUDIES			
		Mathematics I: Algebra	Mathematics II: Data Analysis and Probability			U.S. History	Economics
Dimension	Each Entry			Dimension	Each Entry		
Fidelity to Standard	3	2	2	Fidelity to Standard	3	2	2
Context	4	3	3	Context	4	4	1
Achievement / Progress	4	2	2	Achievement / Progress	4	4	1
GENERALIZATION							
Possible Points: 4				Student's Points: 4			

#### What is the Georgia Alternate Assessment?

The Georgia Alternate Assessment (GAA) is a portfolio-based assessment for students in grades K, 3-8 and 11 who have been identified as having the most significant cognitive disabilities and cannot participate in the general assessment program even with maximum accommodations. All students in these grades are assessed in the subjects of English / language arts and mathematics. Students in grades 3-8 and 11 are also assessed in science and social studies. Students participating in the GAA are assessed on the same curriculum standards as their peers; however, teachers may adjust the achievement expectations to reflect the learning characteristics of this group of students.

Please refer to the GAA Parent Brochure, "Questions and Answers for Parents of Georgia Students," for additional information.

#### What can I do to help my student succeed?

- 1) Talk to your student's teacher about the information in this report.
- 2) Participate in your student's annual IEP meeting.
- 3) Take advantage of the valuable resources that are available on the Georgia Department of Education (GaDOE) web site: <http://www.gadoe.org>. Select "Georgia Alternate Assessment (GAA)" from the drop-down list titled "Site Index by Subject."

## Individual Student Labels

Each school will receive **Individual Student Labels**. The labels present summary information (similar to that contained on the student report) for each student. This information is printed on a small label to be placed in the student's permanent record folder (or other appropriate records).

### Sample Label—Grade K

Georgia Alternate Assessment 2011

Name: **SMITH, CORY** Grade K  
 GTID: 1234567890  
 DOB: 6/10/2005

School: GEORGIA SCHOOL (9999)  
 System: GEORGIA SYSTEM (999)

English / Language Arts Established Progress			Mathematics Nonscorable Assessment		
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	<b>3</b>	Fidelity	3	<b>ME/NA</b>
Context	4	<b>2</b>	Context	4	<b>ME/NA</b>
Achievement	4	<b>3</b>	Achievement	4	<b>ME/NA</b>
Generalization					
Possible Points: 4			Student Points: <b>4</b>		

### Sample Label—Grades 3–8 and 11

Georgia Alternate Assessment 2011

Name: **RICHARDS, ASHLEY** Grade 3  
 GTID: 1234567890  
 DOB: 05/13/2002

School: GEORGIA SCHOOL (9999)  
 System: GEORGIA SYSTEM (999)

English / Language Arts Established Progress			Mathematics Emerging Progress		
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	<b>2</b>	Fidelity	3	<b>1</b>
Context	4	<b>2</b>	Context	4	<b>2</b>
Achievement	4	<b>3</b>	Achievement	4	<b>1</b>
Science Nonscorable Assessment			Social Studies Extending Progress		
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	<b>IT</b>	Fidelity	3	<b>2</b>
Context	4	<b>IT</b>	Context	4	<b>4</b>
Achievement	4	<b>IT</b>	Achievement	4	<b>4</b>
Generalization					
Possible Points: 4			Student Points: <b>3</b>		

# SCHOOL REPORTS

## School Summary of Student Performance

The *School Summary of Student Performance* report, organized by grade, is made up of two parts: the **Roster** and the **Profile**.

### Roster

Side one of the two-sided Roster lists each student in that grade who participated in the GAA, and includes each student's Stage of Progress (Emerging, Established, or Extending) by content area as well as the student's scores, nonscorable codes, or invalid indicators. Average scores are summarized at the bottom of side one and are reported by content area. An average score for Generalization is shown in the final column of that summary. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

### Sample Roster—Side 1



## GEORGIA ALTERNATE ASSESSMENT SCHOOL SUMMARY OF STUDENT PERFORMANCE 2011

**Grade 3**  
page 3

**SECURE  
REPORT**

SCHOOL NAME: **GEORGIA SCHOOL**  
SCHOOL CODE: **8888**  
SYSTEM NAME: **GEORGIA SYSTEM**  
SYSTEM CODE: **999**

Not for public distribution due to limited number of students;  
caution should be used when interpreting summary data.

TOTAL STUDENTS TESTED: 11										
STUDENT	ENGLISH / LANGUAGE ARTS				MATHEMATICS			SCIENCE	SOCIAL STUDIES	GENERALIZATION (1-4)
	Established				Extending			NSA	Emerging	
	Reading Comp	L/S/V	Total	Num & Ops	DAP	Total	Phys Sci	Gov/Civ Und		
<b>RICHARDS, ASHLEY A</b> GTID#: 1234567890 DOB: 05/13/2002	<b>Selected Strand*</b>									3
	Fidelity to Standard (1-3)	2	2	2	2	3	3	IT-A	1	
	Context (1-4)	3	1	2	3	3	3	IT-A	2	
	Achievement / Progress (1-4)	4	2	3	3	3	3	IT-A	2	
	Stage of Progress	Established				Extending			NSA	
<b>SCHULTZ, BRIDGETT</b> GTID# 1234567890 DOB: 05/14/2002	<b>Selected Strand*</b>									3
	Fidelity to Standard (1-3)	2	2	2	2	2	2	3	IE-F	
	Context (1-4)	4	3	4	3	3	3	4	IE-F	
	Achievement / Progress (1-4)	3	3	3	3	3	3	4	IE-F	
	Stage of Progress	Established				Extending			NSA	
<b>THOMPSON, KELLY</b> GTID#: 1234567890 DOB: 06/15/2002	<b>Selected Strand*</b>									4
	Fidelity to Standard (1-3)	3	3	3	ME-A	1	1	3	3	
	Context (1-4)	2	2	2	ME-A	1	1	4	4	
	Achievement / Progress (1-4)	2	2	2	ME-A	1	1	4	4	
	Stage of Progress	Established				Extending			Extending	
<b>UNDERWOOD, JAMES</b> GTID#: 1234567890 DOB: 06/10/2002	<b>Selected Strand*</b>									3
	Fidelity to Standard (1-3)	2	3	3	3	2	3	3	3	
	Context (1-4)	1	3	2	4	4	4	4	4	
	Achievement / Progress (1-4)	2	3	3	4	4	4	4	4	
	Stage of Progress	Established				Extending			Extending	
<b>WATERS, HARRY</b> GTID#: 1234567890 DOB: 05/22/2002	<b>Selected Strand*</b>									
	Fidelity to Standard (1-3)									
	Context (1-4)									
	Achievement / Progress (1-4)									
	Stage of Progress	Not Complete				Not Complete			Not Complete	

GRADE 3 SUMMARY	ENGLISH / LANGUAGE ARTS Average Scores			MATHEMATICS Average Scores			SCIENCE Average Scores	SOCIAL STUDIES Average Scores	GENERALIZATION Average Score
	Entry 1	Entry 2	Total	Entry 1	Entry 2	Total	Entry 1	Entry 1	
<b>Selected Strand*</b>	2.1	2.3	2.3	2.5	2.4	2.5	1.9	2.1	2.2
Fidelity to Standard (1-3)	2.6	2.8	2.7	2.7	2.8	2.7	2.2	2.3	
Context (1-4)	2.6	2.8	2.7	2.7	2.8	2.7	2.2	2.3	
Achievement / Progress (1-4)	2.8	2.7	2.7	2.3	2.1	2.2	2.1	2.2	

NSA: Nonscorable assessment (See back page for explanation of Nonscorable Codes and Subcodes.)  
NS: Generalization Nonscorable due to no scorable entries in the portfolio  
Not Complete: Student enrolled in a Georgia school after January 1, 2011, and the portfolio was not completed.  
Invalid: Irregular and invalid assessment  
\*See back page for Selected Strands abbreviation key.

## School Summary of Student Performance (continued)

Side two of the Roster provides a “Strand Abbreviation Key” for the report as well as “Nonscorable Codes and Definitions.”

### Sample Roster—Side 2

Strand Abbreviation Key			Codes and Definitions				
Abbreviation	Strand Name	Applicable Grades	NSA Codes / Subcodes	Nonscorable Definition			
<b>English/Language Arts</b>			Missing Entry	ME	Entry was missing from the portfolio		
Reading Comp	Reading Comprehension	K, 3-8	Entry Sheet Error	ES	A Entry Sheet was missing from the portfolio		
Reading & Am Lit	Reading and American Literature	11			B Standard number <b>and</b> description were missing or incorrect		
Writing	Writing	K, 3-8, 11			C Element letter <b>and</b> description were missing or incorrect		
L/S/V	Listening/Speaking/Viewing	K, 3-8, 11	Not Aligned	NA	A Tasks were not aligned to standard and element (refers to all 4 tasks submitted)		
<b>Mathematics</b>					B One or both tasks for Collection Period 1 did not align to the standard and element		
Num & Ops	Numbers & Operations	K, 3-8			C One or both tasks for Collection Period 2 did not align to the standard and element		
Meas	Measurement	K, 3-6			D No evidence of the Characteristic of Science indicated		
Geo	Geometry	K, 3-8	Insufficient Evidence	IE	A Evidence was submitted for only ONE Collection Period		
DAP	Data Analysis & Probability	K, 3-8			B Primary Evidence for CP1 <b>did not meet evidence requirements</b> or was missing		
Alg	Algebra	3-8			C Secondary Evidence for CP1 <b>did not meet evidence requirements</b> or was missing		
Math I: Alg	Math I: Algebra	11			D Primary Evidence for CP2 <b>did not meet evidence requirements</b> or was missing		
Math I: Geo	Math I: Geometry	11			E Secondary Evidence for CP2 <b>did not meet evidence requirements</b> or was missing		
Math I: DAP	Math I: Data Analysis and Probability	11			F Secondary Evidence for CP1 was a redocumentation of Primary Evidence		
Math II: N&O	Math II: Numbers and Operations	11			G Secondary Evidence for CP2 was a redocumentation of Primary Evidence		
Math II: Alg	Math II: Algebra	11			H Could not determine correctness of student response on one or more pieces of evidence		
Math II: Geo	Math II: Geometry	11			Insufficient Time	IT	A Dates on evidence do not reflect two distinct collection periods
Math II: DAP	Math II: Data Analysis and Probability	11					B There were fewer than 2 weeks (14 calendar days) from date on Primary Evidence for Collection Period 1 to date on Primary Evidence for Collection Period 2
<b>Science</b>			C Date on evidence indicated that student work was collected before the testing window opened				
Earth Sci	Earth Science	3-6	Ineligible Standard	IS	A Standard addressed was not eligible for assessment		
Phys Sci	Physical Science	3-5, 8, 11			B Required standard was not addressed (applies to E/LA and Mathematics only)		
Life Sci	Life Science	3-5, 7			C Same standard was addressed in previous entry		
Bio	Biology	11	Off Grade	OG	Standard was not at student's grade level		
<b>Social Studies</b>			<b>Invalid Code</b>		<b>Invalid Definition</b>		
Hist Und	Historical Understandings	3-8	Invalid		Irregular and invalid entry		
Geog Und	Geographic Understandings	3-8					
Gov/Civ Und	Government/Civic Understandings	3-8					
Econ Und	Economic Understandings	3-8					
Econ	Economics	11					
US Hist	U.S. History	11					



## School Summary of Student Performance (continued)

### Profile

The **Profile**, also organized by grade, presents performance summary data on two sides. The name of the school and the total number of portfolios processed are indicated at the top of side one.

The first section of side one, “Student Performance at Georgia School,” provides the number and percent of students at each Stage of Progress by content area, along with content area bar graphs illustrating the “Percent of Students at Each Stage of Progress.” English Language Arts and Mathematics scores are reported for grades K, 3–8 and 11; reports for grades 3–8 and 11 also include scores for Science and Social Studies.

The “Student Performance by Rubric Dimension” section at the bottom provides, by content area, the mean score by rubric dimension and the percent of students at each score point. Generalization data as well as definitions of the rubric dimensions are also included beneath the content area table. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

### Sample Profile—Side 1



#### GEORGIA ALTERNATE ASSESSMENT SCHOOL SUMMARY OF STUDENT PERFORMANCE 2011

Grade 3  
page 1  
**SECURE  
REPORT**

SCHOOL NAME: GEORGIA SCHOOL  
SCHOOL CODE: 8888  
SYSTEM NAME: GEORGIA SYSTEM  
SYSTEM CODE: 999

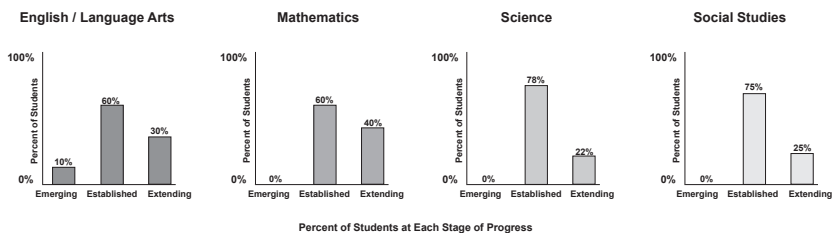
Not for public distribution due to limited number of students;  
caution should be used when interpreting summary data.

Total Processed: 11

#### Student Performance at Georgia School

Stage of Progress	Number and Percent of Students at Each Stage of Progress							
	English / Language Arts		Mathematics		Science		Social Studies	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Emerging Progress	1	10%	0	0%	0	0%	0	0%
Established Progress	6	60%	6	60%	7	78%	6	75%
Extending Progress	3	30%	4	40%	2	22%	2	25%
Total Students with Scorable Entries	10		10		9		8	

See back page for detail on Not Complete portfolios, Invalid entries, Invalid assessments, Non-scorable entries, and Non-scorable assessments.  
Due to rounding, percents in each Stage of Progress may not total 100%.



#### Student Performance by Rubric Dimension

Rubric Dimension	Mean Rubric Score and Percent of Students at Each Rubric Score Point																			
	English / Language Arts N-Count: 10				Mathematics N-Count: 10				Science N-Count: 9				Social Studies N-Count: 8							
	Mean Score	% at 1	% at 2	% at 3	% at 4	Mean Score	% at 1	% at 2	% at 3	% at 4	Mean Score	% at 1	% at 2	% at 3	% at 4	Mean Score	% at 1	% at 2	% at 3	% at 4
Fidelity to Standard	2.3	32	33	34	34	2.5	32	33	34	34	1.9	32	33	34	34	2.1	32	33	34	34
Context	2.7	25	24	26	25	2.7	25	24	26	25	2.2	25	24	26	25	2.3	25	24	26	25
Achievement / Progress	2.7	22	23	22	33	2.2	22	23	22	33	2.1	22	23	22	33	2.2	22	23	22	33

	N-Count	Mean Score	% at 1	% at 2	% at 3	% at 4
Generalization	10	2.2	15	41	28	16

- Fidelity to Standard** - the degree to which the student's work addresses the grade-level standard
- Context** - the degree to which the student's work is purposeful and uses grade-appropriate materials in a natural or real-world application
- Achievement / Progress** - the degree of demonstrated improvement in the student's performance over time
- Generalization** - the degree of opportunity to apply skills in a variety of settings and with various individuals across all content areas assessed

## School Summary of Student Performance (continued)

Side two of the **Profile** summarizes student performance by population group, and provides data regarding nonscorable and invalidated portfolios and entries for each system.

The first column of the “Student Performance by Population Group for School” table divides the student population into groups based on several characteristics including gender, ethnicity, and disability. The subsequent columns list the total number of students in each specific population group tested by each content area, and the percent of students at each Stage of Progress within each content area. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

The “Detail for Portfolios and Entries Not Scored” table provides the number of students for whom portfolios and entries were returned that could not be scored, listed for each content area by Nonscorable Category: Not Complete Portfolios, Invalidations, Nonscorable Assessments (NSA), and the Total Nonscorable Entries broken down by type of nonscorable entry.

### Sample Profile—Side 2

Georgia Alternate Assessment — 2011

SCHOOL NAME: GEORGIA SCHOOL  
SYSTEM NAME: GEORGIA SYSTEM

**SECURE  
REPORT**

Not for public distribution due  
to limited number of students;  
caution should be used when  
interpreting summary data.

Grade 3

Page 2

Student Performance by Population Group for School																
Population Group	Percentage at Each Stage of Progress															
	English / Language Arts				Mathematics				Science				Social Studies			
	Total Students* (N-Count)	Emerging	Established	Extending	Total Students* (N-Count)	Emerging	Established	Extending	Total Students* (N-Count)	Emerging	Established	Extending	Total Students* (N-Count)	Emerging	Established	Extending
All Students	10	10	60	30	10	0	60	40	9	0	78	22	8	0	75	25
Gender																
Female	4	0	100	0	4	0	100	0	4	0	100	0	4	0	100	0
Male	6	17	33	50	6	0	33	67	5	0	60	40	4	0	50	50
Ethnicity																
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black/Non-Hispanic	6	0	83	17	6	0	83	17	6	0	83	17	6	0	83	17
Hispanic	1	0	100	0	1	0	100	0	1	0	100	0	0	0	0	0
Native American/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White/Non-Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multi-racial	3	33	0	67	3	0	33	67	3	0	33	67	2	0	50	50
Disability																
Visual Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deaf/Hard of Hearing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deaf/Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Specific Learning Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mild Intellectual Disabilities	3	0	67	33	3	0	67	33	3	0	67	33	3	0	67	33
Traumatic Brain Injury	1	0	100	0	1	0	100	0	0	0	0	0	0	0	0	0
M/S/P Intellectual Disabilities	3	33	33	33	3	0	67	33	3	0	66	33	2	0	100	0
Autism	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Orthopedic Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Speech-Language Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emotional and Behavioral Disorders	3	0	67	33	3	0	33	67	3	0	67	33	2	0	50	50
Other Health Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Significant Developmental Delay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other																
ELL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ELL Monitored	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Due to rounding, percents in each Stage of Progress may not total 100%.  
\*Includes students with scorable assessments.

#### Detail for Portfolios and Entries Not Scored

Nonscorable Category	English / Language Arts	Mathematics	Science	Social Studies
	Number	Number	Number	Number
Not Complete Portfolios	1	1	1	1
Invalid Assessments	0	0	0	0
Invalid Entries	0	0	0	0
Nonscorable Assessments (NSA)	0	0	1	2
Total Nonscorable Entries	2	3	1	2
Missing Entry	0	1	0	1
Entry Sheet Error	0	0	0	0
Not Aligned	0	0	0	0
Insufficient Evidence	2	2	0	1
Ineligible Standard	0	0	0	0
Insufficient Time	0	0	0	0
Off Grade	0	0	1	0

# SYSTEM REPORTS

## System Summary

The *System Summary* report is made up of two parts: the **Overall Summary of Performance** and the **System Summary by Grade**.

The **Overall Summary of Performance** is a one-sided report that lists system-wide performance of students taking the GAA, by content area, showing the total number of students, the number of portfolios returned that could not be scored, or were invalidated, and the number and percent of students at each Stage of Progress. Data are presented for all students tested in the system and are also broken down by grade. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

### Sample Overall Summary of Performance



## GEORGIA ALTERNATE ASSESSMENT SYSTEM SUMMARY Overall Summary of Performance 2011

**All Grades**  
**SECURE**  
**REPORT**

SYSTEM NAME: GEORGIA SYSTEM  
SYSTEM CODE: 999

Not for public distribution due to limited number of students;  
caution should be used when interpreting summary data.

Total Processed: 1121

### System Performance at Each Stage of Progress

Grade	Number and Percent of Students at Each Stage of Progress																															
	English / Language Arts						Mathematics						Science						Social Studies													
	Total Students* (N-Count)	NSA / Invalid / Not Complete	Emerging Progress #	Emerging Progress %	Established Progress #	Established Progress %	Extending Progress #	Extending Progress %	Total Students* (N-Count)	NSA / Invalid / Not Complete	Emerging Progress #	Emerging Progress %	Established Progress #	Established Progress %	Extending Progress #	Extending Progress %	Total Students* (N-Count)	NSA / Invalid / Not Complete	Emerging Progress #	Emerging Progress %	Established Progress #	Established Progress %	Extending Progress #	Extending Progress %								
All Students	1059	62	78	7%	484	46%	474	45%	1057	64	124	12%	458	43%	457	43%	741	40	120	16%	320	43%	301	40%	741	40	114	15%	349	47%	256	35%
Kindergarten	98	8	13	13%	45	46%	40	41%	98	8	12	12%	44	45%	42	43%																
Grade 3	120	13	27	23%	52	43%	41	34%	120	13	27	23%	52	43%	41	34%	120	13	27	23%	52	43%	41	34%	120	13	27	23%	52	43%	41	34%
Grade 4	118	3	3	2%	55	47%	60	51%	118	3	8	7%	58	49%	52	44%	118	3	14	12%	45	38%	59	50%	118	3	9	8%	58	49%	51	43%
Grade 5	122	4	19	16%	45	37%	58	48%	122	4	24	20%	44	36%	54	44%	122	4	21	17%	51	42%	50	41%	122	4	27	22%	66	54%	29	24%
Grade 6	65	0	3	5%	30	46%	32	49%	65	0	6	9%	29	45%	30	46%	65	0	7	11%	28	43%	30	46%	65	0	13	20%	26	40%	26	40%
Grade 7	88	7	6	7%	40	45%	42	48%	88	7	8	9%	40	45%	40	45%	88	7	8	9%	39	44%	41	47%	88	7	24	27%	40	45%	22	25%
Grade 8	107	10	1	99%	55	99%	51	99%	107	10	11	10%	54	50%	42	39%	107	10	13	12%	50	47%	44	41%	107	10	7	6%	54	50%	46	43%
Grade 11	121	3	3	98%	56	98%	62	98%	121	3	20	17%	56	46%	45	37%	121	3	19	16%	59	49%	43	36%	121	3	18	15%	56	46%	47	39%

\*Includes students with scorable assessments.  
NSA: Non-scorable Assessment  
Not Complete: Student enrolled in a Georgia school after January 1, 2011, and the portfolio was not completed.  
Invalid: Irregular and invalid assessment  
Due to rounding, percents in each Stage of Progress may not total 100%.  
03/04/2011

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## System Summary (continued)

The **System Summary by Grade** is a two-sided report that provides performance summary data for a given system. The name of the system and the total number of portfolios processed are indicated at the top of side one.

The first section of side one, “Student Performance at Georgia System,” provides the number and percent of students at each Stage of Progress by content area, along with content area bar graphs illustrating the “Percent of Students at Each Stage of Progress.” English Language Arts and Mathematics scores are reported for grades K, 3–8 and 11; reports for grades 3–8 and 11 also include scores for Science and Social Studies.

The “Student Performance by Rubric Dimension” section at the bottom provides, by content area, the mean score for each rubric dimension and the percent of students at each score point. Generalization data as well as definitions of the rubric dimensions are also included beneath the content area table. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

## Sample System Summary by Grade—Side 1



### GEORGIA ALTERNATE ASSESSMENT SYSTEM SUMMARY by Grade 2011

Grade 3  
page 9

**SECURE  
REPORT**

SYSTEM NAME: GEORGIA SYSTEM  
SYSTEM CODE: 999

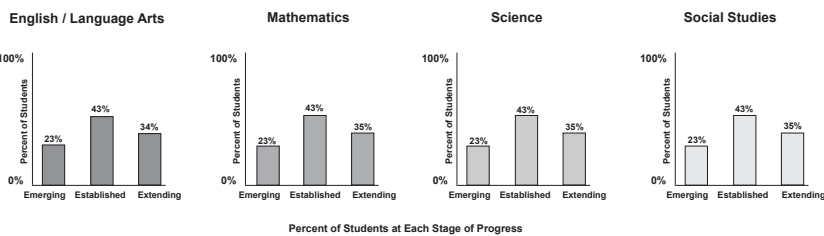
Not for public distribution due to limited number of students;  
caution should be used when interpreting summary data.

Total Processed: 123

#### Student Performance at GEORGIA SYSTEM

Stage of Progress	Number and Percent of Students at Each Stage of Progress							
	English / Language Arts		Mathematics		Science		Social Studies	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Emerging Progress	27	23%	27	23%	27	23%	27	23%
Established Progress	52	43%	52	43%	52	43%	52	43%
Extending Progress	41	34%	41	34%	41	34%	41	34%
Total Students with Scorable Entries	120		120		120		120	

See back page for detail on Not Complete portfolios, Invalid entries, Invalid assessments, Nonscorable entries, and Nonscorable assessments. Due to rounding, percents in each Stage of Progress may not total 100%.



Percent of Students at Each Stage of Progress

#### Student Performance by Rubric Dimension

Rubric Dimension	Mean Rubric Score and Percent of Students at Each Rubric Score Point																			
	English / Language Arts N-Count: 120				Mathematics N-Count: 120				Science N-Count: 120				Social Studies N-Count: 120							
	Mean Score	% at 1	% at 2	% at 3	% at 4	Mean Score	% at 1	% at 2	% at 3	% at 4	Mean Score	% at 1	% at 2	% at 3	% at 4	Mean Score	% at 1	% at 2	% at 3	% at 4
Fidelity to Standard	1.8	32	33	34	34	1.8	32	33	34	34	1.8	32	33	34	34	1.8	32	33	34	34
Context	2.2	25	24	26	25	2.2	25	24	26	25	2.2	25	24	26	25	2.2	25	24	26	25
Achievement / Progress	2.3	22	23	22	33	1.9	22	23	22	33	2.1	22	23	22	33	2.3	22	23	22	33

	N-Count	Mean Score	% at 1	% at 2	% at 3	% at 4
Generalization	120	2.1	15	41	28	16

- Fidelity to Standard** - the degree to which the student's work addresses the grade-level standard
- Context** - the degree to which the student's work is purposeful and uses grade-appropriate materials in a natural or real-world application
- Achievement / Progress** - the degree of demonstrated improvement in the student's performance over time
- Generalization** - the degree of opportunity to apply skills in a variety of settings and with various individuals across all content areas assessed

## System Summary (continued)

Side two of the **System Summary by Grade** summarizes student performance by population group, and provides data regarding nonscorable and invalidated portfolios and entries for each system.

The first column of the “Student Performance by Population Group for System” table divides the student population into groups based on several characteristics including gender, ethnicity, and disability. The subsequent columns list the total number of students in each specific population group tested by content area, and the percent of students at each Stage of Progress within each content area for that grade.

The “Detail for Portfolios and Entries Not Scored” table provides the number of students for whom portfolios and entries were returned that could not be scored, listed for each content area by Nonscorable Category: Not Complete Portfolios, Invalidations, Nonscorable Assessments (NSA), and the Total Nonscorable Entries broken down by type of nonscorable entry.

### Sample System Summary by Grade—Side 2

Georgia Alternate Assessment — 2011  
SYSTEM NAME: GEORGIA SYSTEM

**SECURE  
REPORT**

Not for public distribution due  
to limited number of students;  
caution should be used when  
interpreting summary data.

Grade 3  
Page 10

Student Performance by Population Group for System																	
Population Group		Percentage at Each Stage of Progress															
		English / Language Arts				Mathematics				Science				Social Studies			
		Total Students* (N-Count)	Emerging	Established	Extending	Total Students* (N-Count)	Emerging	Established	Extending	Total Students* (N-Count)	Emerging	Established	Extending	Total Students* (N-Count)	Emerging	Established	Extending
Gender	All Students	120	16	46	35	120	19	40	41	120	18	48	34	120	16	49	35
	Female	61	15	50	35	61	18	42	40	61	19	46	35	61	15	50	35
	Male	58	13	53	33	58	26	45	29	58	18	42	40	58	13	53	33
Ethnicity	Asian/Pacific Islander	4	0	50	50	4	0	50	50	4	0	50	50	4	0	50	50
	Black/Non-Hispanic	13	20	51	29	13	31	37	32	13	22	43	35	13	20	49	31
	Hispanic	16	36	38	26	16	30	39	31	16	43	37	20	16	36	38	26
	Native American/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	White/Non-Hispanic	5	0	40	60	5	0	60	40	5	0	40	60	5	0	40	60
Multi-racial	82	18	50	32	82	18	42	40	82	20	41	39	82	18	50	32	
Disability	Visual Impairments	2	50	0	50	2	0	50	50	2	0	100	0	2	0	100	0
	Deaf/Hard of Hearing	3	0	66	33	3	0	33	66	3	0	66	33	3	0	66	33
	Deaf/Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Specific Learning Disabilities	2	0	50	50	2	50	0	2	0	0	100	2	0	100	0	0
	Mild Intellectual Disabilities	45	5	15	80	46	5	20	75	45	10	20	60	45	5	15	80
	Traumatic Brain Injury	2	0	50	50	2	0	0	100	2	0	100	0	2	0	100	0
	M/S/IF Intellectual Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Autism	23	62	30	8	24	41	35	24	23	24	52	24	23	62	30	8
	Orthopedic Impairments	12	19	50	31	12	31	37	32	12	22	43	35	12	20	49	31
	Speech-Language Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Emotional and Behavioral Disorders	16	18	50	32	16	29	36	35	16	20	45	35	16	19	50	31
	Other Health Impairments	11	20	49	31	11	31	37	32	11	22	44	34	11	20	49	31
Significant Developmental Delay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other	ELL	1	0	100	0	1	0	0	100	1	0	0	100	0	0	0	0
	ELL Monitored	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Due to rounding, percents in each Stage of Progress may not total 100%.  
\*Includes students with scorable assessments.

#### Detail for Portfolios and Entries Not Scored

Nonscorable Category	English / Language Arts	Mathematics	Science	Social Studies
	Number	Number	Number	Number
Not Complete Portfolios	6	6	6	6
Invalid Assessments	4	5	0	0
Invalid Entries	8	11	0	1
Nonscorable Assessments (NSA)	3	2	7	7
Total Nonscorable Entries	9	5	7	7
Missing Entry	0	1	3	0
Entry Sheet Error	2	0	1	2
Not Aligned	1	1	2	2
Insufficient Evidence	2	0	0	0
Ineligible Standard	1	1	0	2
Insufficient Time	1	2	1	0
Off Grade	2	0	0	1

## System Performance by Strand

The *System Performance by Strand*, a one-sided report, provides a summary of students' scores by content area and strand for each of the rubric dimensions. The data provide the total number of students evaluated in each content area and strand, the mean scores for each strand, as well as the number and percent at each score point for each dimension. Content Area/Strand data is collected from the Student Demographic Information Forms (SDIFs) that were completed at the school level and included with each portfolio returned. The total number of students tested for each content area and strand indicated on the report may not equal the actual total number of students tested if the SDIFs were not completed correctly or if any entries were nonscorable or invalidated. At the bottom of the page, a table summarizing student performance for the Generalization rubric dimension, including the number and percent at each score point, is provided. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

### Sample System Performance by Strand



## GEORGIA ALTERNATE ASSESSMENT SYSTEM PERFORMANCE BY STRAND 2011

Grade 11  
page 4

**SECURE  
REPORT**

SYSTEM NAME: GEORGIA SYSTEM  
SYSTEM CODE: 999

Not for public distribution due to limited number of students;  
caution should be used when interpreting summary data.

Content Area / Strand	Number of Students*	Fidelity to Standard						Context								Achievement / Progress										
		Mean Score	at 1		at 2		at 3		Mean Score	at 1		at 2		at 3		at 4		Mean Score	at 1		at 2		at 3		at 4	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>English / Language Arts (2 entries)</b>	<b>120</b>																									
Reading and American Literature	120	2.1	45	38%	32	27%	43	36%	2.6	28	23%	32	26%	43	36%	18	15%	3.1	23	19%	32	25%	42	20%	23	26%
Writing	72	1.9	22	30%	20	28%	30	42%	1.8	19	26%	18	24%	15	21%	21	28%	2.2	21	28%	18	25%	15	20%	19	26%
Listening/Speaking/Viewing	46	1.7	3	7%	22	47%	21	46%	2.2	5	11%	14	31%	18	39%	9	19%	1.8	5	10%	14	30%	18	40%	9	20%
<b>Mathematics (2 entries)</b>	<b>120</b>																									
Mathematics I: Algebra	120	1.8	41	35%	43	36%	36	30%	2.6	42	35%	36	30%	32	27%	10	8%	2.5	41	34%	36	30%	33	27%	10	8%
Mathematics I: Geometry	26	2.2	9	36%	10	36%	7	28%	2.5	10	38%	9	34%	7	26%	1	2%	2.2	9	35%	10	36%	7	25%	1	4%
Mathematics I: Data Analysis and Probability	17	2.1	5	27%	5	31%	7	42%	2.3	3	15%	5	31%	6	37%	3	17%	2.1	2	14%	5	32%	7	39%	3	15%
Mathematics II: Numbers and Operations	39	1.9	11	28%	20	51%	8	21%	2.1	11	28%	20	51%	2	5%	6	16%	1.9	11	29%	19	50%	2	5%	6	16%
Mathematics II: Algebra	39	1.8	13	34%	20	50%	6	16%	2.0	11	28%	20	51%	2	5%	6	16%	2.9	11	28%	19	50%	2	6%	6	16%
Mathematics II: Geometry	24	2.1	6	27%	10	43%	7	30%	2.9	5	19%	11	44%	8	31%	0	6%	2.8	5	20%	10	43%	7	30%	2	8%
Mathematics II: Data Analysis and Probability	19	1.9	7	37%	6	32%	6	32%	1.8	10	53%	5	26%	2	11%	2	11%	1.9	9	47%	5	26%	2	11%	3	16%
<b>Science (2 entries)</b>	<b>120</b>																									
Biology	36	1.9	12	33%	12	32%	12	35%	1.9	9	24%	9	24%	12	33%	7	19%	2.2	8	23%	9	24%	12	33%	7	20%
Physical Science	59	1.7	17	28%	24	41%	18	31%	3.0	12	20%	17	29%	19	32%	11	19%	1.8	12	20%	18	31%	18	30%	11	19%
<b>Social Studies (2 entries)</b>	<b>120</b>																									
U. S. History	38	2.0	9	24%	20	53%	9	24%	2.3	9	24%	16	42%	4	11%	9	24%	2.4	9	24%	15	39%	5	13%	9	24%
Economics	19	1.9	7	37%	6	32%	6	32%	1.8	10	53%	5	26%	2	11%	2	11%	1.9	9	47%	5	26%	2	11%	3	16%

\*Data included in this report are limited to scored entries for which the strand assessed was indicated on the Student Demographic Information Form.  
Due to rounding, percents in each Rubric Dimension may not total 100%.

Generalization	Number of Students	Mean Score	at 1		at 2		at 3		at 4	
			#	%	#	%	#	%	#	%
	120	2.5	28	23%	32	26%	43	36%	18	15%

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## **Additional Resources for Educators**

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The following resources, which include information on the GAA and the state-mandated curriculum, are available for local systems and educators.

- The [www.georgiastandards.org](http://www.georgiastandards.org) Web site hosts the state-mandated curriculum.
- The GPS Resource Board is a forum for teachers to discuss curriculum access and post ideas, including adapted lesson plans and materials. To enroll for the GPS Resource Board, contact the Division for Special Education Services and Supports.
- The GAA Web page on the GaDOE Web site  
[www.gadoe.org/ci\\_testing.aspx?PageReq=CI\\_TESTING\\_GAA](http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GAA) houses a variety of general GAA administration information including electronic versions of manuals and forms.

Check these resources often, as the GaDOE as well as teachers across the state share materials, ideas, and other supporting information.

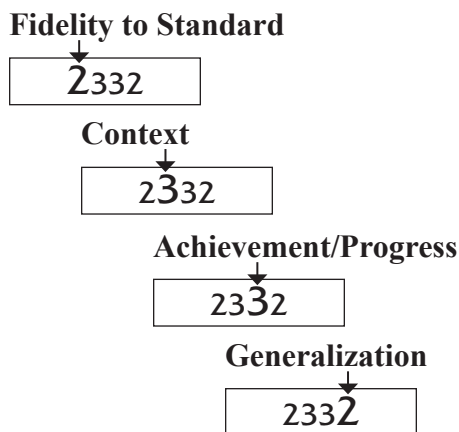
## APPENDIX

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### GAA PERFORMANCE LEVEL CLASSIFICATION FOR ALL RUBRIC SCORES

The chart on the following pages provides the Stage of Progress for each possible score pattern. The table is organized by content area and grade band. Each possible score pattern is organized by rubric dimension. The patterns are listed in ascending order and are provided with the Stage of Progress assigned during standard setting. Standards were set by content area and grade band. Four grade bands, including K, 3–5, 6–8, and 11, were identified based on the similarity of content and skills inherent in the curriculum standards for these grade groupings. Although standards for the GAA were set by grade band, it is important to note that student work must demonstrate alignment to the student's grade-level standards.

**The score patterns are organized by rubric dimension, reading left to right:**



**The next series of columns are the content area and grade band, from left to right:**

- ELA K = English Language Arts, Grade K
- ELA 3–5 = English Language Arts, Grades 3–5
- ELA 6–8 = English Language Arts, Grades 6–8
- ELA 11 = English Language Arts, Grade 11
- Math K = Mathematics, Grade K
- Math 3–5 = Mathematics, Grades 3–5
- Math 6–8 = Mathematics, Grades 6–8
- Math 11 = Mathematics, Grade 11
- Science 3–5 = Science, Grades 3–5
- Science 6–8 = Science, Grades 6–8
- Science 11 = Science, Grade 11
- SS 3–5 = Social Studies, Grades 3–5
- SS 6–8 = Social Studies, Grades 6–8
- SS 11 = Social Studies, Grade 11

**Performance Levels are indicated by an alphanumeric code:**

- E1 = Emerging Progress (Basic/Does Not Meet)
- E2 = Established Progress (Proficient/Meets)
- E3 = Extending Progress (Advanced/Exceeds)



### GAA Performance Level for Each Possible Score Combination

\*Possible Scores appear in order from left to right  
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)
1111	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1112	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1113	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1114	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1121	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1122	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1123	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1124	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1131	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1132	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1133	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1134	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1141	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1142	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1143	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1144	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1211	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1212	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1213	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1214	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1221	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1222	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1223	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1224	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1231	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1232	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1233	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1234	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1241	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1242	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1243	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1244	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1311	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1312	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1313	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1314	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1321	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1322	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1323	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1324	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1

E1 = Emerging Progress  
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**GAA Performance Level for Each Possible Score Combination**

\*Possible Scores appear in order from left to right  
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)
1331	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1332	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1333	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1334	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1341	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1342	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1343	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1344	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1411	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1412	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1413	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1414	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1421	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1422	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1423	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1424	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1431	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1432	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1433	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1434	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1441	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1442	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1443	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1444	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2111	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2112	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2113	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2114	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2121	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2122	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2123	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2124	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2131	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2132	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2133	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2134	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2141	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2142	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2143	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2144	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1

E1 = Emerging Progress  
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### GAA Performance Level for Each Possible Score Combination

\*Possible Scores appear in order from left to right  
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)
2211	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2212	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2213	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2214	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2221	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2222	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2223	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2224	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2231	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2232	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2233	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2
2234	E2	E2	E2	E2	E2	E2	E3	E2	E2	E2	E2	E3	E2	E2
2241	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2242	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2243	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2244	E2	E2	E2	E3	E2	E2	E3	E2	E2	E3	E2	E3	E2	E2
2311	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2312	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2313	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2314	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2321	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2322	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2323	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2
2324	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2
2331	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2332	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2
2333	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2334	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2341	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2342	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E3
2343	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2344	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2411	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2412	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2413	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2414	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2421	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2422	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
2423	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2
2424	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2

E1 = Emerging Progress  
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**GAA Performance Level for Each Possible Score Combination**

\*Possible Scores appear in order from left to right  
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)
2431	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2432	E2	E2	E2	E2	E2	E2	E2	E3	E2	E2	E2	E3	E2	E2
2433	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2434	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2441	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
2442	E3	E2	E3	E2	E3	E3	E2	E3	E2	E2	E2	E3	E3	E3
2443	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
2444	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3111	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3112	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3113	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3114	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3121	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3122	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3123	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3124	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3131	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3132	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3133	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3134	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3141	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3142	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3143	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3144	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3211	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3212	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3213	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3214	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3221	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3222	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3223	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3224	E3	E2	E2	E2	E3	E3	E3	E2	E2	E2	E2	E3	E2	E2
3231	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3232	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3233	E3	E3	E3	E3	E3	E3	E3	E3	E2	E2	E3	E3	E3	E2
3234	E3	E3	E3	E3	E3	E3	E3	E3	E2	E2	E3	E3	E3	E2
3241	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3242	E3	E2	E2	E2	E3	E2	E2	E2	E2	E2	E2	E3	E3	E2
3243	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E2
3244	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3

E1 = Emerging Progress  
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### GAA Performance Level for Each Possible Score Combination

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Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)
3311	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3312	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3313	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3314	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3321	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3322	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3323	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3324	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3331	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3332	E3	E2	E2	E2	E3	E2	E3	E3	E2	E2	E2	E3	E3	E2
3333	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3334	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3341	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3342	E3	E3	E2	E3	E3	E3	E3	E3	E2	E2	E3	E3	E3	E3
3343	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3344	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3411	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3412	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3413	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3414	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3421	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3422	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3423	E3	E3	E2	E3	E3	E3	E3	E2	E2	E2	E3	E3	E3	E2
3424	E3	E3	E2	E3	E3	E3	E3	E3	E2	E2	E3	E3	E3	E3
3431	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3432	E2	E2	E2	E3	E2	E2	E3	E3	E2	E3	E3	E3	E3	E3
3433	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3434	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3441	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3442	E3	E3	E3	E3	E3	E3	E3	E3	E2	E3	E3	E3	E3	E3
3443	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3444	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3

E1 = Emerging Progress  
E2 = Established Progress  
E3 = Extending Progress





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