

Georgia Student Assessment Program

Student Assessment Handbook

2011-2012



Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”

Office of Curriculum, Instruction, and Assessment
Assessment and Accountability

205 Jesse Hill, Jr. Drive

1554 Twin Towers East

Atlanta, GA 30334

Phone: 404.656.2668

Fax: 404.656.5976

Toll Free: 800.634.4106

Web: <http://www.gadoe.org>



ASSESSMENT AND ACCOUNTABILITY

404.656.2668, 800.634.4106

FAX 404.656.5976

Melissa Fincher, Associate Superintendent
Assessment and Accountability
404.651.9405; mfincher@doe.k12.ga.us

Joni Briscoe, Budget/Contracts Manager
404.657.9808; jbriscoe@doe.k12.ga.us

Connie Caldwell, Administrative Assistant
404.656.2668; ccaldwel@doe.k12.ga.us

Tony Eitel, Director
Assessment Administration
404.656.0478; aeitel@doe.k12.ga.us

Bobbie Bable, Assessment Specialist
National Assessment of Educational Progress (NAEP),
Georgia Kindergarten Inventory of Developing Skills (GKIDS)
Norm Referenced Tests (NRT)
404.657.6168; bbable@doe.k12.ga.us

Joe Blessing, Assessment Specialist
Criterion Referenced Competency Tests (CRCT)
404.656.2589; jblessin@doe.k12.ga.us

Melissa Faux, Assessment Specialist
End of Course Tests (EOCT)
404.656.5975; mfaux@doe.k12.ga.us

Deborah Houston, Assessment Specialist
ACCESS for ELLs, Georgia Alternate Assessment (GAA)
404.657.0251; dhouston@doe.k12.ga.us

Michael Huneke, Assessment Specialist
Georgia High School Graduation Tests, (GHS GT), Writing
Assessments, Basic Skills Tests (BST)
404.232.1208; mhuneke@doe.k12.ga.us,

Mary Nesbit-McBride, Ph.D., Assessment Specialist
CRCT-Modified (CRCT-M)
404.232.1207; mmcbride@doe.k12.ga.us

Melodee Davis, Ph.D., Director
Assessment Research and Development
404.657.0312; medavis@doe.k12.ga.us

Robert Anthony, RT3 Assessment Specialist
404.656.2668; ranthony@doe.k12.ga.us

Jean Beaty, RT3 Assessment Specialist
404.656.2668; jbeaty@doe.k12.ga.us

April Jackson, RT3 Assessment Specialist
404.656.2668; apjackson@doe.k12.ga.us

Sheril Smith, Ph.D., Assessment Specialist
Research and Development
404.463.0164; shsmith@doe.k12.ga.us

Vacant, Assessment Specialist
Research and Development

Joanne Leonard, Director, Accountability
404.463.1538; jleonard@doe.k12.ga.us

Nancy Haight, Accountability Specialist
404.463.1166; nhaight@doe.k12.ga.us

Cowen Harter, Accountability Specialist
404.463.1168; charter@doe.k12.ga.us

Donna Kelly, Accountability Specialist
404.463.1175; dkelly@doe.k12.ga.us

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STUDENT ASSESSMENT HANDBOOK USER GUIDE

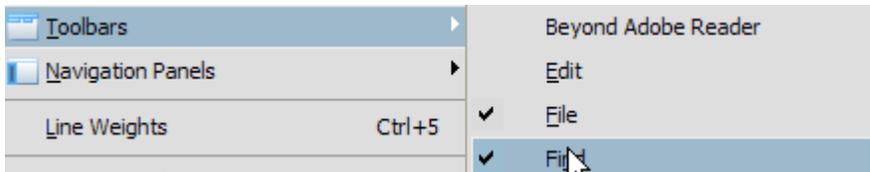
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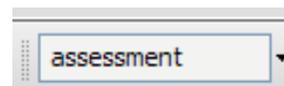
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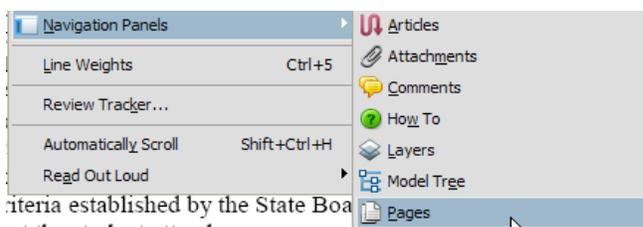
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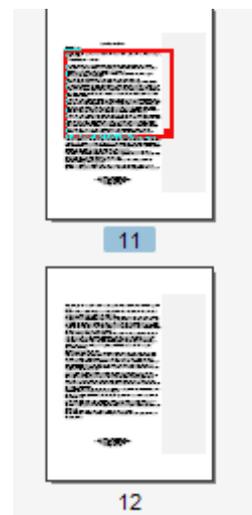
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INTRODUCTION TO GEORGIA'S STUDENT ASSESSMENT PROGRAM

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

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

ACCESS for ELLs in grades K-12

Criterion-Referenced Competency Tests (CRCT)

Reading, English/Language Arts, and Mathematics in grades 1-8

Science and Social Studies in grades 3-8

Criterion-Referenced Competency Tests (CRCT-M)

Reading, English/Language Arts, and Mathematics in grades 3-8

End-of-Course Tests (EOCT)

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

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

Georgia High School Graduation Tests (GHSGT)

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

Georgia Kindergarten Inventory of Developing Skills (GKIDS)

Grades 3, 5, and 8 Writing Assessments

National Assessment of Educational Progress (NAEP)

Reading, mathematics and science in grades 4, 8, and 12

Pilot and special studies

Please Note: Due to budgetary constraints, the following will not be administered during the 2011-2012 school year:

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

Secondary Assessment Transition Plan

A significant change to Georgia's assessment program was approved by the State Board of Education in April 2011. This plan begins the process of phasing-out the Georgia High School Graduation Test (GHSGT). Additionally, it heightens the role of the End of Course Tests (EOCT) by increasing the weight the EOCT carries in the overall course grade of students. The *Secondary Assessment Transition Plan* resulted in the following changes:

For students enrolled in grade nine for the first time on or after July 1, 2011:

- The Georgia High School Graduation Test (GHSGT) is no longer required to earn a high school diploma for students. These students will not take and are not required to pass the GHSGT.
- The End of Course Tests (EOCT) will contribute 20% to the course grade (for those core courses in which an EOCT is mandated).
- This cohort is required to pass the course with the increased weight of the EOCT applied to the course grade.
- The requirement to achieve a passing score on the Georgia High School Writing Test (GHSWT) remains for all students, including those in this cohort.

For students who enrolled in grade nine for the first time between July 1, 2008, and June 30, 2011:

- The graduation assessment requirement for diploma eligibility may be achieved through the demonstration of proficiency on one of the two EOCTs in each content area (language arts, mathematics, science, and social studies) or the corresponding content area GHSGT.
 - Under this flexibility, a passing score on a content area EOCT can serve as an alternate demonstration of proficiency and stand in lieu of the requirement to pass the corresponding content area GHSGT.
- For this cohort, the EOCT will continue to contribute 15% to the student's course grade.
- The GHSGT will remain available for any student unable to meet the testing requirement through the EOCT in any content area.
- The requirement to achieve a passing score on the GHSWT will remain for all students, including those in this cohort.

GLOSSARY

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

- **standard accommodations** provide access to the assessment without altering the construct measured by the assessment.
- **conditional accommodations** are more expansive accommodations that provide access for students with more severe disabilities or limited English proficiency 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.

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

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

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

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

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

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

empirical norm dates: The actual dates on which a test publisher tested the students in the norm group. Publishers recommend these dates to schools as the dates that should be used for administering the tests.

Testing at times other than the empirical norm dates means that students may have received more or less instruction than the norm group.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

present test not attempted (PTNA): A coding used for instances in which a student was present for testing and presented the opportunity to participate in testing – but could not or would not do so.

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

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

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

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

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

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

standard deviation: Standard deviation is a measure of the variability or dispersion of a distribution of scores that represents the average difference between individual scores and the mean. The more the scores cluster around the mean, the smaller the standard deviation.

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

score, based on the reliability of the test.

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

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

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

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

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

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

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

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

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

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

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

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

ACRONYMS

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

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

LAWS/POLICIES/RULES
Georgia Law

20-2-281 Assessment of effectiveness of educational programs

CODE SECTION

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

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

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

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

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

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

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

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

(g) Under rules adopted by the State Board of Education, the Department of Education shall, subject to appropriations by the General Assembly, release some or all of the questions and answers to each criterion-referenced competency test administered under subsection (a) of this Code section and each end-of-course assessment administered under subsection (e) of this Code section after the last time the instrument is administered for a school year.

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

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

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

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

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

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

(l) In adopting academic skills assessment instruments under this Code section, the State Board of Education or local school system shall ensure the security of the instruments in their preparation,

administration, and scoring. Notwithstanding any other provision of law, meetings, or portions of meetings held by the State Board or a local board of education at which individual assessment instruments or assessment instrument items are discussed or adopted shall not be open to the public, and the assessment instruments or assessment instrument items shall be confidential.

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

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

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

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

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

CODE SECTION 07/01/01

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

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

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

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

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

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

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

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

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

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

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

(A) The school principal or the principal's designee shall retain the student for the next school year except as otherwise provided in this subsection;

(B) The school principal or the principal's designee shall notify in writing by first-class mail the parent or guardian of the student and the teacher regarding the decision to retain the student. The notice shall describe the option of the parent, guardian, or teacher to appeal the decision to retain the student and shall further describe the composition and functions of the placement committee as provided for in this subsection, including the requirement that a decision to promote the student must be a unanimous decision of the committee;

(C) If the parent, guardian, or teacher appeals the decision to retain the student, then the school principal or designee shall establish a placement committee composed of the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of the assessment instrument on which the student failed to perform at grade level and shall notify in writing by first-class mail the parent or guardian of the time and place for convening the placement committee;

(D) The placement committee shall:

(i) Review the overall academic achievement of the student in light of the performance on the criterion-referenced assessment and the standards and criteria as adopted by the local board of education and make a determination to promote or retain. A decision to promote must be a unanimous decision and must determine that if promoted and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level as defined by the Office of Student Achievement in accordance with Code Section 20-14-31 by the conclusion of the school year; and

(ii) Prescribe for the student, whether the student is retained or promoted, such accelerated, differentiated, or additional instruction as needed to perform at grade level by the conclusion of the subsequent school year, prescribe such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year, and provide for a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student;

(E) For students receiving special education or related services, the Individualized Education Plan Committee shall serve as the placement committee; and

(F) The decision of the placement committee may be appealed only as provided for by the local board of education.

(c) This Code section does not preclude the retention by the school principal or the principal's designee of a student who performs satisfactorily on the criterion-referenced assessments specified in paragraph (1) of subsection (b) of this Code section as provided for by the local board of education.

(d) This Code section does not create a property interest in promotion.

(e) The State Board of Education shall establish policies and procedures for implementation of this Code section.

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

CODE SECTION

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

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

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

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

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

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

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

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

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

STATE BOARD POLICIES AND RULES

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

http://www.gadoe.org/pea_board.aspx?PageReq=PEABoardRules

Policies and rules relating to assessment are:

- 160-3-1-.07 Testing Programs – Student Assessment
- 160-4-2-.11 Promotion, Placement, and Retention
- 160-4-2-.13 Statewide Passing Score
- 160-1-3-.09 Waivers and Variances of High School Graduation Assessments
- 160-4-2-.31 Hospital/Homebound (HHB) Services
- 160-4-2-.34 Dual Enrollment
- 160-4-2-.46 High School Graduation Requirements (1997-1998)
- 160-4-2-.47 High School Graduation Requirements (2002-2003)
- 160-4-2-.48 High School Graduation Requirements (2008-2009)
- 160-4-5-.02 Language Assistance: Program for English Learners (ELs)
- 160-4-8-.12 Alternative/Non-Traditional Education Programs
- 160-5-1-.07 Student Data Collection
- 160-5-1-.14 Transfer of Student Records
- 160-7-1-.01 Single Statewide Accountability System

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

TEST SECURITY

Security and Accountability

Security Breaches

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

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

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

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

Testing Irregularities

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

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

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

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

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

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

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

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

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

Steps for Reporting a Testing Irregularity

School Test Coordinator:

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

System Test Coordinator:

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

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

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

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

Cell Phone Use on Georgia Standardized Assessments

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

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

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

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

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

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

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

Professional Ethics

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

A good testing program provides the following benefits:

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

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

- Test Security – Test materials shall be secured before, during, and after testing and scoring to ensure fair assessment of all students.
- Test Preparation – The test should reflect the curriculum being taught, and should be developmentally appropriate for the age and level of the test-taker. Students should be familiar with test-preparation

skills. Educators should be trained on proper administration procedures and testing practices. Tests should be administered in the appropriate environment.

- Test Administration – Policies and procedures should be developed to implement fair and ethical testing procedures and practices. All eligible students should be assessed. Tests are used for their intended purposes.
- Test Data – Test scoring should be reliable and valid. Test data interpretation shall be appropriately given to stakeholders. Curriculum improvement should be guided by adequate data analyses.

Georgia Student Assessment Program Responsibilities

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

- Develops local policies and procedures based on Georgia Department of Education guidelines and test publisher's directions to maintain test security.
- Supervises and monitors Principals to ensure that they fulfill their specific roles and responsibilities for the administration of tests.
- Ensures that all personnel involved with testing receive training on appropriate test administration, policies, and procedures including accommodations for each assessment given.
- Informs the local Board of Education, GaDOE, and Professional Standards Committee 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.
- Ensures distribution of test materials occurs immediately prior to test administration.
- Supervises all testing activities.
- Ensures that all school personnel have been appropriately trained on test administration, procedures, and policies, including accommodations for each assessment given.
- Ensures that accommodations have been given to only those students who appropriately need accommodations and have documentation of such need.
- Implements system's testing policies and procedures and establishes needed local school policies and procedures to ensure all students are tested fairly and appropriately.
- Reports immediately any breach of security to the Superintendent.
- Completes the Principal's Certification Form following each test administration.

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

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

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

Unethical conduct includes but is not limited to:

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

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

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

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

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

6. *violation of any other laws and rules applicable to the profession; and*
7. *any other good and sufficient cause that renders an educator unfit for employment as an educator.*

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

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

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

Test Distribution and Storage

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

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

TEST SECURITY INFORMATION FOR SCHOOL TEST COORDINATORS/TEACHERS/EXAMINERS

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

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

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

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

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

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

Must Do:

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

Must Not Do:

- Allow anyone to see test forms for any state-mandated test before they are administered—not even for a brief look regardless of the reason.
- Copy tests or test materials in any way—no photocopies, no handwritten copies, no notes may be made about test content, including GAA portfolio entries.
- Allow anyone else to copy tests, testing materials, or make notes about test content.
- Keep tests or testing materials at the end of the testing session or the assessment window.
- Give students the answer, or any clues to the answer, to any test item.
- Make notes about test content during test administration.
- Use any information about actual test items, regardless of how it is obtained, to help students prepare for the test. Such information may not be shared with anyone for any purpose. This does not include appropriate sample test items or practice materials.
- During instruction, teach a particular problem or bit of information because it is known to be on the test. (This does not mean that skills and concepts, which are listed in the objectives or on test profiles, should not be emphasized—they should be.)
- Add anything to, or delete anything from, the directions in the test manual. This violates standardized test conditions and may invalidate scores. Directions may be clarified.
- Discuss test items or actual test content with anyone at any time. This does not prohibit discussions about test objectives, test profiles, test results, or test preparation.
- 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 Professional Standards Commission.
6. Monitors testing activities in the local school system to guarantee compliance with regulations established by the State Board of Education and current legislation.
7. Informs local board members, parents, and other citizens about requirements pertaining to statewide testing.
8. Ensures that appropriate local personnel attend GaDOE workshops concerning state assessment programs.
9. Reviews and returns verification forms to the Office of Assessment and Accountability at the GaDOE by the due dates.
10. Approves all special administrations.
11. Informs citizens residing within the local system's area concerning the collective achievement of enrolled students by school and system.
12. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar.

System Test Coordinator

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

System Special Education Coordinator

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

System Title III/ESOL Coordinator

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

Principal

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

School Test Coordinator

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

- b. requires photo ID and maintains photocopy record.
- c. The decision to test out-of-system students is a local one. The burden of identification, establishment of eligibility, and record-keeping ensuring score reports are returned to the appropriate school must be borne by the administering school/system.

Examiner

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

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

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

Proctor

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

ASSESSMENT DESCRIPTIONS

Georgia Student Assessment Program Quick Reference Chart: 2011 - 2012

Note: Due to budgetary constraints, the following assessments will not be administered during the 2011-2012 school year:

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

GRADE	ASSESSMENT	TESTING WINDOW
K	GKIDS	August 8 - May 11
3	Grade 3 Writing Assessment	March 19 – 30
3	CRCT (Reading, ELA Math, Science, Social Studies) CRCT-M (Reading, ELA, Math)	April 2 – May 4
4	NAEP	January 23 – March 2
4	CRCT (Reading, ELA Math, Science, Social Studies) CRCT-M (Reading, ELA, Math)	April 2 – May 4
5	Grade 5 Writing Assessment	March 7 – 8
5	CRCT (Reading, ELA Math, Science, Social Studies) CRCT-M (Reading, ELA, Math)	April 2 – May 4
6	CRCT (Reading, ELA Math, Science, Social Studies) CRCT-M (Reading, ELA, Math)	April 2 – May 4
7	CRCT (Reading, ELA Math, Science, Social Studies) CRCT-M (Reading, ELA, Math)	April 2 – May 4
8	CRCT (Reading, ELA Math, Science, Social Studies) CRCT-M (Reading, ELA, Math)	April 2 – May 4
8	Grade 8 Writing Assessment	January 18 – 19
8	NAEP	January 23 – March 2
11	GHSGT	September 12 – 16 (Fall Retest) October 31 – November 11 (Winter Retest) March 19 – 30 (Spring Main Administration) July 16 – 20 (Summer Retest)
11	GHSWT	September 27 – 28 (Tues./Wed.) (Fall – Main) February 29 – March 1 (Spring Retest) July 18 (Summer Retest)

GRADE	ASSESSMENT	TESTING WINDOW
12	NAEP	January 23 – March 2
Middle/High School	EOCT	August 8 – 19 (Mid-Month) September 19 – 23 (Mid-Month) October 17 – 21 (Mid-Month) November 14 – 18 (Mid-Month) November 28 - January 6 (Winter Main) February 6 – 10 (Mid-Month) March 5 – 9 (Mid-Month) April 23 - June 1 (Spring Main) June 18 - July 20 (Summer)
K, 3-8, and 11	GAA	September 6 – March 30 (Main and HS Retest Option 2) September 6 – November 11 (HS Retest Option 1) January 9 – March 30 (HS Retest Option 3)
K - 12	ACCESS for ELLs	January 17 – March 2

STATE ADMINISTERED TESTS

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

Overview

Grades K-12

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

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

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

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

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

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

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

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

<https://www.wida.us>

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

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

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

Criterion-Referenced Competency Tests (CRCT)

Due to budgetary constraints, grades 1 and 2 will not be assessed during the 2011-2012 school year.

Overview

Grades 1 - 8

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

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

Description

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

CRCT Administration – Grades 3 through 8

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

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

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

CRCT Testing Schedule

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

For Grades 1 and 2:

Due to budgetary constraints, grades 1 and 2 will not be assessed during the 2011-2012 school year.

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

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

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

For Grades 3–8:

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

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

CRCT Content Areas and Domains

Reading (Grades 1-2)

- Vocabulary
- Comprehension

Reading (Grades 3-8)

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

English Language Arts (Grades 1-2)

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

English Language Arts (Grades 3-8)

Grammar and Sentence Construction
Research and Writing Process

Mathematics (Grades 1-8)

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

Science (Grades 3-5)

Physical Science
Life Science
Earth Science

Earth Science (Grade 6)

Geology
Hydrology and Meteorology
Astronomy

Life Science (Grade 7)

Cells and Genetics
Interdependence of Life
Evolution

Physical Science (Grade 8)

Structure of Matter
Force and Motion
Energy and Its Transformation

Social Studies (Grades 3-8)

- History
- Geography
- Economics
- Civics/Government

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

Student Score Label

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

Individual Student Report

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

Performance Level 1 Roster

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

Class Report

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

Performance Summary Report

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

percentage of items answered correctly are reported. The percentage of items answered correctly is also displayed in a horizontal bar graph.

Summary Report of All Student Populations

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

CRCT Testing Under the Promotion, Placement, and Retention Rule

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

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

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

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

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

http://www.gadoe.org/pea_policy.aspx?PageReq=PEARetention

Additional Resources

The CRCT Content Descriptions are provided to acquaint Georgia educators with the content scope and sequence of the CRCT. These materials are in no way intended as a substitute for the GPS, but rather as a supplement by providing more detailed descriptive information about the concepts, skills, and information to be assessed. It is important to note that the CRCT Content Descriptions are not intended to delineate when concepts and skills should be introduced in the instructional sequence. Its purpose is to communicate what and when concepts and skills will be assessed on the CRCT. Georgia law requires educators to teach all the content standards set forth in the state-adopted curriculum (i.e., the GPS).

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

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

http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_OAS

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

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

Criterion-Referenced Competency Tests - Modified (CRCT-M)

Overview

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

According to federal regulations, all students, including those receiving special education services, must be assessed on grade-level content standards. In April 2007, federal regulations gave states the option of developing and implementing an alternate assessment based upon modified achievement standards (AA-MAS) as part of the state's overall state-mandated testing program. The federal regulations allow states the flexibility of determining the grades and content areas in which the AA-MAS is provided. While an AA-MAS is an alternate assessment for students with disabilities, it must be on grade-level and based upon the general curriculum for that grade. An AA-MAS is geared towards students who struggle, due to their disability, to demonstrate grade-level proficiency in the same timeframe as their peers. Georgia has created the Criterion-Referenced Competency Tests - Modified (CRCT-M) as an avenue for these students to demonstrate what they have learned.

Description

The CRCT-M is a grade-level alternate assessment designed for a small number of students (approximately 2%) who receive special education services and who meet specific eligibility criteria. The CRCT-M measures the same Georgia Performance Standards (GPS) as the general Criterion-Referenced Competency Tests (CRCT).

Like the CRCT, the CRCT-M are designed to measure student acquisition of the knowledge, concepts, and skills set forth in the GPS in the content areas of reading, English/language arts, and mathematics in grades 3 through 8. The CRCT-M program serves a dual purpose – to provide a diagnosis of individual student and program strengths and areas of improvement as related to instruction of the GPS and to yield a measure of the quality of education of students with disabilities in the state.

Participation Guidelines for the CRCT-M

A student's IEP team determines which test would serve as the best vehicle for showing what the student knows and can do as a result of instruction. However, the federal regulations also require the state to develop participation guidelines for IEP teams to follow in order to assure the state's AA-MAS is the appropriate assessment.

To assist IEP teams in making the important decision about which assessment program a student should participate in, specific eligibility guidelines were developed by Georgia educators. The CRCT-M is designed for students with disabilities who have struggled to show what they have learned on the general assessment (such as the CRCT) because of their disability. Importantly, the participation decision is made by subject area. For example, a student may have a disability that interacts with a subject area, such as mathematics. This interaction may impede the student's rate of learning in that subject, as well as his or her ability to demonstrate what he or she has learned as a result of instruction. Such a student may be eligible to participate in the CRCT-M in the affected subject. It is essential to note, however, that students who achieved a proficient score (met or exceeded expectations) on a subject area CRCT the previous school year are not eligible to participate in the CRCT-M in that subject. These students have demonstrated they are able to achieve grade level proficiency on the general assessment, and therefore an alternate assessment would not be appropriate.

The CRCT-M Participation Guidelines for 2011-12 are posted to the GADOE CRCT-M webpage. These guidelines have been revised to clarify for districts (1) what evidence can be used for rising third graders in the absence of CRCT scores in grades 1 and 2 and (2) the need to re-evaluate students who score in the Basic Proficiency performance level to determine if they should take the CRCT in Spring 2012.

A student could, as determined by the IEP team, be tested utilizing one or more content areas of the CRCT-M and one or more content areas of the CRCT. For students participating on the CRCT-M, any section that is not assessed via the CRCT-M must be assessed via the CRCT. All students must participate in the CRCT in the areas of science and social studies.

CRCT-M Administration – Grades 3 – 8 in Reading, ELA and Mathematics

Students enrolled in grades three through eight whose IEP team has determined that the CRCT-M is the appropriate assessment may take the CRCT-M in reading, ELA, mathematics, or any combination of the three. All students must take the CRCT in the content areas of science and social studies, and must take the CRCT in any other area not assessed through the CRCT-M. Students must take the CRCT-M and CRCT in the grade-level in which they are counted for FTE purposes; no out-of-grade testing is permitted. Through either the CRCT-M or the CRCT, students must participate in all content areas.

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

CRCT-M Testing Schedule – Main Administration

The CRCT-M will be administered during the same state-wide administration window as the CRCT.

The CRCT-M window shall be 5 consecutive school days in length while the CRCT window is 9 consecutive school days. School districts will be allowed flexibility as to when to administer the CRCT-M.

The CRCT-M can be administered at the same time as the CRCT, or before the district’s CRCT window, or after the district’s CRCT window.

The CRCT-Ms must be administered in the following order: Reading, English/Language Arts, and Mathematics.

Both sections of the CRCT-M content area test must be taken on the same day.

The time allowed for students on the CRCT-M is the same as that for the CRCT. This should be adequate time for the majority of students.

Table 1: Timing of Each Section by Content for the CRCT-M

Content Area Test	Section 1*	BREAK Approximately 10 minutes	Section 2*
Reading – CRCT-M	45 – 70 minutes		45 – 70 minutes
English/language arts – CRCT-M	45 – 70 minutes		45 – 70 minutes
Mathematics – CRCT-M	45 – 70 minutes		45 – 70 minutes

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

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

CRCT-M Content Areas and Domains

The *CRCT Content Descriptions* and the *CRCT Student Guides* are applicable to the CRCT-M program. The tests cover the same GPS standards and are grouped into the same domains. The CRCT-M in each content area has the same distribution of items across domains as the CRCT even though the number of items per test has been reduced.

Reading:

- Literary Comprehension: grades 3-8
- Reading for Information: grade 3
- Information and Media Literacy: grades 4-8
- Reading Skills and Vocabulary Acquisition: grades 3-8

English Language Arts:

- Grammar and Sentence Construction: grades 3-8
- Research and Writing Process: grades 3-8

Mathematics:

- Number and Operations: grades 3-8
- Measurement: grades 3-6
- Geometry: grades 3-8
- Algebra: grades 3-8
- Data Analysis and Probability: grades 3-8

The lengths of the tests have been reduced. The following table shows the difference in the lengths of the CRCT-M and the CRCT. Students in either test will encounter operational (OP) items (ones that contribute to the student’s score) and field-test (FT) items (do not count in student’s score).

Table 2: Number of Items by Content Area

Content Area	Number of Items on Test	
	CRCT-M	CRCT
Reading	40	50
English/Language Arts	50	60
Mathematics	60	70

CRCT-M Reports

A variety of reports are provided to school districts for the CRCT-M program. Because this program is designed for a very small population of students with disabilities, the minimum size for summary reporting has been relaxed to even one student. All such summaries carry a cautionary note: “Not for public distribution due to limited number of students; caution should be used when interpreting summary data.”

Student Score Label: The Student Score Label is designed so that each student’s test results can be placed in the student’s permanent record. A label is provided for every student in grades 3 through 8 who participated in the Spring CRCT-M administration. Each label has a self-adhesive backing so that it can be peeled from the sheet and placed in the student’s cumulative school record. The label presents a snapshot of the student’s results on the CRCT-M. Student labels are also produced for the CRCT-M retest.

Individual Student Report: Three copies of the Individual Student Report (ISR) are provided—one for the classroom teacher, one for the parent, and one for the student’s permanent record. Classroom teachers can use this report to evaluate a student’s performance in each content area, and they can review these results with parents during a parent–teacher conference. ISRs are also produced for the CRCT-M retest.

Performance Level 1 Roster

The Performance Level 1 Roster report lists only those students who received a *Below Proficiency* score for Reading in grade 3 and for Reading or Mathematics in grades 5 and 8. It also includes students who are DNA, PTNA, IV, or PIV in any of the aforementioned content areas and grades required for promotion. While a student appears on this report because he/she was *Below Proficiency* in the content area(s) required for promotion, the report does show the student’s performance (even if in *Emerging* or

Basic Proficiency level) in the other content area(s) in order to provide schools a complete picture of the student's strengths and weakness. These reports should be checked against the CRCT to determine if students have met the content area requirements for promotion.

Building Roster Report

The Building Roster report is produced at each grade level only because of the small number of students participating in the CRCT-M. It alphabetically lists all students within a grade and shows the results for each student in Reading, English/Language Arts, and Mathematics.

Building Summary Report

A Building Summary Report is produced by grade for each school and system. A state level report is also generated. These reports compile data from all students who took the CRCT-M (including those who took the Braille and make-up versions) and summarize group performance in each content area. Information is shown for even 1 student, but each report has a cautionary note about not being for public distribution and being careful of interpreting and using summary data based on such small numbers. The following information is provided: the mean scale score, the standard deviation, and the number and percentage of students at each performance level. For each domain, the number of items possible, the mean number of items answered correctly, and the percentage of items answered correctly are reported. The percentage of items answered correctly is also displayed in a horizontal bar graph.

Summary Report of All Student Populations

A Summary Report of All Student Populations is produced for each school and system. A state-level report is also generated. These reports provide disaggregated performance information for all students who took the CRCT-M (including those who took the Braille and make-up versions). For each student group listed in the left column, the following information is provided: total number of students tested, number of students tested in conditional administrations, number of students tested in standard administrations, the mean scale score, and the percentage of students at each performance level. The mean scale score and the percentage of students in each performance level reflect the results of all students tested, regardless of administration type. Information is shown for even 1 student, but each report has a cautionary note about not being for public distribution and being careful of interpreting and using summary data based on such small numbers.

CRCT-M under the Promotion, Placement, and Retention Rule

In 2001, the Georgia Academic Placement and Promotion Policy was passed enacting O.C.G.A. Sections 20-2-282 through 20-2-285. O.C.G.A. Section 20-2-283 states that no third-grade student will be promoted to fourth grade if the student does not achieve grade-level performance on the third-grade CRCT in Reading, and no fifth-grade or eighth-grade student will be promoted to the next grade if the student does not achieve grade-level performance on the CRCT in Reading and Mathematics.

With the implementation of the CRCT-M program, eligible students in grades 3, 5, and 8 meet promotion requirements if they achieve the Emerging Proficiency or Basic Proficiency performance levels on the CRCT-M in reading or mathematics.

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

http://www.gadoe.org/pea_policy.aspx?folderID=36866&m=links&ft=Education Guidance

CRCT-M Testing Schedule – Retest Administration

The CRCT-M retest will be administered during the same state-wide retest administration window as the CRCT. The CRCT-M retest allows up to 4 days while the CRCT allows up to 5 days.

The CRCT-M retest will be available in reading in grades 3, 5, and 8 and in mathematics in grades 5 and 8 only.

Both sections of a CRCT-M content area retest must be taken on the same day.

The time allowed for students on the CRCT-M retest is the same as that for the CRCT retest. This should be adequate time for the majority of students, especially since the CRCT-M content area tests have been shortened by 10 items.

Additional Resources

CRCT-M testing webpage: http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_CRCTM

- CRCT Content Descriptions (*The same content scope and sequence on the CRCT applies to the CRCT-M.*)
- CRCT Student Guides (*The same content scope and sequence on the CRCT applies to the CRCT-M; therefore, these guides are also applicable to the CRCT-M.*)
- CRCT-M Content Weights
- CRCT-M Participation Guidelines for 2011-12
- CRCT-M Parent Brochure
- CRCT-M Sample Items (*These documents show how the CRCT-M items look in contrast to the CRCT images and detail the changes made to increase accessibility for eligible students with disabilities.*)
- CRCT-M Score Interpretation Guide
- Presentations

End-of-Course Tests (EOCT)

Overview

Grades 9-12

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

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

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

Purpose

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

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

Description

The ten courses assessed are:

- Ninth Grade Literature and Composition
- American Literature and Composition
- Mathematics I
- Mathematics II
- GPS Algebra
- GPS Geometry

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

Student Administration Guidelines

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

- Students taking a block-scheduled course who complete the full year course in one semester will be tested at the end of that semester.
- Students following a traditionally scheduled (36-week) course will be tested at the end of the second semester of the course.
- Students who complete a course at the end of one semester (typically Economics) will be tested at the completion of the course.
- Middle-school students who are enrolled in an EOCT course (typically Mathematics I) will be tested. These students will also be required to take the appropriate CRCT.
- Students enrolled in alternative schools.
- Students enrolled in credit recovery or “make-up” courses.
- Students enrolling from non-accredited programs. **These students must pass the EOCT to receive credit for an EOCT course.** It is the responsibility of the local school system to determine whether criteria are met for awarding credit.
- Students who are enrolled in Advanced Placement (AP) and/or International Baccalaureate (IB) courses that have a corresponding EOCT should be administered the EOCT if credit is being awarded as a “core” course. If the student is completing an AP or IB course as an “elective”, after having already taken the course and the EOCT previously for core credit, the student should not be required to take the EOCT a second time.

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

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

The college instructor must issue a numeric grade for the student. A letter grade may also be issued, but the high school must receive a numeric score for the course.

The college issued grade will be used on the college transcript.

For high school credit, the course grade will be determined using the State Board approved calculation.

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

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

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

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

Test Administration

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

Systems may elect a one-day or a two-day administration; however, all schools in the system must follow the same schedule as closely as possible. Individual subject areas 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. 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 Administration Division to discuss scheduling scenarios at least two to four weeks before your local testing window opens. Since the inception of the program, a series of guidance letters have been issued by GaDOE. Systems should refer to these to ensure that practices conform to guidance. These guidance letters are available on the GaDOE website at: http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_EOCT.

The following are some examples of scheduling options for the EOCT:

- 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 (5 minutes) 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.

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 EOCT, to meet the variety of school schedules that exist, is dependent upon everyone involved in the administration protecting the integrity of the program. Each test booklet is divided into two sections, each section consisting of multiple-choice questions. Total administration time for the tests is 90-120 minutes. Additional time is required for disseminating materials, completing forms, and other test protocols. Suggested schedules for administration are provided in the test coordinator manual.

Note: Students may not complete a portion of a section and then complete the remainder of the section later in the day or the next day. This will result in an invalidation of the test. For example, if a student becomes ill during Section I and does not complete that section, the student may not complete the remainder of the Section I upon return to school. Students may complete Sections I and II in day one or Section I in day one and Section II in day two.

Grading

A student’s final grade in an EOCT course will be determined using a combination of the student’s grade in the course, (as stated by the course teacher) and the EOCT score. For students who enrolled in grade nine for the first time prior to July 1, 2011, the final grade in the course will be calculated using the teacher grade as 85% and the EOCT score as 15% of the final grade. For students enrolling in grade nine for the first time in 2011 – 2012 and beyond, the final grade in the course will be calculated using the teacher grade as 80% and the EOCT score as 20% of the final grade. Students must earn a 70 or higher as the **final course** grade to pass the course and earn credit towards graduation. When the student

repeats a course to earn credit for graduation, he/she would participate in the EOCT at the end of the repeated course. **EOCT scores will not be “banked”.**

Schools that award 1.0 credit upon completion of a year-long course, should average the EOCT as 15% or 20% (dependent upon date first enrolled in grade nine) of the final grade. School that award 0.5 credit at the end of the first semester, and 0.5 credit at the end of the second semester, should average the EOCT in as 15% or 20% (dependent upon date first enrolled in grade nine) of the final second semester course grade.

If a student is not present for the main administration or any make up administrations, the system may issue an Incomplete and allow the student to test during the next testing window. If all attempts have been made to have the student test or the student is not willing to participate, the system may issue a zero as 15% or 20% (dependent upon date first enrolled in grade nine) of their final grade. There should be sufficient documentation to indicate the student was notified of testing opportunities and was not willing to participate in the test at a future date.

Re-Test Administrations

Beginning in 2011 – 2012, re-test administrations will become a new feature of the EOCT program following the winter and spring administrations. These re-tests are intended to provide students who did not demonstrate proficiency with one additional opportunity to demonstrate their proficiency on the assessment. Additional details regarding retesting will be made available during fall 2011 through guidance memoranda.

Scores and Reports

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

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

- **Content Area Summary Reports** (system and school) – Provide information for school, system and state at the Domain Level.

Additional Information

Students who were enrolled in grade nine prior to July 1, 2011 must pass the Georgia High School Graduation Tests in English/language arts, mathematics, science, and social studies as well as the writing assessment in order to earn a regular education diploma. Those that entered grade nine for the first time between July 1, 2008 and June 30, 2011 may meet their graduation assessment requirements by passing each of the GHSGTs **or** by passing at least one of the two corresponding EOCTs in English Language Arts, Mathematics, Science, and Social Studies. All students must also take and pass the Georgia High School Writing Test to earn a regular education diploma.

Variances

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

Additional information may be located at the following link:

http://www.gadoe.org/tss_learning.aspx?PageReq=TSSLearningWaivers

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

Additional Resources

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

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

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

The Georgia Alternate Assessment (GAA)

Due to budgetary constraints, grades 1 and 2 will not be assessed during the 2011-2012 school year.

Overview

Grade K – 8 and high school

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

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

Description

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

Georgia educators informed the development of the rubric by which the student work samples are evaluated. Rubric dimensions include fidelity of the student skill and participation to the content

standard selected for assessment of the content area, the context in which the student uses grade-appropriate materials, student achievement/progress in the acquisition of skills linked to grade-level standards, and generalization of the skills across people and settings.

GAA in High School

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

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

The GAA in high school will assess standards that derive from the access courses taken by students with significant cognitive disabilities. The portfolio will be comprised of entries as follows:

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

Students pursuing a diploma, who are assessed by the GAA and do not achieve a proficient score on one or more content areas, will be offered retest opportunities just as their general education peers are offered retest opportunities for the Georgia High School Graduation Tests (GHSGT). Retest opportunities will begin during the 2011-2012 school year. Three re-test windows will be offered each

year, beginning in fall 2011. Students will only be required to retest in a content area in which they did not receive a proficient score (i.e., achieved a score of Emerging Progress). Only students who enrolled in ninth-grade during the 2008-2009 school year or after, and who are seeking a regular education diploma, need to retest. **Students seeking a special education diploma are not required to retest.**

Requirements

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

Appropriate Use of the GAA

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

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

Factors for Consideration

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

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

Who Should Participate in the GAA?

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

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

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

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

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

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

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

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

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

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

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

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

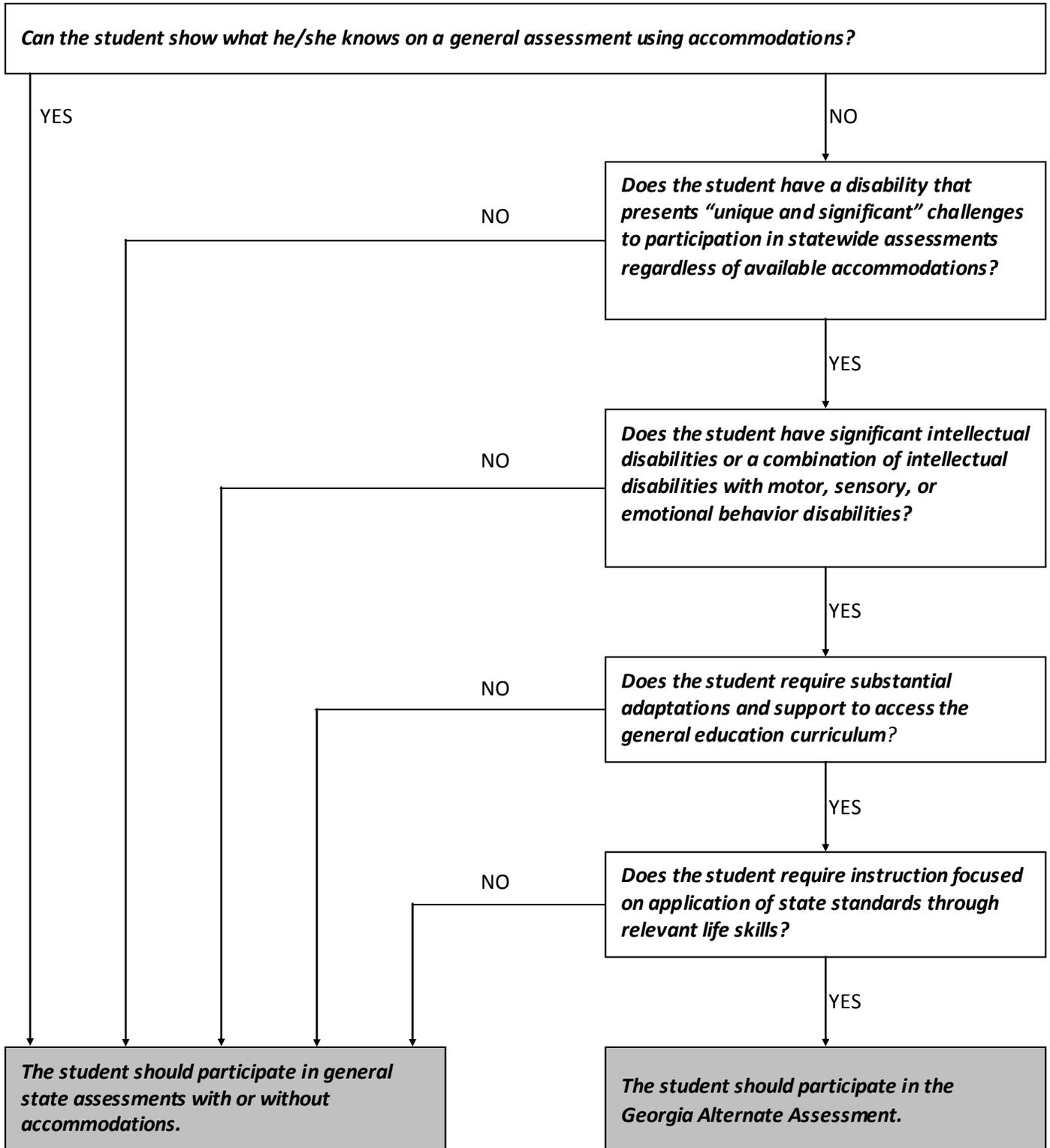
If the answer is “yes” then answer the next question.

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

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

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

Guidelines for Participation in the GAA



Reporting Period

School systems MUST first submit student portfolios in grade 11 before the GAA testing window closes. Students in all grades who participate in the curriculum working towards alternate achievement standards must be evaluated via the GAA each year. Please refer to GAA Examiner's Manual for additional information about the administration of this assessment. Relative to retest administrations, students seeking a regular education diploma will only be required to retest in a content area in which they did not receive a proficient score (i.e., achieved a score of Emerging Progress).

With the advent of re-test administrations in high school in 2011 - 2012, scores for students who re-test will be reported as follows:

Retest Window: Sept. 6, 2011 – Nov. 11, 2011: Reports arrive January 13 – 18, 2012

Retest Window: January 9, 2012 – March 30, 2012: Reports arrive June 1 – 7, 2012

or

For students who would benefit from having the full length of the GAA window for retest purposes:

Retest Window: Sept. 6, 2011 – March 30, 2012: Reports arrive June 1 – 7, 2012

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

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

Georgia High School Graduation Tests (GHSGT)

Overview

Grades 11, 12

Georgia law (O.C.G.A., Section 20-2-281) requires that curriculum-based assessments be administered in grade eleven for graduation purposes. This statute further stipulates that the State Board discontinue the Georgia High School Graduation Test (GHSGT). In April 2011, the State Board of Education adopted the Secondary Assessment Transition Plan. Students who enroll in grade nine for the first time during the 2011 – 2012 school year or after will not take or be required to pass the GHSGT. Students enrolled in grade nine for the first time between July 1, 2008 and June 30, 2011 may demonstrate proficiency through achieving a passing score on one of the two End of Course Tests (EOCT) in each content area or the corresponding content area GHSGT. Flexibility offered this cohort, allows a passing score on a content area EOCT to serve as an alternate demonstration of proficiency and stand in lieu of the requirement to pass the corresponding content area GHSGT. Because students who enrolled in grade nine for the first time prior to July 1, 2008 are subject to previous graduation rules, the requirement to pass the GHSGT remains in effect. The test is administered several times a year so that students have multiple opportunities to take the test before the end of the twelfth grade.

Georgia High School Graduation Tests: Content Area Descriptions

Georgia educators, including high school teachers and curriculum specialists, selected the knowledge and skills assessed on the graduation tests. The tests cover only a sample of the concepts and skills that constitute a complete high school education. A Georgia high school graduate will have had opportunities to learn, and is expected to have mastered, much more than these tests can address. The tests are based on the standards specified in the state-adopted curriculum. The graduation tests were aligned with the Georgia Performance Standards (GPS) according to the implementation schedule established by the State Board of Education. The implementation schedule for the GPS is available on the Georgia Department of Education web site at www.gadoe.org. In the spring of 2006 and 2007, the English/Language Arts (ELA) and Science graduation tests were dually aligned to both the Georgia Performance Standards (GPS) and the Quality Core Curriculum (QCC), ensuring that students had opportunity to learn the assessed content and skills through instruction on either the GPS or QCC. In 2008, after three years of GPS instruction in schools, these transitional tests in ELA and Science were replaced with graduation tests based exclusively on the GPS. In April 2008, new standards were set and a new scale score was created. The Social Studies graduation test followed a similar pattern of alignment, with the transitional tests for Social Studies occurring in spring 2008 and 2009 and the exclusively GPS test beginning in spring 2010. There were no transitional Mathematics tests. The GHSGT in Mathematics aligned exclusively to the GPS in spring 2011.

Effective with the fall 2011 re-test administration, Quality Core Curriculum (QCC) forms in English Language Arts, Science, and Social Studies will no longer be administered. Students who previously tested using the QCC version will re-test using the GPS/QCC Transitional forms. These transitional GHSGT forms were developed based on a carefully constructed blueprint built to ensure students have had an opportunity to learn the content and skills assessed regardless of the curriculum under which

they were instructed (whether it was the QCC or the GPS). In other words, the transitional forms are dually aligned to both the QCC and the GPS. Importantly, these forms are scored and reported on the QCC scale and are statistically equated (of equivalent difficulty) to the QCC forms. GaDOE is confident that no student will be placed at a disadvantage for the following reasons: (a) the transitional forms are aligned to the QCC; (b) the transitional forms are statistically equated to the QCC forms; and (c) remediation opportunities are likely based on the GPS (as the QCC is no longer used as the basis of instruction in our state). Detailed descriptions of the curriculum standards that are included on each of the content area tests have been distributed to every school system in Georgia and are also available on the GaDOE Web site at the [Georgia High School Graduation Tests \(GHSGT\)](#) web page. These standards have been clustered into content domains. Following is a list of the content domains included in each GPS aligned test. The content domains for the QCC version of Mathematics are also provided below. Content domains for the GPS/QCC versions are available in the Test Content Description posted to the GHSGT web page.

English/Language Arts — GPS Based

- Reading Comprehension
- Literary Analysis
- Conventions and Writing

Mathematics — GPS Based

- Algebra
- Geometry
- Data Analysis

Science — GPS Based

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

Social Studies — GPS Based

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

Mathematics — QCC Based

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

To Whom do the GHSGT Apply?

Students who entered ninth grade:

- between July 1, 2008, and June 30, 2011, may satisfy their GHSGT requirement for graduation by achieving proficiency (meeting the standard) on one of the two End of Course Tests (EOCT) in each subject area (language arts, mathematics, science and social studies) or passing the corresponding subject-area GHSGT.
- after July 1, 1994 but before July 1, 2008, are required to pass all content areas of the GHSGT to be eligible to receive a Georgia diploma. The GHSGT include English/Language Arts, Mathematics, Social Studies, and Science tests.
- between July 1993 and July 1994 are required to pass the GHSGT in English/Language Arts, Mathematics, and Social Studies to be eligible to receive a diploma.
- between July 1991 and July 1993 are required to pass the GHSGT in English/Language Arts and Mathematics to be eligible to receive a diploma.

Students who enter grade nine for the first time on July 1, 2011, or after shall not take and therefore are not required to pass the GHSGT.

School systems are responsible for notifying students and parents of the requirements for obtaining a high school diploma.

Individuals who have already left school with a Certificate of Performance or a Special Education diploma may present themselves for testing or re-testing. Re-test students should pre-register in advance of test administration so that the System Test Coordinator will know how many retest materials will be needed. Examiners are responsible for verifying student identity. Be certain to require photo identification of any “unfamiliar” students.

During the 2011 – 2012 administrations of the GHSGT, the test should be administered to the following categories of students:

- Students enrolled in grade eleven and who have not yet taken the GHSGT. These students shall test for the first time during the main administration in March 2012. These students are only required to test in the GHSGT content area in which they have not achieved a passing score on one of the corresponding content area EOCTs.
- Students who enroll in grade twelve in 2011 – 2012 (e.g. a move-in from out of state) who have not yet taken the GHSGT. These students may test for the first time at their first opportunity. These students (if enrolled in grade nine for the first time between July 1, 2008 and June 30, 2011) are only required to test in the GHSGT content area in which they have not achieved a passing score on one of the corresponding content area EOCTs.
- Students currently in high school (who entered grade nine for the first time between July 1, 2008, and June 30, 2011) who have taken but not passed the GHSGT and who have not achieved a passing score on one of the corresponding content area EOCTs.

- Students currently in high school (entered grade nine for the first time prior to July 1, 2008) who have taken but not passed one or more of the GHSGTs.
- Individuals who have left high school with a Certificate of Performance or Special Education diploma and returned to retest.

Students who enrolled in grade nine for the first time between July 1, 2008, through June 30, 2011, and who are eligible for EOCT flexibility should not be advised to defer participation in any content area for which an EOCT has yet to be taken. For example, many students take American Literature, U. S. History, and Economics during their 11th and 12th grade years. The EOCTs are traditionally administered after the GHSGT. Students should not defer taking the English Language Arts and/or Social Studies GHSGTs in anticipation that they will pass the American Literature, U. S. History, or Economics EOCT. To do so, would limit the number of opportunities these students have to achieve a passing score to earn their diploma.

When Should Students Take the GHSGT?

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

PLEASE NOTE: Students who are not classified as eleventh graders, but who meet specific criteria are eligible to take the GHSGT in their third year of enrollment.

This includes students who:

- (1) have accumulated at least nine Carnegie units (or twelve Carnegie units if the school is operating on a block schedule in which students may earn up to eight units per year) or 135 quarter hours, and
- (2) have not achieved a passing score on the graduation assessments.

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

To allow students who earn credit in a nontraditional manner more than one testing opportunity, GaDOE may allow, on a case-by-case basis and when requested by a local system, students to be tested for the first time during a retest opportunity of the GHSGT rather than the main administration. When making this request, the district shall verify and demonstrate that the students received sufficient credit hours, as noted above in (1), and the courses necessary to have had the opportunity to learn the subject matter tested.

NOTE: Students who have left school without having met all graduation assessment requirements applicable to them at the time, and have returned without having been enrolled in any Georgia public school for one academic year or more, must meet the assessment requirements for the current class in which they will enroll.

Students enrolled for their third year in high school that have fewer than the minimum number of credits necessary may qualify to test under certain circumstances.

- The student, the school, and the School Coordinator MUST demonstrate that the student is successfully pursuing a “fast-track” credit recovery program that will enable him or her to graduate within a year and the courses necessary to have had the opportunity to learn the subject matter tested. The student and/or school must request permission for testing from the System Test Coordinator. The System Test Coordinator must obtain approval for the request through the appropriate assessment specialist in the Assessment Administration Division of the GaDOE. Exceptions will be made on a case by case basis.

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

Re-enrolled students who have dropped out of school without having met all graduation assessment requirements and have remained out of school for one academic year or more may be required to take the GHS GT (See Rule 160-3-1-.07). If re-enrolled students who dropped out of school passed all parts of the Georgia Basic Skills Tests (GBST) required prior to leaving school, they do not need to pass the GHS GT. If they passed some, but not all of the GBST, they must now take the entire GHS GT. To assure that adequate testing materials are available on the day of the test, individuals who have previously left high school must pre-register for the test(s) in accordance with local school system rules and procedures.

Education of Children of Military Families

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

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

The school system must either:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If the eligible student transferred to the system from an out-of-state system at the beginning or during his or her senior year and the student will be ineligible to graduate from the school system after the

school system considers all alternatives, the school system must coordinate with the sending school system to ensure the receipt of a diploma from the sending school system.

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

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

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

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

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

Testing Schedule

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

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

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

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

There is a scheduled window for each GHSGT administration, which ranges from five days (for the fall and summer re-test administrations) to two weeks for the winter re-test administration and the spring main administration. Systems must select only one week in the state-mandated window for the main administration. The five-day period selected by the system is restricted to Monday through Friday as systems are prohibited from selecting testing days from more than one testing week. Systems may determine which day each content area is administered but it must be consistent across the district.

Test Materials

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

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

Additional Resources

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

Scoring and Reporting

The protocol used for scoring the GHSGT is rigorous and includes human inspection and scoring and rescoring using two different computer systems. It is highly unlikely that a scoring error will occur. However, System Test Coordinators may request a special hand scoring if they believe it is warranted by

contacting the Assessment Administration Division at 404-656-2668. Before requesting a hand scoring, System Test Coordinators should carefully consider several questions:

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

Special Administration for the GHSGT and GHSWT

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

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

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

For more information about the GHSGT, contact Michael Huneke at 404-232-1208 or by e-mail at mhuneke@doe.k12.ga.us.

Georgia Basic Skills Tests (BST)

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

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

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

For more information about the BST, contact Michael Huneke at 404-232-1208 or by e-mail at mhuneke@doe.k12.ga.us

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 Georgia Department of Education (GaDOE) is charged with administering and establishing guidelines for the kindergarten assessment program.

Kindergarten Student

Georgia kindergarten students are defined by FTE status as students enrolled in public school kindergarten programs by March 1 of a school year. Kindergarten 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 Georgia Performance Standards for kindergarten. There are also three non-academic domains that contribute to a student's readiness for first grade (Approaches to Learning, Personal and Social Development, and Motor Skills). The domains of Social Studies, Science, and Motor Skills are optional. Systems may require teachers to use GKIDS to collect and report information locally on student performance in these areas, but this data will not be part of the end-of-the-year report, and it is not required to be entered into the GKIDS Data Entry and Reporting web site unless required by the system. Systems have the option of requiring only some elements of Social Studies, Science, or Motor Skills to be assessed, all of the elements of these domains to be assessed, or none of the elements of these domains to be assessed.

Performance Levels

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

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

There are three non-academic areas that are assessed using GKIDS: Approaches to Learning, Personal and Social Development, and Motor Skills. The Motor Skills domain is optional. Teachers may choose to record motor skills data only for students that demonstrate an area of concern. Students are assessed using the following performance levels:

- Area of Concern
- Developing
- Consistently Demonstrating

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

Testing Windows

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

Testing Materials

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

GKIDS Data Entry and Reporting web site

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

Teacher-Generated (Formative) Reports

Teachers have the option of generating reports (on-screen and PDF) at any time during the year for instructional planning, progress reports, report cards, SST or parent conferences. On the web site, teachers can select a student report by element, standard, or strand. These reports will indicate data the teacher has entered for all domains. A class report is also available. See Section XI of the Administration Manual for sample reports.

End-of-the-Year (Summative) Reports

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

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

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

Georgia Writing Assessments

Overview

Grades 3, 5, 8, 11

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

Grade Three (3) Writing Assessment

Description

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

Types of Writing

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

Narrative

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

Informational

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

Persuasive

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

Response to Literature

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

Analytic and Holistic Scoring

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

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

Time Line for Third Grade Writing

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

Suggested Timeline:

August – September

- Determine order for teaching genres and domains
- Share with students and parents

September – March

- Integrate instruction in the genres and writing features of the four domains into the teaching of writing continuously

Required Timeline:

March 19 – 30, 2012

- Select and score writing samples for submission
- Record scores for the Individual Student Report and the Summary Report

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

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

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

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

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

Scoring Procedures and Types of Scores

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

Reporting

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

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

Class Summary Report: These reports are mandatory. The teacher also completes a Class Summary report for the class.

New for 2011-2012: Student level information will be collected and reported through a web-based application.

School and System Summary Reports will be furnished to systems.

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

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

Grade Five (5) Writing Assessment

Description

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

Types of Writing

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

Analytic and Holistic Scoring

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

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

Time Line

The Grade 5 Writing Assessment is administered during the first week of March. All grade five students will take the assessment on the same day. A make-up prompt is provided on the day that follows the main administration for those students not in attendance on the first day of testing. Testing time will be 120 minutes (one session of 120 minutes or 2 sessions of 60 minutes each). Each system will have the flexibility to determine what time of day to administer each of the sessions. No extra time will be allowed except as specified in a student's Individual Education Plan (IEP), Section 504 Plan, or Test Participation Plan (TPP).

Scoring Procedures and Types of Scores

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

Each paper will be scored by one rater in 2011 - 2012. Raters who score the student compositions are trained to understand and use the standardized scoring system. Each of the four domains of effective writing is evaluated. These domains of effective writing should be present in a composition regardless of the topic on which it is written. A strength or weakness is scored only once under a particular domain, even though these domains are interrelated during the writing process. Each domain contains scores ranging from 1 to 5 (5 being the highest score). The total weighted raw scores range from 10 (1's in all four domains) to 50 (5's in all four domains). A score of "1 to 5" is assigned to each domain by each rater. These scores represent a continuum of writing that ranges from inadequate to minimal to good to very good. Points on the continuum are defined by the scoring rubric for each domain. Scores assigned to each domain are summed. Domain scores are combined to obtain a total score for each student. In combining the domain scores, the Ideas score is given a weight of 40%; the other domains of Organization, Style, and Conventions are given a weight of 20% each. The total score is then converted to a three-digit scaled score ranging from 100-350. There are three performance levels represented: Does Not Meet (100-199), Meets (200-249), and Exceeds (250+).

Reporting

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

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

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

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

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

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

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

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

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

Grade Eight (8) Writing Assessment

Description

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

Types of Writing

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

Analytic and Holistic Scoring

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

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

Time Line

The Grade 8 Writing Assessment is administered during the third week of January. All grade eight students will take the assessment on the same day. A make-up prompt is provided on the day that follows the main administration for those students not in attendance on the first day of testing. The testing time includes 100 minutes for student-writing. No extra time will be allowed except as specified in a student's Individual Education Plan (IEP), Section 504 Plan, or Test Participation Plan (TPP).

Scoring Procedures and Types of Scores

Four domains of writing are evaluated in the grade eight writing assessment: Ideas, Organization, Style, and Conventions. Each domain consists of several components. A component is a feature of writing within a particular domain. For example, "Focus" is a component of the Ideas domain. The weight of

each domain reflects the contribution of each domain to the student's total score. Weighting means that the score a rater assigns is multiplied by the weight (importance) assigned to the domain.

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

Reporting

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

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

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

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

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

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

System Student Population Summary – The population summary indicates performance for various groups of students. For each group, the number of students tested (under standard and conditional

administrations) and mean scale scores are reported. Performance level percentages are also included for the system and state.

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

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

For more information about the Georgia Writing Assessments, contact Michael Huneke at 404-232-1208 or by e-mail at mhuneke@doe.k12.ga.us.

Georgia High School Writing Test (GHSWT)

Description

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

Type of Writing

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

Analytic and Holistic Scoring

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

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

Time Line

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

Education of Children of Military Families

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

For more information about flexibility for the Education of Military children law pertaining to the GHSWT, please see the GHSGT section of this handbook.

Scoring Procedures and Types of Scores

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

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

Reporting

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

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

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

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

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

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

The methodology used for scoring the GHSWT is rigorous and includes two raters for each paper. It is highly unlikely that a scoring error will occur. However, System Test Coordinators may request a rescore if they believe it is warranted by contacting the Assessment Administration Division at 404-656-2668 and entering the request in the MyGaDOE Portal Rescore Request Form. Before requesting a rescore, System Test Coordinators should carefully consider several questions:

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

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

For more information about the GHSWT, contact Michael Huneke at 404-232-1208 or by e-mail at mhuneke@doe.k12.ga.us.

National Assessment of Educational Progress (NAEP)

Overview

Grades 4, 8, and 12

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

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

National NAEP

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

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

For the 2011-2012 school year, a computer-based pilot assessment in writing will be administered to grade 4 students. Grade 12 will participate in a national economics assessment and a pilot assessment in both mathematics and reading from January 23 – March 2, 2012. There will also be long-term trend assessments for 9-, 13-, and 17-year olds from October 2011 through May 2012.

State NAEP

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

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

Federal and State Requirements

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

Test Administration Accommodations Provided in NAEP

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

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

Setting Format	
Alone in study carrel	Yes
Administer test in separate room	Yes
With small groups	Yes
Preferential seating	Yes 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.

Resources

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

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

College Admissions Placement Tests

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

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

SAT

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

ACT

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

Advanced Placement (AP) Exams

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

Contact Information for PSAT, SAT, ACT and AP:

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

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

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

Lexile Scores

A Lexile score is provided for every student who takes the reading Criterion-Referenced Competency Test (CRCT) and the CRCT-M. Given the phase-out of the GHSGT, Lexiles will no longer be reported on that assessment.

What is a Lexile score?

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

How is a Lexile Score produced?

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

Where to Find a Lexile Score?

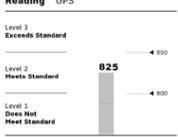
If a student takes the Reading CRCT or the CRCT-M, then he or she will receive a Lexile score on the individual student report produced from that administration. In 2007 the CRCT reports were modified to provide more extensive information on the Lexile. The following examples show the location of the Lexile score and explanations on the CRCT report. Please note that the Lexile score and explanation appear in the same location on the CRCT-M 2011 report as they do on the CRCT report.

CRCT Individual Student Report Sample

	Student: ALLISON J. MORGENSTERN	Grade: 4
	Birth date: 5/7/1999	Class: JONES
	Gender: FEMALE	School: NORTH SCHOOL
	OTID: 1345123432	System: NORTH DISTRICT

Individual Student Report Spring 2009

Reading GPS



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

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

Reading Domains

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

Performance Level 2 for Reading
The student's overall performance in reading fourth-grade materials **meets the expectation** for this grade. Students who meet the expectation understand what they read. They usually use clues in what they are reading to define new words. Students at this level can describe the characters, setting, and plot of a story. They make connections to help them understand more complicated passages. They know the difference between fact and opinion and use information from charts to answer questions. Students who meet the expectation show understanding beyond basic meaning.

Lexile® Information

This Student's Lexile Measure: 740L

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

Suggested titles that fall within this range include:

Title	Author	Lexile
Women Explorers of the Oceans	McLoone, Margo	640L
The Contest	Korman, Gordon	690L
Uncle Daney's Way	Haas, Jessie	730L

Books in this range provide a motivating challenge.

Suggested titles that fall within this range include:

Title	Author	Lexile
Beethoven Lives Upstairs	Nichol, Barbara	750L
Everglades National Park	Fazio, Wende	770L
Shoelies Joe O Black Beby	Bildner, Phil	790L

Please visit www.gdoe.org/lexile.aspx for more information.

DD-220-4-03

How will knowing a child's Lexile score help?

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

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

Where can I find more about Lexiles?

The Assessment Research and Development Division of the Georgia Department of Education has created a webpage dedicated to Lexiles and the Lexile Framework with frequently asked questions. The testing site contains a short presentation focusing on using Lexiles in the classroom and in the home.

This presentation is available in both a PowerPoint and PDF format. Please visit: <http://www.gadoe.org/lexile.aspx>

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

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

How do you find books for students using Lexiles?

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

Example of a Student's Lexile Range

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

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

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

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

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

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

TEST ADMINISTRATION

Scheduling Considerations

When scheduling tests, remember the following:

- Mandated tests **must** be scheduled in accordance with published GaDOE testing dates.
- A Statewide Assessment Calendar appears on the [GaDOE Testing web page](#) in the For Educators portlet.
- In scheduling each mandated assessment, schools must adhere to the testing times prescribed in the Examiner's Manuals. Allowing too much or too little time may result in an invalidation.
- If breaks are allowed, they should be scheduled so that an unhurried pace is maintained. 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. Volunteers should not handle test materials or manage testing logistics but may assist in the administration in other ways.

For all grades, the following procedures should be observed:

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

and in responding to problems, which may arise, particularly in testing younger students. For younger students, a proctor or assistant can speed up testing and help minimize confusion. The presence of a proctor also will assist in protecting the integrity of the testing situation. All proctors must be trained.

- The Principal, Assistant Principal, and/or designated central office staff must monitor all testing sessions. This is especially necessary when testing is being conducted in multiple locations within a building.
- Seating arrangements should ensure that each student has adequate workspace for test booklets and answer documents, with sufficient space between students to discourage copying and to permit them to handle materials comfortably. For EOCT and CRCT online assessment, measures should be taken so that students may not see adjacent computer screens to avoid incidences of cheating.
- The rooms should be well lit, adequate ventilation, a comfortable temperature, and freedom from interruption. Rooms should not be located near noisy areas, such as band rooms or play areas. A “Testing – Please Be Quiet” sign should be posted.

Preparing for Testing

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

- Organize and monitor available test-taking time. Students should try to pace themselves during testing by working quickly while maintaining accuracy. They should be aware of the time allocated for the test, as well as the number of items on the test, but should avoid clock watching. Test anxiety may increase if students are overly concerned about the time and glance at a watch or clock too frequently. Teachers should encourage students to review and check answers, if time allows.
- Encourage students to read all questions and answer choices. Teachers should instruct students to be certain they have read all choices before selecting an answer.

Makeup Sessions

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

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

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

Homebound/Hospitalized Students

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

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

For test security, examiners must check out assessment materials from the School/System Test Coordinator, administer the test on the designated date, and return materials to the School/System Coordinator at the conclusion of testing **each** day. Test 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.

Students in Home Study

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

Additional information may be located at the following link:

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

Dealing with Emergency/Unexpected Situations

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

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

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

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

Collection and Scoring

Return of Test Materials

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

Immediately after testing has been completed, appropriate personnel should perform the following tasks under the supervision of the local school/local system administrative staff.

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

Transferring Student Test Scores

It is the responsibility of local school systems to ensure that test scores become a part of students' records as soon as possible after testing, and that such records follow students to their new schools. Grade placement and high school graduation may be delayed because test scores are unavailable. Students who expect to receive a high school diploma from a Georgia public high school must have proof of passing scores on all of the required sections of the Georgia High School Graduation Tests and the Georgia High School Writing Test. A copy of State Board of Education Rule 160-5-1-.14, TRANSFER OF STUDENT RECORDS can be found on the GaDOE web site.

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

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

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

Dissemination of Test Information

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

State Dissemination of Scores

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

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

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

Individual student reports, rosters, school-level summary reports, and system-level summary reports are made available to districts via printed copy. These reports are shipped directly to school systems in care

of the System Test Coordinator at the address provided by the school system. Therefore, it is critical that school districts apprise the division of any changes in shipping addresses.

Accessing Early Results and Assessment Data Files on the MyGaDOE Portal

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

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

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

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

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

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

Email: dticket@doe.k12.ga.us

Phone: 1-800-869-1011

For information about assessment results or portal navigation, contact Assessment Research and Development at 404-656-2668.

Interpreting the Results

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

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

Public Reporting of Statewide Test Results

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

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

- Statewide data are released via a notice from the State School Superintendent along with a testing brief that is posted to the department’s web site.
- System-level data are released shortly after the release of the state-level results as soon as the ARD Division has been able to verify the information. These data are released in an Excel format on the department’s web site.
- School-level data are released shortly after the release of the system-level results as soon as the ARD Division has been able to verify the information. These data are released in an Excel format on the department’s web site.
- Data release dates will be made public no later than the day of the release of the statewide data report. Data will be released on the same day to all parties, including school systems, the media, and the general public.

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

Local System Dissemination of Scores

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

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

Retention of the Files of Test Results

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

http://sos.georgia.gov/archives/pdf/state_spec_reports/LGScheduleNov2009.pdf

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

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

Student Remediation Files

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

Student Remediation
Files

Records documenting assistance,
instruction, and remediation
provided to students who fail to
pass the high school graduation
exam

4 years after
graduation or
last attempt to
complete

Temporary - Long
Term

All test records should be retained by the school/system for as long as the data may be needed to support the student's educational program (such as GaDOE's Waiver & Variance Policy), or as required elsewhere in Georgia Board of Education rules or state law.

Contact Information

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

Dr. Melodee Davis, Director, 404-657-0312, medavis@doe.k12.ga.us

Dr. Sheril Smith, Assessment Specialist, 404-617-7135, shsmith@doe.k12.ga.us

ASSESSING SPECIAL POPULATIONS

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

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

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

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

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

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

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

Individualized Education Program (IEP) Teams

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

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

Participation in Assessments

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

Most students with disabilities can and should participate in the regular assessment program, with standard accommodations, if needed. All decisions regarding participation in the assessment program must be documented in the student's IEP. This includes: 1) which assessments the student will take, 2) what accommodations are needed for each assessment, if any, and, 3) if the student is not participating in regular assessment, why the student is not and how the student will participate in the GAA.

Impact on Graduation Requirements

Prior to 2008-2009

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

2008-2009 and Beyond

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

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

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

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

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

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

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

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

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

Local School System Responsibilities

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

Accommodation Guidelines for Students with Disabilities

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

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

English Language Learners

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

Participation of ELL Students in State Assessments

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

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

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

Use of Scores of ELL Students in AYP Determinations

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

Accommodation Guidelines for ELL Students

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

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

process for documenting the decisions of the ELL/TPC and may use the form provided in lieu of developing a local form.

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

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

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

As stipulated in the *Student Assessment Handbook* (Table 5 – Approved Accommodations for English Language Learners), only words may be translated; definitions are not permitted. Word to word dictionaries that include synonyms, antonyms, phrases, maps, pictures, and samples are not 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 not 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.

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

ELL/Test Participation Committee Plan

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

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

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

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

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

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

All English Language Learners (ELLs) are to participate in all state and locally-mandated assessments. Federal law and State Board rule mandate that the individual needs of English Language Learners (ELLs) be considered when making decisions regarding the participation of ELLs in state and locally-mandated assessments. To facilitate and document these decisions, the English Language Learner-Testing Participation Committee (ELL-TPC) process is designated in State Board rule. **If accommodations or**

deferral are determined to be appropriate and necessary for an ELL student, the completion of an ELL-TPC form is required for ELLs 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 ELL student and maintain appropriate documentation.

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

Types of Accommodations

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

Accommodations are usually broken down into the following categories:

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

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

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

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

Standard and Conditional Administrations

What is meant by "standard" and "conditional" test administration?

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

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

Conditional accommodations should be used sparingly. State Board rule sets forth the expectation that only a small percentage of students will participate through a conditional administration. **Most students can and should participate in the assessments with standard accommodations.** The use of any accommodation must be considered in light of the student's disability or language proficiency *and must be required by the student to access the test because of his/her disability or language proficiency.*

Conditional accommodations may not be provided solely as a way to ensure proficiency. The ultimate goal of any accommodation is meaningful measurement of what the student has learned.

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

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

Modifications vs. Accommodations

Accommodations do not reduce learning expectations. They provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Examples of modifications include:

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

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

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

Additional Considerations for Accommodations

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

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

Only state-approved accommodations may be considered.

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

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

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

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

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

Writing Assessment Scribe - Standard Accommodation

- Students may dictate to the scribe or in a tape recorder
- The scribe may write or use a word processor
- The scribe writes or types as the student dictates
- As the student is dictating, the scribe will ask the student to spell each word. Do not repeat duplicating words. Scribe spells the words exactly as the student states. The scribe should not punctuate. NOTE: The student may dictate prose without interruption. When the student is finished, the scribe should go back and ask the student to spell each word.
- Once the scribe has completed the writing as the student has dictated, the scribe should show the student the written document (without punctuation, capitalization, etc) and ask them to indicate to the scribe where punctuation should be placed. Please note: It is important the scribe reviews the document before the student is allowed to view the document. This assures that the scribe has not included additional information, punctuation, capitalization, etc.
- Please keep in mind that this process usually requires an extended amount of time and may also require frequent breaks.
- If a word processor is used, the final draft should be printed and placed inside the Answer Document. Please be certain that the student's GTID number is also indicated in the right-hand corner of the printout.
- Accommodations should be reflected in the student's IEP and be a part of their regular education program.

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

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

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

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

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

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

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

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

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

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

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

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

Table 5. Approved Accommodations for English Language Learners
S = Standard **C = Conditional** **NS = Non-standard**

Setting Accommodation	GKIDS	CRCT	NRT	Writing	GHSWT	EOCT	NAEP
1. ESOL Classroom	S	S	S	S	S	S	S
2. Small Group	S	S	S	S	S	S	S ⁴
3. Preferential seating	S	S	S	S	S	S	S ⁵
4. Individual or study carrel	S	S	S	S	S	S	S ⁵
5. Individual administration	S	S	S	S	S	S	S ⁴
Presentation Accommodations	GKIDS	CRCT	NRT	Writing	GHSWT	EOCT	NAEP⁶
6. Explain or paraphrase the directions for clarity (in English only) ⁷	S	S	NS	S	S	S	Standard NAEP Practice
7. Color overlays or templates	S	S	S	S	S	S	S
8. Oral reading of test questions in English only ⁷		S	NS ¹	S	S	S	S ⁴
9. Oral reading of reading passages in English only		C ²	NS ¹		S	S	
10. Repetition of directions (in English only)	S	S	S	S	S	S	Standard NAEP Practice
Response Accommodations	GKIDS	CRCT	NRT	Writing	GHSWT	EOCT	NAEP
11. Student marks answers in test Booklet		S	S		S	S	Standard NAEP Practice
12. Student points to answers	S	S	NS		S	S	S ⁵
13. Verbal response in English only	S	S	NS		S	S	S ⁵
14. Word-to-word dictionary ³	S	S	S	S	S	S	S ⁸
Scheduling Accommodations	GKIDS	CRCT	NRT	Writing	GHSWT	EOCT	NAEP
15. Frequent monitored breaks	S	S	NS	S	S	S	S
16. Extended time	S	S	NS	S	S	S	S

Cueing by school staff to stay on task is a standard accommodation on all NAEP assessments.
¹ Non-Standard for reading comprehension and vocabulary subtests only; all other subtests are standard.
² Restricted to eligible ELL students only; see guidance for eligibility. May not be used with ELL-M students.
³ Only words may be translated; definitions are not permitted. This accommodation may not be used on the QCC-based GHSWT.
⁴ Universal design element for the computer based assessments.
⁵ Accommodation must be provided by school staff.
⁶ Spanish/English version of NAEP assessment may be used for all subjects except Writing
⁷ Directions for all grades (except Science Hands-on and Interactive Computer Tasks) and Math and Science test questions (grades 4 and 8) may be read aloud in Spanish for NAEP.
⁸ Accommodation not allowed on NAEP Writing assessment.

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

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

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

Use of Advanced Reading Aids in Statewide Testing

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

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

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

and then for removing the file once the testing has been completed. Directions are also given regarding returning the file to GPAT once the testing has been completed.

- School system personnel identified on the testing form are responsible for ensuring the security of the file during installation and testing. They are also responsible for removing the file from the student's computer upon completion of testing and for returning the file to GPAT.

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

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

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

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

System Test Coordinator Signature

Date

School Test Coordinator Signature

Date

Special Education Director Signature

Date



Important Notice to All Examiners:

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

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

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

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

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

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

Signature of Responsible Party _____	Printed Name _____	Date _____
Signature of Responsible Party _____	Printed Name _____	Date _____
Signature of Special Education Director or Test Coordinator: _____	Printed Name _____	Date _____
School System _____	School _____	

State Required Codes (SRC)

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

Georgia Network for Educational and Therapeutic Support (GNETS) State Directed Codes

- 01 = Alpine Program
- 03 = Cedarwood Program
- 04 = Coastal Academy Program
- 05 = Coastal Georgia Comprehensive Academy
- 06 = Crossroads 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 = Mountainbrook Comprehensive Academy
- 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 Program
- 22 = Sand Hills Program
- 23 = South Metro Program

Primary Area

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

FTE Code	Exceptionality
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 or ETC). The assignment of a testing location will be made at the discretion of the GaDOE based on availability and capacity.

Applicable Assessments

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

Notification/Scheduling

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

Transportation

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

Accommodations

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/ci_testing.aspx.

2011-2012 State Testing Dates

Assessment	Administration Date(s)	Registration Must be Received by:
Grade 8 Writing Assessment	January 18, 2012	December 16, 2011
Georgia High School Writing Test	February 29, 2012	January 13, 2012
Grade 5 Writing Test	March 7, 2012	January 20, 2012
Georgia High School Graduation Tests	March 19 – 30, 2012	February 1, 2012
Criterion-Referenced Competency Tests	April 23 – 27, 2012	February 10, 2012

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

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

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

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

	Assessment	Administration Date(s)	Registration Must be Received by:
<input type="checkbox"/>	Grade 8 Writing Assessment	January 18, 2012	December 16, 2011
<input type="checkbox"/>	Georgia High School Writing Test	February 29, 2012	January 13, 2012
<input type="checkbox"/>	Grade 5 Writing Test	March 7, 2012	January 20, 2012
<input type="checkbox"/>	Georgia High School Graduation Tests	March 19 – 30, 2012	February 1, 2012
<input type="checkbox"/>	Criterion-Referenced Competency Tests	April 23 – 27, 2012	February 10, 2012

Will the student require assessment accommodations? Yes No

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

Forms may be submitted via mail to:

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

Forms may be submitted via fax to:

(404) 656-5976

Test Preparation

Preparation of Students

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

Practicing Test-Taking Skills vs. Teaching the Test

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

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

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

Inappropriate Use of Test Materials

Unacceptable activities that violate appropriate test preparation include the following:

- Secure test items or prompts from the GHS GT, GHS WT, EOCT, Grades 3, 5 and 8 Writing Assessments, CRCT, CRCT-M, and the NRT must not be taught to students.
- This restriction includes any manner of teaching test items during the school day and/or through homework assignments. Unauthorized access to specific test items ranges from teachers remembering a single test item to school personnel manually or mechanically copying actual test items.
- A test item from any form of the statewide tests in which only a word, phrase, or distracter has been changed must not be used with (or given to) students. The use of any form or item, which is similar to actual test items on the statewide tests, is a violation of appropriate test preparation procedure.
- Tests must not be copied or distributed. All statewide mandated tests given in Georgia are secure. Test items, student responses, and/or answer documents that are copied (by hand or by photocopying) or distributed violate test security and render the results of the test invalid.
- Test forms from the statewide testing program that have not been released must not be used as practice materials.

The activities listed here reflect unethical professional conduct and may result in official action taken against the offending staff person. The local Superintendent, the local board of education, and/or the Educator Ethics Division of the Professional Standards Commission may take such action.

Recommended Test Preparation

Although specific test items must not be taught, students should be acquainted with the format of standardized tests so they will feel comfortable when taking them. In order to foster interest rather than anxiety, teachers should use activities throughout the school year to prepare students for testing and to establish a relaxed atmosphere. These activities should be a part of the instruction and may include the following:

Practice test-taking strategies.

- Incorporate timed activities and wise use of time. Throughout the school year, teachers will want to require students to finish certain assignments and tests within a specified period of time. It is important that students do not always have an unlimited amount of time to complete class work. If students develop work habits, which include completing assignments later in the afternoon or at home, a standardized testing situation with time limitations may be frustrating.
- Design practice classroom tests to parallel standardized test formats. Students may experience difficulty with a multiple-choice test if they are unfamiliar with the format. Throughout the school year, teachers will want to expose students to multiple-choice tests and also familiarize them with a variety of writing assignments. With such exposure, students should find the statewide tests similar

to routine work throughout the year. Teachers should use items from the OAS to create practice tests.

- Use answer documents format. Marking answer documents appropriately is an important test-taking skill. Students who seldom or never mark answer documents may experience more anxiety than students who mark answer documents throughout the year on both standardized tests and classroom assignments.
- Practice following directions. One of the causes of low-test scores is the failure to follow directions. For this reason, students need to practice following directions so they will not be penalized for carelessness during statewide testing. When taking a test, students should read the directions and/or listen as the test administrator reads the directions. Teachers should emphasize to students that if they hear directions that are unclear, they should ask for clarification immediately. Teachers should repeat the directions as given in the *Examiner's Manual* or *Directions for Administration*. Teachers will want to be sure that, during practice, students understand and look for key words and phrases, such as "opposite," "same meaning as," "base word," "the word spelled correctly," "the word spelled incorrectly," etc.

Communication with Students and Parent(s)/Guardian(s)

Students and parent(s)/guardian(s) should be notified of test dates and times. Advance knowledge of the testing dates may encourage students to avoid staying up late the evening before the test and to come to school ready to test.

Students and parent(s)/guardian(s) should also know the purpose of the test, how the results will be used, and how the tests are relevant to them personally. Students should not feel undue anxiety about taking a standardized test but they should be aware of the need to perform to the best of their ability. Students should understand that it is useful for teachers to know how much their students know and how well they can use what they have learned in school.

A careful explanation of the purpose of testing and the usefulness of test results in furthering a child's progress can help parents see the value of testing for their child. Parent(s)/guardian(s) should understand that extreme test anxiety will impair their child's performance. Parent(s)/guardian(s) can contribute to good test performance by ensuring that their child is punctual and in attendance, gets plenty of rest, eats breakfast, and especially feels the support and encouragement of the parent(s)/guardian(s).

Strategies/Tips for Preparing Students for Test Taking

School systems may wish to duplicate the following pages to use as suggestion sheets for students and parent(s)/guardian(s).

Tips for Students

Before the Test:

- Prepare yourself emotionally for taking the test. If you are overly anxious about taking the test, much of your energy and potential will be sapped by the anxiety and you will not do as well as you should. It frequently helps to reduce anxiety if you know more about the test, such as what type of test you are taking, what subject areas are tested, and what is the purpose of the test.
- Follow normal routines. Interruption of normal routines may affect your performance. The night before the test you should not stay up later than usual since fatigue may lead to poor test performance. The day of the test you should eat a normal breakfast and lunch. Skipping meals or overeating before taking a test may adversely affect your performance.

At Test Time:

- Concentrate. Do not allow yourself to be distracted by noises or movements around you.
- Read instructions or directions carefully before marking any answer. If you do not understand the directions, raise your hand, and ask for help.
- Follow instructions. Pay close attention to the samples. They are on the test to help you understand what the items on the test will be like and how to mark your answer document properly.
- Keep your test booklet and answer document together. This saves time and lessens the chance of marking answers in the wrong place.
- Read the entire question and all answer choices. You need to read each item and all answer choices before marking your answers.
- Make an educated guess. Making an educated guess means that you are able to eliminate one or more choices. For example, if there are four choices and you do not know which choice is correct, but do know that two choices are incorrect; you have a 50-50 chance of choosing the correct answer. You should also remember that there is no pattern of correct answers. For example, if the last three correct answer choices were "D," the next correct answer may be A, B, C, or D.
- Place your answer correctly on the answer document. While taking tests, you should match the number on the answer document to the item number in the test booklet. This is especially important if you skip questions and go back to them later. You should mark only one answer for each item. If two answers are marked for the same item, the item will be counted as incorrect. If you erase an item, you should be certain that it is erased completely and carefully so that holes are not made in the answer document.

- Keep track of the time. Since most statewide tests have a time limit, be aware of the amount of time allocated to each section. Pace yourself so that you will be able to complete the section within the time limit. Use all of the time allocated. Persistence pays off.

Helpful Web Site for Test Taking Tips and Strategies

The site listed below has useful test-taking tips and strategies. They may be copied and shared with teachers, parents, and students.

<http://www.testtakingtips.com>

The Online Assessment System

Overview

The Online Assessment System (OAS) is a tool that districts may use in multiple ways. The OAS contains test items related to content areas assessed by the CRCT, CRCT-M, EOCT, GHSGT, NAEP, and the Writing assessments. However, OAS items do not have the item modifications that are used on this assessment. Teachers and administrators utilize the OAS to develop formative and summative assessments aligned to the curriculum to help assist in informing instruction. To encourage the integration of instruction and assessment, the OAS will be available throughout the school year. The OAS will be available beginning August 15, 2011 for the 2011 – 2012 school year. The OAS can be found at www.georgiaoas.org.

Items

The OAS offers items from previously released Georgia mandated assessments – CRCT, GHSGT, EOCT and the Writing assessments. We also offer NAEP items for teachers to access for practicing for the national assessment or state mandated assessments. Released items from other states are available on the OAS to further enhance the bank of items available for assessment development. Also available are constructed response items. These items will allow teachers to assess in new ways beyond the multiple choice format. All items, like the actual secure test items, have been reviewed by Georgia educators for their quality and their adherence to the Georgia curriculum. Items in the OAS are aligned to the Georgia Performance Standards to reflect the state’s curriculum.

OAS Assessment Levels

The OAS is comprised of three levels. Student Level (Level I) provides student access to a minimally secure set of items for purposes of self-assessment, remediation, and/or enrichment. These tests can be taken at any time from any computer with access to the World Wide Web. Teacher Level (Level II) of the OAS is secure and accessible to teachers for creation of tests to evaluate students as they complete instructional units or sequences of instruction. Teachers may design these tests to be taken in class or at home. System Level (Level III) is available for System Test Coordinators and Curriculum Coordinators to create and assign tests to distribute to an entire district. Within Level III, the Georgia Online Assessment System offers several pre-built assessments to schools/systems. These pre-built assessments will include benchmarks and framework tests.

Elementary and Middle School Benchmarks

For elementary and middle schools, three sets of benchmarks are provided for grades 1-8 reading/English language arts combined, grades 1-8 mathematics , and grades 3-8 science. The benchmarks contain items from all domains and the items sample all curriculum standards at a specific grade level/content area. The imperative characteristic of the assessments deal with their format; specifications of the benchmarks approximate the specifications of the actual end-of-year-summative

assessment. Therefore, students who participate in the benchmarks have an opportunity to familiarize themselves with the format of the CRCT. Three sets of benchmarks are planned for periodic release in Level 3 of the OAS.

High School Benchmarks

For high schools, a benchmark will be available for each of the EOCT courses including Math I, Biology, Physical Science, and a combined assessment for 9th Grade Literature and American Literature.

Framework Tests

In addition to the benchmark assessments, framework tests have been created for grades sixth, seventh, and eighth grade in Reading, English/Language Arts, Mathematics, and Science. The framework tests are designed to follow the scope and sequence of the State Frameworks for the first two ten-twelve week intervals. This will allow schools and systems to assess students following the curriculum for which students have received instruction.

User Creation

To gain access to the system, users need to go to www.georgiaoas.org and use their Login ID and password to enter the system. Personal logins and passwords are necessary to access teacher-assigned tests and to share results obtained. These personal login IDs and passwords are assigned by school districts to the students and teachers at their schools. Student login IDs will be created to match the student's Georgia Test Identifier (GTID). School districts can create login IDs through the Roster Import process by exporting data out of their Student Information System and uploading them into the OAS. Schools can also create their own login IDs manually.

However, parents and others without personal login IDs can log on to the OAS using generic login IDs and passwords for each grade. The generic login and passwords are the same and follow the pattern displayed below.

UserID	Password
Grade1	Grade1
Grade2	Grade2
Grade3	Grade3
Grade4	Grade4
Grade5	Grade5
Grade6	Grade6
Grade7	Grade7
Grade8	Grade8
Gradehs	gradehs

Training

Each year, the GaDOE in conjunction with the Online Assessment System vendor offers training. These trainings deliver basic instruction of the OAS in hands-on format so that educators can redeliver training to users throughout their systems.

In addition to scheduled training, there will be various online learning opportunities. There are training scenarios along with manuals and documentation available on the www.georgiaoas.org web site that allows users to quickly access information and quick simulations of various functionalities of the OAS. This will give users immediate answers to training questions in an interactive format.

Support

Interactive Web-based technology will be used to maintain and administer the OAS. The OAS Help Center is available from 7:00 AM to 9:00 PM eastern standard time at 1-866-215-6881 or by email at gaoas_support@hmco.com. Also available is Live Remote Assistance that allows users to access live online support through their computers. Users can communicate with support representatives through a chat interface. Users can take part in a screen sharing session where support persons can take control of the user keyboard and mouse for troubleshooting and training purposes. This allows users to resolve problems without making a phone call or leaving the classroom.

Training documentation, online simulations, Roster Import information and more can be found at <http://www.georgiaoas.org>.

If you have further questions, contact Joe Blessing at 404-656-2589 or by email at jblessin@doe.k12.ga.us for more information about the Online Assessment System.

Sample Forms /Required

The following forms are required by the GaDOE at various times during the school year as related to the assessment program. The due dates will be specified on each form (if applicable).

All System Test Coordinators should be aware of these forms and when each form is due. Questions about the forms can be addressed by contacting the Assessment Administration Division at 404-656-2668.

The following required forms should be completed (as necessary) and submitted to the GaDOE. E-mail attachments of these forms cannot be accepted. Please complete these forms on-line. All forms are located on the Portal.

Superintendent's Certification Form January (GaDOE 0385)

Superintendent's Certification Form July (GaDOE 0385)

Testing Irregularity Form

Rescore Request Form

Special Administration Request Form

The following required form should be completed and maintained at the system. This form is not available on the Portal and should not be submitted to the GaDOE.

Principal's Certification Form

Superintendent's Certification

Summer/Fall Adherence to Prescribed Test Administration Procedures

Check the appropriate response. Give a full explanation for all items for which the response was "NO." Attach the explanation on an additional sheet.

YES NO

1. Test materials were properly inventoried and stored in a secure location prior to test administration.
2. A certified building level official was responsible for test material distribution and storage while materials were in the school and was held accountable for all test booklets sent to that building.
3. This system adhered to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results, and department testing dates and the reporting of irregularities established in the **Student Assessment Handbook, System and School Test Coordinators' Manual(s)**, assessment supplements, correspondence. (Any and all irregularity documentation was sent to the appropriate program manager at the Georgia Department of Education.)
Summer/Fall Test Administrations: (July – Dec.) GHS/GT/GHSWT, NRT, EOCT
Winter/Spring Test Administrations: (Jan. – Jun) Grade 3, 5, and 8 Writing, GKIDS, GHS/GT/GHSWT, NRT, CRCT, CRCT-M, EOCT, GAA, **Other:** NAEP, ACCESS for ELLs
4. How many irregularities (IRR) were reported to the Georgia Department of Education? How many of those irregularities resulted in assessment invalidation (INV)?

	IRR	INV		IRR	INV		IRR	INV		IRR	INV
CRCT			GHS/GT			5-Writing			NRT		
CRCT-M			GHSWT			8-Writing			ACCESS		
EOCT			3-Writing			GAA			GKIDS		
									NAEP		

5. If any possible unethical behavior occurred regarding testing policies and procedures, the Educator Ethics Division of the Professional Standards Commission has been notified.
6. The system superintendent reviewed and approved system testing administration plans.
7. Building level personnel received training in appropriate administration procedures.
8. Students with disabilities or students who received ESOL services received accommodations in accordance with their IEPs, IAPs, or ELL/TPC Plans.
9. All students appropriately participated in the Statewide Student Assessment Program.
10. System and/or building administrative personnel monitored testing sites.
11. The system has accounted for, disposed of and/or returned testing materials in accordance with stated time lines and instructions in the **Student Assessment Handbook, System and School Test Coordinators' Manual(s) and Assessment Guides**.

System Name Date

System Test Coordinator (signature) Date

System Superintendent (signature) Date

Submit this completed form on-line NO EARLIER THAN December 15, 2011, and NO LATER THAN January 31, 2012.
 Georgia Department of Education, Assessment Administration Division, 1554 Twin Towers East, Atlanta, Georgia
 30334-5030; FAX – 404-656-5976 Form DE 0385

Superintendent's Certification

Winter/Spring Adherence to Prescribed Test Administration Procedures

Check the appropriate response. Give a full explanation for all items for which the response was "NO." Attach the explanation on an additional sheet.

YES NO

1. Test materials were properly inventoried and stored in a secure location prior to test administration.
2. A certified building level official was responsible for test material distribution and storage while materials were in the school and was held accountable for all test booklets sent to that building.
3. This system adhered to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results, and department testing dates and the reporting of irregularities established in the **Student Assessment Handbook, System and School Test Coordinators' Manual(s)**, assessment supplements, correspondence. (Any and all irregularity documentation was sent to the appropriate program manager at the Georgia Department of Education.)
Summer/Fall Test Administrations: (July – Dec.) GHSGT/GHSWT, NRT, EOCT
Winter/Spring Test Administrations: (Jan. – Jun) Grade 3, 5, and 8 Writing, GKIDS, GHSGT/GHSWT, NRT, CRCT, CRCT-M, EOCT, GAA, **Other:** NAEP, ACCESS for ELLs
4. How many irregularities (IRR) were reported to the Georgia Department of Education? How many of those irregularities resulted in assessment invalidation (INV)?

	IRR	INV		IRR	INV		IRR	INV		IRR	INV
CRCT			GHSGT			5-Writing			NRT		
CRCT-M			GHSWT			8-Writing			ACCESS		
EOCT			3-Writing			GAA			GKIDS		
									NAEP		

5. If any possible unethical behavior occurred regarding testing policies and procedures, the Educator Ethics Division of the Professional Standards Commission has been notified.
6. The system superintendent reviewed and approved system testing administration plans.
7. Building level personnel received training in appropriate administration procedures.
8. Students with disabilities or students who received ESOL services received accommodations in accordance with their IEPs, IAPs, or ELL/TPC Plans.
9. All students appropriately participated in the Statewide Student Assessment Program.
10. System and/or building administrative personnel monitored testing sites.
11. The system has accounted for, disposed of and/or returned testing materials in accordance with stated timelines and instructions in the **Student Assessment Handbook, System and School Test Coordinators' Manual(s) and Assessment Guides.**

System Name Date

System Test Coordinator (signature) Date

System Superintendent (signature) Date

Submit this completed form on-line NO EARLIER THAN June 1, 2012, and NO LATER THAN July 31, 2012.

Georgia Department of Education, Assessment Administration Division, 1554 Twin Towers East, Atlanta, Georgia 30334-5030; FAX 404-656-5976

Form DE 0385

System Test Coordinator Report Form

Testing Irregularities Report Form

If you become aware of a testing irregularity at any time during the testing window, immediately contact the Assessment Specialist for the specific testing program at the Assessment Administration Division of the GaDOE. Explain the details of the irregularity to the GaDOE representative. The GaDOE may ask you to provide written documentation using this form (in addition to entering the information on to the Irregularity Survey on the MyGaDOEPortal. If necessary, complete this form and return to the GaDOE via fax at (404) 656-5976. The irregularity must also be documented on the 0385 Form. This form must be completed in its entirety.

Test Name: _____

Date: _____

System Name: _____

3-Digit System Code: ____ _

School Name: _____

4-Digit School Code: ____ _

Grade: _____

Subject(s): _____

System Test Coordinator Name: _____

School Test Coordinator Name: _____

Student Name: _____

9-Digit FTE: _____

10-Digit GTID: _____

Student Name: _____

9-Digit FTE: _____

10-Digit GTID: _____

Student Name: _____

9-Digit FTE: _____

10-Digit GTID: _____

(If an entire class is being considered for an Irregularity/Invalidation, attach a class roster with names, FTE and GTID numbers.)

Irregularities in Security Procedures:

Irregularity due to content being disclosed, coached, or distributed.

Irregularity due to cheating.

Irregularity due to Test Administrator altering responses during or after testing.

Irregularity due to lost test materials.

Explain: Attach documentation and use the back of this page to provide a written explanation of the incident. (This form may be reproduced.)

Irregularities in Test Administration:

Irregularity due to materials being distributed inappropriately:

Irregularity due to directions not being followed:

Irregularity due to testing interruption:

Irregularity due to environmental teaching aids being exposed:

Other

Explanation of the Irregularity

Rescore Request Form

Assessment Name: _____

System: _____

System Code: _____

School: _____

School Code: _____

Test Coordinator: _____

Student Name: _____

Grade: _____

FTE: _____

GTID: _____

Content Areas: _____

Date of administration: _____

Reason for request: _____

Invoice remits to: _____

Ship to and Attention: _____

Reminder to System Test Coordinator:

- All rescore request must originate and be approved by the System Test Coordinator.
- Please allow at least two weeks for return of rescoring results.
- Fees vary. Please contact the Assessment Administration Division for fee information.

Please enter this information on the MyGaDOE Portal of the Assessment Survey – Rescore Request.

Special Administration Request Form

Assessment Name: _____

System: _____

System Code: _____

Test Coordinator: _____

Student Name: _____

Grade: _____

FTE: _____

GTID: _____

Reason for request: _____

Date of special administration: _____

(Please do not schedule the special administration earlier than 2 weeks from the date of this request)

Location of special administration: _____

Examiner Name (must be certified): _____

Invoice remits to: _____

Ship to and Attention: _____

Reminder to System Test Coordinator:

- A signed letter by the superintendent must accompany this document before approval may be given to administer a special administration.
- Special administrations must be requested and approved by both the Superintendent and the System Test Coordinator.
- All test materials should be removed from the school. Return answer document(s) to appropriate vendor. It is the responsibility of the System Test Coordinator to ensure that materials are removed from the school and either returned or destroyed depending upon the guidelines for the assessment.
- Fees vary. Please contact the Assessment Administration Division for fee information.

Sample Forms/Optional

The state-testing program does not require the following forms. However, many systems have developed forms that assist them in record keeping and accountability. The GaDOE expresses its appreciation to System Test Coordinators who have made these forms available for inclusion in the *Student Assessment Handbook*. Please feel free to modify these forms as necessary to fit the needs of your system.

Georgia High School Graduation Test Roster

Examiner's Certification of Adherence to Prescribed Test Administration Procedures

Test Participation Documentation for Eligible ELL Students

Georgia High School Graduation Tests Roster

Teacher _____ School _____ Date _____

Last Name, First Name	Student FTE/GTID Number	ELA		Math		Science		Social Studies		Answer Document Turned In (Initial)	Test Form Numbers
		Out	In	Out	In	Out	In	Out	In		
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											
26											
27											
28											
29											
30											

Examiner's Certification of Adherence to Prescribed Test Administration Procedures

NAME OF SCHOOL _____

(Insert Date – Assessment)

Check appropriate response and explain any problems relating to security or administration procedures, which may have occurred. Use an additional sheet as necessary.

- | YES | NO | |
|-----|-----|---|
| () | () | 1. The <i>Examiner's Manual</i> was thoroughly reviewed prior to the first testing session. |
| () | () | 2. All Testing Materials were carefully counted when received. Any discrepancies were reported to the School Test Coordinator and were successfully resolved. |
| () | () | 3. All testing materials were kept in a secure location while in the examiner's possession and no one was allowed to record, copy or make a conscious mental note of any testing item, answer documents and/or student responses. |
| () | () | 4. All procedures for testing as given in the <i>Examiner's manual</i> , including readings of all directions to students word for word, were followed. |
| () | () | 5. No student left the room during a testing session. If an emergency situation did necessitate a student's leaving, an explanation can be found on the back of this sheet. |
| () | () | 6. Proper classroom control was maintained and students were on task during the testing period. |
| () | () | 7. While students were assisted with procedural aspects of the test, no assistance was offered which could have influenced a student's response to any test item. |
| () | () | 8. All answer documents were inspected under the supervision of an administrator and not in isolation. All demographic information was completed as required. |
| () | () | 9. The use of reference materials was not allowed unless specified in the Examiner's Manual. |
| () | () | 10. A roster of students was maintained and turned in to the School Test Coordinator along with an answer document for each student taking all or part of the test. |
| () | () | 11. All testing materials issued were carefully counted and returned to the School Test Coordinator. |

Examiner's Signature _____

Date _____

Part Two: Consideration of Accommodations

1. Will the student participate in all required assessments without accommodations?

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

2. Determine the accommodations the student needs in order to meaningfully participate in each assessment this school year and document them using the appropriate form. These accommodations will be taken from Table 5, found in the *Student Assessment Handbook* and/or test administration manuals. Any accommodation considered that is not found in the *Student Assessment Handbook* **must** be approved by the Assessment Administration Division of the GaDOE prior to use. All accommodations must be consistent with classroom instruction and assessment.

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

Content area and/or grade level _____

ELL/ESOL Teacher/Aide _____ Date _____

Certified Educator _____ Date _____

Parent/Guardian _____ Date _____

Student (if 18 years or older) _____ Date _____

Administrator _____ Date _____

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

Student Name _____

Student GTID # _ _ _ _ _

Name of Assessment				
Deferred (Math, science, and EOCT may not be deferred)				
Setting				
Presentation				
Response				
Scheduling				

Web Resources

The GaDOE provides extensive resources via the web. The following information is provided so that systems can utilize these resources to effectively communicate information to students, parents, and teachers.

Useful main pages for various topics are as follows:

ACCESS	http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_ACCESS
AP, PSAT, SAT	http://www.gadoe.org/ci_iap_satap.aspx
CRCT	http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_CRCT
CRCT-M	http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_CRCTM
ELL/ESOL	http://www.gadoe.org/ci_iap_esol.aspx
EOCT	http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_EOCT
Exceptional Students	http://www.gadoe.org/ci_exceptional.aspx
GAA	http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GAA
GHSGT	http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GHSGT
GKIDS	http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GKIDS
GPS	http://www.georgiastandards.org
Lexiles	http://www.gadoe.org/lexile.aspx
NAEP	http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_NAEP
NRT	http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_NRT
OAS	http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_OAS
Variances	http://www.gadoe.org/tss_learning.aspx?PageReq=TSSLearningWaivers
Writing Assessments	http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_WA

The URL for the main page of the GaDOE web site is www.gadoe.org.

http://gadoe.org/index.aspx

Home About GaDOE State Board of Ed. School Improvement Curriculum Data Reporting

DEPARTMENT OF
STATE OF GEORGIA
EDUCATION
1776

Dr. John D. Barge, State School Superintendent

Improving student achievement.
Georgia Department of Education

ALERTS: **AskDOE**

HOT TOPICS

About the GaDOE

- ◆ [Superintendent Dr. John D. Barge](#)
- ◆ [Georgia's Race to the Top \(RT3\)](#)
- ◆ [GaDOESource Newsletter](#)
- ◆ [AskDOE](#)
- ◆ [Stimulus Funding](#)
- ◆ [Proposed Rulemakings](#)

Careers

- ◆ [Working at GaDOE](#)
- ◆ [Teaching in Georgia](#)
- ◆ [Troops to Teachers](#)

Testing

- ◆ [CRCT](#)
- ◆ [Graduation Tests \(GHS GT\)](#)

<< FEATURE >>

GHS GT Phase-Out Plan

State Board of Education Approves Plan to Phase Out Graduation Test

[READ >>](#)

STATE SUPERINTENDENT

 **Dr. John D. Barge**

[Learn More About Dr. John D. Barge](#)

SCHOOL REPORTS



Site Index by Subject

Find:

To link to the main page for Testing, click on the drop down arrow and go to 'Testing'. Click here for the testing page.

Testing Program Information

This page will give a link for all testing programs and the main testing page.

Main testing page:

The screenshot shows the Georgia Department of Education website. The browser address bar displays http://gadoe.org/ci_testing.aspx. The page features a navigation menu with links: Home, About GaDOE, State Board of Ed., School Improvement, Curriculum, and Data Reporting. Below the navigation is a banner with the Georgia Department of Education logo and the tagline "Improving student achievement." A search bar labeled "AskDOE" is present. The main content area is titled "Curriculum, Instruction and Assessment Assessment" and includes a sub-header "Producing well-designed assessments aligned to the state curriculum with timely dissemination of results." The page is organized into several sections: "DIVISIONS" with links for Federal Programs and School Improvement; "CONTACT INFORMATION" for Melissa Fincher, Associate Superintendent, and Melodee Davis, Director of Assessment; "MISSION" describing the Georgia Student Assessment Program; "ASSESSMENT RESOURCES" with links for Test Score Ranges (2010-2011 and 2009-2010); and "FOR EDUCATORS" with links for Memoranda & Announcements, 2010-2013 Testing Calendar, Student Assessment Handbook, Principal's Certification Form, and Accommodations Manual. A box on the right side of the page contains the text "Memoranda and Announcements" and "Statewide Testing Calendar", with an arrow pointing to the "Memoranda & Announcements" link in the "FOR EDUCATORS" section.

Important Memoranda and Announcements for System Test Coordinators

Important update information is posted for all System Test Coordinators via the GaDOE web site. On the main testing page, look at For Educators – Memoranda and Announcements. The URL for this page is http://www.gadoe.org/ci_testing.aspx. System Test Coordinators should access this site weekly to check for information.

The screenshot shows the Georgia Department of Education website. The header includes the state seal, navigation links (Home, About GaDOE, State Board of Ed., School Improvement, Curriculum, Data Reporting), and the slogan "Helping students excel." Below the header is a search bar labeled "AskDOE". The main content area is titled "Curriculum, Instruction and Assessment Assessment" with the tagline "Producing well-designed assessments aligned to the state curriculum with timely dissemination of results." The "Memoranda & Announcements" section is highlighted, featuring a text block about the statewide student assessment program and a table of 2011 memoranda.

DEPARTMENT OF STATE OF GEORGIA EDUCATION
1776
Dr. John D. Barge, State School Superintendent

Home About GaDOE State Board of Ed. School Improvement Curriculum Data Reporting

Helping students excel.
Georgia Department of Education

AskDOE Search

Home » About GaDOE » Office of Standards, Instruction and Assessment » Testing » For Educators

Curriculum, Instruction and Assessment Assessment
Producing well-designed assessments aligned to the state curriculum with timely dissemination of results.

DIVISIONS

- Federal Programs
- School Improvement

CONTACT INFORMATION

Melissa Fincher
Associate Superintendent,
Assessment and
Accountability
1554 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
(404) 656-2668
(404) 656-5976
mfincher@doe.k12.ga.us

Memoranda & Announcements

The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the local level.

2011 MEMORANDA AND ANNOUNCEMENTS

3/24/2011	Assessment Directors, Special Education Directors	Tony Eitel
Nominations of Educators for the Georgia Alternate Assessment (GAA) Confirmatory Standard Setting, Grade 11 Mathematics Memo Form		
3/17/2011	System Test Coordinators, System Curriculum Coordinators	Tony Eitel
Nominations of Educators for Georgia End-of-Course Tests (EOCT) Data Review Memo		

National Assessment of Educational Progress

The National Center for Education Statistics provides information and materials for students, parents, teachers, and the community. The web site is <http://www.nces.ed.gov/nationsreportcard>. Item banks and NAEP results can be found at this site.

The screenshot shows the homepage of the National Center for Education Statistics (NCES) website. At the top, there is a navigation bar with links for 'NewsFlash', 'Staff', 'Contact', 'Site Index', and 'Help'. Below this is a search bar with a 'Go' button. The main content area features a large banner for 'THE NATION'S REPORT CARD' with the text 'Explore Online Tools' and 'Powerful tools are available to help you access and use NAEP data, released annually, and information about participating states.' A callout box with a black border and white background points to the 'NAEP Item Bank' link in the banner. The callout box contains the text 'NAEP Results' and 'NAEP Item Bank'. On the left side of the page, there is a sidebar with a search bar and a list of links under the heading 'ABOUT NAEP...' and 'SUBJECT AREAS...'. The sidebar links include 'overview', 'long-term trend', 'high school transcript study', 'special studies', 'selected schools', 'parents', 'researchers', 'media', 'educators', 'tech documents', 'arts', 'civics', 'economics', 'geography', 'mathematics', 'reading', 'science', 'u.s. history', and 'writing'. The top navigation bar also includes links for 'Publications & Products', 'Surveys & Programs', 'Data Tools', 'Tables & Figures', 'Fast Facts', 'School, College, & Library Search', 'Annual Reports', and 'What's New?'. There is also a 'KIDS ZONE' logo in the top right corner.

Explore NAEP Questions

After each assessment, NAEP releases dozens of sample questions to the public—more than 2,000 questions are currently available. The tools featured here can be used to supplement classroom instruction, provide additional insight into the content of the assessment, and show what students nationally or in your state or district know and can do. Explore the tools or print a [quick reference guide](#) to find out more about NAEP.

Questions Tool >>



Explore a database of released NAEP questions.

See video preview. ▶

Item Maps >>



See what students at each achievement level are likely to know and can do.

Test Yourself >>



Try out actual questions administered to students in the NAEP assessments.

Scoring >>



Learn how NAEP questions are scored.

What's New?

- 2007 [mathematics](#), [reading](#), and [writing](#) assessments.
- 87 multiple-choice and 47 constructed-response questions from the 2007 assessments now available in the Questions Tool

Explore the latest released questions from the 2007 [mathematics](#), [reading](#), and [writing](#) assessments.

Institute of Education Sciences U.S. Department of Education

ies NATIONAL CENTER FOR EDUCATION STATISTICS

NewsFlash Staff Contact Site Index Help

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ABOUT NAEP... SUBJECT AREAS... HELP SITE MAP CONTACT US GLOSSARY NEWSFLASH

SAMPLE QUESTIONS ANALYZE DATA STATE PROFILES PUBLICATIONS

search NAEP go

NAEP Data Explorer

National Assessment of Educational Progress (NAEP)

Welcome to the NAEP Data Explorer!

[Get help](#)

Do you have questions about what the nation's students know and can do? With the NAEP Data Explorer (NDE) you can create statistical tables and graphics to help you find answers. Explore the results of decades of assessment of students' academic performance, as well as information about factors that may be related to their learning.

Choose a version...

Quick Start – Provides convenient access to data about student performance in terms of NAEP's scale scores and achievement levels for major reporting group variables. Enables you to format basic tables and graphics.

[Go to Quick Start](#) [Read the Quick Start introduction](#)

Advanced – Provides full access to student groups' scale scores and achievement-level performance for any NAEP variable; allows additional flexibility in generating and

[Accessible version](#) of the NAEP Data Explorer.

First time user? Can't remember where to begin? [View the tutorial](#).

Detailed tables of NAEP Results

Tutorial on using the data tool