2024-2025 Student Assessment Handbook

Office of Assessment and Accountability
Georgia Student Assessment Program
Staff Contact List

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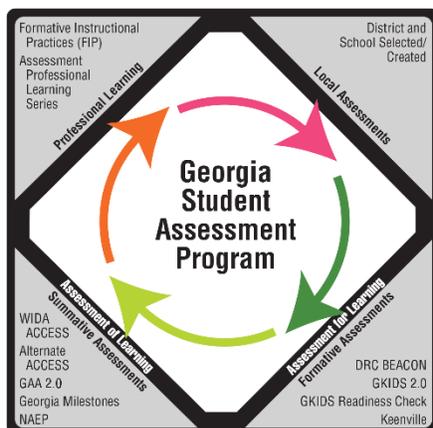
The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and to use assessment results to improve teaching and learning. Results of the assessment program are utilized to identify the extent to which students have mastered the state's academic content standards, to provide teachers with feedback about instructional practice, and to assist local education agencies (LEAs) in identifying strengths and weaknesses to establish priorities in planning educational programs.

The Georgia Student Assessment Program includes a set of both formative and summative assessments that work together to provide insights to improve teaching and learning. This balanced approach to assessment provides data for a variety of stakeholders to inform decisions, whether at a policy, LEA, school, or classroom level to support the improvement of Georgia's education system. Georgia's balanced approach to assessment maintains a purposeful amount of accountability and insights on how Georgia's students are doing while also focusing time and resources on improving student learning at the classroom level during the school year.

Formative assessment is assessment *for* learning. It takes place while instruction is still occurring to gather immediate feedback that identifies students' academic strengths and areas for growth, to plan differentiated instruction, and to support student learning. Georgia's statewide formative assessments include GKIDS Readiness Check, GKIDS 2.0, and DRC BEACON.

Summative assessment is assessment *of* learning. It takes place at the end of an instructional period and measures student achievement, or mastery of intended learning outcomes. Statewide summative assessment data is typically used to assess instructional programs, support school and district improvement efforts, and to inform policy decisions. Georgia's statewide summative assessments include ACCESS, Alternate ACCESS, GAA 2.0, and Georgia Milestones. Georgia also participates in the National Assessment of Educational Progress (NAEP) in grades 4, 8, and 12.

Multiple professional learning opportunities are available for educators, including Georgia Formative Instructional Practices (FIP), to support their understanding and use of assessment data in informing classroom instructional practice.

The *Student Assessment Handbook* (SAH) is intended to provide System Test Coordinators (STCs) and other personnel assigned duties and responsibilities related to statewide student assessments with policy and guidance regarding those assessments. The SAH provides policy, resources, and direction supporting the integrity of the assessment and to assure that results are valid and reliable. Occurrences that violate test security risk damage to test integrity and could result in the invalidation of a system's test scores.

All mandatory assessments listed on the next page are required under federal and/or state law. Those required solely under state law are indicated.

State-Mandated Assessments:
ACCESS in grades K-12 and Alternate ACCESS
- Grades K-12
  - Listening, Speaking, Reading, and Writing

Georgia Alternate Assessment (GAA 2.0)
- Grades 3-8 and high school
  - English Language Arts and Mathematics
- Grades 5, 8, and high school
  - Science
- Grade 8 and high school
  - Social Studies

Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)

Georgia Milestones Assessment System
- Grades 3-8 End-of-Grade
  - English Language Arts and Mathematics
- Grades 5 and 8 End-of-Grade
  - Science
  - HS Physical Science (Grade 8 only)
- Grade 8 End-of-Grade
  - Social Studies
- High School End-of-Course
  - American Literature and Composition
  - Algebra: Concepts and Connections
  - Biology
  - U.S. History

National Assessment of Educational Progress (NAEP)
- National Assessments in Reading and Mathematics in grades 4, 8, and High School

Optional Formative Assessments:
DRC BEACON Early Years
- Grades K-2
  - English Language Arts
  - Mathematics
  - Fluency and Oral Language Assessment (FOLA)
  - Universal Reading and Dyslexia Screening Profiles

DRC BEACON
- Grades 3-8
  - English Language Arts
  - Mathematics
  - FOLA and Universal Reading and Dyslexia Screening Profiles (Grade 3)

COMMON ASSESSMENT TERMS

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

- *standard accommodations* provide access to the assessment without altering the construct measured by the assessment.
- *conditional accommodations* are more expansive accommodations that provide access for students with more severe disabilities or limited English proficiency that would not be able to access the assessment to demonstrate their achievement without such assistance. Conditional accommodations may only be provided to students who meet specified eligibility criteria. State Board of Education Rule (160-3-1-.07) restricts conditional accommodations to a small percentage of students.

achievement levels: An achievement level refers to a range of scores that defines a specific level of achievement, as articulated in the Achievement Level Descriptors (ALDs). The four achievement levels reported for Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The four achievement levels reported for the Georgia Alternate Assessment are *Level 1, Level 2, Level 3,* and *Level 4.*

achievement level descriptors (ALDs): An achievement level descriptor (ALD) is a narrative statement describing each achievement level in terms of what the student has learned and is able to do.

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

administrative procedures: practices that are often included in test administration manuals (e.g., minimizing distractions).

computer-adaptive test (CAT): A test administered via computer and designed to adjust the level of difficulty based on the test taker's responses to prior questions. CATs customize the items administered to match the level of knowledge and ability of the test taker.

criterion-referenced test (CRT): A test designed to measure student performance as compared to an established criterion or standard. The scores on a criterion-referenced test have meaning in terms of their relation to the performance expectations set for the specific group or test takers and content being tested (e.g., Grade 3 ELA, Grade 5 Mathematics).

did not attempt (DNA): A designation indicating that a student **Did Not Attempt** an assessment according to the rules established for the assessment. DNAs are applied by the Office of Assessment and Accountability. Students with a DNA do not receive scores and are not included when computing statistics for assessment summary reports.

domain: A group of related curricular standards within a content area. For example, the Georgia Milestones assessment program provides information at the domain level to help educators determine the relative strengths and areas of need.

EL status - post-exit: A student who has reached full English language proficiency as defined by meeting state or local criteria on the ELP assessment and is no longer eligible for language services or ELP testing. Per GaDOE Data Collections' Student Data Element Detail, former EL students are coded according to the number of years post exit, **(EL=1, EL=2, EL=3, EL=4, EL=F)**. In Years 1 and 2 post-exit (EL=1 and EL=2), schools will monitor former EL students' academic progress to ensure the exit decision was not premature, see EL status – English Learner Former.

embargoed: Refers to results, data, or findings of summary or aggregated data not being shared publicly until a certain date or event. For example, assessment summary results including state, system, and school aggregations shall not be discussed at public meetings or released to the public or the media by LEAs until they have been publicly released by the state. LEAs may use summary data for internal LEA operations only, including program and instructional planning. Public summary data releases are made by the State School Superintendent, and local superintendents and STCs are notified of the date when the public releases will occur. Summary data that have been released to the general public and media sources on www.gadoe.org are no longer embargoed. Note that student data like that found on Individual Student Reports (ISRs) and Class Rosters are not considered embargoed information although the use of these data must comply with FERPA. These individual student results may be shared at any time with individual parents/guardians per local policy decisions.

English language proficiency (ELP) assessment: An assessment that is used to measure students' listening, speaking, reading, and writing skills as defined in the state's English language proficiency standards. ELP assessment results are used to identify English learners who are eligible for language services and those who are ready to be exited from language services. ELP assessment results are also used to track English learners' progress toward English proficiency, evaluate language program effectiveness, inform student-level decision-making processes, and meet federal and state data reporting requirements.

English learner (EL): A student whose primary or home language is something other than English and is eligible for English language instruction based on the results of an English language proficiency assessment (See English language proficiency (ELP) assessment), as specified in SBOE Rule 160-4-5-.02 Language Assistance: Programs for English Learners.

equating: A statistical process by which scores earned on different versions of a test are made comparable. Within a testing program (e.g., Georgia Milestones, GAA 2.0), test forms are constructed to be similar in content and difficulty, as specified in the test blueprint. Equating adjusts for any small differences in difficulty across the forms that may occur as a result of using different items on each form and allows scores resulting from each form to be used interchangeably. To make accurate and fair comparisons between scale scores from two or more forms, equating is necessary.

FERPA: The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student.

field testing: A method used to try out and evaluate items that may be used on future operational (live) tests. In Georgia, items are field tested by including them as unscored items on an operational test. This ensures that potential items are administered to a sample of examinees that reflect the intended population, including representative samples of student subgroups. The item data collected from a field test are evaluated by content experts and psychometricians prior to being added to the item bank, where they may be selected for a future test form. Field testing may also be used to check assessment administration procedures, scoring, and reporting. Generally, a field test is more extensive than a pilot test. Scores generated by field test items do not contribute to students' scores.

FOLA: Fluency and Oral Language Assessment.

formative assessment: An assessment used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. They are not intended as "practice tests" in advance of large-scale, state-mandated assessments. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student learning.

GTID: A unique 10-digit number assigned to each student in the state to link the student's performances on various tests. GTID stands for Georgia Testing Identifier.

invalidation (IV): A designation indicating that a testing anomaly that warrants reporting and coding of the anomaly and nullifying student scores occurred. Requires the completion of a Testing Irregularity Form (TIF) by the STC in the MyGaDOE Portal and authorization from GaDOE Assessment Specialists to apply. Students with an IV do not receive scores and are not included when computing statistics for assessment summary reports.

irregularity (IR): A designation indicating that a testing anomaly that warrants reporting and coding of the anomaly but does not warrant nullifying student scores. Requires the completion of a Testing Irregularity Form by the STC in the MyGaDOE Portal and authorization from GaDOE Assessment Specialist to apply. An invalidation (defined above) may be necessary following state-level review of a reported irregularity.

item analysis: The process of reviewing and evaluating individual test items to assure their quality with respect to certain measurement 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 bank: A database for storing, monitoring, and retrieving assessment items and item information for a testing program. Item banks are used for constructing test forms.

norm group: The sample of students used as the comparison group in a norm-referenced test (see definition below). The norm group takes the assessment, and their performance on it is used to estimate how well the student population, in general, would perform on it. When other students take the assessment, their performance is compared to that of the norm group. 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](#)).

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.

parent/guardian refusal: a circumstance where a parent/guardian refuses state mandated testing. LEAs are expected to inform all parents of the purposes for state mandated assessments, local testing calendars, and reporting. In the event of a parent refusal, LEAs must have a protocol in place to ensure parents are informed of the consequences of the decision to refuse testing for a student. Documentation of the parent refusal for testing must be maintained at the LEA. The student is considered a non-participant for accountability reporting purposes.

participation invalidation (PIV): A designation indicating that a testing anomaly, which warrants reporting and coding of the anomaly, nullifying student scores and student participation occurred. Requires the completion of a Testing Irregularity Form by the STC in the MyGaDOE Portal and authorization from GaDOE Assessment Specialist to apply. Students with a PIV do not receive scores and are not included when computing statistics for assessment summary reports.

personally identifiable information (PII): Any data that could potentially identify a specific individual. PII includes information that can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information.

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 and represent the percentage of students who obtained scores equal to or less than a given score.

pilot test: A test given to a representative sample of students to check specific aspects of the test such as items, instructions, and/or response formats, and any scores generated do not count toward a student score.

practical significance: Refers to a judgment that test performance, such as the difference in test performance by separate groups, is practically meaningful or important. This term is often compared or contrasted with *statistical significance*, which reflects the probability that the observed test performance occurred by chance.

present, test not attempted (PTNA): A testing anomaly in which a student was present for testing and provided the opportunity to do so but was unable to test. A parental/student refusal to take a state assessment is not an allowable use of PTNA. Requires the completion of a Testing Irregularity Form (TIF) by the STC in the MyGaDOE Portal and authorization from GaDOE Assessment Specialist to apply. Students with a PTNA do not receive scores and are not included when computing statistics for assessment summary reports.

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

The Georgia Milestones and Georgia Alternate Assessment 2.0 programs report scale scores and achievement levels instead.

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

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

scale score: A score that expresses the results of a test for all forms and achievement 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. The Georgia Milestones and Georgia Alternate Assessment 2.0 programs report student performance using scale scores and achievement levels.

scribing: To write/record student responses, in the manner described in this Handbook, on an answer document or online test form as prescribed in an IEP, IAP/504, or ELTPC.

significant medical emergency (ME): a medical event that prevents a student who otherwise would have participated in the assessment from participating throughout the duration of the state testing window (including make-up opportunities). A parent/guardian refusal or doctor's note, even for a medical reason, does not necessarily constitute a medical emergency (See Make-up Sessions; See Hospital Home Bound). LEAs must follow all guidance in the *Student Assessment Handbook* for test administration. Documentation of the medical emergency must be kept on file in the LEA (See Significant Medical Emergencies in Participation Rate Calculations). Note that documentation of significant medical emergency does not waive requirements under state law and State Board of Education Rule. Students with an ME do not receive scores and are not included when computing statistics for assessment summary reports.

standard deviation: 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 (SEM): An estimate of precision of a student's scale score that reflects the amount the observed score (the score the student receives on the test) may vary from his/her "true" score, based on the reliability of the test. The SEM is calculated independently for each content area assessment, and the student's scale score range (the scale score plus/minus one SEM unit) is reported together with the student's scale score on the Individual Student Report.

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.

standardized (or universal) assessment procedure: The specific assessment administration procedures that should be followed for all students, as described in this Handbook and test administration manuals.

statistical significance: Refers to a judgment based on a statistical analysis that observed test performance, such as the difference in test performance by separate groups, is likely not due to chance alone. It is noted 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 practical significance when referring to differences in test performance (See practical significance).

student growth percentile (SGP): A metric ranging from 1 to 99 that describes the amount of growth a student demonstrated from the prior year to the current year relative to academically-similar students from across the state.

students with disabilities: Students determined eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. A child or youth from 3 through 21 years of age is considered to have a disability under the Individuals with Disabilities Education Improvement Act (IDEA 2004) if the child or youth meets the eligibility criteria outlined in Board Rule 160-4-7.21 and needs special education and related services.

summative assessment: An assessment generally administered 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 standardized assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the state-adopted content standards.

test blueprints: A document that describes the composition of an assessment, including reporting categories, content standards assessed, number of points, point distributions, cognitive complexity, and item types. These are sometimes referred to as test specifications.

transcribe: The act of recording student responses by a Test Examiner, exactly as they were completed by a student, to an online form as necessitated by an accommodation (See scribing).

universal tools or universal allowances: Supports available for *all* students as they access instructional or assessment content.

validity: The degree to which the intended inferences/interpretations made from test scores are supported and accurate. There are several types of validity that are evaluated for Georgia assessments:
- **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: concurrent validity and predictive 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

ACT	American College Testing		**GTID**	Georgia Testing Identifier (Number)
ALD	Achievement Level Descriptor		**IAP**	Individual Accommodation Plan
AP	Advanced Placement		**IB**	International Baccalaureate
CAT	Computer-Adaptive Test		**IDEA**	Individuals with Disabilities Education Act
CBA	Curriculum Based Assessment		**IEP**	Individualized Education Program
CR	Constructed Response		**LEA**	Local Education Agency
EIP	Early Intervention Program		**LUA**	Local Unit of Administration (local school districts)
EL	English learner		**NAEP**	National Assessment of Educational Progress
EL=1, EL=2, EL=3, EL=4	First four years post exit of a student from an ESOL program. Students' academic progress is monitored by schools for the first two years.		**NRT**	Norm-Referenced Test
EL/SWD	English learner with disabilities		**O.C.G.A.**	Official Code of Georgia Annotated
ELTPC	English Learner Test Participation Committee		**PSAT**	Preliminary SAT
EOC	End-of-Course		**REBW**	Reading and Evidence-Based Writing
EOG	End-of-Grade		**RTI**	Response to Intervention
ER	Extended Response		**SAT**	Scholastic Aptitude Test
ESOL	English to Speakers of Other Languages		**SBOE**	State Board of Education
ESSA	Every Student Succeeds Act		**SchTC**	School Test Coordinator
FAPE	Free Appropriate Public Education		**SEA**	State Education Agency
FTE	Full-Time Equivalent		**SIS**	Student Information System
GAA 2.0	Georgia Alternate Assessment		**SRC**	State Required Code
GaDOE	Georgia Department of Education		**SST**	Student Support Team
GaPSC	Georgia Professional Standards Commission		**STC**	System Test Coordinator
GKIDS 2.0	Georgia Kindergarten Inventory of Developing Skills		**SWD**	Students with Disabilities
GSE	Georgia Standards of Excellence			

GEORGIA STUDENT ASSESSMENT PROGRAM QUICK REFERENCE CHART: 2024-2025

Grade	Assessment	Testing Window
K	GKIDS 2.0 Readiness Check	First six weeks of school year (varies by LEA)
K	GKIDS 2.0	July 8, 2024 – May 12, 2025
K-2	DRC BEACON Early Years *(optional formative assessment and literacy and Dyslexia screeners)*	August 1, 2024 – June 30, 2025
K-12	ACCESS	January 8 – February 28, 2025
1-12	Alternate ACCESS	January 8 – February 28, 2025
3	GAA 2.0 (ELA & Math)	March 24 – May 2, 2025
3	Georgia Milestones EOG (ELA & Math)	April 7, 2024 – May 16, 2025 (Main) May 12, 2024 – July 11, 2025 (Retest ELA only)
3-8	DRC BEACON *(optional formative assessment and literacy and Dyslexia screeners for Grade 3)*	August 1, 2024 – June 30, 2025
4, 8, and 12	NAEP (sampled schools only)	January 27 – March 7, 2025*
4	GAA 2.0 (ELA & Math)	March 24 – May 2, 2025
4	Georgia Milestones EOG (ELA & Math)	April 7 – May 16, 2025 (Main)
5	GAA 2.0 (ELA, Math & Science)	March 24 – May 2, 2025
5	Georgia Milestones EOG (ELA, Math, Science)	April 7 – May 16, 2025 (Main) May 12 – July 11, 2025 (Retest – ELA & Math)
6	GAA 2.0 (ELA & Math)	March 24 – May 2, 2025
6	Georgia Milestones EOG (ELA & Math)	April 7 – May 16, 2025 (Main)
7	GAA 2.0 (ELA & Math)	March 24 – May 2, 2025
7	Georgia Milestones EOG (ELA & Math)	April 7 – May 16, 2025 (Main)
8	GAA 2.0 (ELA, Math, Science, Social Studies)	March 24 – May 2, 2025
8	Georgia Milestones EOG (ELA, Math, Science, Social Studies) (HS Physical Science)	April 7 – May 16, 2025 (Main) May 12 – July 11, 2025 (Retest – ELA & Math)

Grade	Assessment	Testing Window
Middle/ High School	Georgia Milestones EOC • American Literature and Composition • Algebra: Concepts and Connections • Biology • U.S. History	August 5 – 23, 2024 (Mid-Month) ** September 9 – 20, 2024 (Mid-Month) ** October 7 – 18, 2024 (Mid-Month) November 4 – 15, 2024 (Mid-Month) November 18, 2024 – January 8, 2025 (Winter Main) January 13 – 24, 2025 (Mid-Month) February 3 – 14, 2025 (Mid-Month) March 3 – 14, 2025 (Mid-Month) ** April 14 – May 23, 2025 (Spring Main) June 9 – July 11, 2025 (Summer Main) **
11	GAA 2.0 (ELA, Math, Science & Social Studies)	March 24 – May 2, 2025

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

Overview

A primary function of the Georgia Department of Education (GaDOE) is to establish, develop, and implement a state assessment system that fairly, accurately, and with validity measures student achievement related to Georgia's academic content standards (Georgia Standards of Excellence). Appropriate testing practices are not always universally understood, leading to test irregularities. Good testing practices are sometimes violated because the individual involved is not informed about what is appropriate for a standardized assessment administration. The material contained in this section is intended to provide guidance and information related to the ethical, fair, and appropriate administration of state assessments.

STCs are expected to provide training for specific policies and assessment administration protocols regarding all state assessments to ensure a thorough understanding of the requirements for standard administrations for Georgia's assessments. Such training must be based on the *Student Assessment Handbook* and any other accompanying test administration manuals and resources for each state assessment. The Office of Assessment and Accountability site provides links to all assessments and accountability information. Assessment specific documents are available on the Georgia Student Assessment Program site at testing.gadoe.org.

Guiding Principles

The primary goal of assessment security is to protect the integrity of the assessment and to assure that results are accurate and meaningful. To that end, the GaDOE considers the following guiding principles when establishing policies and protocols for test security of state assessments:

1. State assessments are an important and a required tool used to monitor state, LEA, school, and student achievement results.
2. The primary goal of assessment security is to protect the integrity of the assessment and to assure that results are accurate and meaningful.
3. For assessment to yield fair, accurate, and valid results, they must be administered under the same standardized conditions to all students.

The validity, fairness, and integrity of state test results are dependent upon maintaining the security of the items and tests as well as the answer documents and certain ancillary materials that result from test administrations. 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 Office of Assessment and Accountability as inappropriate use or handling of tests and will be treated as such. The Office of Assessment and Accountability has established guidelines to assist LEA personnel in determining which activities might compromise test security or score validity. The guidelines apply, where applicable, to both online and paper test administrations and environments and can be found in the *Student Assessment Handbook*. LEAs are expected to immediately report any concern regarding test security to the Office of Assessment and Accountability.

Roles and Permissions

Communication between the Office of Assessment and Accountability and LEAs regarding assessment security policies and test administration procedures follows a clear line exchange of information from the Office of Assessment and Accountability to locally identified individuals. Individuals identified as the System Test Coordinator (Assessment Director) by the local Superintendent must follow an established protocol to ensure adequate training at each level as well as in maintaining assessment security (See Specific Role Responsibilities).

Secure access to student-level data files is managed through the assignment of STCs as Assessment Directors in the MyGaDOE Portal. The MyGaDOE Portal serves as the repository for secure correspondence and assessment data for LEAs. Communications entered in the MyGaDOE Portal secure messaging include student identifiable information as well as specific secure test information related to alerts generated from flagged student responses.

LEAs are instructed to manage account access at least annually or when a change is made. Individuals with Assessment Director access must have Superintendent approval before receiving this role. Access to online assessment platforms is granted after the Assessment Director role has been approved and assigned. The role of Superintendent, STC, Principal/Administration, and SchTC are more fully outlined in the *Student Assessment Handbook*. These roles are required to document compliance with all test security policies and procedures following assessment administrations.

System Test Coordinator (STC) Assignment and Identification
Due to the confidential nature of student information, assignment of the role of STC (otherwise known as Assessment Director) must be made by the superintendent of the LEA through the local security officer in the MyGaDOE Portal and in the **Primary Role Management (PRM)** application also found in the MyGaDOE Portal. The security officer must include a primary and/or secondary Assessment Director in this application identifying the full name and email address for both individuals. This assignment allows the STC to receive data files and emails from the K12 Assessment Director listserv. Once a new STC has been identified in the PRM application, GaDOE will send a notice to vendors regarding the appointment of the STC to ensure new accounts are created in online assessment platforms for LEA and school management and monitoring of assessments.

A role request must be made by the security officer in the MyGaDOE Portal to allow access for the STC for the following **assessment forms**:
- Testing Irregularity Form (TIF)
- Rescore Request
- Superintendent Test Certification (Edit)
- Special Accommodations Request

All STCs are expected to participate in all required Office of Assessment and Accountability training sessions specific to each assessment and review all guidance related to assessment policy, test security, administration, and local monitoring. Required training is listed in Memoranda and Announcements found on the [Georgia Student Assessment Program](#) website, [For System Test Coordinators](#) link.

STCs must use the *Student Assessment Handbook* as the main resource for test administration policy and protocols for administration of all state-mandated assessments to ensure assessments are administered properly, under secure conditions, and to support valid and reliable assessment results.

The *Student Assessment Handbook is* posted to the [Georgia Student Assessment Program](#)website under the [For System Test Coordinators link](#).

School Test Coordinator (SchTC)
The SchTC is generally appointed by the Principal/Administrator of a school. This individual works with the STC to prepare and to train all Test Examiners and Proctors as well as monitor test security and test administration protocols across the school. This individual must be Georgia Professional Standards Commission (GaPSC) certified and must participate in all LEA-led assessment trainings. The SchTC works with the STC to ensure the school testing calendar matches the LEA testing calendar and in no way is

scheduled outside the state testing windows or guidelines articulated in the *Student Assessment Handbook* and/or Office of Assessment and Accountability trainings and communications. The SchTC works directly with the building administrator and the STC to develop a School Assessment Plan for the building.

Test Examiner

Test Examiners must hold a valid GaPSC certification and comply with all training for all state assessments per the SchTC and STC. Test Examiners are expected to review and prepare for test administration through participation in trainings, review of test administration manuals, follow all test security protocols and policies, and apply and enforce prescribed calculator, cell phone, and electronic device guidelines and policies. Test Examiners must be familiar with the *Student Assessment Handbook* and the GaPSC Code of Ethics, particularly in the area of test security.

Proctor

Proctors must comply with all training for all state assessments in which the Proctor will participate. The Proctor must review all test security protocols and assist the Test Examiner in maintaining strict test security. In addition, Proctors are expected to monitor online test administrations and communicate with the Test Examiner when test administration, technology, and/or student issues arise. Proctors must be familiar with the *Student Assessment Handbook* roles and responsibilities assigned to Proctors and adhere to protocols and policies related to test security.

Figure 1. Communication Protocol

Communication Protocol

Direct communications are established between the Office of Assessment and Accountability and STCs as the assessment point of contact for the LEA. STCs are expected to deliver information to relevant members of the testing community to better impact policy decision-making as well as maintain consistency in messaging. The two-way communication exchange between each level is particularly important in maintaining assessment security.

Communication from the Office of Assessment and Accountability is provided in the following formats:

1. *Student Assessment Handbook* – a policy document that includes specific guidance related to test security, assessment administration protocols, roles and responsibilities of testing teams, monitoring of testing procedures, and allowable accommodations for students with disabilities (SWD) and English Learners (ELs).
2. **Georgia Assessment and Training Calendar** – an interactive online calendar of state testing windows for all state-mandated assessments as well as key training dates and assessment tasks for specific assessments. This calendar is maintained across years and updated as new information is provided.
3. **Georgia Student Assessment Program** Website –a comprehensive website of state assessment information and resources. STCs are directed to the For System Test Coordinators link for specific resources intended for STCs.

4. **Assessment Update** – a monthly newsletter posted to the Testing/Assessment website from the Office of Assessment and Accountability intended to provide STCs with policy updates, assessment guidance, announcements, training registration, assessment task reminders, and specific timely assessment protocols and guidance.
5. **Email Notifications** – provided to notify STCs of reporting releases and secure data delivery to the MyGaDOE Portal. Most notices are delivered through the monthly Assessment Updates; however, notices that are timebound may be sent periodically when needed.
6. **Assessment Lunch and Learn Webinars** – Six (6) scheduled webinars during the months of September, October, November, January, February, and March that are provided to give STCs support for LEA assessment calendars and planning for assessments across the academic year.
7. **State-mandated Assessment Training Webinars** – as designated in the Georgia Assessment and Training Calendar, STCs are expected to participate in all training sequences for each state assessment.

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; however, this list is not exhaustive. All personnel with security roles related to assessments must remain current and/or receive current Office of Assessment and Accountability information throughout the school year to ensure compliance with successful test administrations.

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 include a review by local LEA Human Resources departments and possible referral to the GaPSC.

Specific Role Responsibilities
The roles outlined previously (See Roles and Permissions) are further detailed in the information found below. The types of responsibilities are broken into those related to communication, test security, training, test environment, and monitoring of assessments, where applicable. The lists are provided to more fully understand the comprehensive work required; however, they include but are not limited to the following:

Superintendent

Communication Requirements
1. Has ultimate responsibility for all testing activities within the local LEA.
2. Designates the STC and notifies the Office of Assessment and Accountability through the Primary Role Management application in the MyGaDOE Portal of any new appointments to this role as they may occur due to changes in personnel or updates to primary or back-up STC positions.
3. Supervises Principals and STC to ensure that they fulfill their specific responsibilities for the administration of tests.
4. Maintains contact with STC to become thoroughly informed of all testing activities.
5. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar.
6. Informs local board members, parents, and other citizens about requirements pertaining to statewide testing.
7. Informs stakeholders residing within the local system's area concerning the collective achievement of enrolled students by school and system.

Test Security Requirements

8. Ensures that Principal's Certification Forms are completed after each test administration and retained as required.
9. Approves all special administration and flexibility requests.
10. Completes the Superintendent's Certification form in the MyGaDOE Portal due January 31 each year for assessments conducted August 1-December 31 as well as July 31 each year for assessments conducted January 1-July 31 each year.

Training Requirements

11. Ensures that appropriate local personnel attend Office of Assessment and Accountability trainings concerning state assessment programs.

Test Environment Requirements

12. Ensures that the appropriate personnel complete all necessary readiness checks for online testing.
13. Ensures that personnel enforce prescribed calculator, cell phone, and electronic device guidelines.

Monitoring of Assessments Requirements

14. Conducts investigations of reported testing irregularities (e.g., student cheating, unethical professional conduct). Reports unethical professional conduct to the Educator Ethics Division of the GaPSC.
15. Monitors testing activities in the local LEA to guarantee compliance with regulations established by the State Board of Education (SBOE) and current legislation.

System Test Coordinator (STC)

Communication Requirements

1. Must be designated by the Superintendent.
2. Serves as liaison between the system and the Office of Assessment and Accountability for all test administration activities.
3. Acquires and maintains current information on the statewide testing program, including the section for Students with Disabilities and special populations.
4. Ensure the parents of students who are being considered for participation in an alternate assessment are clearly informed that their child's academic achievement will be measured based on alternate achievement standards and how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.
5. Coordinates all test administration activities within the LEA including collaboration with the Technology Director and/or technical staff, Special Education Director, ESOL/Title III Coordinator, and/or designated staff, Principals, and SchTCs.
6. Accounts for participation of all students in terms of testing requirements, including special populations and those requiring testing accommodations.
7. Coordinates with System Technology Director or Coordinator for the appropriate implementation of technology-based test administrations including scheduling, training, system and device requirements, and other communications.
8. 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.
9. Furnishes all information and submits all forms required by the Office of Assessment and Accountability by specified dates.
10. Ensures that students, parents, and other stakeholders have access to information concerning student participation in all designated test administrations and utilization of test results.
11. Works with system personnel to communicate to parents of students with IEPs, IAPs, and ELTPC plans pertinent information regarding all statewide tests.

12. Communicates any special accommodation requests to the GaDOE Office of Assessment and Accountability at least six (6) weeks prior to the administration of a state-mandated assessment.
13. Ensures all security roles related to assessments remain current and/or receive current Office of Assessment and Accountability information throughout the school year to ensure compliance with successful test administrations.

Test Security Requirements
14. Ensures and validates with collaboration from SchTC that all Test Examiners are GaPSC certified and hold, at a minimum, a valid and current clearance certificate.
15. The STC is expected to be familiar with guidance and information found in the *Student Assessment Handbook.* In addition, the STC is expected to review all communication through emails, Assessment Updates, and guidance posted to the [Georgia Student Assessment Program](#) website including links to the For System Test Coordinator webpage and testing program sites.
16. Assumes responsibility for carrying out the approved LEA assessment plan for administration of all tests.
17. Receives test materials from Office of Assessment and Accountability at a designated time and place and maintains them in a secure location, and accounts for all test materials delivered to the LEA and for the disposition of specific materials.
18. Develops a LEA-wide protocol for storing, inventorying, distributing, and maintaining all secure test materials according to Office of Assessment and Accountability guidelines and protocols for all test administrations and determining a protocol for the local school collection of all inventories, sign-in/sign-out sheets, and documentation collected related to secure test material. This collection may be maintained at the school or LEA-level.
19. Responsible for the collection of all student enrollment counts and orders of special format tests (Braille, large print), and reporting to assessment vendors and/or Office of Assessment and Accountability, as required according to timelines provided in Office of Assessment and Accountability training sessions and communications.
20. Ensures that appropriate security provisions and technology readiness checks are in place/completed relative to online testing environments including, but not limited to, security of logins, test tickets, passcodes, seating arrangements, etc.
21. Adheres to test dates, time schedules, and specified instructions set by the Office of Assessment and Accountability and returns all materials to Office of Assessment and Accountability and/or its vendors as specified and by the prescribed date(s).
22. Oversees the destruction of materials per guidance found in Test Administration Manuals.
23. Ensures principals complete the Principal Certification Form for each administration and maintains these forms for five years.
24. Provides information for the Superintendent Test Certification twice a year to allow for submission by the Superintendent by January 31 for assessments administered between August 1 and December 31; and by July 31 for assessments administered between January 1 and July 30 each year.

Training Requirements
25. Completes all GaDOE required assessment and test security training as published in the *Student Assessment Handbook* and posted in the Assessment Update.
26. Ensures and verifies with attendance reported and completion certifications that all SchTCs have participated and completed all GaDOE required assessment and test security training as published in the *Student Assessment Handbook* and posted in the Assessment Updates.
27. Trains all SchTCs in test security protocols and assessment administration policies and procedures and ensures Test Examiners, Proctors, the system Special Education Coordinator (on the administration of the GAA 2.0), the system ESOL Coordinator (on the administration of ACCESS and

Alternate ACCESS, and any others who have responsibilities related to testing and/or testing materials receive training by appropriate personnel prior to all assessment administrations.

28. Ensures that all SchTCs or other designated personnel have been trained to assign appropriate accommodations for students accurately in the online platform prior to administration of assessments, and that any corrections made to accommodations include the printing of a new test ticket where required. This requires establishing a protocol for monitoring and review of the assignment of appropriate accommodations for students at the LEA and/or school level.
29. Coordinates all training plans related to test administration activities (online and paper), ethical behavior of personnel, and test security for personnel and students.
30. Ensures that principals and SchTCs are aware of and follow the protocols/procedures prescribed in *Student Assessment Handbook,* testing manuals, and other ancillary materials.
31. Maintains a roster of attendance by personnel for all GaDOE mandatory training sessions, local training sessions and associated materials. purposes and is prepared to produce these documents if requested.

Testing Environment Requirements
32. Reviews and follows all procedures in all administration manuals and is familiar with administrators' roles and Proctors' roles.
33. Ensures that each test setting (room) is suitable, has an assigned trained Test Examiner, and has the appropriate number of trained Proctors.
34. Ensures that prescribed calculator, cell phone, and electronic device guidelines are applied in each school.
35. 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.
36. Interprets test results to school personnel and appropriate others.

Monitoring Testing Irregularities Requirements
37. Ensures strict test security and reports to Superintendent concerning testing irregularities (e.g., student cheating, unethical professional conduct).
38. Communicates to the GaDOE Office of Assessment and Accountability in a timely manner when testing irregularities occur.
39. Arranges schedule for staff to monitor schools during testing sessions.
40. Answers questions of all SchTCs and Principals and makes decisions regarding testing, when appropriate.
41. Ensures that SchTCs account for all students in terms of testing participation requirements.
42. Monitors each test administration for school or system-level errors and data corrections that may result in the local system being invoiced for additional costs.

System Technology Coordinator

Communication Requirements
1. Acquires and maintains current information on the statewide testing program, including technology requirements for testing programs, training manuals, and testing schedules.
2. Coordinates with the STC for the appropriate implementation of computer-based test administrations.
3. Completes all GaDOE required assessment training as published in the *Student Assessment Handbook* and posted in the Assessment Update.
4. Works with the STC to ensure that all schools have technology ready for online testing.
5. Performs readiness checks for the av and local testing devices.

6. Coordinates with schools so local software is installed and ready for use with each testing administration.
7. Coordinates with schools so that test content is available on servers and student responses can properly transmit to the testing vendor.
8. Verifies that LEA network security including firewalls and content filters are configured to work with the testing vendor to allow for test content and student responses to pass through the LEA network.
9. Verifies that wired and wireless bandwidth is appropriate for testing as defined in the system requirements documentation and training sessions.
10. Monitors LEA resources during test administrations for quality assurance.
11. Troubleshoots technology issues as they arise prior to and during test administrations.
12. Completes all post-testing tasks as stated in technology manuals, handbooks, and guides.

System Special Education Coordinator

Communication Requirements
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*.
2. Acquires and maintains current information of IDEA, state rules, and waiver process for students with disabilities.
3. Accounts for participation of all students in terms of testing requirements, including special populations and those requiring testing accommodations.
4. Ensures all with security roles related to assessments remain current and/or receive current information throughout the school year as provided by the STC, SchTC, and/or Office of Assessment and Accountability to ensure compliance with successful test administrations.

Test Security Requirements
5. Ensures that IEP teams understand the appropriate selection of approved accommodations for all state-mandated assessments.
6. Collaborates with the STC, SchTC, and/or Special Education Lead to ensure accommodations have been coded properly in online testing platforms to ensure accommodations for all eligible students are available and identified on test tickets, where applicable, during every testing session.
7. Ensures that IEP teams understand the appropriate selection and eligibility criteria for students who require the Georgia Alternate Assessment (GAA 2.0).
8. Ensure the parents of students who are being considered for participation in an alternate assessment are clearly informed that their child's academic achievement will be measured based on alternate achievement standards and how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.
9. Acquires and maintains current information about the alternate assessments (e.g., GAA 2.0 and Alternate ACCESS).
10. Informs the STC of any special accommodation requests at a minimum of eight weeks prior to the administration of a state mandated assessment.
11. Informs the STC of the number of students who must receive each accommodation allowed by state regulations.

Training Requirements
12. Completes all GaDOE required assessment and test security training as published in the *Student Assessment Handbook* and posted in the Assessment Update.
13. Provides technical assistance to special education teachers on test administration.
14. Ensures that all due process rights pertaining to the testing programs are provided for students with disabilities.

15. Ensures that appropriate documentation is maintained for all students with disabilities.
16. Ensures that the following activities are completed by special education personnel in preparation for all state-mandated assessments.
    a. Discusses the state-required tests with the students and parents/guardians.
    b. Informs IEP students and their parent(s)/guardian(s) of pertinent test information and the role of the IEP team in identifying test accommodations, if any, which the student may require to participate.
    c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment (such as promotion/retention requirements, EOCs constituting a percentage of the final course grade per SBOE Rule 160-4-2-.13 Statewide Passing Score, and any relevant local policies). Documents the occurrence of this discussion.
17. Ensures that all designated special education teachers have been trained to administer the GAA 2.0.
18. Collaborates with Title III/ESOL colleagues to train designated special education and/or ESOL teachers to administer the Alternate ACCESS.

Testing Environment Requirements
19. Ensures that students with disabilities have the appropriate test-taking experience or have been taught test-taking skills prior to taking the tests.
20. Informs STC of the number of special format tests (i.e., Braille, state-approved assistive technology, or large print) needed to test students with disabilities for all test administrations.
21. Coordinates with the System Technology Coordinator for the successful implementation of technology-based assessments including technology-related requirements for students with disabilities, scheduling, training, system requirements, and other communications.

Monitoring of Testing Irregularities Requirements
22. Collaborates with the STC, SchTC, and/or Special Education Lead to ensure accommodations have been coded properly in online testing platforms to ensure accommodations for all eligible students are available and identified on test tickets, where applicable, during every testing session.

System ESOL Coordinator

Communication Requirements
1. Acquires and maintains current information on the statewide testing program (SBOE Rule 160-3-1-.07), including the section on accommodations for English learners (ELs) found in the Accommodations section of the SAH.
2. Accounts for participation of all EL students in terms of testing requirements, including those requiring testing accommodations.
3. Ensures all staff/personnel with security roles related to assessments remain current and/or receive current information throughout the school year as provided by the STC, SchTC, and/or Office of Assessment and Accountability to ensure compliance with successful test administrations.
4. Ensures that all assessments and, in certain cases, conferences relating to a student's EL status (SBOE Rule 160-4-5-.02) are documented prior to assigning EL, EL=1, or EL=2 status.
5. **Ensures EL1 and EL2 students are not administered the ACCESS.** By definition, EL=1 and EL=2 students have exited EL=Y status and must not be administered the ACCESS or the Alternate ACCESS assessments.
6. Ensures that required documentation is maintained for all EL, EL=1, and EL=2 students.
7. Ensures that the following activities are completed by ESOL personnel in preparation for all state-mandated assessments:
    a. Discuss the state-required tests with the students and parents/guardians.

b. Inform EL, EL=1, or EL=2 students and their parent(s)/guardian(s), in a language and format they understand, of pertinent test information and the role of the ELTPC in identifying test accommodations, if any, which the student may require to participate.

c. Discuss with the student and parents/guardians, in a language and format they understand, the consequences of the student not passing a state-mandated assessment (such as promotion/ retention requirements, EOCs constituting for a percentage of the final course grade per SBOE Rule 160-4-2-.13 Statewide Passing Score, and any relevant local policies). Documents the occurrence of this discussion.

Test Security Requirements
8. Verifies all Test Examiners have completed annual certification and training requirements with WIDA for administering ACCESS and Alternate ACCESS as well as appropriate test security and test administration procedures.
9. Informs the STC of the number of students who must receive each accommodation allowed by state regulations.

Training Requirements
10. Completes all GaDOE required assessment and test security training as published in the *Student Assessment Handbook* and posted in the Assessment Update.
11. Train teachers to administer ACCESS and collaborates with special education colleagues to train the appropriate teachers to administer the Alternate ACCESS.
12. Provides technical assistance to teachers on test administration.

Testing Environment Requirements
13. Ensures that EL students have appropriate test-taking experience and have been provided test practice opportunities prior to taking the test.

Principal

Communication Requirements
1. Designates a SchTC to coordinate the testing program. The SchTC must hold a GaPSC-issued certificate.
2. Has ultimate responsibility for testing activities in the local school.
3. 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 Administration – Post Testing).
4. Creates an atmosphere in which all staff members know that their cooperation is needed and expected for successful test administration.
5. Arranges appropriate schedules for teachers who will be Proctors and Test Examiners and for those who will be teaching other students not involved in testing.
6. Adheres to system testing calendar.

Test Security Requirements
7. Ensures that the school calendar is planned so that all tests are administered according to the system's testing calendar.
8. Monitors test preparation activities to ensure that secure testing materials are not misused.
9. Monitors the administration of tests.
10. Supervises all testing activities to ensure strict test security.
11. Reviews and returns the Principal's Certification Form to the STC after each administration.

Training Requirements

12. Ensures and verifies with attendance reports and verified certifications that all Test Examiners and Proctors have participated and completed all GaDOE required assessment and test security training as published in the *Student Assessment Handbook* and posted in the Assessment Updates.
13. Verifies all Test Examiners have been trained in test security, educator ethics, and test administration protocols and policies to administer the state-mandated assessments.
14. Assigns GaPSC certified personnel to serve as Test Examiners and ensures that all Test Examiners and Proctors receive appropriate training in test security, management of secure test materials, and administration protocols for all assessments.
15. Ensures that only personnel who have received test security, appropriate management of secure test materials training, and who are GaPSC certified, handle such materials.

Testing Environment Requirements

16. Ensures that all testing sites are appropriately prepared: updated devices and technology resources, adequate student workspace, proper lighting, good ventilation, sufficient number of desks in good repair, instructional materials (e.g., posters, word walls, etc.) removed or covered, etc.
17. Ensures that the appropriate personnel complete all necessary readiness checks for online testing.
18. Ensures that personnel apply prescribed calculator, cell phone, and electronic device guidelines to each test setting and each testing administration.
19. Ensures proper online and/or paper testing environments for all test administrations.
20. Ensures that the test accommodations identified in students' IEPs, IAPs, and ELTPC plans are provided for each student as specified prior to the administration of all testing sessions.
21. Ensures that testing sites are free of interruptions during test administration (e.g., intercom messages, visitors, wandering students, entry into test settings by person/persons not serving as the Test Examiner or Proctor unless necessitated by emergency/time-sensitive need), and those sites do not have content-related materials posted that could advantage one group of students over others.

Monitoring Testing Irregularities Requirements

22. Advises SchTC, Test Examiners, and Proctors if emergency situations arise.
23. Ensures all materials are stored in a secure, locked location with restricted access, confirms access is restricted by accounting for keys, and accounts for the security of all test materials during the time the materials are in the building.
24. Works in collaboration with the SchTC to notify the STC of testing irregularities and provides explanation of circumstances.

School Test Coordinator (SchTC)

Communication Requirements

1. Ensures all with security roles related to assessments remain current and/or receive current information throughout the school year as provided by the STC, and/or Office of Assessment and Accountability to ensure compliance with successful test administrations.
2. Coordinates with various local school and/or system divisions to ensure successful test administrations (Special Education, Technology, Title III, etc.)
3. Accounts for participation of all students in terms of testing requirements, including special populations and those requiring testing accommodations.

Requirements in Test Security

4. Must be GaPSC certified and adheres to the Georgia Code of Ethics for Educators and must hold a **clearance certificate** as defined by the GaPSC.

5. Verifies all Test Examiners have completed annual certification and training requirements with WIDA for administering ACCESS and Alternate ACCESS as well as appropriate test security and test administration procedures.
6. Assists Principal in assigning Test Examiner(s).
7. Adheres to system testing calendar.
8. Verifies all Test Examiners are GaPSC certified and hold, at a minimum, a valid and current clearance certificate.
9. Ensures that only personnel who have received test security and appropriate management of secure test materials training, and who are GaPSC certified, handle such materials.
10. Receives and inventories all secure and non-secure test materials from STC following LEA protocol for receipt and inventory of secure and non-secure test materials.
11. Ensures that appropriate security provisions are in place relative to online testing environments and materials including, but not limited to, security of logins, passcodes, conducive seating arrangements, etc.
12. Ensures that students have only one opportunity to test during each window.
13. Ensures that a minimum of one certified administrator or the SchTC is present and witnesses the transcription of student responses when/where necessary. Scribed responses must follow Office of Assessment and Accountability guidance (See Scribe Procedures) and include a *Validation Form for Recording of Student Responses* (See Appendix A). Documentation of this process must be retained and confirms that all necessary transcriptions are completed.
14. Ensures all materials are stored in a secure, locked location with restricted access, confirms access is restricted by accounting for keys, and accounts for the security of all test materials during the time the materials are in the building.
15. Maintains an inventory and protocol for daily distribution of secure student rosters and test tickets according to Office of Assessment and Accountability guidelines and protocols as well as established local system protocols regarding storage, inventory, distribution, and receipt of secure test materials for all test administrations. It is required that all secure test materials be returned to the secure, locked location with restricted access at the end of each test session and prior to the end of the school day. A copy of all inventories, sign-in/sign-out sheets, and documentation collected related to secure test material must be maintained locally.
16. If applicable, determines the number of paper test booklets and answer documents to be assigned to each testing site and accounts for material distribution and return. Under supervision, ensures the accuracy of student GTID numbers on each answer document.
17. Packages and returns materials to STC according to directions and timeline found in Test Administration Manuals.

Training Requirements
18. Completes all GaDOE required assessment and test security training as published in the *Student Assessment Handbook* and posted in the Assessment Update.
19. Ensures and verifies that all Test Examiners and Proctors have participated and completed all GaDOE required assessment and test security training as published in the *Student Assessment Handbook* and posted in the Assessment Updates.
20. Trains school-based personnel in test security protocols and assessment administration policies and procedures and ensures Test Examiners, Proctors, the special education teachers, ESOL teachers, and any others who have responsibilities related to testing and/or testing materials receive training (including any make-up training sessions) prior to all assessment administrations.
21. Ensures that all SchTCs or other designated personnel have been trained to assign appropriate accommodations for students accurately in the online platform prior to administration of assessments, and that any corrections made to accommodations include the printing of a new test

ticket where required. This requires establishing a protocol for monitoring and review of the assignment of appropriate accommodations for students at the LEA and/or school level.

22. Conducts orientation and training sessions related to test administration, test security, and ethical behavior for all personnel expected to be in direct contact with the test administration process, including Test Examiners and Proctors.
23. Assigns trained Proctors appropriately in accordance with state guidelines.
24. Maintains local records of all training sessions for all assessments including agenda, sign in sheets, handouts, and presentations.

Testing Environments Requirements
25. Prepares all testing locations and ensures availability and readiness of student devices school network and bandwidth preparedness in collaboration with technology coordinators.
26. Provides each Test Examiner with a roster of students identified by GTID in each test session to include a list of accommodations, if applicable. In addition, each Test Examiner must be provided test tickets for each student identified on the roster for the designated content area/course, grade level and test section for each day of testing.
27. Accounts for participation of all students in terms of testing requirements, including special populations and those requiring testing accommodations.
28. Ensures that the test accommodations identified in students' IEPs, IAPs, and ELTPC plans are coded in all online platforms, test tickets, and student rosters provided for each student as specified prior to the administration of all testing sessions.
29. Gives Test Examiners extra No. 2 pencils, online test tickets, computer peripherals, and resource materials, if appropriate.
30. Ensures that personnel apply prescribed calculator, cell phone, and electronic device guidelines to each test setting.
31. Ensures that testing sites are free of interruptions during test administration (e.g., intercom messages, visitors, wandering students, entry into test settings by person/persons not serving as the Test Examiner or Proctor unless necessitated by an emergency/time-sensitive need) and those sites do not have content-related materials posted that could advantage one group of students over others.
32. Ensures any paper-based test administrations follow all protocols for validating that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that all student responses have been entered according to the Test Administration Manual and/or Test Examiner guidance. SchTC and/or STC must have a protocol in place to ensure the Test Examiner review has been completed, is accurate and all necessary coding/labeling is complete.
33. Ensures that for any students not currently enrolled in the school where the assessment is being administered, that the following protocol is applied:
    a. contacts student's enrolled school for verification of test eligibility, and receives test ticket from enrolled school for the student;
    b. ensures the student tests using the test ticket where the student is reported as enrolled (a test ticket should not be issued in the school where the assessment is being administered);
    c. ensures that student identity has been verified to assure the student taking the test matches the information on the test ticket before administering the assessment; and,
    d. recognizes that student score reports are assigned to the home (FTE) school of the student.

Monitoring Testing Irregularities Requirements
34. Notifies Principal and STC of any emergency and helps to decide what action needs to be taken.
35. Notifies and provides an explanation of circumstances of any testing irregularities to the Principal and STC. The STC will report testing irregularities to the Office of Assessment and Accountability through the MyGaDOE Portal with any and all supporting documentation.

Test Examiner

Communication Requirements

1. Communicates with the SchTC and/or Special Education Lead Teacher and/or ESOL Coordinator regarding student accessibility and access related to IEP/IAP and/or ELTPC plans and ensures student rosters and related test tickets are accurate prior to all test administrations.
2. Accounts for participation of all students in terms of testing requirements, including special populations and those requiring testing accommodations.

Test Security Requirements

3. Must be GaPSC certified and adheres to the Georgia Code of Ethics for Educators. As required by SBOE Rule 160-3-1-.07, certified educators (**teachers, interpreters, counselors, administrators, and paraprofessionals**) must administer all state-mandated assessments. The term **Certified Educator** in this statement is defined as those educators directly involved with the instruction of students, and who must hold a **clearance certificate** as defined by the GaPSC. Educators without Georgia certification from the GaPSC must not administer state assessments. Local systems must be mindful of certificate expiration dates and ensure that all Test Examiners possess a valid/unexpired certificate at the time of test administration. The term **Test Examiner** refers to the person administering the assessment.
4. Reviews and follows all procedures in handling all secure and non-secure administration materials.
5. Documents the daily receipt (date, time, and number received) of all secure and non-secure test materials and the daily return of all secure and non-secure test materials.
6. Ensures the security of test booklets while they are in the testing site before, during, and after testing. **At no time, should any secure test materials be left unattended.**
7. Applies and enforces prescribed calculator, cell phone, and electronic device guidelines.

Training Requirements

8. Completes all GaDOE required assessment and test security training as published in the *Student Assessment Handbook* and posted in the Assessment Update.
9. Has completed annual certification and training requirements with WIDA for administering ACCESS and Alternate ACCESS as well as appropriate test security and test administration procedures.
10. Participates and completes all local training related to test administration, test security, and ethical behavior.
11. Sign Language interpreters may review the test before administering the assessments to their students. However, it is unethical for interpreters to reproduce or disclose any secure material or to cause it to be reproduced or disclosed in any form. Video sign language is the preferred mode for online assessments, where available.

Testing Environment Requirements

12. Ensures all test materials, Test Examiner Manuals test tickets, and student rosters are included, complete, inventoried, and correct prior to administering any test sessions.
13. Prior to the administration of any and all testing sessions, ensures that no content-related instructional materials are displayed in the testing site. Charts, diagrams, and posters should not be visible. Chalkboards/Whiteboards should be free of any writing except for test procedure information.
14. Prior to the administration of any and all testing sessions, ensures that the test accommodations identified in students' IEPs, IAPs, and ELTPC plans are provided for each student as specified
15. Validates that all students have received the correct test ticket to include:
    a. Validation of correct name and GTID number
    b. Validation of any assigned accommodations
    c. Validation that students have signed their test ticket

d. Validation that students have returned all test tickets following completion of the test session

16. Follows procedures for testing as given in the *Test Examiner's Manual*, including reading all directions word-for-word to students.

17. Provides No. 2 pencils and test materials and ensures that students have not brought any instructional materials (e.g., books, notes, notebooks, note cards, formula sheets, multiplication tables, etc.) into the testing environment.

18. Returns all test materials to SchTCs immediately after testing each day, including special format tests, such as Braille or large print.

19. Ensures any paper-based test administrations follow all protocols for ensuring that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that all student responses have been entered according to the Test Administration Manual and/or Test Examiner guidance. Scribed responses must follow guidance (See Scribe Procedures) and include a *Validation Form for Recording of Student Responses* (See Appendix A). SchTC and/or STC must have a protocol in place to ensure the Test Examiner review has been completed, is accurate and all necessary coding/labeling is complete.

Monitoring Testing Irregularities Requirements

20. Maintains control of testing situation and keeps students on task. **Test Examiners must actively circulate and monitor students throughout the testing session(s).**

21. Monitors for unauthorized use of cell phones, electronic devices (except in the case of students with a documented medical need), cheat sheets, notes, notebooks, formula sheets, writers checklists, multiplication tables, etc. and follows procedures for reporting such incidents.

22. Allows no student to leave the test room unless there is an emergency/health/restroom need.

23. Monitors test administrations and communicates with the SchTC and/or the Technology Coordinator or designee when test administration, technology, and/or student issues arise.

24. Notifies the SchTC immediately of an incorrect test ticket or incorrect student roster information prior to starting any test session.

25. Provides a statement for any incident deemed a testing irregularity to the SchTC and follows local protocols for reporting significant testing irregularities to the STC and Office of Assessment and Accountability.

Proctor

Communication Requirements

1. Communicates with the SchTC and/or Special Education Lead Teacher and/or ESOL Coordinator regarding student accessibility and accommodations related to IEP/IAP and/or ELTPC plans and ensures student rosters and related test tickets are accurate prior to all test administrations.

Test Security Requirements

2. Assumes responsibility for assigned students.

3. Assists the Test Examiner in applying and enforcing prescribed calculator, cell phone, and electronic device guidelines.

4. With Test Examiner supervision, assists in accounting for all classroom test materials (Test materials must be returned to the SchTC by the Test Examiner).

5. Assists the Test Examiner in maintaining strict test security.

Training Requirements

6. Completes all GaDOE required assessment and test security training as published in the *Student Assessment Handbook* and posted in the Assessment Update.

7. Participates and completes all local training related to test administration, test security, and ethical behavior.

Testing Environment Requirements

8. Monitors a specific area if a large testing site is used.
9. Monitors online test administrations and communicates with Test Examiner when test administration, technology, and/or student issues arise.
10. With Test Examiner supervision, assists in preparing test materials for distribution to students in a classroom on days of testing.
11. Ensures that desks are clear of everything except test materials.
12. With Test Examiner supervision, assists in distributing and collecting classroom test materials.
13. With Test Examiner supervision, answers questions regarding test procedures but does not explain items or answer any questions regarding the content of the test.
14. Remains in testing site during entire testing time.
15. Observes students during testing to monitor that they are actively engaged in the assessment.
16. Avoids standing by a student's desk too long or touching a student, as this may be distracting.

Monitoring Testing Irregularities Requirements

17. Ensures students are using only specified test materials and/or not engaging in online sites outside of the testing environment. Reports observations of student actions to Test Examiner and/or SchTC immediately.
18. Reports any unusual circumstances to Test Examiner immediately (e.g., suspicion of cheating).
19. Circulates among students during testing to discourage misconduct and to be available to answer student questions.
20. Monitors students with disabilities, 504 students, or EL students who may require closer observation than other students or who need special assistance.

Test Security Expectations

Professional Ethics

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

A good testing program provides the following benefits:

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

Georgia relies on state-mandated assessments as a key component of the state accountability program as well as using the test results to fulfill federal requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically. In the pursuit of fair and ethical

testing for all stakeholders of Georgia, the following areas shall be addressed before, during, and after testing:

- Test Security – Test items, content, materials, and student responses, both digital and paper, shall be secured before, during, and after testing and scoring to ensure fair assessment of all students.
- Test Preparation – The test should reflect the state-adopted content standards being taught and should be developmentally appropriate for the age and level of the test-taker. Students should be familiar with test-preparation skills including the ability to use online testing tools. Educators should be trained in proper administration procedures and testing practices.
- 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. Tests should be administered in the appropriate environment.
- 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.

GaPSC Code of Ethics for Educators (505-6-.01)
The GaPSC has adopted standards that represent the conduct generally accepted by the education profession. The Code of Ethics for Educators (505-6-.01; January 2024) defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety, and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession. Standard 10 addresses ethical behavior specific to state-mandated assessments.

Standard 10: 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 GaPSC Code of Ethics for Educators addresses educator reporting requirements and disciplinary actions that apply to the assessment and accountability process for the testing program. (See GaPSC Rule 505-6-.01(4)(5)).

Local training must include a discussion of this standard and should focus on supporting Test Examiners in administering, managing, and monitoring assessments securely and appropriately.

There are occasions in which an incident occurs that warrants an investigation and referral to GaPSC.

Examples of possible ethical violations include but are not limited to the following scenarios:
- Test Examiner/Proctor helps student by giving information other than test directions.
- Test Examiner/Proctor indicates correct answers to students.
- Test Examiner leaves students unattended during testing.
- Content has been disclosed, coached, or distributed by Test Examiner or other personnel to students.
- Test Examiner does not follow proper transcription procedures related to student responses.
- LEA administration reporting an incident involving inappropriate test administration practices of LEA/Building Coordinators or Building Administration.
- Suspected and/or confirmed test security breach through adult use of a cell phone, electronic device, or other mode to share or retrieve secure test content, items, and/or passages through any electronic, email, social media, or other similar mode.

Each of these possible ethical violations by educators outlined in the scenarios listed and others not included require a report by the STC to the Office of Assessment and Accountability through a testing irregularity form filed in the MyGaDOE Portal. In addition, the STC must conduct a local investigation including a report to the LEA Human Resources (HR) Director according to local protocols which would include protocols to protect the privacy and professional reputation of all parties involved in that investigation. Expected supporting documentation submitted in the TIF may include any or all of the following attachments:

- STC/SchTC statements
- Test Examiner and/or Proctor statement of the incident
- Evidence of GaPSC certification and/or WIDA certifications
- Evidence of training handouts and presentations
- Evidence of personnel participation in test security and test administration protocol training
- Affected student rosters
- Additional evidence may be requested depending on the outcome of the investigation.
- If the incident is clearly unsubstantiated, the system must include a statement of findings supporting this decision.

In the event of a referral by the Office of Assessment and Accountability to local HR review, a decision is made regarding the outcome of the incident which may include invalidation of all affected student assessments. The Office of Assessment and Accountability supports investigations conducted by LEA Human Resource Departments and the local decision to refer to the GaPSC. However, in the event of an egregious or systemic incident, the Office of Assessment and Accountability will submit a referral to the GaPSC.

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

Test Security Plans and Prevention
STCs, in collaboration with other LEA and school leaders, must develop a test security plan that outlines important information regarding planning and preparation for a secure and successful test administration. A comprehensive plan should help ensure the security of test materials and assessment results. Typical items addressed in the LEA test security plan are:

- Basic information about the school LEA;
- Procedures for training all personnel involved in test administration;
- Development of policies and procedures for dealing with possible security breaches, including steps that should be taken if a breach occurs;
- Presentation of policies and procedures for monitoring the use of cell phones or other devices and enforcing the Georgia policy of no cell phones or other electronic devices in the test environment;
- Presentation of policies and procedures for monitoring for student cheating to include but not limited to use of a cellphone or other electronic device, notes, cheat sheets, notebooks, formula sheets, multiplication tables, and other such instructional materials that may provide advantage for a student;
- Testing schedule that clearly articulates which day(s) testing will occur;
- Outline of procedures for storing, distributing, and collecting testing materials;
- Outline of procedure for test administration, including procedures for administering tests with accommodations; and
- Communication Plan for reporting student assessment results to parents/guardians and final assessment results and data to appropriate stakeholders.

Procedures and rules should be developed, implemented, and communicated to all interested parties to keep tests secure before, during, and after test administration. The Office of Assessment and Accountability's expectation to monitor and periodically review the test security plan provides a strong rationale for tight local partnership to help promote continuous improvement efforts. After each administration, lessons learned should be reviewed and refinements, with appropriate planning, can be integrated into the next administration cycle.

System Test Coordinator (STC) Training Requirements
Each school year, the Office of Assessment and Accountability provides various test administration trainings to STCs for all state assessments. STCs are required to participate in all designated trainings. Notification to STCs is by memoranda found on the Georgia Student Assessment Program website, For System Test Coordinator link and is posted annually. In addition, announcement of all training sessions is found in the monthly Assessment Update newsletters posted on the same link. All STCs are required to attend the mandatory trainings noted in the calendar found in the memorandum as well as on the Georgia Assessment and Training Calendar posted on the website. Attendance will be recorded and collected for all sessions. It is strongly recommended that Special Education Directors/Coordinators and Title III/ESOL Coordinators participate in the State Assessment Training for System Test Coordinators – Parts 1 and 2, the Test Coordinator Training Course, the Accessibility and Accommodations for State Assessments Training Course, Georgia Milestones Test Examiner Training Course, and GAA 2.0 Test Examiner Training Course to ensure all personnel have a strong understanding of assessment purposes, policies, and protocols.

STCs are **required** to participate in the training sessions designated in the table below.

GaDOE Hosted Virtual Trainings	• State Assessment Training for System Test Coordinators - Part 1 • State Assessment Training for System Test Coordinators - Part 2 • Pre-Administration Trainings - Georgia Milestones, GAA 2.0, GKIDS 2.0, ACCESS, NAEP (selected schools) • 6-12 LEA - Tech Directors Training - Fall • K-12 LEA - Tech Directors Training - Spring
Georgia Learns Courses (asynchronous)	• Test Coordinator Training Course • Accessibility and Accommodations for State Assessments Training Course • Georgia Milestones Test Examiner Training Course • GAA 2.0 Test Examiner Training Course
WIDA Hosted	• Per WIDA site (http://wida.wisc.edu)

GaDOE Hosted Virtual Trainings
State Assessment Training for System Test Coordinators – Part 1 STCs will be presented assessment administration policy, responsibilities, and protocols as found in the *Student Assessment Handbook*. Additional information will be presented to support assessment planning for state mandated assessments.
State Assessment Training for System Test Coordinators – Part 2 STCs and related staff will be presented the process for determining accommodations for ELs and students with disabilities.

GaDOE Hosted Virtual Trainings
Pre-Administration and Test Setup Trainings – All programs STCs are provided information about how to setup test administration for each assessment. STCs will learn details about the assessment, reducing irregularities, scheduling, training resources, accommodations, and test monitoring.
Technology Directors Training – Fall Assessments (Georgia Milestones EOC Mid-Month, GKIDS 2.0, NAEP) LEA Technology Directors are presented with information and guidance needed to set up online platforms for state-mandated assessments during the Fall and Winter administrations.
Technology Directors Training – Spring Assessments (Georgia Milestones, ACCESS, GAA 2.0) LEA Technology Directors are presented with information and guidance needed to set up online platforms for state-mandated assessments during the Spring and Summer administrations.
Georgia Learns Courses
Test Coordinator Course This course is designed to give System and School Test Coordinators the Georgia required training necessary to administer state mandated assessments.
Accessibility and Accommodations for State Assessments Course This course is designed to inform educators in the classroom and in administration about how accessibility supports and accommodations are selected, administered, and monitored for state assessments.
Georgia Milestones Test Examiner Course This course is designed to give Test Examiners the Georgia requirements and training necessary to administer the Georgia Milestones. Test Examiners will need to receive school and LEA specific information from their SchTC.
Georgia Alternate Assessment Test Examiner Course This course is designed to inform Test Examiners about the structure, process, and administration of the Georgia Alternate Assessment (GAA) 2.0.
GKIDS 2.0 Course This course is designed to inform teachers of kindergarten students in the administration of GKIDS 2.0.
WIDA Hosted (https://wida.wisc.edu)
STCs, SchTCs, and Test Examiners (as assigned) must sign into the WIDA Secure Portal>Webinars to view upcoming training sessions for WIDA assessments.

The Office of Assessment and Accountability test security and test administration training materials are reviewed, at least annually, by staff to respond to the following questions:

- Are training materials and related communications fully consistent with our security goals?
- Do training materials clearly specify who is to have access to test materials or testing rooms and under what circumstances?
- Are the roles of STC, SchTC, and Test Examiner (at a minimum) clearly and explicitly conveyed?
- Does training include a "duty to report" problems or to intervene to correct problematic situations?
- Has the local and state-level monitoring of testing plan been clearly conveyed including the possibility of site visits, reporting of test security documentation, review of irregularities, and other data forensics analyses?

Local Test Security Training Materials and Agreements
Using a train-the-trainer model, the Office of Assessment and Accountability conducts its trainings via online webinars for STCs and Special Education Directors, where appropriate. The STCs should, in turn,

redeliver these trainings to all personnel involved with test administration within their respective LEAs. All personnel involved in testing must receive training on appropriate test administration, policies, and procedures including accommodations for each assessment given test; this includes all staff who are involved in the handling of secure test materials. Volunteers should not handle test materials or manage testing logistics but may assist in the administration in other ways (i.e., front office support, hall monitors, etc.). Attendance at training must be mandatory and well-documented. **Untrained Test Examiners shall not be allowed to assess students on state assessments**.

Training plans must include an emphasis in the use and selection of test accommodations for students with disabilities (SWDs) and English learners (ELs). Consistent training on accommodations provides an opportunity for the state and LEA to make sure that all testing personnel know how to make appropriate decisions about testing accommodations for state assessments.

SchTCs, Test Examiners, and Proctors are required to participate in the following training sessions designated in the table below (See Training Descriptions Table).

School Test Coordinators	• Georgia Learns (asynchronous)
	  ○ Test Coordinator Training Course
	  ○ Accessibility and Accommodations for State Assessments Training Course
	  ○ Georgia Milestones Test Examiner Course
	  ○ GAA 2.0 Test Examiner Course
	• Specific LEA and/or School Training
	• WIDA hosted trainings (https://wida.wisc.edu/)

Test Examiners and Proctors	• Georgia Learns (asynchronous)
	  ○ Georgia Milestones Test Examiner Course (as assigned)
	  ○ GAA 2.0 Test Examiner Course (as assigned)
	  ○ GKIDS 2.0 Course (as assigned)
	• WIDA assessment-specific certification training (as assigned)
	• Specific LEA and/or School Training

Asynchronous courses provided through Georgia Learns must be completed annually by STCs, SchTCs, Test Examiners, and Proctors. Staff will receive a completion badge and certificate once they have completed the course successfully. STCs and SchTCs are responsible for collecting documentation of all Georgia Learns course completion certificates from staff and educators prior to any test administration windows and beginning any test sessions.

STCs and SchTCs are instructed to clearly document attendance at all local training sessions and include agendas and supporting presentations and/or handouts with specific guidance and policy related to test security and assessment administration protocols. Training must include a review of Test Examiner's Manuals and define and clarify test security breaches and potential opportunities for irregularities and invalidations. Local training must clearly articulate the process and procedure for reporting irregularities for review by the STC and subsequent reporting to the Office of Assessment and Accountability for review. *Test Security Information for SchTCs/Test Examiners/Proctors* and *Assessment Security Compliance Forms* may be used to provide documentation of personnel attestation of understanding test security obligations (See Appendix B).

Prevention of Test Security Breaches

The Office of Assessment and Accountability has established various security measures that seek to prevent or reduce the likelihood of potential breaches or to deal directly with breaches that could occur through the testing process, including:

- Development and implementation of security training and related material for all personnel involved in the testing process, including Proctors, Test Examiners, SchTCs, principals, STCs, and superintendents;
- Use of security, confidentiality, and nondisclosure agreements (See Appendix B);
- Defining and implementing security plans for administration of both online- and paper-based assessments; and
- Protection of student assessment records and other sensitive personal student data.

Establishing clear expectations for test administration and test security practices reduces the burden school and LEA personnel must make when administering state-mandated assessments. Standards for the prevention of test security breaches are designated for both online and paper-pencil test administrations.

The Office of Assessment and Accountability's current practices and recommendations are in line with guidelines prepared by the National Council on Measurement in Education (NCME) which states that "training should provide an overview of ethical and proper administration procedures and stress the importance of academic and assessment integrity as a means of avoiding serious negative consequences for the testing program and its potential damage to the educational reputation of students and schools. Staff and students should understand and support monitoring efforts to report and detect breaches of security, cheating, and other improper behavior."[1]

Test Security Breaches

Test security breaches are actions during test administration that give a student an unfair advantage or compromises the secure administration of the assessment. 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 Office of Assessment and Accountability as an inappropriate use or handling of tests and will be treated as such. Below are guidelines to assist system personnel in determining which activities might compromise test security or score validity. The guidelines apply, where applicable, to both online and paper test administrations and environments. Please note that this list is not exhaustive and includes acts that could be committed by staff and/or students. Any concern regarding test security must be reported to Office of Assessment and Accountability immediately. GaDOE Assessment Specialists are available to help system personnel develop and implement appropriate test security procedures. A breach of test security may occur because of actions demonstrated or caused by any persons in contact with secure test materials whether paper or digital.

Failure to safeguard test materials or to comply with test administration procedures could adversely affect an individual's certification status. Such incidents must be reported to the Office of Assessment and Accountability and may be referred to the Educators Ethics Division of the GaPSC 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 Office of Assessment and Accountability. Failure to comply with the U.S. Copyright Laws protecting these materials could result in legal action.

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[1] National Council on Measurement in Education (2012). Testing and Data Integrity in the Administration of Statewide Student Assessment Programs, p. 4, October 2012. Available online at https://files.eric.ed.gov/fulltext/ED605011.pdf. This report uses the October 2012 publication rather than the unpublished working draft included in NCME's response to the January 2012 RFI.

Any instance of violation of copyright laws must be reported immediately to the Office of Assessment and Accountability.

Testing Irregularities

STCs must review the *Student Assessment Handbook* to ensure appropriate security and monitoring procedures for the LEA are in place for all state assessments. Included in this manual, is an *Incident Reporting Guide* (See Appendix A) with examples of common testing irregularities and expected actions by the LEA in response to those actions. It is expected that STCs will develop and manage a LEA-wide assessment monitoring plan utilizing the protocols and procedures found in this manual. Any action or circumstance that deviates from standard test administration procedures or test security protocols is considered a testing irregularity.

Common coding of irregularities include: (IR) Irregularity, (IV) Invalidation, (PIV) Participation Invalidation, (DNA) Did Not Attempt, (ME) Significant Medical Emergency, and (PTNA) Present, Test Not Attempted. These codes are determined after Office of Assessment and Accountability review and approval of any reported testing irregularities in the MyGaDOE Portal by STCs and shall not be utilized by LEAs without such approval. Security breaches and testing irregularities can have long-reaching impact on students, schools, and systems, as well as upon any personnel who might be responsible for causing or contributing to any circumstance leading to a testing irregularity. It is the responsibility of all personnel in the local system to follow protocol as they become aware of testing irregularities.

Reported irregularities fall under the following categories:
- Accommodation Error
- Examiner Not Certified/Trained
- Mishandling of Test Materials
- Possible Ethical Violation
- Scheduling Flexibility Request
- Significant Medical Emergency Documentation
- Student Cheating/Sharing Test Content
- Test Administration Error – Adult
- Test Administration Error – Student
- Test administration error – adult
- Testing Interruption

The Office of Assessment and Accountability will request supporting documentation used by the LEA during any investigations of reported irregularities or to respond to requests by the Office for further review. Such supporting documentation or evidence may include:
- Written statements
  - System Test Coordinator
  - School Test Coordinator
  - Principal
  - Test Examiner
  - Proctor
- Student Information
  - Affected Student Roster
  - Student Statement(s)
- Evidence of Participation in Training
  - Attendance sign-in sheets

- o Attestation documents
- o Training handouts and presentation

More serious irregularities require a report to the GaDOE Office of Assessment and Accountability. Depending on the impact of the irregularity, the Office of Assessment and Accountability will instruct the LEA to code the incident as either a testing irregularity or a test invalidation. The GaDOE Office of Assessment and Accountability should be contacted as soon as possible if there is a major interruption in testing that impacts a substantial number of students over an extended amount of time.

Any testing irregularity must be addressed immediately. The Test Examiner should contact the SchTC if there are any disruptions in testing sessions or if cheating or security violations are suspected. The SchTC, in turn, should notify the STC. The STC is expected to contact a GaDOE Assessment Specialist as soon as possible and report the testing irregularity in the MyGaDOE Portal. A GaDOE Assessment Specialist should be contacted immediately to determine if the test session can/should continue. If the decision is made to discontinue the testing process, GaDOE Office of Assessment and Accountability staff will assist system personnel with re-scheduling and/or re-testing, if appropriate.

Irregularities must be coded, documentation completed, and submitted to the GaDOE Office of Assessment and Accountability. The STC must report irregularities concerning common place interruptions (e.g., alarms, sickness, etc.). All incidents of secure content posted on public websites and/or social media sites must be reported immediately to the GaDOE Assessment Specialist and reported in the MyGaDOE Portal.

If the irregularity is revealed following the scheduled testing window, GaDOE Office of Assessment and Accountability staff should be contacted to determine if the scores on the affected tests are valid. All reports to the Office of Assessment and Accountability should be made by the STC. If the irregularity has a major impact on testing or there is a possible need to invalidate student scores, then the LEA's assigned Assessment Specialist at the Office of Assessment and Accountability should be called. Confirmed incidences of cheating will result in an invalidation of student scores.

All incidents of secure content posted on public websites and/or social media sites must be reported immediately to the GaDOE Assessment Specialist and reported in the MyGaDOE Portal.

Occasionally, persons from the public will contact the GaDOE Office of Assessment and Accountability with allegations of classroom/school/system testing irregularities. In these cases, the GaDOE Office of Assessment and Accountability staff will contact the STC, asking that person to investigate, determine if possible unethical conduct is involved, make the appropriate report to the GaPSC with a copy to the GaDOE Office of Assessment and Accountability, and report the incident in the MyGaDOE Portal.

Please note that mistakes in test administration that occur in a school or system may result in the local LEA being invoiced for the costs incurred to correct any resulting errors in test data/reports.

These errors may necessitate custom and/or hand scoring, creation of new student, school, system, or state reports and/or data files. **Errors of this nature may be irreparable and may carry direct impacts upon accountability determinations and other measures. All errors such as these must be reported as a testing irregularity in the MyGaDOE Portal for review by GaDOE Assessment Specialists.**
- The GaDOE Office of Assessment and Accountability of the GaDOE will review all reports of irregularities and may advise the local system whether a report of possible unethical conduct should be made to the GaPSC (See Professional Ethics).

- Irregularities related to the actions of STC, SchTC, Test Examiners, or Proctors include but are not limited to:
  - failure to ensure appropriate valid GaPSC certification of all Test Examiners prior to any administration.
  - failure to complete Office of Assessment and Accountability mandatory and assigned local training for assessments prior to any administration.
  - failure to ensure appropriate valid GaPSC certification and completion of training requirements of all Test Examiners and Proctors prior to any administration.
  - allows access to secure test materials by unauthorized individuals such as custodial staff, educators, students, and other individuals.
  - fails to follow security regulations for distribution and return of secure test materials as directed or fails to inventory and to account for all secure test materials before, during, and after testing.
  - uses or handles secure test booklets, answer documents, online test tickets, logins, passwords, and/or test forms for any purpose other than test administration.
  - fails to follow administration directions from the Test Administration Manual including an exact word-for-word reading of the Test Examiner's script.
  - fails to properly secure and safeguard pass codes/usernames found on test tickets necessary for online test administration.
  - participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

Note: Lost test booklets or other lost secure assessment materials in any assessment program constitute a breach of test security and will result in a referral to GaPSC.

- Irregularities in Security Procedures include, but are not limited to:
  - Test Examiner or other personnel copied or reproduced (by any means) secure test materials for personal or distributed use.
  - Test Examiner or other personnel posted or otherwise discussed secure test material and/or test items through social media sites, texting, or other electronic communications.
  - Test Examiner or other personnel erases, marks answers, or alters responses on an answer document or within an online test form.
  - Test Examiner or other personnel coached examinee(s) during testing.
  - Test Examiner or other personnel gave student(s) access to test questions or prompts prior to testing.
  - Test Examiner or other personnel altered or interfered with students' responses in some way.
  - Test Examiner or other personnel made item responses available to the student.
  - 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., misuse of test tickets; teacher takes a test home to review; teacher/administrator reads a test booklet after school, etc.).
  - Test Examiner or other personnel reads, reviews, notates, photographs, shares, transmits test items whether online or paper, before, during (unless specified in the IEP, IAP, or ELTPC), or after testing.
  - School or System missing assigned or unassigned test tickets, test booklets, or answer documents.
  - Test Examiner or other personnel presenting actual or cloned test items to students before, during, or after the test session (except released test items).
  - Test Examiner failed to create an appropriate testing environment.
  - Test Examiner questions students about test content after the test administration.

- o Test Examiner or other personnel participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

Irregularities in Test Administration include, but are not limited to, the following:
- Test Examiner or other personnel failed to follow and/or did not read word-for-word the administration directions for the test administration.
- Administering the wrong test(s) to the wrong student(s).
- Distributing student online test tickets to the wrong student.
- Failure to transcribe student responses (i.e., for Braille students or other accommodated students) from the test booklet to the online platform.
- Failure to announce and follow collection policies for cell phones and/or electronic devices (except for approved devices for students with medical needs), and unauthorized materials brought into testing environments by students.
- Examinee's test materials become lost or missing including test tickets, booklets, and/or answer documents.
- Teaching aids are displayed in the testing environment (i.e., a bulletin board containing relevant instructional materials) during testing.
- STC or SchTC and/or designated personnel failure to assign and properly correct the accommodations through the online test set-up procedures.
- Test Examiner fails to provide an examinee with documented accommodation(s) or provides examinee with accommodation(s) that are not documented and therefore are not appropriate.
- Student disruptions for any reason.
- Personnel or student verbal, written, and/or electronic communication regarding specific test content.

Irregularities in Maintenance of Secure Test Materials include, but are not limited to, the following:
- Excessive order of paper materials.
- Late return of scorable materials/packaging errors.
- Leaving scorable answer documents in test booklets.
- Shipping scorable materials with non-scorable materials.
- Failure to return used or unused nonscorable materials.
- Inability to account for missing test materials.
- Return shipments sent to the wrong location/wrong contractor.
- Failure to properly mark or label scorable test materials according to guidance found in Test Administration Manuals.

Irregularities in Proper Coding and Reporting include, but are not limited to, the following:
- Improper coding of student demographic data.
- Improper coding of accommodations.
- Not correctly coding student information or incorrectly using one student's label for another student, incorrect use of school names, inaccurate/improper grouping of answer documents.
- Attempting to report student results to programs (such as 6xxx number sites) rather than to schools.
- Failure to report irregularities in a timely manner.

Irregularities related to Student Behavior including, but are not limited to, the following:
- Student attempting to view or copy another student's responses to questions during testing.
- Student assisting peers with answers to questions during testing.

- Student using cell phones, electronic devices, and/or monitors to view, copy, share answers or post secure test information.
- Student involvement in incidents involving cheating and/or plagiarism of content and responses.
- Student accessing unauthorized materials (e.g., notebooks, writers' checklist, formula sheets, notes, Internet, textbooks) in the testing environment.

Steps for Reporting a Testing Irregularity
SchTC:
- Communicate with the STC about a possible testing irregularity.
- STC will provide guidance to investigate the possible testing irregularity.
- When requested, written narrative statements must be provided by all parties, including students when appropriate, involved in the irregularity.
- Return all documentation to the STC.

STC:
- Collect documentation from SchTCs.
- Compile documentation for each incident reported.
- Call the Assessment Specialist in the GaDOE Office of Assessment and Accountability to determine appropriate coding for student answer documents. (Additional information about using the MyGaDOE Portal to report irregularities will be shared during each pre-administration webinar.)
- Include appropriate information, coding, and documentation in the MyGaDOE Portal.
- The GaDOE Office of Assessment and Accountability will inform the local LEA if it is required to report the irregularity to the GaPSC.

Only the Office of Assessment and Accountability may invalidate assessments. Additional clarification on the coding of irregularities for the specific testing programs and the use of the assessment forms in the MyGaDOE Portal are provided during pre-administration trainings.

Test Security Information for SchTCs/Test Examiners/Proctors (See Appendix B)
This section on security includes information that applies to SchTCs, Test Examiners, and Proctors. This information is intended to help personnel understand the procedures that SchTCs use to inform them of their responsibilities. The need to be very careful regarding test security is critical. SchTCs 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, SchTCs 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 or class an improper or unfair advantage over others?
- Could this possibly give a student or Test Examiner advanced knowledge of the test content?
- Could this possibly be considered as teaching a child information that is known to be on the test, or is very likely to be on the test, rather than teaching skills and the entire curriculum/standards for the subject area to be tested?

- Could this possibly be considered unethical or a violation of board rule, professional teaching practices, the provisions in the Office of Assessment and Accountability *Student Assessment Handbook*, or the instructions in the Test 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 SchTC for any questions about testing issues. If an answer is not readily available, one will be obtained from the Office of Assessment and Accountability by the STC.

The following is a list of items to be considered prior to testing. The list **should not be** considered all-inclusive. Where applicable, the list applies to both online and paper/pencil testing environments. This document is recommended as a training resource prior to test administration.

Must Do:
Participation in Training:
- Be certain that everyone involved in the testing process has been properly trained and informed of responsibilities of test security.
- Provide sign-in sheets and rosters as well as training agendas. Attendance at training must be mandatory and well-documented. Untrained Test Examiners must not be allowed to test.
- All GaPSC certified Test Examiners have been informed of the Code of Ethics for Educators related to testing and the consequences of Test Examiner malpractice.

Test Security:
- Contact the SchTC 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.
- Follow all local protocols and procedures regarding minimizing risk of testing irregularities and potential invalidations.
- Administer tests only during the testing window established by the LEA.
- Test Examiners should notify the SchTC of any problems that occur during testing. SchTCs should immediately notify the principal in writing of any problems and then notify the STC. If necessary, the STC will notify the Office of Assessment and Accountability.
- Ensure that only the correct student logs into testing platforms during the correct administration window and designated time.
- Ensure that adults and students cannot log into sessions outside of designated time and test administration location.
- Ensure authorized staff user accesses the vendor testing portals using a unique username and password. Staff are prohibited from sharing usernames and passwords for use in accessing the vendor testing portals.
- Ensure administration of online assessments is permitted only through the student interface via a secure browser in a controlled setting.
- Ensure staff do not access the online testing system (student interface) as a student or using a student's username and password.
- Ensure each student has access to the online testing system using the correct unique username and password.

- Make certain that everyone involved in testing in any manner is aware of the items in this list and the list below and ensure that everyone involved in testing is aware of professional practices and the consequences of violations.

Handling of Materials:
- Keep all secure testing materials stored in a secure place accessible only by the principal and the SchTC. The Office of Assessment and Accountability recommends that test materials 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 SchTC have access. Restricted access should be confirmed prior to receipt of test materials.
- Be certain that materials are issued only to GaPSC-certified persons who have been carefully advised of their responsibilities for test security. Only GaPSC-certified staff members who have been trained in the proper management of secure test materials/online test administrations should handle such materials.
- Be certain that all materials issued to persons administering tests are counted carefully when given out and when returned. Be certain that all persons receiving materials sign a checkout sheet when they receive the materials. This sheet should show date and time. Distribute testing materials as close to the actual testing time as possible.
- Make certain that all materials are returned immediately after the testing session. Test Examiners are responsible for turning them in and SchTCs are responsible for verifying that they do. Be certain all persons returning materials sign a check-in sheet. This sheet should show date and time.
- Be certain that materials are issued only to GaPSC-certified persons who have been carefully advised of their responsibilities for test security. Only GaPSC-certified staff members who have been trained in the proper management of secure test materials/online test administrations should handle such materials. Be certain that student responses requiring transcription are transcribed directly into the online platform in the presence of a GaPSC certified witness and the *Validation Form for Recording of Student Responses* has been signed.
- Be certain that the SchTC, principal, or principal's designee is present when demographic data (name, student number, etc.) is entered on any test booklets or answer documents. This should be done in a central and well supervised location.

Student Preparation:
- Perform all necessary technology readiness checks and online student practice tests in advance of online testing.
- Adhere to calculator and electronic device policies and guidelines.

Test Administration:
- Follow instructions in the test manual exactly and read all directions word-for-word as directed in test administration manuals and scripts. Not doing so can potentially invalidate test scores.
- Take down or cover any instructional content-based materials displayed in the classroom if the item could provide an advantage to students during the test.
- Adhere to the expectations set forth in the *Student Assessment Handbook*, and by the local system, relative to student possession of electronic devices in the test setting.
- Ensure that only the correct student logs into the testing platform during the correct administration window and designated time.

- Test Examiners must collect and turn into the SchTC any scratch paper/graph paper used during a standardized test and the SchTC should destroy it. Scratch paper/graph paper must not be used for a test if the test directions or Test Examiners' manuals do not allow it.
- Review test tickets to ensure all students requiring testing accommodations have accurately been applied in the online testing platform and/or paper documentation.
- Test Examiners must collect and turn into the SchTC any scratch paper/graph paper used during a standardized test and the SchTC should destroy it. Scratch paper/graph paper must not be used for a test if the test directions or Test Examiners' manuals do not allow it.

Must Not Do:

Test Content:
- Allow anyone to see test forms, including online and paper/pencil forms, for any state-mandated test before they are administered — not even for a brief look regardless of the reason.
- Review student responses in online or paper/pencil forms to provide students clues to the answer, coach, revise a student response, or provide students with the answer to any test item.
- Copy tests or test materials in any way — no photocopies, no handwritten copies, no electronic copies/photos, no notes may be made about/of test content, including secure GAA 2.0 responses.
- 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.
- Make notes about test content during the 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, including through social media sites and communications. This does not include appropriate sample test items, practice materials, or Office of Assessment and Accountability publications such as Test Content Descriptions and Student Study Guides.

Test Administration:
- Enter/disrupt test settings during test administration unless necessitated by an emergency or other important need that is time sensitive.
- 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 standards or on test blueprints, should not be emphasized — they should be.)
- Add anything to, or delete anything from, the directions in the test manual. Test Examiners must read the script found in the Test Administration Manual exactly as written. Deviation from this violates standardized test conditions and may invalidate scores.
- Discuss test items or actual test content with anyone at any time. This does not prohibit discussions about test content descriptions, test blueprints, test results, or test preparation.

Malpractice:
- Select and distribute test materials, test forms, scratch paper, 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 document (*Test Security Information for School Test Coordinators/ Test Examiners/Proctors*) 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: _____

All state assessments require a standardized process of test administration for test results to yield fair and accurate results. In order to preserve unbiased measures of student performance, the students should have no prior exposure to test items. A breach of security of state assessments could result in invalid LEA, school, classroom, or student scores. Specific policies, details, and clarifications regarding state assessments must include a thorough understanding by system and school personnel of the *Student Assessment Handbook* and any other accompanying test administration manuals and resources for each state assessment.

Assessment Security and Test Administration Monitoring Practices

STCs are responsible for ensuring that all schools are meeting security requirements. The importance of always maintaining and monitoring assessment security throughout the administration process must be stressed (See Appendix C).

- LEA Test Security and Test Administration Monitoring Practices
  - Desk Audit Monitoring
  - Detecting Test Security Breaches
  - Local School Site Visits
  - Reporting and Remediating Test Security Breaches
- Office of Assessment and Accountability Monitoring
  - Assessment Monitoring Plan
  - Monitoring and Observation
  - Feedback Report
  - Review of Test Security Breaches
  - LEA and/or School Site Visits
- GaPSC Reporting and Investigation
- GOSA Academic Audit

Supporting Documents and Resources

The Office of Assessment and Accountability develops and publishes resource materials including the *Student Assessment Handbook* and test administration manuals that focus on appropriate secure test administration practices and the appropriate selection and use of testing accommodations for online and paper-pencil administrations. Produced annually, these resources are available for download, text search, and/or print from the Office of Assessment and Accountability's Georgia Student Assessment Program website and include considerations to ensure that the integrity of each assessment is maintained, students who receive accommodations are included in meaningful educational practices, and that test results are valid.

The *Student Assessment Handbook* includes test-specific charts indicating approved accommodations, guidelines for conditional accommodations, and information about alternate assessment participation.

Test Administration Manuals provide direct instructions and word-for-word scripts for Test Examiners as well as additional specific language for some accommodations. For online assessments, STCs are encouraged to allow students to encounter practice websites provided by the Office of Assessment and Accountability so that they can become familiar with the universal tools available during testing. Select accommodations are also embedded into the testing platform that are utilized to support online testing. Providing accommodations through the testing platform ensures that the provision of accommodations is standardized from student to student. However, Test Examiners are expected to monitor secure test administration protocols and the delivery of student accommodations as intended. Test Examiners

should be in communication with their SchTC in a timely manner to ensure that the accommodations have been activated and verified for each student during student and test session set-up.

System Test Coordinator (STC) Training (See System Test Coordinator (STC) Training Requirements)
The Office of Assessment and Accountability offers trainings to assist local LEAs in administering state-mandated assessments. Traditionally, these trainings focus on test security and general test administration policies and procedures. However, over the past two years, there has been a particular emphasis on the use and selection of test accommodations for SWD and ELs. Consistent training on accommodations provides an opportunity for the state and LEA to make sure that all testing personnel know how to make appropriate decisions about testing accommodations for state assessments.

Using asynchronous courses through Georgia Learns and online webinars for STCs, SchTCs, and other appropriate personnel, the Office of Assessment and Accountability provides guidance and training using a train-the-trainer model. In addition, a new asynchronous course, *Accessibility and Accommodations for State Assessments*, has been developed and is delivered through the Georgia Learns platform. STCs and SchTCs are required to complete this course.

STC and/or SchTCs redeliver these trainings to all personnel involved with test administration within their respective LEAs. In addition, Test Examiners and Proctors must participate in the Georgia Learns asynchronous courses, *Georgia Milestones Test Examiner Course*, and/or *GAA 2.0 Test Examiner Course*, when designated to administer or proctor those assessments.

For IEP, IAP/504, and ELTPC teams to make appropriate decisions for students, they must receive proper training on both the decision-making process and on the current policies on accommodations for instruction and testing. It is important for LEAs to document and monitor staff participation these trainings to make sure that everyone knows how to make appropriate decisions about accommodations.

Monitoring Test Administration – Accessibility and Accommodations
Under the federal Individuals with Disabilities Education Act (IDEA), the Every Student Succeeds Act (ESSA) and the SBOE Rule 160-3-1-.07, all students, including SWDs and ELs, be administered assessments intended to hold schools accountable for the academic performance of students. Educators must actively engage in a planning process that addresses:
- assurance of the provision of accessibility supports to facilitate student access to grade-level instruction and state assessments;
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities; and
- use of different assessment formats to assess the achievement of beginner ELs; these assessments are tailored specifically for ELs at varying developmental, language proficiency, and academic levels and are aligned with content and achievement standards, curriculum, and instruction.

IEP, IAP, and ELTPC team members must actively engage in a planning process that ensures the participation of students (SWD and EL) in mandated assessments in one of four ways:
1. The general assessment with no accommodations;
2. The general assessment with accommodations; or
3. The alternate assessment for students with the most significant cognitive disabilities; and
4. The provision of accommodations as needed to facilitate student access to grade-level instruction and state assessments.

The Office of Assessment and Accountability has a comprehensive approach to monitoring the use of testing accommodations in local LEAs, and across each assessment. A six-part strategy is in place for which includes:

1. Establishing clear requirements for the use of testing accommodations;
2. Developing test administration support documents and resources;
3. Continued training for local school LEA personnel with an emphasis on the use of accommodations;
4. Targeted on-site monitoring and support, where applicable;
5. Continued collaboration amongst Office of Assessment and Accountability staff and Georgia educators; and
6. Periodically reviewing test irregularities for accommodations errors.

Collaboration

The GaDOE's Assessment Administration, Special Education, and Title III/ESOL offices collaborate on a regular basis to:

- Stay current on trending topics;
- Review policies and procedures;
- Develop and review test materials (i.e., Braille);
- Review participation and eligibility criteria for the Georgia Alternate Assessment (GAA) 2.0;
- Discuss special accommodation requests; and
- Discuss recommendations for the inclusion or revision of accommodations made available through the online platform.

Requirements for Use of Accommodations

Accommodations are changes in the administration of an assessment in terms of how the student takes or responds to the assessment. Broad categories of accommodations include presentation, response, setting, and scheduling. Accommodations should not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are designed to provide equitable access to assessments, not advantage performance or reduce learning expectations, for students.

In Georgia, students who are eligible for testing accommodations are those who have a disability-based or level of English proficiency reason as documented in an IEP, IAP/504, or ELTPC plan. In general, students are administered tests in their general education classroom and follow the testing administration schedule designated for the grade and content area being administered. However, the principal or SchTC has the authority to schedule testing sessions in environments other than regular classrooms, and at different scheduled times, given all requirements for test administration and test security are met as set forth in the *Test Administration Manual*. In addition, changes to the timing, setting, or conditions of testing are left to the discretion of the principal or SchTC.

IEP, IAP/504, and ELTPC teams should analyze an assessment for what it requires the student to do in order to take the test. Different tests serve different purposes and may measure content and skills through slightly different means; therefore, a specific accommodation may be allowed for one test, but not for another. IEP, IAP/504, and ELTPC teams should always consider the purpose of the assessment and consult *Student Assessment Handbook* to determine if an accommodation is allowed for the assessment under consideration.

Accommodations must be considered and discussed individually for each state assessment mandated for the student's grade level and should not be broadly assigned across all assessments. Only accommodations needed by the student, due to the disability or level of English language proficiency, to

access the assessment should be considered. The failure to provide testing accommodations as required in a student's IEP could result in the denial of a free appropriate public education (FAPE) to that student. Providing accommodations that are not required by the student to access the test may interfere with student performance and adversely impact student achievement as measured by the assessment.

The training topics related to the selection and use testing accommodations for SWDs and ELs include:
- Definition, purpose, and types of testing accommodations;
- Eligibility criteria;
- State-approved test accommodations;
- Guidance for decision making;
- Alignment of instructional and testing accommodations;
- Selection of testing accommodations;
- Helping students to use accommodations; and
- Special accommodations requests.

The Office of Assessment and Accountability provides information on accommodations decision making to STCs and LEA personnel in various ways, including webinar trainings, in-person trainings, video presentations, and other formats. In addition to the trainings, updates, reminders, and current policies regarding the appropriate use of testing accommodations are published in the monthly *Assessment Updates*.

LEA Accommodations Monitoring and Support

STCs must work closely with the LEA and school assessment team to deliver state assessments and ensure that eligible students requiring testing accommodations are provided those accommodations by trained Test Examiners. In addition, collaboration with IT and Special Education Directors as well as SchTCs is required to support a smooth administration of online testing. The state, LEAs, and schools should monitor testing by viewing reports of testing activity to carefully audit the assessment administration before, during, and after the testing window. Each assessment has tools to verify that testing occurs on schedule and is being implemented with fidelity to the guidelines of the *Student Assessment Handbook,* training, and test administration manuals.

Local Desk Audits

Local school desk audits should be scheduled by the STC and based on random selection of schools and/or need-based. These selections may include monitoring of newly appointed SchTCs as well as monitoring of historical or identified problems with administration protocol or test security. Desk audits generally take place throughout the course of a testing window. However, they may also occur outside of the testing window to allow for the review of documentation (i.e., school testing plan) and interviews with testing personnel. In the event of a discovery leading to issues with personnel, the STC may include LEA-level Human Resources representatives for further investigation.

STCs must work with the Special Education Director or other appropriate LEA or school-based personnel to manage reports that support the monitoring of accommodations for eligible students with IEP, IAP/504, and ELTPC plans. Suggested reports include:
- Verifying Test Examiners have received training in identifying accommodations on test tickets and/or student rosters;
- Verifying that testing occurs within the LEA testing window according to state policies;
- Ensuring that all students complete testing and are given the assigned time blocks per guidance found in the Test Examiner's Manual and/or accommodations specific to extended time;

- Monitoring that students have been assigned accommodations according to the education plan, and that all online tools are functioning properly; and
- Establishing a check LEA that ensures students have completed all sections or domains of the assigned assessment.

Guidance regarding local Desk Audits and monitoring may be found in Appendix C.

<u>Local School Site Visits</u>
STCs and other LEA personnel are encouraged to conduct local school site visits to gather and document information about its school's performance in relation to the test administration guidelines outlined in the *Student Assessment Handbook*. Evidence gathered during these school site visits should ultimately be used to make improvements to the LEA's testing program and determinations for targeted support based on the needs of schools. Of note, local school site visits should focus on assessment administration and appropriate delivery of student testing accommodations and not be used to directly assist schools in improving academic program or operations. During the visits, the STC may interview the school principal, SchTC, Proctor, special education teachers, and/or ESOL teachers to gather information about processes and procedures employed prior to and during test administrations for the use of testing accommodations.

Local school visits should be conducted as frequently as necessary for monitoring purposes. The LEA should determine the length, scope, and required activities for each school site visit and provide adequate notice to all school for any scheduled visits. The STC may conduct school site visits as best practice for monitoring assessment activities as part of the LEA Assessment Plan, for schools under investigation due to reported test security breaches, or other randomly selected schools, as directed. In conducting site visits, the LEA is aligning its test monitoring efforts with those employed at the state level.

The LEA should notify the school *prior* to the school site visit, where possible and as needed. School visits may occur before, during, and after testing as deemed appropriate and necessary by the LEA. The STC and/or other LEA personnel may request the following of each school for the site visit:
- School assessment plan (See Appendix B), including a section on monitoring test accommodations for students with an IEP, IAP/504, ELTPC plan;
- Test administration training records for all testing personnel;
- Communications to school administrators, teachers, parents, and students;
- Plans for setting up and maintaining technology;
- School level monitoring documents, where applicable; and
- Procedures for maintaining, distributing, and collecting test materials.

The STC may also request to observe test environments, review technology used for online testing, observe test materials storage, and conduct a walkthrough of the building.

<u>Addressing Test Security Breaches</u>
The following are various security measures that seek to *address* potential security breaches or to deal directly with breaches that occur could during the testing process, including:
- Security training materials and agreements;
- Test Security plans;
- School site visits;
- Detection and handling of security breaches during the testing process;

- Regular and thorough review of testing irregularities, including those that warrant invalidation; and
- Conduct analysis of LEA testing calendars, enrollment counts, materials orders.

Required Test Certification Documents

Principal's Certification: SchTCs are responsible for distributing the Principal's Certification (See Appendix A) to all Principals prior to each administration of all assessments. This document is intended to certify that all test administration plans were reviewed and approved by the Principal for the designated school. The Principal also certifies that all students appropriately participated in the state assessment, and that those requiring assessment accommodations based on IEP, IAP/504 or ELTPC plans received those accommodations during the assessment. In addition, the Principal must certify through this document that all personnel responsible for the test administration received appropriate training in test security and test administration protocols as articulated in test administration and Test Examiner's manuals. Both the SchTC and the Principal are required to complete, sign, and return the document to the STC for filing regarding each assessment administration window.

Superintendent's Certification: STCs are responsible for completing the Superintendent Test Certification form in the MyGaDOE Portal for Superintendent review and approval twice a year per Office of Assessment and Accountability guidance. The Superintendent Test Certification is intended to certify that all test administration plans were reviewed and approved by the Superintendent for the LEA. The Superintendent also certifies that all students appropriately participated in state assessments, and that those requiring assessment accommodations based on IEP, IAP/504 and ELTPC plans received those accommodations during the assessment. In addition, the Superintendent must certify through this document that all personnel responsible for test administration received appropriate training in test security and test administration protocols as articulated in test administration and Test Examiner's manuals.

Office of Assessment and Accountability Monitoring and Investigation
Assessment Monitoring Plan
The Office of Assessment and Accountability conducts regular reviews before, during, and after assessment windows to support the assessment needs of LEAs. Internal reviews are provided as needed and as requested by STCs to support questions related to local assessment calendars, training, and policy issues. The Assessment Monitoring Plan includes four specific levels of review.

Level 1 – Desk Audit
Level 1 is determined through a general review of data received during pre-, during, and post-monitoring activities and a detailed review of irregularity data from the previous year's assessments. Irregularity rates are disaggregated by system, program, and irregularity type and summarized as a proportion of the total student population. Proportions are highlighted and presented as flags based on the 33rd and 67th percentile. Flags are also generated for the total irregularities and type. LEAs ranked in the top 40% across all programs are identified as Level 1.

LEAs identified in Level 1 receive communication from GaDOE Assessment Specialists with notification of an internal review and are required to complete the *GaDOE Assessment Monitoring – Desk Audit* form (See Appendix C). Additional supporting documentation requested from the LEA includes the LEA Assessment Plan, School Assessment Plan (example), testing and accommodations monitoring documentation, secure materials protocol, irregularity reporting protocol, and technology readiness protocol.

GaDOE Assessment Specialists review LEA responses and supporting documentation. Following an internal team review, one of two actions will occur:

1. The identified LEA will receive the *GaDOE Assessment Monitoring – Feedback Report* (See [Appendix C](#)) and no further action is required from the LEA.
2. The identified LEA will move to Level 2.

Level 2
LEAs identified from the Level 1 collection as moving to Level 2 receive a request for a video conference to respond to questions from the review of documentation received, focus on irregularity patterns identified, and develop an action plan. Following the video conference, either the LEA will receive the *GaDOE Assessment Monitoring – Feedback Report* (See [Appendix C](#)) identifying the areas discussed and the current LEA-determined action plan. No further action is required from the LEA; or the identified LEA will move to Level 3.

Level 3
LEAs identified from the Level 2 collection as moving to Level 3 will participate in a second video conference to discuss follow-up activities related to the developed Action Plan. Following the video conference, either the LEA will receive the *GaDOE Assessment Monitoring – Feedback Report* (See [Appendix C](#)) identifying the areas discussed and follow-up activities from the LEA-determined action plan. No further action is required from the LEA; or the identified LEA will move to Level 4.

Level 4 – Site Visits
LEAs requiring a move to Level 4 will receive an onsite visit and observation by GaDOE Assessment Specialists and scheduled during a testing window. The LEA assessment team and the GaDOE Assessment Specialist will discuss the observations and the implementation of the action plans to support test administration. Following the site visit and observation, the LEA will receive the *GaDOE Assessment Monitoring – Feedback Report* (See [Appendix C](#)) identifying the areas observed and discussed including follow-up activities from the action plan. No further action is required from the LEA. Any actions identified as significant and severe will require notification to the Deputy Superintendent of Assessment and Accountability.

School Site Visits
School site visits generally take place throughout the course of a testing window. However, they may also occur outside of the testing window to allow for the review of documentation (i.e., LEA/school testing plan) and interviews with testing personnel. During the visits, staff may interview the school principal, SchTC, SchTC, Proctor, special education teachers, and/or ESOL teachers to gather information about processes and procedures employed prior to and during test administrations for the use of testing accommodations. A standard set of questions will be used for each type of interview (See [Appendix C](#)). It is not standard for the results and observations from the school site visit to be shared with school/LEA personnel prior to leaving the school site.

Data from these visits are used to identify strengths and areas of improvement, to inform test administration support trainings, and to make recommendations for amendments to state test administration guidelines. At the completion of the school site visit, strengths and weaknesses of the school's testing processes and procedures are discussed. The LEA/school will then receive a follow-report containing specific comments and feedback from the visit (See [Appendix C](#)).

After careful review of data collected from desk audits and school site visits, the Office of Assessment and Accountability will provide targeted assistance to schools to improve its practices for ensuring the appropriate selection and use of testing accommodations. If necessary, a school may be required to

submit additional information for review and, in some cases, a follow-up school site visit will be scheduled.

Findings and feedback from the school site visit are reported to schools and LEAs. The report provides feedback to inform the school's continuous improvement efforts to its testing programs. The report is organized by the three practices and indicators within these practices and includes a brief summary of the findings and feedback for improvement (See Appendix C).

The Office of Assessment and Accountability Assessment Administration team consists of the Director of Assessment Administration and the Assessment Specialist for each state assessment. The team's role in each visit is to observe and ask questions related to the school's test administration and security practices. Members of the host school are asked to be prepared to respond to those types of questions, as well as discuss test security plans and training for all personnel directly associated with secure test materials.

Documentation collected from LEAs includes, but is not limited to, the following:
- LEA Assessment Plan;
- School Assessment Plan;
- Documentation of Test Security Training;
- Documentation of Test Administration Protocol Training;
- Documentation/Reports indicating the proper identification of accommodations for eligible students;
- Communication with schools, SchTCs, students, and parents about administration of assessments;
- Documentation of sign-in sheets and handouts specific to identified training; and
- Documentation of valid GaPSC certification.

Review of Test Security Breach Reports and Investigations
The Office of Assessment and Accountability reviews all reports of test irregularities and provides guidance for the LEA's next steps to resolve such incidents. In some cases, irregularities are submitted to address incidents that are major violations of test security such as reopening an assessment for a student who becomes ill and is unable to resume testing until after testing has expired. The *Incident Reporting Guide* (See Appendix A) is provided to STCs and includes sample responses to possible test security breaches. These scenarios and responses are specific to the Georgia Milestones Assessment System (the state's largest assessment system) but, in most instances, are applicable to other state assessments. Clarification on the submission of test irregularities in the MyGaDOE Portal are provided during pre-administration trainings for each, specific testing program.

Any signs of a testing irregularity are dealt with immediately. Test Examiners are directed by STCs and SchTCs in training to contact the SchTC if any cheating or test security violations are suspected. The SchTC, in turn, notifies the STC. The STC reviews documentation submitted by the SchTC and any supporting documentation for irregularities and potential invalidations and submits the documentation in the Testing Irregularity Form (TIF) on the MyGaDOE Portal. Once the TIF is reviewed by the Assessment Specialist, all irregularities must be coded by the STC in the online platform or student answer document for the student in which the test irregularity was submitted.

Further, if any LEA personnel become aware of testing irregularities within a testing window, the GaDOE Assessment Specialist is contacted immediately to determine if the test session can/should continue or if student scores must be invalidated (incidences of cheating result in invalid student scores). If a decision is made to discontinue the testing process, the GaDOE Assessment Specialist assists LEA

personnel with re-scheduling and/or re-testing, if appropriate. If the irregularity is revealed following a scheduled testing window, the GaDOE Assessment Specialist is contacted by the STC to determine if the scores on the affected tests are valid.

<u>Follow-Up to Test Security Breaches</u>
Because most testing irregularities are the result of minor errors during test administration, they are often resolved quickly. However, the Office of Assessment and Accountability may need to investigate more serious breaches to test security or alleged testing violations. Invalidation of a test due to a testing irregularity shall be determined after a thorough investigation and consultation among the Office of Assessment and Accountability, the STC, and sometimes, the LEA superintendent. **Of note, only the Office of Assessment and Accountability may invalidate assessments.**

Review of Accommodations Error Irregularities
The Office of Assessment and Accountability has monitored the use of testing accommodations through a review of irregularity reports submitted during or following each testing window. A review of irregularity data gathered from each assessment is intended to reveal support for changes needed in assessment protocols as well as training opportunities to minimize issues of test security and potential for test irregularities for each state assessment. Testing irregularities are submitted in the MyGaDOE Portal and are reviewed by GaDOE Assessment Specialists for each assessment.

Focused areas/questions of concern guide the review of these data, and consequently, remain the focus of the Office of Assessment and Accountability's continual review efforts:
1. Were accommodations provided appropriately to the student(s)?
2. Did student(s) receive the correct accommodation(s)?
3. Did student(s) receive an accommodation that was not an approved accommodation as posted in the *Student Assessment Handbook* by the Office of Assessment and Accountability?
4. Were the accommodations appropriately assigned based on the IEP, IAP/504, ELTPC plan including state required coding (SRC) and accommodations categories (setting, scheduling, presentation, response)?

In addition, the GaDOE Assessment Administration Team reviews submitted irregularities for common themes and patterns. Common reviews include the assignment of the standard read-aloud (TTS-S) and conditional read-aloud (TTS-C) accommodations as well as errors related to how the accommodations were administered.

Use of Data Review to Inform Future Assessment Office Improvement
Data from the desk audit has been used to inform decision making for training, support, development of materials and resources, and continued improvement efforts.

Trainings: Specifically, the Office of Assessment and Accountability has made improvements to its training practices with STCs, placing heavy emphasis on the appropriate use of accommodations for instruction and assessment purposes. A component of these trainings provides guidance on how to assign accommodations for students with IEP, IAP/504, and ELT-PC plans and includes plan assignment, SRC codes, type of accommodation, and specific testing accommodation(s). In addition, training has been developed as part of the Pre-Administration, Test Set-up, and monthly Assessment Lunch and Learn presentations that includes local STC and SchTC monitoring of accommodations assigned to students at the test session level to support prevention of accommodations errors and irregularities potentially affecting student outcomes.

Resources: The Office of Assessment and Accountability has developed a variety of resources to address and mitigate test security breaches, particularly in response to the most commonly reported test irregularities.

First, the Office of Assessment and Accountability Assessment, in collaboration with the GaDOE Special Education Services and Supports and Title III/ESOL Divisions, has revised and developed new content in the *Student Assessment Handbook* which presents guidelines for the selection and use of accessibility supports for instruction and assessment of all students, including students with disabilities and English Learners (ELs). The department believes that accessibility supports provide equitable access during instruction and assessments for all students.

Second, the Office of Assessment and Accountability has developed more, and improved existing, resources to focus on prevention of test security, test administration, and accommodations errors taking a more proactive approach to training and resources. These resources include guidance for training to prevent test irregularities, but also includes processes for conducting investigations when required. Procedures for investigating potential breaches to test security require the submission of a Test Irregularity Form and will require that the LEA submit ample documentation to support the investigation, as well as may lead to Office of Assessment and Accountability or local referrals to the GaPSC and/or GOSA for academic audits.

Thirdly, the Office of Assessment and Accountability has increased its educator resources repository to include training resources (i.e., videos) that target student, Test Examiner, SchTC, and STC audiences. These resources are conveniently located on the Office of Assessment and Accountability's testing website but have also been included in a Course track in the Professional Learning tab for the SLDS online platform for LEAs to use as a supplement to its local training practices.

Lastly, as the state of Georgia continues the path of online administration of all or most state mandated assessment, the GaDOE Assessment Office will continue to work with vendors and local STCs to delineate processes to mitigate potential data and test security threats posed by online test administration. This includes continued trainings facilitated by the Office of Assessment and Accountability in collaboration with current online assessment vendors, to better support STC awareness of possible security threats.

Georgia Professional Standards Commission (GaPSC) Referral and Investigation

[SBOE Rule Testing Programs – Student Assessment (160-3-1-.07)](#) requires that all assessment shall be administered by Georgia-certified educators. The state of Georgia has authorized the GaPSC to establish and uphold ethical and professional standards within the teaching profession. The [Code of Ethics for Georgia Educators](#) lists those standards. The GaPSC also has the authority to conduct investigations to determine if probable cause exists to believe that an educator has committed an act that warrants disciplinary action. According to Georgia law, any citizen of the state of Georgia may file a complaint against a certified/licensed educator (See [Appendix C](#)).

Failure to safeguard test materials or to comply with test administration procedures could adversely affect an individual's certification status. Such activities must be reported to the Office of Assessment and Accountability and may be referred to the Educators Ethics Division of the GaPSC 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 Office of Assessment and Accountability. 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 Office of Assessment and Accountability.

Disciplinary measures related to personnel involved in assessments may be determined at the local level based on the LEA's board policy and the severity of the test security breach. However, the Office of Assessment and Accountability reserves the right to submit a report to the GaPSC for possible unethical conduct even if the LEA does not indicate pursuit of this course of action (See Test Security Expectations).

LEA Test Security and Test Administration Monitoring Practices

STCs must work closely with the LEA and school assessment team to deliver state assessments. Collaboration with technology and special education directors as well as SchTCs to support a smooth administration of online testing. The state, LEAs, and schools should monitor testing by viewing reports of testing activity to carefully audit the assessment administration before, during, and after the testing window. Guidance regarding local Desk Audits and monitoring may be found in Appendix C. Each assessment has tools to verify that testing occurs on schedule and is being implemented with fidelity to the guidelines of the *Student Assessment Handbook,* training, and any testing manuals.

Desk audit monitoring includes:
- Reviewing of LEA/School Assessment Plan
- Verifying that testing occurs within the LEA testing window,
- Ensuring that all students complete testing,
- Checking that student tests are sent for reporting,
- Monitoring the appropriate assignment of accommodations for eligible students, and
- Verifying student status so that students complete all sections of a test.

Detection of Test Security Breach Types

Type	Definition
Breach	Any action during a test administration that gives a student an unfair advantage or compromises the secure administration of the assessment.
Invalidation	A designation indicating that a testing anomaly that warrants reporting and coding of the anomaly and nullifying student scores occurred.
Irregularity	A designation indicating a testing anomaly that warrants reporting and coding of the anomaly but does not warrant nullifying student scores. An invalidation (defined above) may be necessary following state-level review of a reported irregularity.
Participation Invalidation	Testing anomaly, usually related to an ineligible conditional accommodation, which warrants nullifying scores.

Deviation from standard test administration procedures or test security protocols is considered a testing irregularity. Security breaches and testing irregularities can have long-reaching impact on students, schools, and LEAs, as well as upon any personnel who might be responsible for causing or contributing to any circumstance leading to a testing irregularity. It is the responsibility of all personnel in the local LEA to follow protocol as they become aware of testing irregularities.

Any signs of a breach of test security, especially any incidents of secure content posted on public websites and/or social media sites, must be dealt with immediately. The following chart depicts the process for how testing irregularities should be reported to the Office of Assessment and Accountability through the MyGaDOE Portal on the *Testing Irregularity Reporting Form* (See Appendix A) available to

STCs. SchTCs are expected to report all testing irregularities to the school's principal and STC. The STC then collects and reports the irregularity to the LEA's superintendent and to the LEA's assigned GaDOE Assessment Specialist (See Prevention of Test Security Breaches).

Test Examiner notifies School Test Coordinator of Irregularity	School Test Coordinator notifies STC	STC submits Irregularity to GaDOE	GaDOE reviews Irregularity
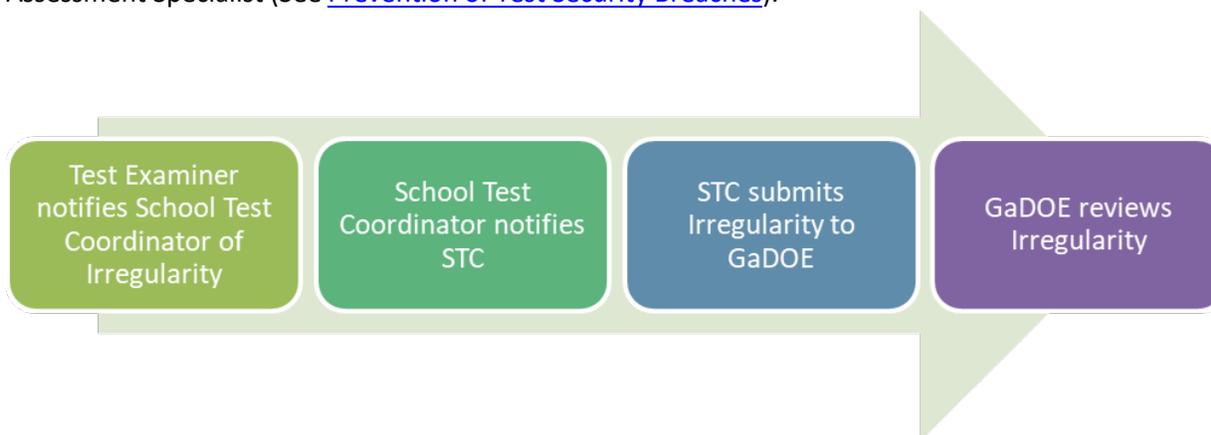
Investigation of Test Security Breaches

The Office of Assessment and Accountability investigates serious breaches in test security. Depending on the nature and severity of the issue, Office of Assessment and Accountability may request the LEA take certain actions, such as interviewing students or interpreting test results, to ensure a thorough and complete investigation. An LEA may be asked to provide the following information as part of the investigation:

- Detailed explanation of the event and timeline including who was involved, how the event happened, and how the event was discovered;
- Interview statements for all individuals who were involved in or may have information about the event, including their involvement with the reported irregularity;
- LEA's determination in the matter based on evidence collected (i.e., request for invalidation);
- Description of any disciplinary actions taken locally against testing personnel and/or students; and
- LEA's plan of action to mitigate future occurrences.

As requested through the investigation process, STCs may upload supporting documentation in an electronic format to the MyGaDOE Portal.

Examples of Various Test Security Breaches

Before, During, and After	Online Assessments	Paper/Pencil Assessments
Lost or stolen booklets		✅
Missing online test tickets	✅	
Obtaining unauthorized access to secure test materials	✅	✅
Educator unethical behavior	✅	✅
Educators/students cheating by any means	✅	✅
Before		
Failure to provide or participate in all test administration and test security training for appropriate personnel	✅	✅
Failure to create an appropriate testing environment	✅	✅
During		
Students giving, receiving, or having access to unauthorized assistance from other students or electronic devices during a test (e.g., sharing answers, assisting peers, using electronic devices to copy, send, share answers or test content, plagiarism)	✅	✅
Student accessing unauthorized materials or resources (e.g., notebooks, writers' checklist, formula sheets, notes, Internet, textbooks)	✅	✅
Test Examiners/ Proctors providing answers to students during testing	✅	✅
Accommodations being used inappropriately to cheat	✅	✅
Testing session disruption	✅	✅
After		
Altering student responses	✅	✅
Reconstructing test item materials through memorization	✅	✅
Memorized test items or answers being distributed, including posted online	✅	✅
Printing, emailing, or storing test information in a computer outside the test delivery system	✅	

Governor's Office of Student Achievement (GOSA) Auditing Program

GOSA serves as the reporting and accountability agency for education in Georgia. As such, it is charged by law (O.C.G.A. §20-14-26) with inspecting academic records of P-16 schools to ensure that education institutions are faithful to performance accountability requirements. Georgia law requires a school or local education agency (LEA) that receives state funds to comply with an audit conducted by GOSA or the Department of Audits.

In 2008, GOSA launched its academic auditing program as an extension of its statutory role to report student progress and school completion in Georgia's public schools. Through an academic audit, GOSA reviews student assessment data and other school records reported to the Office of Assessment and Accountability to confirm accuracy and explore the effectiveness of local school initiatives in improving

achievement. Valid data are crucial for improvement planning, education policy development, school funding, and determining the performance status of schools.

GOSA conducts an annual assessment audit to ensure that all schools and LEAs administer assessments with fidelity. Through the assessment audit, GOSA also reviews details on the administration of the GAA 2.0, as well as ACCESS and Alternate ACCESS.

An audit performed by GOSA generally follows a predictable procedure as described below.

A **desk audit** is the first response to the detection of irregularities in data or a pattern of data reported by a public school or LEA in Georgia:
1. The appropriate school official is contacted and informed that an irregularity has been found and must be investigated;
2. GOSA requests the official to perform an examination of the identified school's records; and
3. The official is then asked to complete an online GOSA Inquiry Form.

In the event that GOSA concludes the official's response on the GOSA Inquiry Form is not substantial enough to explain the data irregularities, an **on-site audit** is performed using the following guidelines:
1. An auditor from GOSA visits the school or LEA to review its records or testing procedures. The auditor may also conduct personnel and student interviews, employee surveys, and parent surveys as necessary to determine the cause(s) of possible data irregularities or noncompliance;
2. In the event the auditor finds financial irregularities in the course of the academic audit, the auditor refers the matter to the Georgia Department of Audits or other agencies as appropriate for further review, and
3. Audit findings and recommendations are summarized in a draft report and made available to the appropriate LEA personnel, which will have 30 days to review and make written comment to GOSA's executive director.

In the case of a **general compliance audit** (See [Appendix C]) in which schools are chosen at random, a validation review is often not necessary, and the GOSA auditor proceeds directly to an on-site audit.

Past reports have included analyses of wrong-to-right answer changes, response times, gain scores, and unusual response patterns. These analyses identify classrooms and schools for which these metrics are well above the state average. GOSA uses the four analyses to flag schools for the assessment audit. All calculations exclude classrooms with fewer than eight students. It is important to note that the results of these analyses are used as an initial flag to spur further investigation of many indicators to determine if any cheating occurred. The results of the analyses do not indicate that cheating necessarily occurred.

GOSA presents the findings of the DRC analyses, along with recommendations, annually to the SBOE. These recommendations, which the SBOE votes to approve, include requiring LEAs to conduct internal investigations to determine the causes of testing irregularities via an inquiry form. GOSA may also recommend that schools rotate teachers during test administration, so that they administer the test to students they have not taught. In addition, GOSA may place state monitors in these flagged schools during the next Spring Georgia Milestones administration.

Schools may receive a flag for each analysis for a maximum of four flags. GOSA will flag any school receiving two or more flags for the assessment audit. GOSA will notify LEAs of any flagged schools and request all flagged schools to complete an inquiry form.

In addition, the SchTC completes an inquiry form providing details about the school's most recent Georgia Milestones, GAA 2.0, and ACCESS and Alternate ACCESS administrations. SchTCs provide the testing plan and logistics for the next Spring Georgia Milestones administration in preparation for a potential test monitoring visit.

GOSA also sends the inquiry form to schools who require further attention based on the results of previous audit years. State charter schools that opened in the last two academic years are included in the assessment audit and also complete the inquiry form.

https://gosa.georgia.gov/research-evaluation-auditing/academic-auditing.

Participation of Students

Both state and federal law require each local system to assess all students, including students with disabilities and English learners, using SBOE-designated assessment instruments, as required. An IEP team, under limited circumstances and in accordance with GaDOE and federal guidelines, may consider the SBOE-approved alternate assessment for a small number of students with the most significant cognitive disabilities (approximately 1%) who receive special education services and are unable to participate in the general assessment. In addition, all EL students must participate annually in the state-adopted English proficiency assessment. (SBOE Rule 160-3-1-.07; 160-4-7-.02).

Test Security

A primary function of the GaDOE is to establish, develop, and implement a state assessment system that fairly, accurately, and with validity measures student achievement related to Georgia's academic content standards. Test security must focus on assessment readiness, monitoring and reporting of testing anomalies, quality of irregularity investigations, and guidelines for working with LEAs to resolve irregularities and to ensure valid results for all students. (See additional guidance Test Security.)

General Policies, Protocols, and Guidelines

Test security is vital to the successful administration of state assessments. Accordingly, the Office of Assessment and Accountability has well established and widely used test security policies and protocols for school and LEA personnel to use in administering state-mandated assessments in schools and other sites. For each assessment, the Office of Assessment and Accountability develops, implements, and communicates policies and procedures to keep tests secure before, during, and after the test administration. These policies are specifically designed to help eliminate or reduce breaches of test security and to improve the overall validity and fairness of the assessment.

Furthermore, test administration policies and procedures are intended to help maintain the meaning and integrity of the student test results. Consistent, test administration procedures are designed to promote equitable conditions for examinees, including students with disabilities (SWD) and English learners (EL). STCs must include the policies, protocols, and guidelines detailed in this handbook, test administration manuals, and other supplemental resources in local training sessions. Deviations from guidance provided in these policy documents may result in an invalidation.

Assessment Calendar — Local

STCs must establish local testing windows inside the state testing windows provided by the Office of Assessment and Accountability and posted on the Georgia Assessment and Training Calendar. Issues of test security occur when LEAs attempt to schedule test windows outside of the state posted windows and/or outside of guidance provided specific to testing calendars for each state assessment. The Georgia Assessment and Training Calendar is posted on the Georgia Student Assessment Program webpage under the For System Test Coordinators link.

The development of a LEA Assessment Plan must include careful consideration related to, but not limited to the following:

- Review of guidance found in the *Student Assessment Handbook* specific to each state assessment. Each assessment requires understanding of the training requirements, materials, and time allotments necessary for each assessment in order to arrange local assessment calendar. All personnel involved in the administration must be trained; this includes all staff who participate in

the handling of secure test materials. Volunteers should not handle test materials or manage testing logistics but may assist in the administration in other ways.

- Assessments in any program may not be administered beyond a LEA/school's operating hours and must only be administered Monday through Friday. **No testing is allowed on weekends.**
- Federal, State law, and State Board Rule (160-3-1-.07) requires all students, including SWD and ELs, must participate in the state's academic content standards and assessments. STCs must assemble a local calendar that allows for the participation of all students including, where able, hospital/ homebound (HHB), as well as include dates intended for make-up sessions for those students absent from regular testing dates.
- HHB students must participate in required state assessments as determined by the educational plan. The appropriate local school team or IEP team shall develop strategies to ensure the delivery of these assessment services. If the student is medically able, according to the licensed physician treating the student for the diagnosis for which they requested HHB service, the student shall take the assessment in the school in which he or she is enrolled (State Board Rule 160-4-2-.31 (5)(d)) (See [Hospital Home Bound](#)).

There may be circumstances that may warrant a change from prescribed scheduling guidance. STCs must contact the GaDOE Assessment Specialist to discuss those circumstances and provide guidance to support the LEA in determining options without assessing outside of scheduling guidelines and maintaining item and test security. STCs must document a flexible scheduling request through a *Testing Irregularity Form* in the MyGaDOE Portal (See [Appendix A](#)). Any request to assess students outside of the state calendar must be submitted by the Superintendent of the LEA to the Deputy Superintendent of Assessment and Accountability for approval. The Office of Assessment and Accountability will review and approve or reject any calendar change request. Approved flexibility requests are considered irregularities and must be coded by the STC as directed by the GaDOE Assessment Specialist in the related online platform for all affected students.

Reporting and Publication of Local Assessment Calendars:
There are several opportunities for LEAs to report local assessment calendars to the GaDOE. These reporting opportunities are generally related to each state assessment; however, STCs should keep in mind the following GaDOE requests:

- GaDOE Policy Division requests for LEA/School Calendar including assessment windows. The calendar request window opens within the MyGaDOE Portal on April 24, 2024 and closes May 31, 2024. Updates to the LEA/school calendar are allowed the entire school year in case dates adjust. This required process provides local school calendar dates that are used by the Department to set the LEA opening and closing of the GKIDS Readiness Check window at the beginning of the school year.
- Georgia Milestones Winter End-of-Course (EOC) Enrollment Count Window – August 5 – 16, 2024.
- Georgia Milestones Spring End-of-Grade (EOG)/End-of-Course (EOC) Enrollment Count Window December 13, 2024 – January 17, 2025.
- These dates are periodically reviewed by the GaDOE Assessment Office.
- Assessment Specialists may be called upon by STCs to support LEAs in establishing a local testing calendar that agrees with state guidance and ensures compliance with test security protocols.

Local Scheduling:
- State-mandated assessments **must** be scheduled in accordance with published GaDOE testing dates.
- State assessments may be administered Monday through Friday only and during a system's/school's normal operating hours. Online testing may be administered only during the times of day that the applicable online testing platform(s) is provided under the terms of GaDOE's contractual

agreement(s). **Test administration schedules may not include weekend dates (Saturday and Sunday) for either online or paper-based assessments.**

- Any changes to your district testing schedule after the Enrollment Counts closes must be sent to your GaDOE Assessment Specialist and approved before sharing publicly.
- All personnel involved in the administration must be trained; this includes all staff who are involved in the handling of secure test materials. Volunteers should not handle test materials or manage testing logistics but may assist in the administration in other ways.
- In scheduling each mandated assessment, schools must adhere to the testing times prescribed in the Test Administration Manuals. Allowing too much or too little time may result in an invalidation.
- Schools have 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 setting 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 assessment activities. Enough Proctors must be available to assist with test administration and monitor test security.
- 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.
- 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.
- Any circumstance that may warrant deviation from prescribed scheduling guidance must be documented in the MyGaDOE Portal Testing Irregularity Form (TIF) and communicated with a GaDOE Assessment Specialist to determine approval. Requests for any scheduling flexibility requests are considered irregularities must be approved prior to the administration of any test sessions for any assessments.

Make-up Testing: The system testing schedule, including make-up dates, must be established within the range of the state's testing dates for each assessment program. The SchTC should follow appropriate test administration procedures when scheduling make-up sessions. While local systems may choose whether to publish make-up dates, all systems must designate make-up days within their local testing window(s).

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

School-sponsored activities that would require students to be away from school (e.g., field trips) must be scheduled so that they do not occur within the local testing window. School and LEA-level planners must review state and local testing calendars well in advance of booking events to ensure there is no conflict with assigned testing dates.

On a case-by-case basis and if conditions allow, the Office of Assessment and Accountability may assist local systems in scheduling make-up days, within the state window, that stem from events for which the local system has no control over scheduling (such as events sponsored by national or state-wide entities). This would include events whose participants are not determined until after the local system's testing calendar is established and the testing window open (e.g., competitive events and honors).

Additionally, and on a case-by-case basis and where conditions allow, the Office of Assessment and Accountability may assist systems in requests for scheduling flexibility within the posted state assessment window for students who experience a medical emergency that may prevent them from testing on a designated date(s) within the local testing window. However, the Office of Assessment and Accountability cannot **extend** the state window for such cases.

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

Calculator Allowances and Restrictions — Georgia Milestones Assessment System
Systems, schools, and students must adhere to the guidelines provided below. It is incumbent upon STCs, SchTCs, and Test Examiners to ensure that all calculator policies are implemented and followed. By design, *calculators are not required* for any Georgia Milestones test item. Instead, calculators are an *allowable tool* for student use as noted below. Georgia Milestones assessments include embedded on-screen, digital calculators that can be accessed by students for all sections of the mathematics assessments for the Grades 6-8 EOG and the Algebra: Concepts and Connections EOC, according to the guidelines found in the *Student Assessment Handbook* and in the test administration manual.

The DRC INSIGHT platform for Georgia Milestones provides online calculators for appropriate grades and courses as a universal tool for student use. Any concerns a system may have regarding the requirement to ensure that each device is cleared of text and other non-factory installed programs can be eliminated by testing students online. This feature will eliminate the need for hand-held devices to enter the testing environment. All students should be trained with the online calculators utilizing Experience Online Testing Georgia.

An LEA may choose to utilize handheld calculators as a supplement, not a replacement, for online calculators, which are universal tools available to all students. LEAs must ensure that calculator use across all schools (and Test Examiners) is consistent across the LEA. Given that technology changes rapidly, these guidelines may change at any time. A list of state-approved calculators will not be issued. Calculators may not be shared by students. **One allowable hand-held calculator is permitted in online or paper testing environments for Georgia Milestones assessment. The decision to use a hand-held calculator or the online version is an LEA-wide decision.**

Allowable Calculators for Georgia Milestones:
- Grades 3-5 EOG: No calculators allowed
- Grade 6-7 mathematics EOG: Scientific or Basic 4 Function Calculator
- Grade 8 mathematics EOG: Graphing or Scientific Calculator
- High School Physical Science EOG: Scientific or Basic 4 Function Calculator
- Algebra: Concepts and Connections EOC: Graphing or Scientific Calculator

The following devices/features are **NOT** allowed:
- For basic and scientific calculators, devices that store text and/or that have QWERTY keyboards or typewriter-like keyboards
- Calculators that have programs stored in the memory other than those that are factory-installed
- No cell phones, personal laptops, minicomputers, pocket organizers, iPods, or personal tablets
- Calculators with beaming capabilities
- Calculators with wireless communication technologies and/or Internet access

- Calculators with built in Computer Algebra System (CAS) – including those that allow CAS to be disabled
- Calculators that make noise, or that have voice (*)

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

Calculators are not permissible for Georgia Milestones grades 3 through 5 in either section of the mathematics test. Students assigned the conditional accommodation due to an identified disability in the IEP or IAP for the use of a calculator on the mathematics content assessment must meet the guidelines found in the Allowable Accommodations for Georgia's Student Assessment Program section of this manual.

Eligible calculators (including Braille and/or talking calculators) are allowed for all sections of the mathematics assessments for students in grades 6 through high school for the Grades 6-8 EOG and the Algebra: Concepts and Connections EOC.

Specific Directions – Graphing Calculators: Graphing calculators will be allowed for student use on the mathematics Grade 8 EOG and the Algebra: Concepts and Connections EOC only. Given that many models of graphing calculators possess the ability to store text, it is **required** that STCs, SchTCs, and Test Examiners confirm prior to testing and immediately after testing (before dismissing students), that all graphing calculators are cleared of any stored text. Should it be confirmed that a student either brought information into the test setting, or left the test setting with secure test information, the student's test will be invalidated. Furthermore, a failure to confirm that text is cleared prior to and after testing may raise security concerns with all test administrations within a school, and possibly across the entirety of the local system. Additionally, the SchTC and Test Examiner must ensure that all calculators being used for the assessment have no programs stored in memory other than those that are factory installed. Any non-factory programs or applications must be removed or disabled prior to testing. For specific assistance in effectively preparing calculators for use during testing, please contact the calculator manufacturer.

All questions regarding calculator usage should be directed to the STC who can then contact the GaDOE Office of Assessment and Accountability, if necessary.

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). The LEA and school should post in a prominent place on their websites testing dates, when to expect test results, and the means for distribution of results to students and parents.

Security Camera Use on Georgia State-Mandated Assessments
The GaDOE does not prohibit LEAs from operating their security cameras as usual during state-mandated assessments (Georgia Milestones, GAA 2.0, ACCESS, Alternate ACCESS, and NAEP) provided that the cameras are not able to view or record test content. Any confirmed incident where test content is viewed, recorded, or distributed is a violation of test security and is considered unethical professional behavior. Such incidents must be reported as an irregularity to GaDOE's Office of Assessment and Accountability as soon as possible through the MyGaDOE Portal. Incidents of testing irregularities may result in a referral to the GaPSC.

Electronic Device/Cell Phone Use on Georgia State-Mandated Assessments
Students are not permitted to use, **or to bring into the testing environment**, any electronic device (with the exception of medical equipment) for any state-mandated assessments (Georgia Milestones, GAA 2.0, ACCESS, Alternate ACCESS, and NAEP), that could allow them to view, access, retain, or transmit information (e.g., cell phone, smartphone/watch camera, PDA, or playback device, etc.). Improper use of these devices for reasons other than the medical purposes required may result in an invalidation of student scores.

Students who use an electronic device for medical purposes (e.g., glucose monitoring, cardiac monitoring) may be allowed access to the device during testing. The use of an electronic device for medical purposes during test administration should be documented locally and does not need to be reported to the Office of Assessment and Accountability. Questions regarding other devices not mentioned may be directed to the assigned GaDOE Assessment Specialist for clarification.

Announcements **must** be made prior to testing that prohibited devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the system's student code of conduct and/or test invalidation. Devices such as those mentioned above that are brought into the testing environment must not remain in the student's possession during testing. **LEAs and schools must have a plan to collect and secure such devices so that they are not accessible during testing**. In the event a student brings such a device into the testing environment but does not have the device out during testing, the Test Examiner and/or Proctor must collect the device if they become aware of its presence and should allow the student to continue testing.

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

In the event such actions are **suspected**, but not yet confirmed, the Test Examiner must with minimal disruption:
- collect the device and/or move the student, if appropriate,
- **allow the student to complete testing**,

- notify the SchTC immediately, and
- as soon as it is appropriate, attempt to confirm whether the device has been used in violation of the guidelines above.

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

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

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

Each electronic device incident will vary and will be handled on an individual basis. Once the information has been evaluated, the Office of Assessment and Accountability 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 Office of Assessment and Accountability with as much information as possible to allow the Department to determine if the assessment should be invalidated. Many LEAs have a policy addressing the use of electronic devices. The LEA should continue to apply and enforce their local discipline or other policies regarding the use of electronic devices. Only the Office of Assessment and Accountability will determine if the assessment should be invalidated.

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

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

If questions arise, or if any situation occurs that could cause any part of the test administration to be compromised, STCs should contact the GaDOE Office of Assessment and Accountability at 470-579-3244.

Experience Online Testing Georgia (EOTG)
The use of Experience Online Testing Georgia provides practice opportunities associated with Georgia Milestones assessments (www.gaexperienceonline.com). Utilizing this interface allows students and parents/guardians to familiarize themselves with item types and available accommodations. The demonstration tests are presented in grade bands of 3-5, 6-8, and High School in the content areas of English language arts, mathematics, science, and social studies. Students interact with items that reflect the nature of the Georgia Milestones assessments including the components of the Reading and Evidence Writing section of ELA and multiple choice and technology-enhanced items in all content areas. In addition, students have access to universal tools, including the Desmos calculator, offered on the assessments. EOTG is available online and all students should interact with these sample tests before taking the operational Georgia Milestones assessments.

Throughout the school year, teachers will want to require students to finish certain assignments and tests within a specified time period. It is important that students do not always have an unlimited amount of time to complete class work. If students develop work habits, which include completing assignments later in the afternoon or at home, a standardized testing situation with time limitations may be frustrating. Teachers should use Experience Online Testing Georgia and/or the Secure Practice Test to practice the format of Georgia Milestones.

Home Study/Home School Students
Students who are served in home schools/home study are governed by the provisions of Georgia law: O.C.G.A. 20-2-690. Additional information may be located at the following link: www.gadoe.org/Curriculum-Instruction-and-Assessment/Pages/Home-Schools.aspx. Public LEAs are not required by law to furnish instructional materials, textbooks, or services such as testing to students enrolled in home schools. State assessments may only be administered to students enrolled in Georgia's public school systems/state charter schools.

SB42 Dexter Mosely Act: During the 2021 legislative session, the Georgia General Assembly passed the Dexter Mosely Act (Senate Bill 42). This legislation authorizes home study students in grades 6-12 to participate in extracurricular and interscholastic activities in the student's resident public school system, with the requirement of certain notification and course enrollment provisions (O.C.G.A. §20-2-319.6). Home study students taking specific classes and/or courses currently associated with a state-required assessment are required to take the corresponding assessment. Additional information regarding SB42 may be found in Dexter Mosely Act (SB42) 2021 Legislative Session Guidance.

For home study/home school and SB42 related questions contact:
GaDOE Policy Division
Email: homeschool@doe.k12.ga.us
Phone: 404-656-3083, Fax: 770-344-4623

Homebound/Hospitalized (HHB) Students
State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services states that services are designed to provide continuity of educational services between the classroom and home or hospital for students in Georgia public schools whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time. The goal of a LEA with homebound students is to

provide an administration of state-required assessments that, as closely as possible, approximates the administration that is being conducted at the student's FTE enrolled school. (See Hospital/Homebound Services Guidance).

The STC must work with SchTCs to develop a testing plan for any HHB students. The testing plan should include the following:
- Communication plan for parents, guardians, and any medical personnel
- Test Administration Manual and Test Examiner's Manual (appropriate for the assessment being administered)
- Required secure test materials
- Equipment necessary for administration

HHB students must participate in required state assessments as determined by the educational plan. The appropriate local school team or IEP team shall develop strategies to ensure the delivery of these assessment services. If the student is medically able, according to the licensed physician treating the student for the diagnosis for which they requested HHB service, the student shall take the assessment in the school in which he or she is enrolled (State Board Rule 160-4-2-.31 (5)(d)) (See Hospital/Home Bound).

There may be circumstances that may warrant a change from prescribed scheduling guidance. STCs must contact the GaDOE Assessment Specialist to discuss those circumstances and provide guidance to support the LEA in determining options without assessing outside of scheduling guidelines and maintaining item and test security. STCs must document a flexible scheduling request through a Testing Irregularity Form in the MyGaDOE Portal (See Appendix A). Depending on documented student need, assessment may be scheduled at school, home, or in the hospital. Test Examiners must administer the test according to the publicly posted LEA assessment window (if possible) and must use the same administration procedures and test security protocols articulated in the related Test Administration Manual and Test Examiner scripts. The Test Examiner must be a GaPSC certified educator who has been trained to administer the test.

To ensure test security, Test Examiners must check out assessment equipment and materials from the SchTC/STC, administer the test on the designated date, and return materials to the SchTC/STC at the conclusion of testing **each** day. Test materials and equipment 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 SchTC/STC immediately following the assessment.

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

Additional information and guidelines regarding Hospital/Homebound Services may be found on the webpage: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Hospital-Homebound-Services.aspx.

Questions regarding test administration for HHB students may be directed to the Assessment Specialist.

Maintenance, Distribution, and Storage of Secure Test Materials

Each LEA must implement an accounting system for distribution and collection of all testing materials, secure and unsecure, at both the system and school level for each test administration. The Superintendent and STC are responsible for test security (See Specific Role Responsibilities). Materials for online and paper/pencil administrations are distributed to each LEA two to three weeks prior to the test dates depending upon the assessment.

Manuals for most assessment programs are posted in PDF format on the GaDOE website testing.gadoe.org prior to testing. Web posted manuals do not contain secure test content and may be checked out to Test Examiners for review. Digital copies should be deleted, and paper copies destroyed at the close of testing. However, according to guidance provided for each assessment, manuals may be considered secure. In the event guidance specifically identifies a manual as secure, then the STC is responsible for inventorying, distributing, and collecting manuals in a secure manner as indicated in Office of Assessment and Accountability training and coordinator's manual.

All online or paper/pencil test materials must be stored in a secure locked location with restricted access when not in use. No student, teacher, or other school personnel may have access to test tickets, test booklets, scratch paper/graph paper, or questions prior to testing.

The SchTC and School Principal, in cooperation with the STC, are responsible for test storage and security once online test tickets are printed and once the test booklets, scratch paper/graph paper, and answer documents (where applicable) are distributed to schools. If test booklets and answer documents are needed, these materials should be distributed to schools by grade and for the exact number of students (with a small surplus for emergencies). The STC should then distribute test materials to the SchTC allowing an appropriate amount of time before testing is to begin. Teacher orientations, test security training, and/or workshops must be conducted prior to testing.

For the small number of paper test materials that might be needed for testing due to a student's documented disability on an IEP or IAP/504, a documented line of possession must be established among the system, school, and testing location. These materials should be removed from secure storage only for test administration, transcription, or transport between secure storage locations.

Test materials must be returned to the central location (STC) as soon as possible, but no later than three days after all test administration has been completed. The STC must implement an accounting system between the central location and the school, and then back to the central location. The STC 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 Test Administration Manual for each test for specific instructions regarding these procedures. Online test tickets should be maintained securely until scores are received for students. LEAs should securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities associated with students' test administrations. Secure paper materials, both scorable and nonscorable, should be returned to the testing program's contractor at the close of the local testing window according to guidance in the test administration manual.

LEAs/Schools should retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years.

Scratch Paper
The use of Writer's Checklists, Periodic Tables, and Formula Sheets may not be provided as scratch paper. They may only be provided through the online platform.

Scratch paper is a universal tool available to students participating in Georgia assessments to address their individual accessibility needs as they access instructional or assessment content. Scratch paper is not embedded in the online testing platform and may need to be provided locally. The student should use blank/clean scratch paper, which can include blank lined notebook paper or blank graph paper, to make notes or record responses. All used scratch paper must be collected and securely destroyed at the end of each test session to maintain test security. For assessments that allow it, the student receives one sheet (or more as needed) of scratch paper. Specific guidance for allowable scratch paper is found in test administration manuals (e.g., scratch paper is not allowable for ACCESS Speaking Domain).

Student Cheating
SchTCs and Test Examiners must prepare students prior to testing sessions in what constitutes student cheating for all state-mandated assessments. Student cheating will result in invalidation (i.e., sharing answers, assisting peers during testing, using electronic devices to copy, send, share answers or test information, plagiarism). Students are not permitted to use, or bring into the testing environment, any paper, notebooks, written documents, class notes, or similar documents of any kind. In addition, any electronic device that could allow students to access, retain, or transmit information (e.g., cell phone, smartphone, smartwatch, electronic recording, camera, playback device) is not allowed in the testing environment. Announcements must be made prior to testing that such devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the LEA's student code of conduct and/or test invalidation.

If there is a suspicion of cheating during testing, the students involved should be moved or redirected, but testing should not be suspended. If, after a LEA investigation, it is determined that a student did cheat, the Office of Assessment and Accountability will authorize invalidating scores. If it is suspected that a Test Examiner is assisting or coaching students during testing, the Test Examiner should be removed from testing, and an investigation by the LEA and school administration should occur and the results of the investigation reported in a Test Irregularity Form in the MyGaDOE Portal.

Importantly, Test Examiners and Proctors must be vigilant regarding test materials, test security, and the risks associated with electronic devices in the testing environment. Test Examiners and Proctors must be made aware that they may not use electronic devices to capture any screenshot or test item under any circumstances. While this has always been important, it has become increasingly important given the existence of social media and various applications.

Student Practice Opportunities and Test Taking Strategies
One of the purposes of the testing program is to collect information regarding the extent to which students are acquiring knowledge and skills to identify instructional strengths and areas of challenge and modify instruction appropriately. The Office of Assessment and Accountability 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 Office of Assessment and Accountability website at testing.gadoe.org. Teachers should be aware of the existence of such materials and familiarize themselves with them. They should review their curriculum and lesson plans to be certain that the state-adopted content standards are included as a part of their instructional program.

Although specific test items must not be taught, students should be acquainted with the format of standardized tests so they will feel comfortable when taking them. To foster interest rather than anxiety, teachers should use activities throughout the school year to prepare students for testing and to establish a relaxed atmosphere. Prior to testing, students should be familiarized with how to interact with the test based on the administration mode. Georgia assessments, with only few exceptions utilize online administration. All assessments that are available through online administration have online practice resources (See Experience Online Testing Georgia). Links for accessing these resources can be found at testing.gadoe.org. For paper administrations, students should understand how to mark answers on the *Student Answer Document,* enter written responses into the correct section of the answer document, and attend to guidance to "go on" or to "stop" printed at the bottom of pages in the answer document and test booklet.

Students may experience difficulty with a standardized test if they are unfamiliar with the format. Throughout the school year, teachers will want to expose students to multiple-choice tests and familiarize them with a variety of writing assignments. With such exposure, students should find the statewide tests similar to routine work throughout the year. The state-adopted content standards ask students to use technology to produce and publish writing using keyboarding skills. As such, students should be comfortable using technology-based tools for planning, revising, editing, and revising written content.

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 to repeat the directions immediately. Teachers should repeat the directions as given in the *Test 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.

Unacceptable activities that violate appropriate test preparation include the following:
- Secure test items or prompts from Georgia's state assessments must not be taught to students.
- This restriction includes any manner of teaching test items during the school day and/or through homework assignments. Unauthorized access to specific test items ranges from teachers remembering a single test item to school personnel manually or mechanically copying actual test items.
- A test item from any form of the statewide tests in which only a word, phrase, or distracter has been changed must not be used with (or given to) students. The use of any form or item, which is similar to actual test items on the statewide tests, is a violation of appropriate test preparation procedure.
- Test content 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 or distributed violate test security and render the results of the test invalid.
- Test forms from the statewide testing program that have not been released must not be used as practice materials or to gain insight into characteristics and content of the tests. At no time should any individual be in possession of such materials.

The activities listed here reflect unethical professional conduct and may result in official action taken against the offending staff person. The local Superintendent, the local board of education, and/or the Educator Ethics Division of the GaPSC may take such action (See Test Security Expectations).

Student Practicing Test-Taking Skills vs. Teaching the Test

Teacher-made test items and items that have <u>structural similarity</u> to statewide test items can also be used to assess the results of classroom instruction. However, when most 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.

It is important to provide practice opportunities for students so they may become familiar with the platform, universal tools, accommodations, and item types. However, the best preparation for participation in state assessments is good, year-long instruction on the standards (georgiastandards.org). 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.

Test Administration Manuals

Test Administration Manuals are published digitally in a PDF format for each of the state-mandated assessments. These manuals provide the information and instructions necessary for STCs, SchTCs, and Test Examiners to prepare for and carry out test administrations, including pre-test and post-test activities. STCs and SchTCs are required to read the manual so that they are familiar with the tasks to be performed and follow all the procedures given.

All state-mandated tests should be administered using the testing procedures outlined within each manual. Generally, these manuals include the following information:
- General information about the assessment;
- Procedures for administering the assessment to students, including those that receive accommodations;
- Secure distribution, collection, and maintenance of test materials;
- Guidance for activities that should occur before, during, and after testing; and
- Forms, where applicable, for use during the administration.

Test Administration Activities – Before Testing
- The most current information for any test administration will be provided through the applicable pre- and/or mid-administration webinar(s) at least two weeks prior to the date of the test.
- Necessary supplies and materials should be prepared for testing. These include test tickets, test booklets, answer documents, practice materials (if provided), instructions, pencils, scratch paper/ graph paper, (per guidance from manuals), a clock or stopwatch for any timed tests, and extra calculators (as needed).
- Accurate student, teacher, and class information should be uploaded to the online testing system for each administration.
- The STC should create and/or verify system- and school-level users for each online testing system.
- Refer to the Test Administration Manuals for the supplies and materials needed for testing.
- Online testing administrations must include the completion of all technology and student online readiness checks prior to administration and as prescribed by Office of Assessment and Accountability.

- For most of the state assessment programs, the Office of Assessment and Accountability will post Test Administration Manuals to the Office of Assessment and Accountability website testing.gadoe.org in advance of testing. While these are copyrighted materials, they may be saved and reproduced unaltered as needed for local training, preparation, and administration purposes. These manuals should be treated like secure materials in that they must be disposed of as prescribed following the end of test administration. Unless specifically written for multiple administrations, manuals must not be retained for future use as subsequent versions may contain important changes that apply to future test administrations.
- The SchTC must count ALL test materials before disseminating to Test Examiners. Test Examiners must verify counts and sign for materials before testing begins. At the end of each test session, the Test Examiner must account for ALL test materials before dismissing students. The SchTC must count ALL test materials as Test Examiners check in the materials at the end of each test session for each day of testing.
- Prior to testing, plan to provide activities for students who complete their testing early.

Test Administration Activities – Post Testing
For security purposes, all Test Administration Manuals, test tickets, test booklets, answer documents, and scratch paper/graph paper must be returned to the SchTC, then to the STC immediately after tests have been administered. The Test Examiner, SchTC, and STC must account for all materials.

Specific information related to post-test administration including collecting test materials can be found in the system- and school-level coordinator's manuals that are distributed along with the testing 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.

General guidelines:
- **Secure Test Materials**
  o At the end of each test session, the Test Examiner must collect ALL test materials and return to the SchTC.
  o At the close of the local testing window, all materials should be counted and inventoried to account for all secure and non-secure test materials, and then returned to the STC.
  o The STC will coordinate returning any secure scorable and nonscorable materials to the testing contractor for scoring, storage, or destruction according to guidelines and published return timelines found in the Test Administration Manuals.
  o STCs are responsible for the timely return of all secure test materials within the published timelines. Secure test materials which are deemed lost must be reported as a testing irregularity in the MyGaDOE Portal and are considered a breach in test security and may result in referral to GaPSC.
  o Student test tickets for online assessments should be retained at the system level until final student reports are received and the system confirms receipt of scores for all test participants. The STC can then follow the LEA's records retention schedule and process for securely destroying student test tickets and other test materials and test records retained by the LEA.
- **Final Monitoring Checks and Validation of Student Responses**
  o The SchTC should confirm online test administrations are in the completed status. Students with incomplete test sessions but have recorded student responses will be scored.
  o Responses for paper administrations must be transcribed into an online form by GaPSC certified personnel in the presence of a witness who also holds a GaPSC-issued certificate (See [Transcription of Student Responses into the Online Testing Platform)](Transcription of Student Responses into the Online Testing Platform).

- The SchTC and STC should collaborate to ensure that any necessary test coding for students is completed in the online platform in accordance with the Office of Assessment and Accountability directives.
- If test booklets and answer documents are used for certain students, all answer documents and/or test booklets must be prepared with correct information recorded in the proper manner (e.g., using a pencil to record student responses or student scores) with any labeling affixed per guidance in test administration manuals. 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. Errors in properly preparing demographic information, coding, and/or labels may result in costs to the LEA for correction if not managed and corrected within appropriate guidance found in test administration manuals and training sessions.

Test Administration Activities – During Testing
- SchTCs must maintain lists that indicate the name of the Test Examiner and/or Proctors, if applicable, with the associated class or students assessed by that Test Examiner and/or Proctor.
- SchTCs should use online test administration tools to monitor proper administration of testing on LEA schedules, verify that accommodations are assigned appropriately, and testing occurs with minimal technical disruptions.
- Test Examiners are expected to read word-for-word all scripts and guidance found in test administration manuals and examiner scripts for all assessments. These manuals and/or scripts must be included in the distribution of testing materials and receipt and return verified by the Test Examiner and the SchTC for each testing session.
- Test Examiners must organize and monitor available estimated time allowances for testing sessions. Students should attempt 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.
- Test Examiners should ensure all students have submitted their tests at the conclusion of the testing session. Viewing the final verification screen by Test Examiners is allowable; **however, at no time should a Test Examiner review actual student responses during this monitoring process**.
- Test Examiners may not provide clarification or guidance regarding any test item or answer choice to any student request. Appropriate responses may be to encourage the student to re-read the question, click the "Help" button to re-read the directions, and/or to do their best.
- Test Examiners may answer student questions regarding the functionality of the online platform provided there is no attempt to cue a response, coach a student toward any specific answer, or improve a student's writing response.
- Test Examiners must follow established protocols for reporting any irregularity in the test environment immediately to the SchTC as directed in training and local guidance.
- Test Examiners must follow local protocols and training regarding technical issues occurring within the test environment.
- In the interest of test security, restroom visits should be monitored appropriately. Teachers will want to be certain that students, especially younger students, have an opportunity to go to the restroom before the test begins. There should also be ample planned and monitored breaks in the testing schedule. These breaks must be consistent with the administration procedures for each test.
- **Given that the health and dignity of students should never be jeopardized, schools must have a plan in place for students who become ill or have some other type of emergency during the test administration.** If an urgent health/restroom related need develops, the time should be recorded,

materials secured, and the student may be escorted to the restroom/clinic. If the event is of a short duration, the student may return to testing and receive the time lost due to their need to exit the test setting. This should be documented by the school and reported to the STC but does not have to be reported to the Office of Assessment and Accountability as a testing irregularity. If the event becomes protracted and/or the student is unable to return to a test session, report this event as a Testing Interruption TIF in the MyGaDOE Portal. In a make-up test administration, the student may re-enter and complete the in-progress section within the time remaining from the original test session. The student should not be allowed to alter any existing responses.

Test Environment and Requirements for Test Examiners and Proctors
To facilitate a successful testing experience for students and Test Examiners alike, SchTCs must ensure the testing environment is properly set up and checked prior to the start of testing. Test security guidelines apply to both online and paper test administrations and environments. Failure to create an appropriate testing environment may result in a testing irregularity for the student and/or Test Examiner. (See [Specific Role Responsibilities](#)). Additional guidance is provided below:
- The SchTC, 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.
- Posters, charts, and other instructional materials related to the content being tested should not be displayed in the testing location and must be covered or removed during test administration.
- Seating arrangements should ensure that each student has adequate workspace for all test materials required, with enough space between students to discourage copying and to permit them to handle materials comfortably. Measures should be taken so that students may not see adjacent computer screens to avoid the possibility of, or temptation, to cheat.
- The rooms should be well lit and have adequate ventilation, a comfortable temperature, and freedom from unnecessary distractions or 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.

Requirements for Test Examiners and Proctors:
- All assessments must be administered in English according to SBOE Rule 160-3-1-.07 (4)(i).
- Test Examiners must be certified educators by the GaPSC and must be assisted by Proctors, when required.
- The script provided for Test Examiners and found in either the test administration manual for each state assessment must be read to students word-for-word.
- Parents who are school employees should not serve as the Test Examiner for their child or a child of a close relative. Further, it is highly advisable that, if possible, parents should avoid serving as an Test Examiner or Proctor for the grade level(s) of their students.
- Parents, other relatives, and guardians must not Proctor the class or grade level in which their child or a relative is a student.
- It is highly recommended that Proctors be system employees; however, it is permissible to allow volunteers to serve as Proctors, provided they receive all required training.
- One Proctor per each grade 3-8 testing location is recommended. At least one Proctor must be assigned to a test setting that contains **30 or more students**. Volunteers may serve only as Proctors and only after being trained for the specific test administration. This person will aid the Test 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 help minimize confusion. The presence of a Proctor also will assist in protecting the integrity of the testing situation.

- Prior to testing, all Proctors should be thoroughly trained on test security and their duties in the testing location (See Test Security for a detailed description of responsibilities). Volunteers (non-employees) who assist in the school should not manage test materials or testing logistics but may assist in the administration in other ways (i.e., front office support, hall monitors, etc.). The exception would be when serving as a Proctor and in the testing location only.
- If testing is conducted in self-contained regular education classrooms, it is suggested that the Test Examiner be someone other than the regular classroom teacher assigned to those students. Based on student needs, special education teachers, and ESOL teachers may administer 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.

Incarcerated Students

Incarcerated students with disabilities in Georgia state and local facilities, Department of Juvenile Justice (DJJ), Georgia Department of Corrections (GDC), and city or county jails (community jails) must be provided a free appropriate public education (FAPE) if residing in the state and between the ages of three and 21. LEAs, through the STC, the Special Education Director, and/or other appropriate personnel, must work closely with the local jail to gain access to incarcerated students and to deliver services and administer assessments. However, LEAs that have youth with disabilities in adult prison do not have the responsibility of meeting the requirements for the administration of state and LEA-wide assessments. (See Guidance for Serving Youth who are Detained or Incarcerated; SBOE Rule 160-4-7-.02).

Additional questions regarding services for incarcerated youth with disabilities should be directed to the GaDOE, Special Education Services and Supports. (SPEDHelpDesk@doe.k12.ga.us, 404-656-3963)

Unexpected Event Contingency Plan

In any unexpected situation, educators must first act to assure the safety of all students and adults and to protect property from damage. Beyond that, and to the greatest extent possible, the integrity of the test being administered is to be maintained. It is possible that testing may be resumed during the same day or on a subsequent day without compromising the integrity of the assessment. Any interruption that is protracted or involves a large number of students must be reported as a Testing Interruption irregularity in the MyGaDOE Portal for review by the Office of Assessment and Accountability.

In the event of widespread school closures across the state

- Guidance will be monitored at the state and local levels to determine risk and formally to report to superintendents through the offices of the Governor and/or the State Superintendent. Ongoing guidance will be provided by the Governor's Office and the State Superintendent's Office for the duration of the emergency incident. Notification and communication will be provided through the Governor's Office and/or the State Superintendent's Office directly to LEA superintendents. The Governor's Office and State Superintendent's Office will maintain contact with appropriate public resources related to monitoring school closures and supportive of the safety and wellbeing of students and staff.
  o Information provided by Office of Assessment and Accountability will be reviewed and cleared through the State Superintendent's Office prior to delivery to LEAs to ensure accurate and consistent messaging.
  o Any waiver requests to the United States Department of Education (US ED) will be submitted by the State Superintendent's Office, if needed.

- Vendor Notification: Vendors are notified by the Office of Assessment and Accountability of any statewide or regional testing interruptions for any reason. The Office of Assessment and Accountability works directly with the Office of Technology Services and local LEAs in providing guidance for resuming the student assessment windows, when possible.
- LEA Notification: The STC and/or other identified LEA leader notifies the GaDOE assigned Assessment Specialist of the scope of the event and impact to students. The Office of Assessment and Accountability will determine a course of action that includes contact with the assessment vendor and to create a customer service action plan, if possible.
- Office of Assessment and Accountability Notification: GaDOE Assessment Specialists monitor test session activity for assigned LEAs. STCs are contacted by the assigned GaDOE Assessment Specialists on a case-by-case basis to determine probable cause and impact to the student assessment experience. Action plans will include resources necessary to complete testing in a manner that maintains valid and reliable student assessment results, when and if testing may be resumed.

In the event of a widespread internet or power outage
1. Known or anticipated weather events should be monitored at both the local and state levels to determine risk. LEA-level outages must be reported to the Office of Assessment and Accountability by the STC. GaDOE Assessment Specialists will contact assigned LEAs to determine if there are needs prior to anticipated events where possible. GaDOE Assessment Specialists will notify the Director of Assessment Administration of these events. The Director will contact the GaDOE Office of Technology Services and the assessment vendor to determine scope of the event, impact to students, and planned potential statewide actions.
2. Statewide testing interruptions/events follow a similar protocol to include:
   - Vendor Notification: Vendors are expected to contact the Office of Assessment and Accountability of any statewide or regional testing interruptions due to online platform or assessment instability for any reason. A root cause analysis is required from the vendor to identify issues causing the interruption and to provide a timeline for correction or to itemize corrective action to reinstate the student assessment administration. The Office of Assessment and Accountability works directly with the Office of Technology Services and local LEAs in providing guidance for resuming the student assessment windows.
   - LEA Notification: The STC and/or other identified LEA leader notifies the GaDOE assigned Assessment Specialist of the scope of the event and impact to students. GaDOE Assessment Specialists will determine a course of action that includes contact with the assessment vendor, and to create a customer service and technology problem-solving action plan. The Office of Assessment and Accountability works directly with the Office of Technology Services and local LEAs in providing guidance for resuming student testing within the LEA.
   - Office of Assessment and Accountability Notification: GaDOE Assessment Specialists monitor test session activity for assigned LEAs. STCs are contacted by the assigned GaDOE Assessment Specialists on a case-by-case basis to determine probable cause and impact to the student assessment experience. Action plans will include resources necessary to complete testing in a manner that maintains valid and reliable student assessment results.

In all cases, the Office of Assessment and Accountability works closely with STCs, assessment vendors, and the Office of Technology Services to provide guidance and resolve all issues in a timely manner to maximize the student assessment experience. Secure materials should be inventoried per normal processes and verified prior to resuming testing. Test Examiners must verify that students resume testing with the correct materials. The Test Examiner should take note of remaining test time to ensure students have the allotted time to complete the testing session upon resuming the assessment. Testing

interruptions are determined an irregularity when events become one of a lengthy duration and must be documented in the MyGaDOE Portal for review by the Office of Assessment and Accountability.

In the event of other Emergency/Unexpected Situations
In any unexpected situation, educators must first act to ensure the safety of all students and adults, and to protect property from damage. While test security is critical and must be maintained as much as possible, <u>student safety is always the priority</u>.

<u>Unplanned fire drill/bomb threats</u>: Emergency drills should not be scheduled during a testing administration window; however, should an unplanned event occur, students should not take the test materials outside and should not be permitted to talk about testing during the event. Test materials should be kept secure (lock door when students have evacuated the room/building). If the school's safety plan permits for the testing group(s) to be kept together and under direct supervision, please do so. The Test Examiner should take note of the time of the evacuation, if possible, to ensure students have the allotted time to complete the testing session upon return. When students and Test Examiners are cleared to re-enter the building safely, testing should resume as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration, and once all considerations relative to student safety have passed, contact the Office of Assessment and Accountability for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Test Examiners need to make certain that students resume testing with the correct materials. In all cases student and staff safety is always the priority.

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

<u>Security Lockdown</u>: Security drills should be avoided during the test administration window, if possible. If an event is <u>known</u> to be a drill, and it is deemed feasible and proper to continue testing, that is permissible – though it may not be optimal. The need for a successful drill supersedes testing during the period of the drill. Ideally, of course, drills should not be conducted during testing if possible. Should conditions merit the suspension of testing, test materials should be kept secure within the test setting until the lockdown has been lifted and all students and staff are safe. <u>Student and staff safety protocols should NOT be violated for the purposes of materials collection</u>. Safety is the first priority. Students should not be permitted to talk about testing during the event. The Test Examiner should note the time of the event, if possible, to allow students the ability to complete the testing session when all is clear, with the allotted time. Testing should be resumed as quickly as possible, if appropriate, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy

duration, once all considerations relative to student and staff safety have passed, contact the Office of Assessment and Accountability for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Test Examiners must ensure that students resume testing with the correct materials.

Power/Internet Outage (Online and Paper/Pencil Testing): Please follow all instructions that address loss of connectivity/power in the online testing manual(s). It may also be necessary to contact the support line for the testing contractor. Students should not be permitted to talk about testing during the period during which testing is suspended. The Test Examiner should note the time of the event, if possible, to allow students to complete the testing session with the allotted time as soon as is feasible. Should the event become one of a lengthy duration requiring the suspension of testing for the remainder of the scheduled session or for the day, contact the Office of Assessment and Accountability for further direction regarding plans to resume testing.

Student becomes ill or disruptive during the test – Each situation must be considered independently. Remove the ill or disruptive student from the testing environment as quickly as possible so that their needs can be attended to, and so that the other students are not disrupted. If cleaning the room is necessary to the extent that it will require the relocation of students, the Test Examiner must collect secure test materials while students transition to a new setting. Students may then be allowed to complete testing once relocated. If relocation is not possible, remove students from the room while the room is cleaned and secure all testing materials (or, if applicable, pause online testing as provided for in the test administration manual). While students are outside of the testing environment, they must not be allowed to discuss the test. Once the room has been restored, testing may resume allowing students the remainder of the testing time.

Student Test Records

Transferring Student Test Scores
It is the responsibility of local LEAs to ensure that test scores become a part of students' records as soon as possible after testing, and that such records follow students to their new schools. Grade placement and other decisions may be delayed if test scores are unavailable. A copy of **SBOE Rule 160-5-1-.14, Transfer of Student Records** can be found on the GaDOE website.

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

Transferring Records for Students with Disabilities, 504 Students, and EL Students
If a student's special education or English learner record, including his/her IEP, IAP, or EL /TPC Plan is unavailable, contact the STC, the system Special Education Director, or the ESOL coordinator in the student's previous LEA, or the principal of the former school to verify placement, testing accommodations, and requirements specified in the IEP, IAP, or ELTPC Plan. Every effort should be made to receive such information prior to testing any student with special needs.

Rescore Requests
Rescores may be requested by STCs for the following Georgia assessment programs: Georgia Milestones, GAA 2.0, and ACCESS. Systems may receive requests from their schools and/or parents/guardians. Such requests must be reviewed and, if approved locally, submitted to the Office of Assessment and Accountability by the STC via the MyGaDOE Portal's online Rescore Request Form. Fees

do apply; though fees are not charged if a student score changes as the result of a rescore request. LEAs will be invoiced for this service. The decision to charge parents for such requests, where applicable, is a local one. Contact the GaDOE Office of Assessment and Accountability for information related to fees.

<u>**Retention of Test Records**</u>
Many questions arise about how long test records must be retained. The document *Retention Schedule for Local Government Records* defines test files and specifies the retention schedule for school test score reports*.* The link below provides a searchable engine. Searching for "standardized test results" will assist in finding the information that is typically of interest for those who work with such results. www.georgiaarchives.org/records/local_government/.

Standardized test records documenting the administration and results of state required standardized student testing programs must be retained for four (4) years. Standardized test summary reports documenting state required standardized student test summaries showing overall school or system results must be retained for 10 years. Reports that extend beyond the retention dates may be destroyed. Individual student reports may be destroyed if there are records of scores in the student's permanent record. Online test tickets should be maintained securely until scores are received for students. LEAs should securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding online test administrations. LEAs/Schools should retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years.

State Dissemination of Test Scores

Test results are reported at the student, school, system, state, and for some testing programs, class levels. The delivery method (e.g., roster format or data file format) depends on the contractual agreement between the specific test vendor and the Office of Assessment and Accountability. To ensure that results are attributed to the correct student, school, and class, it is crucial that the student demographic information used to register the student for the test is accurate. The GaDOE Office of Assessment and Accountability and its test vendors have processes in place for LEAs to import necessary student information into the testing platforms and check the validity of the student data import. These import processes (e.g., Multiple Student Upload/Pre-id, Roster file upload) are shared with LEAs each year during pre-administration webinars.

The GaDOE Office of Assessment and Accountability releases test results via the MyGaDOE Portal or through the test vendors secure delivery systems. These access points are available to all LEAs and provide protected transmission and dissemination of confidential data through role-based permissions processes. *It is incumbent upon LEAs to carefully consider who is provided access to these sites and to actively review who from their LEAs has such access.* The permissions should be reviewed by each LEA on an ongoing and regular basis.

Summary results including state, system, and school results from the most recent test administration are considered **embargoed** and shall not be discussed at public meetings or released to the public or the media by LEAs until they have been publicly released by the state. LEAs may use summary data for internal LEA operations only, including program and instructional planning. Public summary data releases are typically made by the State School Superintendent, and local superintendents and STCs are notified of the date when the public release will occur. Summary data that have been released to the general public and media sources are not embargoed. Note that student data like that found on Individual Student Reports (ISRs) and Class Rosters are not considered embargoed information, although

the use of these secure data must comply with FERPA. These individual student data may be used for internal LEA operations, including program and instructional planning for students, and may be shared at any time with individual parents/guardians per local policy.

The GaDOE Office of Assessment and Accountability strives to assure that the release of testing data complies with all state and federal laws, including, but not limited to, the Georgia Open Records Act (O.C.G.A. § 50-18-70), the Federal Educational Rights and Privacy Act (FERPA), and the Elementary and Secondary Act (ESSA). These laws require that states issue "report cards" with results in a parent-friendly format. Publicly released data for each testing program is provided on Georgia INSIGHTS under Data Downloads and Dashboards testing.gadoe.org and on each testing webpage, we link to the GOSA State Report Card. Aggregated and disaggregated results of all state tests can be found on this website by test, school, system, and state.

MyGaDOE Portal and Secure Data Transfer
System-level electronic data files for most of Georgia's assessment programs are available to STCs via the MyGaDOE Portal or other secure access data system point in addition to or instead of the MyGaDOE Portal. Data file dissemination allows local educational staff to analyze raw assessment data to meet their unique reporting needs.

The URL for the MyGaDOE Portal is https://portal.doe.k12.ga.us/Login.aspx. When data are available for download, STCs receive an email message from the MyGaDOE Portal to alert them. After logging on to the MyGaDOE Portal, STCs navigate to the "LEA Assessments" portlet and save the assessment zip file to their computer. No additional password to extract the reports/data files is necessary.

To have access to the downloadable reports and data files, it is imperative that STCs acquire a login and password that allows them access to the LEA Assessment portlet on the MyGaDOE Portal. Because the assessment information provided on the MyGaDOE Portal is highly confidential, *not all persons who have a MyGaDOE Portal login have access to the assessment data*. STCs should contact their LEA security officer to ensure that they have been assigned the proper role in the MyGaDOE Portal for viewing assessment data, secure emails, and receipt of assessment-related communications. This task should be completed as soon as possible and prior to the start of the testing season. Due to the confidential nature of student information, to which access is needed for fulfilling the STC role, and the importance of FERPA compliance and attention to student privacy, it is recommended that an annual review of security roles assigned to LEA personnel in the MyGaDOE Portal and other secure access systems (e.g., DRC INSIGHT) be conducted by the security officer for the LEA.

Questions about the MyGaDOE Portal should be directed to the Help Desk by logging into the MyGaDOE Portal and clicking on the Help Desk Portal link and entering your request there. You may also request assistance by calling 800-869-1011.

Interpreting the Results
The GaDOE Office of Assessment and Accountability provides training for interpreting results. Training is part of the pre-administration and/or post-administration training sessions and is also available via recorded webinars found on GaDOE's professional learning events calendar (https://login.community.gadoe.org/events). In addition to training, score interpretation guides are provided for each testing program. These guides are posted on the Office of Assessment and Accountability testing web pages. To find the guide for a particular testing program, visit testing.gadoe.org, then click on the name of the specific test.

Local System Dissemination of Scores

Dissemination of scores including, but not limited to, standardized test score reports, are important components of the mandate that systems inform the public about testing. Ensure all state and federal laws are followed regarding public reporting of test scores. 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. For instance, in addition to providing results, LEA or school spokespersons can include an explanation of how the results will be used to improve instruction. Putting test results in proper context puts the focus on the implications for learning, which in turn, emphasizes the purpose for giving the assessments — to promote student learning and improve student achievement.

WIDA ACCESS for ELLs

Overview   **Grades K-12**

All EL students must participate annually in the state-adopted English proficiency assessment (SBOE Rule 160-3-1-.07). EL students are defined as students whose primary or home language is something other than English and are eligible for English language instruction based on the results of an English language proficiency assessment (SBOE Rule 160-4-5-.02). WIDA ACCESS for ELLs (ACCESS) is the English language proficiency assessment used in grades K through 12 to measure their progress toward full English proficiency.

ACCESS is a standards-based English language proficiency test designed to measure the social and academic language proficiency of ELs in English and is grounded in the WIDA English Language Development (ELD) Standards. The ELD standards describe how language develops across four language domains: Listening, Speaking, Reading, and Writing. ACCESS assesses social and instructional English as well as the academic language associated with language arts, mathematics, science, and social studies within the school context, across the four language domains. The tasks on the assessment attempt to replicate the expressive and interpretive language expectations that might be encountered in different school contexts.

ACCESS is a computer-based, adaptive test that responds to student performance and can be administered in group or individual settings. It is designed so that test paths or forms are appropriate to the proficiency level of individual students across the wide range of proficiencies. The online test includes the following grade level clusters: Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12. The Writing domain for the ACCESS Grade 1 and Grades 2-3 forms is administered on paper. Due to the adaptive design of the assessment, the *online test* does not require test administrators/Test Examiners to determine tier placement of students to administer the test. In addition, the online test cannot be reopened once submitted. ACCESS paper forms are available for students who require paper due to a disability-based decision made by the IEP team or 504 plan/documentation.

Kindergarten ACCESS is an individually administered, paper-based assessment. Kindergarten ACCESS assesses students' ability to understand and use academic English through a semi-adaptive story, game, and activity format that keeps students engaged with tasks the test administrator can reasonably expect they will be able to understand and respond to.

ACCESS paper forms are available for students who require paper due to a disability-based decision made by the IEP team, or a 504 plan/documentation. The paper test includes the following grade level clusters: Grade 1, Grade 2, Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12. In cases where the paper test continues to be administered, school staff must identify the appropriate tier for proficiency.

General Administration Guidance

All assessments must be administered in English according to SBOE Rule 160-3-1-.07(4)(i). Allowable accommodations for EL students with disabilities taking ACCESS are indicated in the accommodation tables found in this handbook and the *WIDA Accessibility & Accommodations Supplement*. WIDA's timing guidance for ACCESS is provided for scheduling and planning purposes and is not intended to be a strict limit. Typically, a planned extended testing session is one and a half times the recommended testing time. However, any student who is actively engaged in testing can continue working up to the end of the school day. Additional time provided over the recommended times found in the associated manuals and afforded to students must be consistent with the amount of time given to them during

classroom assessments. Accordingly, SchTCs must ensure individual student's test sessions are scheduled such that they are not interrupted by lunch, school dismissal, or other routine activities. Extended testing interruptions must be reported to the Office of Assessment and Accountability as irregularities.

Scheduling Requirements
- Listening and Reading domain tests must be administered first to determine placement for Speaking and Writing domain tests.
- No more than two domain tests per day may be scheduled, and each one must be completed in one day.
- Single domain tests may not be broken into separate administrations across days.
- Headsets must be checked for functionality prior to starting any test session and are required for all language domain tests. Headsets with microphones are required for the Speaking test.
- For the Speaking test, it is recommended that groups of 5-7 students (or fewer) test simultaneously to honor student privacy when speaking, and so that headset microphones do not capture other voices.
- Students of different grades may test in the same room at the same time, and schools/systems may wish to consider if this is appropriate for the students involved.
- Online tests may not be reopened, once submitted.
- Test Examiners must verify test tickets are distributed to the appropriate students.
- Assessing exited students may result in fees for administration and scoring being billed to the local system.

ACCESS and Alternate ACCESS Test Administrator/Test Examiner Certification Requirements
Test Administrators/Test Examiners must annually complete the required WIDA training and certification for all grade level tests they will be administering for ACCESS and Alternate ACCESS. In addition, all Test Administrators/Test Examiners must hold a valid GaPSC certification. The annual certification period runs from September 1 – August 31 (See Test Examiners).

WIDA ELP Online Screener
The WIDA Online Screener is designed to measure English language proficiency in four language domains: Listening, Speaking, Reading, and Writing. Test administration procedures for each grade level cluster screener are outlined in the *WIDA Screener Test Administration Manual*. Any deviation from WIDA's guidelines regarding which screener to administer is considered a screening irregularity and must be reported to the ESOL Language Programs office. (See *EL Language Programs – State Guidance* posted on the ESOL Language Programs webpage.)

WIDA Screener Certification Requirements
Test Administrators/Test Examiners must annually complete the required WIDA training and certification for all grade level WIDA Screeners they will administer. In addition, all Test Administrators/Examiners must hold a valid GaPSC certification. WIDA's annual certification period runs from July 1 through June 30, beginning July 1, 2024. Certificates are valid for one year from the date of issue.

For more information about WIDA Screener administrations and EL identification procedures, contact the ESOL Language Program at 678-794-3695 or ELPrograms@doe.k12.ga.us.

For more information about ACCESS administrations, contact the GaDOE Office of Assessment and Accountability at 470-579-3244.

WIDA Alternate ACCESS

Overview

WIDA Alternate ACCESS (Alternate ACCESS) is a large-print, paper-based test individually administered to students in grades K-12 who are identified as English learners (ELs) with the most significant cognitive disabilities. Alternate ACCESS is intended for ELs who participate, or who would be likely to participate, in Georgia's alternate content assessment(s).

Alternate ACCESS meets U.S. federal requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) for monitoring and reporting ELs' progress toward English language proficiency.

Alternate ACCESS is not intended for ELs who can be served with special education accommodations on ACCESS. Decisions regarding a student's participation must be made by an IEP team.

Alternate ACCESS Participation Criteria:
1. IEP documentation must provide clear evidence that the student's daily instruction is based on alternate content standards.
2. The student must be an English learner and a student with the most significant cognitive disabilities. Students with the most significant cognitive disabilities or intellectual disabilities concurrent with motor, sensory, or emotional/behavioral disabilities require substantial adaptations and supports to access the general curriculum and require additional instruction focused on relevant life skills.
3. The student is unable to access the content of Kindergarten ACCESS or ACCESS, even with the provision of all necessary universal tools, allowable accommodations, and administrative considerations.
4. Students with the most significant cognitive disabilities in grades 3-12 and instructed on alternate content standards are eligible for the Georgia Alternate Assessment (GAA 2.0).

Students **shall not be administered** both the Alternate ACCESS and the ACCESS.

Requirements
EL students with disabilities in grades kindergarten through grade 12 must either participate in ACCESS or Alternate ACCESS. EL students with significant cognitive disabilities must meet GAA 2.0 eligibility criteria in all grade levels, including non-GAA 2.0 tested grade levels, through the IEP process to be found eligible to take Alternate ACCESS., Kindergarten English learners with significant cognitive disabilities who meet qualifying criteria should be administered Alternate ACCESS. All assessments must be administered in English (SBOE Rule 160-3-1-.07(4)(i)).

Test Administrator/Test Examiner Certification Requirements
Test Administrators/Examiners must annually complete the required WIDA training and certification for all grade-level tests they will be administering. In addition, all Test Administrators/Examiners must hold a valid GaPSC certification. The annual certification period runs from September 1 – August 31 (See Test Examiners).

For more information about Alternate ACCESS, contact the GaDOE Office of Assessment and Accountability at 470-579-3244. For information on Alternate ACCESS EL entrance and exit procedures and criteria, contact the ESOL Language Program office at 678-794-3695 or ELPrograms@doe.k12.ga.us.

Georgia Alternate Assessment 2.0 (GAA 2.0)

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

The Individuals with Disabilities Education Act of 2004 (IDEA) and Every Student Succeeds Act (ESSA) require that states ensure all students, including those with the most significant cognitive disabilities, have access to challenging academic standards and participate in the state's assessment program. The U.S. Department of Education defines alternate achievement standards as establishing performance expectations that differ in complexity from grade-level achievement standards. These standards must be aligned with the state's content standards, promote access to the general content standards, and articulate the highest achievement levels possible for the individual student. This means teachers may customize learning expectations for students who participate in alternate assessment.

Where all students are being assessed, students with disabilities in grades 3-8, and high school must participate in the general assessment or the GAA 2.0. An IEP team, under limited circumstances and in accordance with GaDOE and federal guidelines, may consider the SBOE-approved alternate assessment for a small number of students with the most significant cognitive disabilities (approximately 1%) who receive special education services and meet the established eligibility criteria. The SBOE-approved alternate assessment based on alternate achievement standards shall be the Georgia Alternate Assessment 2.0 (GAA 2.0) for students in grades 3-12 in English language arts, mathematics, science, and social studies (SBOE Rule 160-3-1-.07 Testing Programs – Student Assessment).

The GAA 2.0 may not be used as an alternative for local assessments. Decisions regarding the participation of students with disabilities in the statewide general assessment or the alternate assessment must be made, on a case-by-case basis, by each student's IEP team. The IEP team should a) consider whether the instruction for these students is based on alternate content standards, b) determine what specialized support(s) the student needs, and c) document the justifications for participation in the alternate assessment based on the student meeting the eligibility requirements.

GAA 2.0 Eligibility Criteria

Where all students are being assessed, students with disabilities in grades 3-8, and high school must either participate in the general assessment or the GAA 2.0. An IEP team in accordance with GaDOE and federal guidelines, may consider the SBOE-approved alternate assessment for a small number of students with the most significant cognitive disabilities (approximately 1%) who receive special education services and meet the established eligibility criteria.

Prior to completing the eligibility criteria form, the Individualized Education Program (IEP) team must review participation requirements for the Georgia Milestones Assessment System and the Georgia Alternate Assessment 2.0 ("GAA 2.0"), the characteristics of each assessment, and how the assessment choice impacts post-secondary opportunities. The IEP team must review the diploma type (state defined high school diploma or alternate diploma) the student will be eligible to receive. This information must be communicated to ensure parents are fully informed about their child's educational pathway.

The GAA 2.0 may not be used as an alternative for local assessments. Decisions regarding the participation of students with disabilities in the statewide general assessment or the alternate assessment must be made, on a case-by-case basis, by each student's IEP team. These students must meet all elements of the *Eligibility Criteria for the Georgia Alternate Assessment 2.0*. Instruction for these students is based on alternate academic content standards which are aligned to Georgia's academic content standards at a reduced depth, breadth, and complexity (See Extended Content Standards).

GAA 2.0 Test Design

The Georgia Alternate Assessment 2.0 (GAA 2.0) is comprised of standardized performance tasks and is intended to provide participation within the assessment for students working at various levels of complexity. The GAA 2.0 is designed to measure the degree to which students with significant cognitive disabilities have mastered alternate achievement standards in the core content areas of English language arts, mathematics, science, and social studies. Task sets are built with three levels of cognitive demand, with Part A representing the least complex level of items and Part C representing the most complex level of items within the set. Student responses for GAA 2.0 are entered into the online platform by the Test Examiner during the administration of each content assessment for GAA 2.0. This assessment program promotes a vision of enhancing capacities and integrated life opportunities for students who experience significant cognitive disabilities. Committees of Georgia educators informed the development and design of blueprints, rubrics, and task sets included in the assessment.

GAA 2.0 is administered to eligible students in the following grades and content areas:
- Grades 3-8 and high school in English language arts and mathematics;
- Grades 5, 8, and high school in science; and,
- Grades 8 and high school in social studies.

Kindergarten students with significant cognitive disabilities are assessed using the Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0).

GAA 2.0 in High School

The instructional program for students with significant cognitive disabilities includes courses that align with the general education courses associated with the Georgia Milestones EOC measures. This ensures that content from each EOC-assessed course is included in the GAA 2.0. In this manner, the GAA 2.0 in high school serves as the alternate assessment for the high school assessment program. The assessment shall be administered for the first time in grade 11 and must occur prior to intended graduation. A student who is retained in/is repeating grade 11 is NOT required to be assessed a second (or more) time using the GAA 2.0.

Students with significant cognitive disabilities who entered the ninth grade for the first time on or after the 2020-2021 school year may graduate and receive an alternate diploma when the student's IEP team determines that the student has:
  i. completed an integrated curriculum based on the Georgia Standards of Excellence (GSE) that includes instruction in mathematics, English language arts, 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, and
  ii. participated in the GAA 2.0 during middle school and high school, and
 iii. has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

(SBOE Rule 160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years).

For more information about the GAA 2.0, contact the GaDOE Office of Assessment and Accountability at 470-579-3244.

<p style="text-align: center">**ELIGIBILITY CRITERIA FOR THE GEORGIA ALTERNATE ASSESSMENT 2.0 (GAA 2.0)**</p>

Step I: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA 2.0, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. The GAA 2.0 is intended for students with the most significant cognitive disabilities. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth, and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE Rule 160-4-2-.48).

According to O.C.G.A. § 20-2-281, school LEAs are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions. If GAA 2.0 is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA 2.0, the answer to all four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA 2.0 and must participate in the Georgia Milestones Assessment System. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Student Name			Grade		
Eligibility Criteria			**Sources of Evidence (check if used)**		**Justification**
1. **Does the student require intensive, individualized instruction in a variety of instructional settings?** The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.		○ **Yes** ○ **No**	☐ Present Levels of Academic Achievement and Functional Performance ☐ Anecdotal Notes and Observations ☐ Benchmark Data ☐ Progress Monitoring Data ☐ Learning Characteristics Inventory ☐ Other_____		
2. **Does the student have a significant cognitive disability?** A significant cognitive disability is determined by the IEP team and must		○ **Yes** ○ **No**	☐ Results of Individual Cognitive Ability Test ☐ Results of Adaptive Behavior Skills Assessment		

Student Name		Grade	

Eligibility Criteria	Sources of Evidence (check if used)	Justification
be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).	☐ Learning Characteristics Inventory ☐ Other_____	
3. **Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)?** Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.	○ **Yes** ○ **No**	☐ Results of Individual Cognitive Ability Test ☐ Results of Adaptive Behavior Skills Assessment ☐ Anecdotal Notes and Observations ☐ Benchmark Data ☐ Progress Monitoring Data ☐ Results of language assessments including English Learner (EL) assessments, if applicable ☐ Learning Characteristics Inventory ☐ Other_____	
4. **Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?** A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his/her needs, getting from place to place, eating lunch, negotiating social situations, and/or	○ **Yes** ○ **No**	☐ Results of Individual Cognitive Ability Test ☐ Results of Adaptive Behavior Skills Assessment ☐ Learning Characteristics Inventory ☐ Other_____	

Student Name			Grade	

Eligibility Criteria	Sources of Evidence (check if used)		Justification
taking care of personal needs.			

Step II: Assurances

The IEP team has participated in training and guidance regarding student participation in state mandated assessments that includes the information below:
Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA 2.0, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.
Additional Summary Statements (if necessary):
The decision to administer GAA 2.0 is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluations (FIE), standardized achievement test results, and classroom, LEA, and statewide assessment results. This decision is not based solely on the student's previous performance on statewide assessment.
The decision to administer GAA 2.0 is made by the IEP team, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA 2.0 is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.
The decision to administer GAA 2.0 is based on the student's educational needs and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)

Overview

Georgia law (O.C.G.A., Sections 20-2-151 and 20-2-281) requires that all students enrolled in Georgia public school kindergarten programs be assessed for first-grade readiness with an instrument or instruments adopted by the SBOE. To comply with state statute, the SBOE adopted the Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0) as the designated kindergarten assessment for all Georgia public schools (SBOE Rule 160-3-1-.07). The GKIDS Readiness Check is considered a part of GKIDS.

Kindergarten Student

Georgia kindergarten students are defined by FTE status as students enrolled in public school kindergarten programs. 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. Kindergarten students with significant cognitive disabilities must take GKIDS 2.0 and are no longer required to take the GAA 2.0.

Grade Placement Decisions

SBOE Rule 160-3-1-.07 and O.C.G.A. § 20-2-151(b)(2) require all Georgia LEAs to make first-grade placement decisions on an individual basis, using GKIDS 2.0 results in concert with teacher recommendations and other relevant information. Local schools must document reasons, including GKIDS 2.0 student-performance results, for kindergarten retention and place the written documentation in individual students' cumulative records. The SBOE Rule further requires, "The local school system shall provide alternative, developmentally appropriate instruction to students who spend an additional year in kindergarten".

English Language Arts Exemption

At the January 2024 SBOE Meeting, SBOE Rule 160-3-1-.07 was amended to include the following changes in the administration of the Georgia Kindergarten Inventory of Developing Skills (GKIDS) assessment: Kindergarten students taking a screener from the SBOE's approved list of Qualified Dyslexia Screening Tools or a dyslexia screener reviewed and approved by the SBOE and kindergarten students taking a universal reading screener pursuant to O.C.G.A. §20-2-153.1 are exempt from participating in the English language arts domain of GKIDS.

GKIDS Readiness Check

Overview

As part of GKIDS 2.0, the Readiness Check offers an early assessment window and is designed to provide teachers with important information about student's learning and development as they enter kindergarten. The Readiness Check is intended to augment GKIDS 2.0 and to be administered during the first six weeks of kindergarten. It is designed to be developmentally appropriate and should be used for planning and instructional purposes.

Students Assessed

The GKIDS Readiness Check is designed to provide baseline information for *all* students as they enter kindergarten. This requires accessibility that allows for students with varying levels of ability, including students with disabilities and students who are English learners (ELs), to participate in the activities. At the same time, the assessment is designed to identify a student's current knowledge and skills.

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

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

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

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

Domains of Learning
The GKIDS Readiness Check assesses the domains of Foundations of School Success, English Language Arts, and Mathematics. While all domains are represented, the GKIDS Readiness Check measures only those skills and concepts determined by Georgia educators and informed by research to be essential to students' success upon entry to kindergarten.

Activities Assessed Using Direct Methods
Activities assessed using direct methods include teacher instructions and detailed administration procedures. For activities requiring materials, optional resources are provided. It is important to follow these directions to ensure consistency of administrations across classrooms. These activities are assessed using four to five performance levels (Not Yet Demonstrated, Emerging, Developing, Demonstrating, Exceeding) for each skill.

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

Activities Assessed Using Indirect Methods
Activities assessed using indirect methods are observational in nature. Teachers may observe students engaged in activities that cover multiple concepts or skills at one time. Teachers may assess by observing

student performance during regular classroom instruction or by an assessment activity of the teacher's choice. Some activities assessed using indirect methods may require observation over time to determine a student's level of performance as described by the standard. For activities requiring materials, teachers have the flexibility to use their own classroom materials. These activities are assessed using three to four performance levels (Not Yet Demonstrated, Emerging, Developing, Demonstrating) for each skill.

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

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

Assessment Materials
The *GKIDS Readiness Check Administration Manual* includes general directions for administration as well as for each activity included in the GKIDS Readiness Check. Each activity assessed contains a description of the skill, the activity, including a script as appropriate, and performance levels for assessing the skill or concept. Activity pages are arranged by domain: Foundations of School Success, English Language Arts, and Mathematics.

To aid planning and preparation for the administration of the GKIDS Readiness Check, a list of suggested materials by activity is included in the *Optional Resources Guide*. **Teachers may use common classroom materials for assessment activities as described in the script.** To locate the GKIDS Readiness Check resources within the GKIDS platform, click on the *Help* menu and select *Readiness Check Resources*. The GKIDS Readiness Check resources include the administration manual and optional resources, reminders and considerations, FAQs, and a Next Steps Guide to guide instructional actions following a review of your GKIDS Readiness Check data.

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

Teacher-Generated Reports
Teachers can generate reports at the student level and the classroom level. Each student level report presents performance data by activity. The individual student report provides a student's performance by each of the three domains of learning. The first visual on the individual student report shows the percentage of performance levels at developing or above for each of the three domains of learning. The information presented in the Individual Student Report also provides the performance levels for an individual student on each activity by each of the three domains of learning.

Teachers can also generate reports at the classroom level. The classroom level report generates the percentage of students that fall within each performance level by activity for each of the three domains of learning.

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

GKIDS 2.0

Students Assessed

GKIDS 2.0 is designed to provide information for *all* students as they progress through kindergarten and prepare for first grade. This requires accessibility that allows for students with varying levels of ability, including students with disabilities and students who are English learners (ELs), to participate in the performance tasks. At the same time, the assessment is designed to identify a student's current knowledge and skills in an accurate way.

All students enrolled in Georgia public school kindergarten classrooms should have the opportunity to participate in the GKIDS 2.0 assessment. The use of a universally designed approach to assessment development and implementation is critical to promote accessibility for all students. Because of the range of students' development and learning in kindergarten, some features that are often perceived as accommodations for specialized populations are more appropriately considered as universally designed allowances in GKIDS 2.0.

Description

GKIDS 2.0 is a progression-based formative assessment, integrated into classroom work, that is aligned to the Georgia Standards of Excellence (GSE). GKIDS 2.0 is organized around big ideas and learning progressions. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students. GKIDS 2.0 allows teachers to assess student performance during instruction, record student performance in an online 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 2.0 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 2.0 is to provide ongoing information about kindergarten students' developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, Approaches to Learning, and Motor Skills. GKIDS 2.0 should serve as one indicator of first grade readiness. GKIDS 2.0 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 2.0 including: English language arts (ELA), Mathematics, Social Studies (optional), Science (optional), Approaches to Learning, Personal and Social Development, and Motor Skills (optional).

Performance Levels

In GKIDS 2.0, students are assessed using three to five performance levels for each element including: Not Yet Demonstrated (ND), Beginning (BE), Emerging (EM), Developing (DV), Demonstrating (DM), and Exceeding (EX).

Universal Allowances

Universal allowances may be used, as needed, with all students for all performance tasks. These supports are aligned to best practices for access to instruction and assessment and provide flexibility to meet the diverse needs of a wide range of students. A table of universal allowances is provided.

Table 1 GKIDS 2.0 Universal Allowances

Universal Allowances	
Presentation	• Read directions aloud and repeat as many times as needed, either by request of the student or as determined by the teacher. • Rephrase directions and/or questions, if needed. Rephrasing may include providing answer options or allowing for a yes/no response. • Provide audio amplification for verbal directions and tasks as needed. • Redirect student's attention to a task or a direction as needed. • Provide magnification or enlargement of assessment tasks and/or manipulatives as needed. • Use familiar classroom materials to meet student's needs. Materials can be adapted to meet the needs of the individual learner. • Provide physical support to improve visual acuity. For example, use color contrast overlay, slant board, textures, etc. • Change position or orientation of assessment materials to maximize student's visual engagement or access to manipulatives.
Response	• Allow student to respond using his/her preferred mode of communication. • Modes of communication may include speech, eye gaze, pointing/gesturing/ orienting to/touching answer choice, sign language, and/or use of augmentative communication systems. • Encourage student response without providing additional cues.
Setting	• Assess students in naturally occurring classroom contexts such as during center time, outdoor activities, teacher-directed instruction, and small group activities. • Allow the student to move and change positions during the session. • Consider the arrangement of the furniture, including allowing the student to stand or use alternative seating during a direct assessment activity. • Provide tasks in areas conducive to the student's physical and sensory needs, including one-on-one assessment in a quiet space when necessary.
Scheduling	• Use teacher discretion for starting and stopping a task based on the readiness of the student. • Teachers may administer performance tasks based on student readiness, professional judgement, and/or alignment to local LEA content pacing guides or curriculum patterns.

Comprehensive Support

Students requiring additional support may be provided comprehensive supports as described in the administration manual and individual tasks. Comprehensive supports provide access to a performance

task but may substantially alter what the student is expected to do. If utilizing comprehensive supports, care should be taken when interpreting a student's progress within the learning progression.

Comprehensive supports must address the unique needs of the student for whom they are provided and should assist the student in overcoming any barriers that prevent him or her from demonstrating what he or she knows and can do. Teachers should use their professional judgment in determining the support needed for each student. Examples of comprehensive supports may be found in the *GKIDS 2.0 Administration Manual.* Kindergarten students with significant cognitive disabilities must take GKIDS 2.0.

Assessment Window
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 LEA. Systems may also teach and assess the standards based upon their own schedules as well.

Assessment Materials
Pre-printed test booklets and activity kits are not provided with GKIDS 2.0. The *Administration Manual* includes performance tasks which may be used to assess student performance in ELA and mathematics **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 Website gkids.gadoe.org.

GKIDS 2.0 Data Entry and Reporting website
The GKIDS 2.0 data entry and reporting website gkids.gadoe.org will be available 24 hours a day, seven days a week (except for scheduled maintenance) for teachers to enter student data. The website allows teachers to enter and manage data throughout the school year. Teachers can enter data by student or by learning progression for the entire class. LEAs have the option of manually entering their student data or pre-populating the data via the vendor's multiple student upload process. See the *GKIDS 2.0 Platform User Guide* website instructions.

Teacher-Generated (Formative) & End-of-the-Year (Summative) Reports
Teachers have the option of generating reports (on-screen and PDF) at any time during the year for instructional planning, progress reports, report cards, Student Support Team (SST) or parent conferences. After the final data are entered in late spring, school, system, and state summary reports will be produced. Teachers will be responsible for generating end of the year reports for individual students.

For more information about the GKIDS 2.0 or the GKIDS Readiness Check, contact the GaDOE Office of Assessment and Accountability at 470-579-3244.

Georgia Milestones Assessment System (Georgia Milestones)

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

Georgia Milestones represents a single system of summative assessments that spans all three levels of the state's educational system – elementary, middle, and high school. The system is designed to send consistent signals about students' preparedness for the next level, be it the next grade, course, or endeavor, such as entering college or beginning a career after leaving the K-12 educational system. In developing Georgia Milestones, care has been taken to ensure the signals sent about student achievement are consistent with other national measures of how Georgia students are performing.

The mode of administration for the Georgia Milestones program is online. Paper/pencil test materials, such as Braille forms, will be available for the small number of students who cannot interact with the computer due to their disability as documented in an IEP, IAP/504, or ELT-PC Plan.

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

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

End-of-Grade Assessments (EOG) – Grades 3 through 8
Students enrolled in grades three through eight are required to participate in Georgia Milestones annually. Students are assessed in English language arts (grades 3-8), mathematics (grades 3-8), science (grades 5 and 8), and social studies (grade 8). Students must be assessed in the grade level for which they are reported for FTE purposes; no out-of-grade/off-grade testing is permitted. Systems and schools must have a process in place to ensure that students are being administered the correct test. Errors on

this front carry far-reaching implications and may be irreparable. Students must participate in all content areas identified for their grade level.

Test items on EOG assessments align to Georgia's state-adopted academic content standards for each grade and content area. During the item development process, Georgia educators review the items to ensure there is a match between the items and standards. Links to the academic content standards and support documents are available on the GaDOE website at https://www.georgiastandards.org.

The tests provide information to help identify student strengths and areas of improvement in learning and provide data to evaluate the effectiveness of classroom instruction at the school and system levels. As such, the measures contribute to the state's accountability system – the College and Career Ready Performance Index (CCRPI).

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

EOG Timing Parameters for All Content Areas
The typical testing time represents the range of time most students will use to complete the assessment. If needed, however, students are allowed up to the maximum testing time to complete the assessment.

Table 2 EOG Timing Parameters for All Content Areas

Content Area	Section	Typical Testing Time	Max Testing Time
ELA	1	45-65	90
ELA	2	40-60	80
ELA	3	40-60	80
Math	1	30-50	65
Math	2	30-50	65
Science	1	20-30	40
Science	2	20-30	40
Social Studies	1	15-25	35
Social Studies	2	15-25	35

Total administration time for the tests illustrated in *Table 2* does not include the additional time needed for pre-administration (e.g., distribution and collection of materials, reading directions to students), post-administration activities, and other test administration protocols. Allowing too much or too little time may result in an invalidation.

Scheduling Requirements — Georgia Milestones End-of-Grade Assessments

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.

- During the state testing window, systems shall develop a local testing window **within 25 school days** of the LEA's last school day of the regular school year (O.C.G.A § 20-2-281(r)).
- The Georgia Milestones EOG Assessments are to be administered online.
- The HS Physical Science EOG, administered in lieu of the 8th grade science EOG, shall be administered <u>only to 8th grade students enrolled in the high school Physical Science course</u>.
  - The HS Physical Science EOG shall <u>not</u> count as the final exam or in students' final grade.
  - The HS Physical Science EOG shall not be administered to any other middle school students or to high school students enrolled in Physical Science.
- Individual grade-level content assessments must maintain the same testing dates across all schools within the LEA (e.g., 3rd grade ELA sections in all elementary schools must be scheduled on the same days across the LEA).
- The local calendar can be scheduled around spring break; however, if a grade-level content test starts before spring break, it must be completed before spring break.
- All test sections must be completed on the same day or on consecutive days during the same week. At no time should some students in the same grade complete a test one week and another group of students in the same grade complete the same test the following week. No sections may be separated by a weekend.
- The ELA EOG content assessment consists of three sections. Section 1, the Reading and Evidence-Based Writing (REBW) portion of ELA, must be administered on a separate day from (and prior to) the two following sections of ELA (make-ups excluded).
  - No sections may be separated by a weekend and must be taken consecutively during the same week.
  - Students absent from ELA Section 1 can make up that section later during a scheduled make-up session.
  - Students that are absent from ELA Section 1 according to the local testing calendar are not required to take ELA Section 1 in a make-up session prior to continuing with Sections 2 and 3 on regularly scheduled local testing dates.
- Local systems that participate in joint programs, where students are enrolled from two or more systems (such as career academies, GNETS, alternative schools, or other similar entities), must engage in collaborative planning regarding how their local testing calendars relate to the joint program. To the greatest degree possible, these sites must adhere to the scheduling requirements addressed in this Handbook. Any need for scheduling flexibility must be requested by the STC through a Testing Irregularity Form in the MyGaDOE Portal.
- Students must be assigned test sessions based on FTE enrollment. The LEA to which the student is assigned for FTE enrollment is responsible for all testing activities and must work with joint programs to ensure proper Test Examiner training occurs, test sessions are assigned, and test tickets and materials are delivered to the program, etc.
- If further guidance is necessary, contact the GaDOE Office of Assessment and Accountability to discuss scheduling scenarios at least six weeks before your local testing window opens. Additional scheduling guidelines and parameters will be provided in supplemental guidance (memoranda, pre-administration webinars, testing manuals, etc.).

Local Scheduling Options
Dependent upon the scheduling model in place in their school/system, students may complete testing sessions using a variety of scheduling options. The examples below may be utilized in determining appropriate testing schedules that support the local scheduling requirements for students. STCs should review the additional guidance found throughout this section to ensure compliance with test security and test administration protocols when establishing local schedules.

General Allowable Scheduling Options:
- The system sets the order of administration for EOG grade level content. Each grade level can be scheduled independent of other grades.
- The actual time of day for test administration may vary from school to school. Morning and afternoon test sessions are allowed.
- Students may be given a short break between sections of the content assessments.
- Students in or returning from Hospital Homebound services may require flexibility. STCs are encouraged to discuss individual cases with the assigned GaDOE Assessment Specialist for guidance.

Three-day Administration Scheduling Options:
- All students test ELA, Section 1 on Monday, Section 2 on Tuesday, and Section 3 on Wednesday. (Note: ELA sections must be completed within the same week and must not cross over a weekend except in the case of a make-up session.)

Two-day Administration Scheduling Options:
- All students test ELA, Section 1 on Monday and Section 2 and 3 on Tuesday.
- All students test Mathematics, Section 1 on Monday and Section 2 on Tuesday.
- All students test Science and/or Social Studies, Section 1, on Monday and Science and/or Social Studies, Section 2, on Tuesday.

One-day Administration Scheduling Options:
- All students take either Science and/or Social Studies, Section 1, in a morning session and the corresponding Science and/or Social Studies, Section 2, in an afternoon session.
- All students take either Science and/or Social Studies, Sections 1 and 2, in one session that is divided by a break.

Multiple Content Area Scheduling Options:
- All students take both Science, Sections 1 and 2, in a morning session and Social Studies, Sections 1 and 2, in an afternoon session.

Block or Hybrid Scheduling Options:
- All students take Mathematics, Section 1, on Monday and take Mathematics, Section 2, on Tuesday using a two-day administration.
- Cohort A takes Mathematics, Sections 1 and 2 on Monday and Cohort B takes Mathematics, Sections 1 and 2 on Tuesday, using a one-day administration.
- All other irregular schedules must receive approval from Office of Assessment and Accountability.

Reporting
Results are provided at the student, class, school, system, and state levels. Most student results, including scale scores and achievement levels, including domain achievement classifications, are criterion-referenced achievement designations, which describe the degree to which the student has mastered Georgia's state content standards for each grade and content area. Scale scores and

achievement levels are calculated using all items on the content area test. Domain achievement classifications are calculated based on smaller sets of items, grouped together based on similar content characteristics. Domain achievement classifications provide information about the student's relative strengths and areas of need within a content area. Lexile measures are calculated using all Reading and Vocabulary items and match the student's reading ability with difficulty of text material (the Lexile scale) and provide students, parents, and educators with information to help select reading materials for home and school that may promote reading growth.

In addition to criterion-referenced results, normative results, those that compare the student's achievement to a carefully selected group called a norm group, are also provided. Student growth percentiles (SGPs) describe student progress from one year to the next based on academic peer groups comprised of Georgia students. SGPs and SGP levels and are calculated for students in grades 4-8 and high school who have at least two consecutive grade level test scores in the same content area (e.g., a grade 3 score in Year 1 and a grade 4 score in Year 2). A national percentile range is also reported for all students with a valid test score. The national percentile range describes the student's achievement relative to a national peer group.

To facilitate timely scoring and reporting, LEAs should ensure that online test sessions are properly completed and submitted after testing.

GaDOE prioritizes rapid reporting of test scores. As soon as possible, systems receive preliminary versions of individual reports (e.g., class roster reports, individual student reports [ISRs], and system level data files). Preliminary reports are based on pre-equated scoring tables and can be used to inform time-sensitive decisions, such as promotion, retention, and graduation. Preliminary reports do not include student comparisons to their school, their system, and the state or student growth information. At the end of the state testing window after all students have tested, all tests have been scored, and all psychometric and other quality checks have been completed, systems receive final versions of the individual reports and the summary reports for the state, their system, and their school. Final reports include the student comparisons to their school, their system, and the state, and student growth information, if applicable. In rare cases, post-equated scoring tables for a grade and content area test are used for final reporting. In this circumstance, the final scores for some students may be slightly different from their preliminary scores.

All summary results including state, system, and school summaries are considered embargoed and shall not be discussed at public meetings, released to the public or the media by LEAs until they have been publicly released by the state. This public release is generally made by the State Superintendent and local superintendents and STCs are notified of the public release of data. Summary data that have been publicly released to the general public and media sources on www.gadoe.org are not embargoed. Until the embargo is lifted, summary results may be used for internal LEA operations only, including program and instructional planning . Note that student data like that found on Individual Student Reports (ISRs) and Class Rosters are not considered embargoed information although the use of these data must comply with FERPA. These results, including final ISRs, may be shared with parent(s)/ guardian(s) per local policy decisions (See State Dissemination of Test Scores).

Georgia Milestones and the Promotion, Placement, and Retention Law
The Georgia Promotion, Placement, and Retention law (O.C.G.A. §§ 20-2-282 through 20-2-285) and SBOE Rule 160-4-2-.11 mandate the following:
- All third-grade students must achieve grade level scores on the state-adopted assessment in Reading to be promoted.
- All fifth-grade students must achieve grade level scores in Reading and Mathematics on the state-adopted assessment to be promoted.
- All eighth-grade students must achieve grade level scores in Reading and Mathematics state-adopted assessment to be promoted.

Georgia Milestones will provide a reading grade level designation (*Below Grade Level* or *Grade Level or Above*) for the purpose of determining eligibility for promotion in Reading. In Mathematics, students who attain the *Developing Learner* Achievement Level are eligible for promotion to the next grade. The learning of these students should be monitored for progress in that content area in the next grade. **These students are not required to, nor should they, participate in the retest administration.** Students who score *Below Grade Level* in reading and/or in the *Beginning Learner* achievement level in mathematics are retained under these provisions and should participate in the EOG retest administration. LEAs that have elected to waive Georgia Promotion, Placement, and Retention law through flexibility contracts with the GaDOE may have local policies governing student promotion to the next grade and may or may not require a retest administration.

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

For more information about the EOG content assessments, contact the GaDOE Office of Assessment and Accountability at 470-579-3244.

End-of-Course (EOC) Assessments – Middle/High School
Students enrolled in any of the four core courses identified by the SBOE are required to participate in the Georgia Milestones EOC assessment at the end of each course. The EOC assessments serve as the final exam in these courses: American Literature and Composition, Algebra: Concepts and Connections, Biology, and United States History.

Test items on EOC assessments are aligned to Georgia's state-adopted academic content standards for each course. During the item development process, Georgia educators review the items to ensure there is a match between the items and standards. Links to the academic standards and support documents are available on the GaDOE website at https://www.georgiastandards.org.

The EOCs provide information to help identify student strengths and areas of improvement and provide data to evaluate the effectiveness of classroom instruction at the school and system levels. As such, the measures contribute to the state's accountability system – the College and Career Ready Performance Index (CCRPI).

Results of the EOC, according to the legislated and identified purposes, must:
- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- serve as the final exam for the course, contributing a percentage weight determined by the SBOE to the student's final course grade;

- provide a clear signal of the student's preparedness for the next course and ultimately post-secondary endeavors (college and career);
- allow for the detection of student progress via student growth percentiles;
- support and inform educator effectiveness measures; and
- inform state and federal accountability measures at the school, system, and state levels.

Additional uses of the EOC include: 1) certifying student proficiency prior to the awarding of credit for students enrolling from non-accredited private schools, home study programs, or other non-traditional educational centers; and 2) allowing eligible students to demonstrate competency prior to taking the course and earn course credit (e.g., 'test-out'). In both cases, students are allotted one administration.

Designated Purposes and Assessment Windows

Systems must designate the purpose of each EOC administered through direct upload to the testing platform (via the multiple student upload file), manual entry in the online testing platform, or by hand-coding a paper-pencil answer document. Please refer to the list below for definitions of each of the designated purposes:

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

The Georgia Milestones EOC assessments are administered multiple times annually to accommodate students completing courses at various stages during the school year and, in addition, the purposes listed above. Given the multiple testing windows throughout the school year, "special administrations" of the EOCs outside of these windows are not available. To accommodate varying course and school schedules, mid-month online assessments will also be available in designated months throughout the year. Systems and schools must have a process in place to ensure that students are being administered the correct test. Errors related to incorrect test administration carry grading and accountability implications and may be irreparable. The following table illustrates when the EOCs may be administered for each of the above-mentioned purposes.

Table 3 EOC Schedule According to Purpose

	Fall Mid-Month (MM)				Winter Main Administration	Spring Mid-Month (MM)			Spring Main Administration	Summer Main Administration
	August	September	October	November		January	February	March		
1. Completion of Course	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2. Make-up from Previous Administration	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3. Retest	Yes	Yes	Yes	Yes		Yes	Yes	Yes		Yes

	Fall Mid-Month (MM)				Winter Main Administration	Spring Mid-Month (MM)			Spring Main Administration	Summer Main Administration
	August	September	October	November		January	February	March		
4. Test-Out	Yes	Yes						Yes		Yes
5. Validation of Credit	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

EOC Timing Parameters for All Content Areas

The typical testing time represents the range of time most students will use to complete the assessment. If needed, however, students are allowed up to the maximum testing time to complete the assessment. Test Examiners must adhere to the testing times prescribed in the Test Administration Manuals and associated Test Examiner's scripts.

Table 4 EOC Timing Parameters for All Content Areas

Content Area	Section	Typical Testing Time	Max Testing Time
ELA	1	45-65	90
	2	40-60	80
	3	40-60	80
Math	1	30-50	65
	2	30-50	65
Science	1	20-30	40
	2	20-30	40
Social Studies	1	15-25	35
	2	15-25	35

Total administration time for the tests illustrated in *Table 4* does not include the additional time needed for pre-administration (e.g., distribution and collection of materials, reading directions to students), post-administration activities, and other test administration protocols. Allowing too much or too little time may result in an invalidation.

Scheduling Requirements – Georgia Milestones End-of-Course Assessments

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.

- Local systems must set testing dates across all schools within the LEA for each course content assessment (e.g., course assessments must be administered on the same days across the LEA).
- All test sessions must be completed on the same day or on consecutive days during the same week. At no time should some students complete a test one week and another group of students complete the same test the following week.
- Section 1, the Reading and Evidence-Based Writing (REBW) portion of ELA must be administered on a separate day from (and prior to) the two following sections of ELA (make-ups excluded) and may not be separated by a weekend. *An exception to this guidance would occur should a student need to make up multiple content areas and there are not enough days left in the local testing window to comply with this requirement.*

- The local calendar can be scheduled around spring break; however, if a course content test starts before spring break, it must be completed before the first day of spring break.
- Local systems that participate in joint programs, where students are enrolled from two or more systems (such as career academies, GNETS, alternative schools, or other similar entities), must engage in collaborative planning regarding how their local testing calendars relate to the joint program. To the greatest degree possible, these sites must adhere to the scheduling requirements addressed in this Handbook. Any need for scheduling flexibility must be requested by the STC through a Testing Irregularity Form in the MyGaDOE Portal.
  - Students must be assigned test sessions based on FTE enrollment. The LEA to which the student is assigned for FTE enrollment is responsible for all testing activities and must work with joint programs to ensure proper Test Examiner training occurs, test sessions are assigned, test tickets and materials are delivered to the program, etc.
  - If further guidance is necessary, contact the GaDOE Office of Assessment and Accountability to discuss scheduling scenarios at least six weeks before your local testing window opens. Additional scheduling guidelines and parameters will be provided in supplemental guidance (i.e., memoranda, pre-administration webinars, testing manuals, etc.).

Local Scheduling Options
Dependent upon the scheduling model in place in their school/system, students may complete testing sessions using a variety of scheduling options. The examples below may be utilized in determining appropriate testing schedules that support the local scheduling requirements for students. STCs should review the additional guidance found throughout this section to ensure compliance with test security and test administration protocols when establishing local schedules.

General Allowable Scheduling Options:
- The actual time of day for test administration may vary from school to school. Morning and afternoon test sessions are allowed.
- The system sets the order of administration for the EOC assessments.

Three-day Administration Scheduling Options:
- All students test American Literature and Composition, Section 1 on Monday, Section 2 on Tuesday, and Section 3 on Wednesday. (Note: ELA sections must be completed within the same week and must not cross over a weekend except in the case of a make-up session.)

Two-day Administration Scheduling Options:
- All students test ELA, Section 1 on Monday, and Sections 2 and 3 on Tuesday.
- All students test Algebra: Concepts and Connections, Section 1 on Monday, and Algebra: Concepts and Connections, Section 2 on Tuesday.
- All students test Biology and/or U.S. History, Section 1, on Monday and Biology and/or U.S. History, Section 2, on Tuesday.

One-day Administration Scheduling Options:
- All students take Biology and/or U.S. History, Section 1, in a morning session and Section 2 in an afternoon session.
- All students take both Biology and/or U.S. History, Sections 1 and 2, in one session that is divided by a break.

Multiple Content Area Scheduling Options:
- All students take both Biology and U.S. History, both sections, in a morning and afternoon session.

Block or Hybrid Scheduling Options:
- All students take Algebra: Concepts and Connections, Section 1, on Monday and take Section 2, on Tuesday using a two-day administration.
- Cohort A takes Algebra: Concepts and Connections, Sections 1 and 2 on Monday and Cohort B takes Algebra: Concepts and Connections, Sections 1 and 2 on Tuesday, using a one-day administration.
- All other irregular schedules must be approved by Office of Assessment and Accountability.

EOC Grading
A student's final grade in an EOC course will be determined using a combination of the student's grade in the course (as stated by the course teacher) and the EOC score. The final grade in the course will be calculated using the teacher grade and the EOC score as a percentage of the final grade as specified in SBOE Rule Statewide Passing Score (160-4-2-.13). Beginning with the 2023-2024 school year, the numeric score on the Georgia Milestones EOC shall count for at least 10% of the student's final numeric grade in the course assessed by the Georgia Milestones EOC. Students must earn a 70 or higher as the **final course grade** to pass the course and earn course credit (SBOE Rule 160-4-2-.13 Statewide Passing Score).

Students who repeat an EOC course would participate in the EOC at the end of the repeated course given that the EOC serves as the final exam. Schools that award 1.0 credit upon completion of a year-long course, should incorporate the EOC for at least 10% of the student's final numeric grade. Schools that award 0.5 credit at the end of the first semester, and 0.5 credit at the end of the second semester, should average the EOC in for at least 10% of the student's final second semester course grade. Please consult SBOE Rule 160-4-2-.13 (STATEWIDE PASSING SCORE) regarding the inclusion of EOC Grade Conversion scores on report cards.

Student Administration Guidelines by Purpose
Any student, regardless of grade-level, enrolled in an EOC course must take the appropriate Georgia Milestones EOC measure. This includes the following groups:

1. Completion of Course:
- Students who complete a course at the end of one semester or some block scheduling models will be tested at the completion of the course.
- Students following a traditionally scheduled (36-week) course will be tested at the end of the second semester of the course.
- Students enrolled in credit recovery or "make-up" courses that will award credit for an EOC-associated course that the student previously failed will be tested at the completion of the course.
- Students who fail to earn high school credit for exempted AP/IB/DE courses are not eligible for the exemption and must take the EOC at the time they re-enroll in the EOC course.

Non-Standard Enrollments:
- **Enrolled in Middle School**
  - Students who are enrolled in an EOC-required course will take the related EOC assessment regardless of whether they are awarded high school credit for the course. The EOC shall count as a percentage of the final grade (See EOC Grading).
  - Students enrolled in an EOC course must take the associated grade-level content EOG in ELA, mathematics, science, and social studies.
  - See EOG Scheduling Requirements for guidance in administering HS Physical Science EOG in Grade 8 only (See EOG Scheduling Requirements).

- **Enrolled in alternative schools (e.g., night school programs) and GNETS locations**
    - Students must take the EOC for any EOC course in which they are enrolled.
    - Students must be tested during the state testing window.
    - Local testing schedules 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.
- **Enrolled in a Georgia public school <u>while also enrolled</u> in a private school, home study program, or non-traditional educational center**
    - Students who receive graduation credit for one of the required courses associated with a Georgia Milestones EOC measure must take the EOC.
    - Students must take the Georgia Milestones EOC regardless of the private school, home study program, or non-traditional educational center's accreditation status. It is the responsibility of the local LEA to determine whether criteria are met for awarding credit.
- **Enrolled from non-accredited programs, non-accredited schools, or non-traditional educational entities**
    - Students must earn a grade conversion score of 70 on the Georgia Milestones EOC to receive credit from the public school for a course associated with a Georgia Milestones EOC measure.

Allowable Exemptions:
- **Advanced Placement (AP)/International Baccalaureate (IB)/Dual Enrollment (DE)**
    - A student shall be exempt from taking the U.S. History EOC assessment if they pass an AP/IB/DE U.S. History course for core credit. (SBOE Rule 160-3-1-.07 Testing Programs-Student Assessment).
    - Students who fail to earn high school credit for an exempted AP/IB/DE U.S. History course shall take the U.S. History EOC at the time they re-enroll in the U.S. History EOC course at the high school.
    - Students enrolled in AP/IB/DE American Literature and Composition, Biology, and U.S. History who have previously earned core credit are exempt from taking the EOC.
    - Each local board of education shall establish 70 as the minimum passing score for all subjects/courses taught in grades 4-12 in the public schools of the state as defined in SBOE Rule 160-4-2-.13 (Statewide Passing Score).

2. Make-Up from Previous EOC Administration:
- If a student is not present for an EOC administration (main or mid-month), the system may issue an Incomplete and allow the student to test during a subsequent testing window (main or mid-month within the same semester or school year).
    - This Incomplete may remain as the student's course grade until their testing requirement is fulfilled.
    - The subsequent test window should not extend significantly beyond the instructional period.

- If, after attempts have been made to have the student test in an administration window, the student does not take the EOC, the course grade shall reflect that the student did not participate in the test. The system may issue a zero which shall count as a percentage of the final grade (See <u>EOC Grading</u>).
    - <u>There should be sufficient documentation to indicate the student was notified of testing opportunities and did not participate</u>.
    - Unexcused absences should not be considered appropriate reasoning for excessive opportunities for tests or retests.

- The EOC is Georgia's assessment utilized for federal high school accountability. As a result, systems must provide for the participation of all students in completion of an EOC course.

3. EOC Retest Administrations:
- **Eligibility**
  - Students who received a **Grade Conversion Score below 70 are eligible to participate in EOC retest administrations.**
  - Consideration should be given to whether a retest would be in a student's best interest. **Students are not required to participate in retest administrations.** Students who "passed" (Grade Conversion Score of 70 or above) the EOC are not eligible to retest, regardless of whether they passed the course or not. **The decision about the use of EOC retest results in amending an original course grade is a local one.**
- **Participation**
  - Students may participate in a retest administration only once within the same semester or school year in which the student was enrolled in the associated course with the exception of the summer and August mid-month administration.
  - **The subsequent test window should not extend significantly beyond the instructional period. Unexcused absences should not be considered appropriate reasons for excessive opportunities for tests or retests.** For example, a student who did not obtain a Grade Conversion score of 70 or above on the Biology EOC in the Winter Main administration is eligible to participate in any of the Spring mid-month windows that follow the Winter Main administration within the same school year. The student is limited to one retest opportunity.
  - Systems/Schools should document their processes and attempts to notify students of their retest opportunity.
- **Administration of Retests**
  - **All EOC retest administrations must be administered online and should occur only after a period of targeted remediation.**
    - **It is required that schools code the "Purpose" field as "Retest" for all such test administrations that occur.**
    - Systems may request paper/pencil materials for a student with a disability that prevents the student from accessing the assessment in an online format.
    - Braille and Large Print will be available for students who require these formats. Please note that the online platform can deliver a large print version through scalable fonts.
  - Retest administrations are offered multiple times during the year as part of the Mid-Month administrations and the Summer Main Administration. Systems may retest at any time during these windows but must adhere to the standard scheduling guidelines discussed earlier in the EOC portion of this Handbook.
    - Students may NOT retest during the same administration as their original test administration. For instance, a student who scores below a 70 during the October Mid-Month may NOT retest during the November Mid-Month.
  - Scheduling of retest administrations are not intended to allow for an excessive period of time between the conclusion of the course, the original EOC administration, and the retest. The administration of retests should adhere to the parameters noted in the table on the following page:

Table 5 Parameters for the Administration of Retests

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

- Example Schedules:
  - A student taking an EOC during the Spring Main administration but scores below a 70 is eligible for retest during the Summer Main and/or Fall Mid-Month administrations.
  - A student taking an EOC during the Winter Main administration but scores below a 70 is eligible for retest during the Spring Mid-Month and/or Summer Main administrations.
- Retests may <u>NOT</u> be conducted during the Spring and Winter <u>Main</u> Administration windows. All students who are eligible to retest should do so after having completed a targeted period of remediation designed by their local system/school.
- A student should not be denied the opportunity to retest as a result of non-participation in remediation.
- <u>For eligible students who did not retest, there should be sufficient documentation to indicate the student was notified of opportunities to retest and did not participate and formal assignment of a grade applied</u>.
  - It is recommended that parents/guardians are notified of the opportunities to retest.
  - Students in or returning from Hospital Homebound services may require flexibility.
  - Specific situations requiring further discussion should be directed to the Assessment Office.

4. Demonstrating Subject Area Competency (Test-Out):
- **Participation** (SBOE Rule 160-1-5-.15 Awarding of Units of Credit and Acceptance of Transfer Credit and/or Grades)
- The opportunity exists for students to demonstrate subject area competency ("test-out") for any course for which there is an associated EOC and earn credit for the course through that process.
- Students who reach the ***Distinguished Learner*** achievement level will have reached the required threshold for the awarding of course credit.
- Under the provisions of the Rule and guidelines, local boards of education shall award course credit to students who reach a designated performance level on an EOC taken prior to taking the course.
  - For example, a student may attempt the Biology EOC prior to taking the course. If the student reaches the *Distinguished Learner* achievement level, the local board of education shall award the student the Biology course credit.
- A student may test-out of any course that has an associated EOC. As stated in this Rule, students may earn no more than three units of credit by demonstrating subject area competency in this fashion.
- **Eligibility Requirements**
- Not currently or previously enrolled in the course;
- Have earned a grade of B or better in the most recent course that is the same content area of the course for which the student is attempting the EOC;

- o Received a teacher recommendation from the teacher of the most recent course in the same content area (or, if not available, a teacher in the same content area with knowledge of the student's academic achievement) for which the student is attempting the EOC; and
- o Received parent/guardian permission if the student is less than 18 years of age.
- o **Eligibility Guidance**
  - o Schools should carefully consider which students would benefit from such an opportunity and advise accordingly.
  - o As part of the advisement process, schools should consider the likelihood of success in future courses that may require knowledge and skills that are inherent within the course.
  - o The student's post-secondary plans and needs must be considered.
  - o The test-out option should not be exercised for students without deliberation and clear evidence of the likelihood of student success both on the test itself and in future coursework/ endeavors.
  - o Students who do not meet the eligibility criteria must not be assessed for this purpose.
- o **Requirements for local boards of education**
  - o Allow eligible students only one opportunity per course to demonstrate subject area competency.
  - o Systems must utilize only the Office of Assessment and Accountability-designated administration windows for this purpose and all administrations must be conducted online.
  - o Systems are required to identify individual students who are testing for this purpose when the student is registered in the online platform.
    - ▪ Failure to do so may result in additional fees being invoiced to the system to correct data file/report errors.
  - o Students who do not reach the designated achievement level of *Distinguished Learner* when attempting to test-out must enroll in and complete the associated course when applicable. The student would take the EOC again at the conclusion of that course experience regardless of their score during the attempt to test-out. As outlined in long-standing guidance ([Guidance: Georgia SBOE Rule 160-5-1-.15; updated January 5, 2018](#)), EOC scores may not be banked.
  - o As stipulated in the Guidelines previously issued for this Board rule, systems/schools shall not allow students who are currently enrolled, or who have previously been enrolled, in a higher-level course to attempt to earn credit by testing out.
  - o **The administration of all EOCs for this purpose must adhere to the system's local EOC testing calendar. This stipulation is critical to ensure test security.** For example, students taking an approved EOC for the purposes of testing out must be administered the test on the same day or consecutive days that the system is administering the same EOC to all other students.
  - o Systems and schools will incur no charge for students who meet the eligibility criteria and achieve the *Distinguished Learner* achievement level. Systems and schools will incur a charge for students who fail to achieve this designated achievement level. The established fee is $50.00 per test.
    - ▪ As stipulated in the previously issued Guidelines related to this rule, local boards of education may develop policies related to the collection of these costs from parents or students, provided that such policies require school or LEA personnel to inform the parent or student of potential costs <u>prior</u> to the EOC administration.
  - o The opportunity for students to test-out may be offered by local LEAs during specified EOC Mid-Month windows and during the annual Summer Main Administration (See [Table 3](#)). This option is <u>not</u> available during the Winter or Spring Main Administrations. Systems and schools must plan accordingly.)
  - o All test administrations for this purpose must be conducted online. **It is <u>required</u> that schools code the "Purpose" field as "Test-Out" for all such test administrations that occur.**

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

5. Validation of Credit:

- **End-of-Course Administration to Transfer Students** (SBOE Rule 160-1-5-.15 Awarding of Units of Credit and Acceptance of Transfer Credit and/or Grades)
  - Local boards of education shall administer the EOC to students enrolled in a Georgia public school while also enrolled in a private school, home study program, or non-traditional educational centers for which they receive graduation credit for one of the required courses associated with an EOC.
  - These students must take the EOC regardless of the private school, home study program, or non-traditional educational center's accreditation status. As an example, a student is enrolled in a public high school and attends an accredited private school in the evenings taking American Literature. This student is required to take the American Literature EOC before receiving credit from the public school for that course because the student was enrolled in both institutions at the same time. It is the responsibility of the local LEA to determine whether criteria are met for awarding credit.
  - Local boards of education shall not require students who enroll in a Georgia public school from accredited private schools to take and pass the EOC to receive credit for a course associated with an EOC unless the student was concurrently enrolled in a Georgia public school while taking the course at an accredited private school.
    - As an example, a student was enrolled in an accredited private school and received credit for Biology. Upon enrollment in a Georgia public school, this student shall be given course credit for Biology (and no EOC is required) as the private school was accredited by an entity listed in Board rule at the time the student earned the credit.
  - Local boards of education shall require students who enroll from non-accredited private schools, home study programs, or other non-traditional educational centers to take the EOC and earn a minimum of 70 grade conversion score to receive credit for the course.
  - A student enrolling from a non-accredited school may receive one test administration opportunity to demonstrate proficiency to earn credit for a course that requires the EOC. If the student does not pass the EOC on that administration, the local board of education shall not grant credit for that course. If the course is required to be eligible to receive a high school diploma, the student shall enroll in the course and take the EOC at the completion of the course.
  - Local policy may also specify additional criteria for acceptance of transfer credit for currently enrolled students.

Reporting

Results are provided at the student, class, school, system, and state levels. Most student results, including scale scores and achievement levels, are criterion-referenced achievement designations, which describe the degree to which the student has mastered Georgia's state content standards for each grade and content area. To provide more granular information for each content area, the content standards are grouped into smaller reporting categories, based on similar content characteristics. These domain mastery classifications provide information about the student's relative strengths and areas of need within a content area. Lexile scores match the student's reading ability with difficulty of text material and provide students, parents, and educators with information to help select reading materials for home and school. Student growth percentiles (SGPs) describe student progress from one year to the

next and are calculated for students in grades 4-8 and high school. In addition to criterion-referenced results, an estimated national percentile range is reported. The national percentile range is designed to describe the student's performance relative to a national peer group.

Systems first receive preliminary versions of reports (e.g., class roster reports, individual student reports [ISRs], and data files) which are based on pre-equated scoring tables. When all psychometric checks have been completed and all students have been scored, systems receive final reports. If post-equated scoring tables are used, the final scores for some students may be slightly different from their preliminary scores. Systems will also note that the preliminary ISRs do not include the student comparisons to their school, their system, and the state, whereas the final ISRs do. Likewise, student growth information is only available on final reports.

The Office of Assessment and Accountability works with its various test vendors to produce timely and accurate results. The office has worked to reduce the time between submission of completed assessments and availability of preliminary student reports and between the availability of preliminary reports and final reports. To assist the state in facilitating timely scoring and reporting, LEAs should ensure that online test sessions are properly closed/completed/submitted after testing.

All summary results including state, system, and school results are considered embargoed and shall not be discussed at public meetings, released to the public or the media by LEAs until they have been publicly released by the state. This public release is generally made by the State Superintendent. Local superintendents and STCs are notified of the public release of data. Data that have been publicly released to the general public and media sources on www.gadoe.org are not embargoed. Student data such as that found on Individual Student Reports (ISRs) and Class Rosters may be used for internal LEA operations, including program and instructional planning for students and are not considered embargoed information. In addition, student scores and ISRs may be shared with individual parent(s)/ guardian(s) per local policy decisions (See State Dissemination of Test Scores).

For more information about the EOC measures, contact the GaDOE Office of Assessment and Accountability at 470-579-3244.

National Assessment of Educational Progress (NAEP)

Overview

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 students know and can do in a variety of key subject areas. NAEP shows patterns of student achievement over time in core content areas, such as reading, writing, mathematics, and science. NAEP is the only on-going study that tracks trends in student achievement at the elementary, middle, and high school levels.

The assessments follow subject-area frameworks developed by the National Assessment Governing Board (NAGB) and use the latest advances in assessment methodology. These assessments are distinguished from NAEP Long-Term Trend, (LTT) 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.

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.

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. Representative samples of students are selected for each participating jurisdiction/state.

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

The 2025 assessments will include a Field Test in mathematics and reading for grades 4, 8, and 12. The Field Test will study the implications and consequences of transitioning from NAEP-provided devices and networks to school- and district-managed devices and networks in preparation for the 2026 assessment. The dates for the Field Test are January 27 through March 7, 2025. Long Term Trend (LTT) assessments for 13-year-olds will be given October 7 through December 13, 2024, 9-year-olds will test January 6 through March 14, 2025, and 17-year-olds will test March 17 through May 23, 2025.

Federal and State Requirements

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

Test Administration Accommodations Provided in NAEP
Accommodations in the testing environment or administration procedures are provided for students with disabilities and students with limited English proficiency. A list of allowable accommodations is in the Allowable Accommodations for Georgia's Student Assessment Program section of this manual.

Ways Educators Can Use NAEP Results in Their Work
- Item Map links released questions (by selected subject and grade) to scale score map
- About one third of items from each assessment are released each year an reside in the NAEP Questions Tool database, released items include answer keys, scoring guides, content and process descriptions, jurisdiction performance and student exemplars
- Interactive Items from computer-based assessments
- Test Yourself with questions from each of the assessed subjects
- Customizable tables and graphics to display results through NAEP Data Explorer

For more information about NAEP see the Website at nces.ed.gov/nationsreportcard/about or you may go to the GaDOE NAEP site at: National Assessment of Educational Progress (NAEP)National Assessment of Educational Progress (NAEP).

For more information about NAEP, contact the GaDOE Office of Assessment and Accountability at 470-579-3244.

Participation of All Students in Assessments

Both state and federal law require each local LEA to assess all students, including students with disabilities and English learners, using SBOE-designated assessment instruments, as required. An IEP team, under limited circumstances and in accordance with GaDOE and federal guidelines, may consider the SBOE-approved alternate assessment for a small number of students with the most significant cognitive disabilities (approximately 1%) who receive special education services and are unable to participate in the general assessment. In addition, all EL students must participate annually in the state-adopted English proficiency assessment. (SBOE Rule 160-3-1-.07; 160-4-7-.02).

All students must be included, to the fullest extent possible, in all statewide assessments and have their assessment results included with Georgia's accountability system. The GaDOE participation requirement is supported by federal legislation requiring the participation of students with disabilities in standards-based instruction and assessment initiatives.

SBOE rules require that all students receive instruction based on the state-adopted content standards. Most students with disabilities (including English learners with disabilities or EL/SWD) can and should participate in the regular assessment program, with standard accommodations, if needed. All decisions regarding participation on the general or alternate assessment 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 the general assessment, why the student is not and how the student will participate in the alternate assessment (GAA 2.0). The IEP team must ensure students meet the criteria for participation in the alternate assessment (GAA 2.0).

Eligibility Determination for the GAA 2.0

Decisions regarding the participation of students with disabilities in the statewide general assessment or the alternate 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) determine what accommodation(s), if any, the student will need and document this in the student's IEP, and c) document the participation decision in the general assessment or the alternate assessment in the IEP based on eligibility requirements.

The decision to assess using the GAA 2.0 (See Georgia Alternate Assessment 2.0) should be made only when an IEP team determines that a student's cognitive disabilities prevent him/her from attaining the state academic content 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. In addition, these students must meet all parts of the *Eligibility Criteria for the Georgia Alternate Assessment 2.0*. The IEP teams for English learners (EL=Y) who are eligible to take the GAA 2.0 must administer the Alternate ACCESS.

State Required Codes (SRC) for Students with Disabilities and EL Students

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

01 = Visual Impairments or Blind
02 = Deaf or Hard of Hearing
03 = Deaf and Blind
04 = Specific Learning Disabilities

05 = Mild Intellectual Disabilities
06 = Traumatic Brain Injury
07 = Moderate/Severe/Profound Intellectual Disabilities
08 = Autism
09 = Orthopedic Impairments
10 = Speech-Language Impairments
11 = Emotional and Behavioral Disorders
12 = Other Health Impairments
13 = Limited English Proficient (English Learner – EL)
14 = Section 504
15 = Significant Developmental Delay (K-5 Only)
16 = Title I Reading
17 = Title I Math
18 = Migrant Certified
19 = English Learner- Monitored

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
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

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

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

Individual Education Program (IEP) Plan
IEP teams are responsible for decision-making about individual students in the assessment program. IEP teams include parents/guardians, 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 LEA. If the student is also an English learner (EL), the IEP team should include participants who have knowledge of the student's language needs, such as ESOL staff with expertise in English language development how to differentiate between the student's disability needs and language proficiency needs. The IEP team must review each assessment (local and state) being given at a particular grade or course and determine student participation in the assessment (general vs. alternate) and necessary testing accommodations, if any. The decision to participate in the general or alternate assessment and the accommodations needed, if any, for each assessment must be documented in the IEP. The failure to provide testing accommodations as required in a student's IEP could result in the denial of a free appropriate public education (FAPE) to that student. Allowable/approved accommodations are provided in this Handbook.

If an accommodation is recommended that is not included in the list of allowable accommodations for Georgia's student assessment programs, approval MUST be received from the GaDOE Office of Assessment and Accountability prior to the inclusion of the accommodation in the student's IEP and its use. The use of any testing accommodation not found in the list of allowable accommodations and used

without prior Office of Assessment and Accountability approval may result in an invalidation of assessment results.

Individual Accommodation Plan (IAP/Section 504)
IAP teams are responsible for decision-making about individual students in the assessment program. Their goal is to give the student equal access at school. IAP teams usually include parents/guardians, 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, a 504 Coordinator, and any other individual with expertise or knowledge about the student at the discretion of the parent or LEA.

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

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

Accommodations considered by the SST must be consistent with those used during classroom instruction and assessment. Only state-approved accommodations may be considered and included in the Section 504/IAP.

If an accommodation is recommended that is not included in list of allowable accommodations, approval MUST be received from the GaDOE Office of Assessment and Accountability prior to the inclusion of the accommodation in the student's IAP and its use. The SST may not include testing accommodations in Section 504/IAPs which have not been approved by the state. The use of any testing accommodation not found in the list of allowable accommodations and used without prior Office of Assessment and Accountability approval may result in an invalidation of assessment results.

English Learner Test Participation Committee (ELTPC) Plan
All English learners are required to participate in all state and locally mandated assessments. Federal law and State Board of Education Rule (160-3-1-.07) mandate that the individual needs of English learners be considered when making decisions regarding student supports. It is required that all state mandated assessments must be administered in English (SBOE Rule 160-3-1-.07 (4)(i)). The ELTPC is charged with collecting required information documenting the student's eligibility for EL status and making

appropriate test participation decisions, including the use of test administration accommodations. Note: A decision by the ELTPC indicating that no accommodations are needed must be documented in the student's permanent records as well.

To facilitate and document accommodations decisions based on individual student need, the ELTPC process is designated in State Board of Education Rule (160-3-1-.07 Testing Programs – Student Assessment). All accommodations determined by the committee to be appropriate and necessary for an EL student must be documented within an IEP, IAP, and/or ELTPC form per local policy. The determination of accommodations for assessment shall be reviewed at least once a year. An example of the *EL Testing Participation Committee Form for Eligible Students* is included in this Handbook. The form may be used to identify and to document student testing accommodations determined by and recorded during a meeting of the ELTPC. Systems may choose to create their own local form; however, local forms should include the following information (at a minimum):
- Names of participants
- Date(s) of meeting(s)
- Student's proficiency level on the state-approved eligibility screener in accordance with SBOE Rule 160-4-5-.02 and determination of EL eligibility and/or
- Student's proficiency level on the state approved ELP assessment per the state's continuing EL eligibility criteria
- Committee final recommended actions listed by state-mandated assessment, including specific required accommodations for each test/subtest consistent with current instructional accommodations, if needed.
- Signatures of committee members, school administrator, and parent/legal guardian (if present) or student (if 18 years or older)

Additional information regarding ELTPC Committees and other ESOL and ELTPC related guidance may be found in the most recent version of the *EL Language Programs – State Guidance* document on the ESOL Language Program webpage.

Local LEA Responsibilities
Local LEAs 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 and English learners and provide an alternate assessment for students with significant cognitive disabilities. Students with disabilities may not be excluded if an assessment is administered to all students in a grade, class, or school. Local LEAs must continue to review all assessments administered at the system's discretion and plan for accommodations and alternate assessment. The system should have policies and guidelines for including students with disabilities in locally administered assessments. Systems may not use GAA 2.0 in lieu of local assessments.

Guidelines for the selection and use of accessibility supports for instruction and assessment of all students, including students with disabilities and English learners (ELs) are presented in this section and included in test administration manuals. **Accessibility supports discussed herein include universal tools that are available to all students as they access instructional or assessment content *and* accommodations that are generally available for students for whom there is documentation on an Individualized Education Program (IEP), Individual Accommodation Plan (IAP)/504 plan/documentation, or English Learner/Test Participation Committee (ELTPC) plan.** These supports provide equitable access during instruction and assessments for all students.

Importantly, research consistently indicates there should always be a direct link between classroom instructional accessibility supports and assessment supports. In the context of new technology-based instruction and assessments, various supports are available for students to meet their individual needs. These new individualized approaches to accessibility place greater responsibility on educator teams and individuals who make decisions about which students need and should receive specific supports among a variety of accessibility choices.

Educators should ensure that students have ample opportunity to practice using supports or accessing assessment content without certain supports if they are only available in instruction. Specifically, Georgia policy mandates that any accommodation provided to a student must be the same for classroom instruction, classroom assessments, and state assessments. However, some classroom accommodations may not be allowable testing accommodations. Allowable testing accommodations must be determined using the allowable accommodations tables (See Allowable Accommodations for Georgia's Student Assessment Program). Accommodations must be specified in the student's IEP, IAP, or ELTPplan. No accommodation should be considered for the first time during a state assessment. Simply 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 ensuring successful and meaningful participation of students with disabilities in the assessment process.

This guidance pertains to all students who participate in Georgia's assessment programs and the instruction they receive. This section describes a five-step process that can be used to make optimal accessibility decisions for individual students who need accessibility supports for instruction and assessment. Accommodations must be employed in instruction prior to being considered for an assessment context.

Step 1: Expect students with disabilities to achieve grade-level standards.
Step 2: Learn about accessibility supports for instruction and assessment.
Step 3: Select accessibility supports for instruction and assessment.
Step 4: Administer accessibility supports during instruction and assessment.
Step 5: Evaluate use of accessibility supports in instruction and assessment.

Step 1: Expect students with disabilities to achieve grade-level curriculum standards
The state-adopted standards set forth the learning expectations for students at each grade level and course. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. Supports, including accommodations, are provided for students during instruction and assessments to promote equal access to grade-level content.

All students with disabilities can work toward grade-level academic content standards, and most of these students will be able to achieve these standards when the following three conditions are met:
- instruction is provided by teachers who are qualified to teach in the content areas addressed by the state curriculum and who know how to differentiate instruction for diverse learners;
- IEP and IAP for students with disabilities are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for learning how to learn); and
- appropriate accommodations are provided to help students access grade-level content.

Additionally, ELs and ELs with disabilities can work toward grade-level academic content standards while they are improving their English proficiency. They will be able to achieve these standards when instruction is provided by teachers who are qualified to teach in the content areas addressed by state standards and who know how to differentiate instruction for diverse learners. Meaningful access of grade-level content by diverse students is also made possible by appropriately selected accommodations. Additionally, to secure successful student access to grade-level content, ESOL/bilingual educators, special educators, and their general education counterparts must collaborate when making accessibility decisions.

The state's approved content standards are the basis of instruction that helps teachers, students, and parents know what topics and skills must be covered and mastered for a particular grade or course. The content standards establish the minimum standards, and does not prohibit systems, schools, or teachers from adding material and/or content.

Step 2: Learn about accessibility supports for instruction and assessment
The use of a universally designed approach to assessment development and implementation is critical to promote accessibility for all students. Current technology enables educators to introduce computer-based instruction and assessment accessibility supports that facilitate individualized educational processes. The purpose of these supports is to reduce or eliminate the effects of barriers that prevent students from demonstrating what they know and can do.

The accessibility framework of supports which includes universal design, universal tools, administrative procedures, and accommodations, must be considered by educational teams when reviewing student needs related to testing accommodations. There is a critical connection between supports in instruction and supports during assessment; however, it should also be noted that the same accessibility support may be considered universal in one system but considered administrative procedures or an accommodation in another system depending on what construct is the focus of instruction or of an assessment. Additionally, some supports allowable on content assessments may be prohibited on alternate assessments, or vice versa.

Figure 2. Accessibility Framework
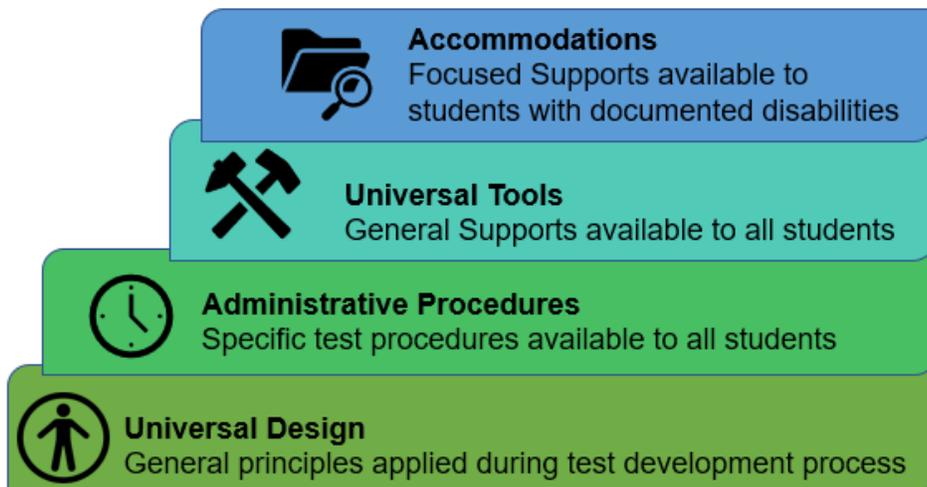
Supports provided in the classroom do not reduce expectations for learning. Instead, supports empower students with a multitude of choices, enabling them to access instructional and assessment content effectively. These individualized approaches to accessibility also place greater responsibility on educator teams and individuals who make decisions about which specific supports students need and should receive among a variety of accessibility choices.

Accessibility supports provided to a student during state assessments must also be provided during classroom instruction, classroom assessments, and LEA assessments; however, some instructional supports *may not be appropriate* for use on certain statewide, standardized assessments. In other cases, supports provided on statewide, standardized assessments *may be slightly different* from those provided in the classroom (i.e., digital notetaking on assessment). It is important that educators help students become familiar with the supports provided through the technology platform so that students are not using these tools for the first time on test day (See Experience Online Testing Georgia).

LEAs should encourage meaningful collaboration among classroom teachers, school administrators, assessment officials, parents, and students to guarantee beneficial instruction and assessment of students. It is critical that educators become familiar with Georgia's assessment policies about the appropriate use of supports during instruction and assessments. **In the age of educational technology, accessibility practices and supports facilitate instruction and assessment of students effectively if they are selected and used properly.**

Administrative Procedures
Administrative procedures are the general practices that are often included in test administration manuals and should be used whenever possible for all students for a given assessment. Administrative procedures are those allowable variations in test delivery protocols and supports that are utilized by LEAs to allow educators to create optimal testing conditions for students.

Specific administrative procedures are identified in the accommodations chart for GAA 2.0, ACCESS, Kindergarten ACCESS, Alternate ACCESS, and WIDA Screener. It is particularly important that guidance is followed as presented in test administration manuals. For example, the repeat of test directions is an administrative procedure for all assessments. Additionally, WIDA's timing guidance for ACCESS for ELs is provided for scheduling and planning purposes and is not intended to be a strict limit. Typically, a

planned extended testing session is one and a half times the recommended testing time. However, any student who is actively engaged in testing can continue working up to the end of the school day.

Universal Tools
Universal tools are available to all students participating in the Georgia assessment program to address their individual accessibility needs as they access instructional or assessment content. These supports are either embedded in the online test or provided by a test administrator at the local level during testing (i.e., scratch paper). Universal tools do not affect the construct being measured on the assessment.

Provided that students have become familiar with the appropriate use and availability of universal tools, these tools should reinforce students' abilities to demonstrate their knowledge and skills. Educators must ensure that students have opportunities to practice using the tool and must help students determine when a tool may be appropriate and useful.

Embedded Universal Tools Available to All Students
The following universal accessibility tools are examples of those embedded in technology platforms used for online testing and are typically available to all students.

Table 6 Embedded Universal Accessibility Tools Available to All Students

Universal Tools	Description
Calculator	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. The *basic calculator* can perform the four arithmetic functions: addition, subtraction, multiplication, and division. The *scientific calculator* is a comprehensive calculator with the ability to perform square root, exponential, logarithmic, trigonometric, and factorial functions, as well as the four arithmetic functions.
Cross-off	The student uses this feature to eliminate those answer choices that do not appear correct to the student.
Graphing tool	The graphing tool is designed to graph functions when solved for the "Y" variable and has the ability to give corresponding "Y" values for given "X" values.
Help feature	The student uses this feature in online platforms for help with online tools and to repeat directions for any section of the test. It is an administrative procedure for a Test Examiner to repeat directions per the student's request.
Highlighter	The student uses this digital feature for marking desired text, items, or response options with a color.
Magnifier	The student can enlarge the size of text and graphics on a given screen, as needed. The student may enlarge test content by 1.5x or 2x.
Mark for review/ Flag for review	The student can flag items for future review during the assessment.
Line reader/ Line reader mask tool/ Line guide	The student can use this feature track a single line of text while reading.
Pointer	The student can use the pointer tool to choose an answer.

Universal Tools	Description
References	The student can use the refences tool to view reference materials like a formula sheet or periodic table.
Sticky Note	The student uses this feature to take notes within a test question.
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, and undo/redo.

Non-Embedded Universal Tools Available to All Students:
Some universal tools, scratch paper, may need to be provided locally for students. They are not embedded in the online testing platform and are generally made available to all students.

Table 7 Non-embedded Universal Tools Available to All Students (CCSSO)

Universal Tools	Description
Breaks	For some state assessments, breaks may be given between test sections. The times are determined at the local LEA level.
Scratch paper/ Graph paper	The student uses scratch paper to make notes or record responses. All used scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. The student receives one sheet (or more as needed) of scratch paper. A pencil should be provided as well. Only 1/4" graph paper may be used by students and must be free of additional markings/labeling when distributed.

Allowable Testing Accommodations
Different tests serve different purposes and may measure content and skills through slightly different means; therefore, a specific accommodation may be allowed for one test, but not for another. IEP, IAP, and ELTPC teams should always consider the purpose of the assessment and consult the Allowable Accommodations for Georgia's Students (See Allowable Accommodations for Georgia's Student Assessment Program) to determine if an accommodation is allowed for the assessment under consideration.

Accommodations must be considered and discussed individually for each state assessment mandated for the student's grade level and should not be broadly assigned across all assessments. Only accommodations needed by the student, due to the disability or level of English language proficiency, to access the assessment should be considered. Further, accommodations do not guarantee proficiency and, therefore, should not be selected solely to help ensure proficiency. Providing accommodations that are not required by the student to access the test may actually interfere with student performance and adversely impact student achievement as measured by the assessment.

In addition, teams 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 the recommended accommodation affects the integrity of the assessment. Students should receive the accommodation(s) they need to participate in the assessment but should not be given more accommodations than are necessary to participate meaningfully.

1. Select supports for instruction and assessment for individual students.
2. Administer supports during instruction and assessment.
3. Evaluate and improve the use of supports.

IEP, IAP, and ELTPC teams should carefully consider what each assessment requires the student to do in order to take the test. IEP, IAP, and ELTPC teams should carefully consider what each assessment requires the student to do in order to take the test. Different assessments serve different purposes and may measure content and skills through slightly different means; therefore, a specific accommodation may be allowed for one assessment, but not for another. Accommodations must be considered and discussed individually for each state assessment mandated for the student's grade level and may not be broadly assigned across all assessments. Only accommodati127ons needed by the student, due to the documented disability, to access the assessment should be considered. Providing accommodations that are not required by the student to access the assessment may interfere with student performance and adversely impact student achievement as measured by the assessment.

Step 3: Select accessibility supports during instruction and assessment
To ensure students are engaged in standards-based instruction and assessments, every educator must be knowledgeable about the state and LEA academic standards and assessments. Effective decision making about the provision of appropriate supports begins with making appropriate instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's access needs, disability, English language proficiency, and present level of performance in relation to local and curricular standards.

Decisions should be based on individual characteristics and needs. **Accordingly, it is not appropriate to make blanket decisions for groups of students at particular language acquisition levels or those students with particular disabilities**. When individualized accessibility decisions are made thoughtfully, they can advance equal opportunities for students to participate in the general education curriculum.

Step 4: Administer accessibility supports during instruction and assessment
Supports During Instruction: The student must be provided the selected supports (universal tools and accommodations) during instructional periods that necessitate their use. To that end, an accessibility support should not be used solely during assessments.

Supports During Assessment: Test security involves maintaining the confidentiality of test items and answers and is critical in ensuring the integrity and validity of a test. Test security can become an issue when other test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, human reader, scribe). To ensure test security and confidentiality, Test Examiners need to 1) keep testing materials in a secure place to prevent unauthorized access, 2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and 3) return all materials as instructed.

Any action which compromises test security or leads to the invalidation of an individual student, or a group of student test scores will be viewed by the Office of Assessment and Accountability as inappropriate use or handling of test materials and will be treated as such. Any concern regarding test security must be reported to Office of Assessment and Accountability immediately. Assessment staff members are available to help system personnel implement appropriate test security procedures.

If questions arise or if any situation occurs that could cause any part of the test administration to be compromised, STC should contact the GaDOE Assessment Office at 470-579-3244. Specific information and detailed guidelines regarding Test Security are provided in the Test Security section of the *Student Assessment Handbook* and any other accompanying test administration manuals and resources for each state assessment.

<u>Planning for Assessment Day</u>: Once decisions have been made about providing supports to meet individual student needs, the logistics of providing the actual supports during state assessments must be mapped out. For example, it is not uncommon for members of the IEP team, most often special education teachers, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who need them. Thus, it is essential that educators know and understand the requirements and consequences of state assessments, including the use of supports. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment supports on the test day.

Specific to state assessments that are administered online, providing supports through the testing platform can ensure that the provision of accessibility is standardized from student to student and LEA to LEA. However, it is important to monitor the provision of supports on test day to ensure that supports are delivered, and the technology is working as it should. Additionally, for some online assessments, accommodations (e.g., text-to-speech) must be activated in the testing platform. There must be a process of communication between the educational teams, the STC/SchTC, and Test Examiners of the supports and accommodations necessary for each student to ensure availability of these supports in any online assessment systems. The failure to provide testing accommodations as required in a student's IEP could result in the denial of a free appropriate public education (FAPE) to that student.

<u>Administering Assessments and Accommodations</u>: SchTCs are responsible for the overall conduct of the assessment administration and should be involved in the planning and coordination of supports. Prior to the day of an assessment, the SchTC should ensure certain Test Examiners and Proctors know what supports, especially accommodations, each student will be using and how to administer them properly. For example, Test Examiners and Proctors need to know whether a student will be allowed extra time to complete the assessment and, when the assessment time is ended, what plan exists for the student to continue working. Staff administering accommodations, such as reading to a student or scribing student responses, must adhere to specific guidelines outlined in the *Student Assessment Handbook* so that student scores are valid.

State and local policies, including the GaPSC, specify practices to assure test security and the standardized and ethical administration of assessments. Test Examiners, Proctors, and all staff involved in assessment administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that Test Examiners and others involved in assessments must:
- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.[2]

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[2] National Council on Measurement in Education. (1995). *Code of Professional Responsibilities in Educational Measurement.* Washington, DC: Author.

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to local and state testing policies.

Ethical Testing Practices: Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between Test Examiners and students taking the test. Unethical practices include, but are not limited to, allowing a student to answer fewer questions or choose from fewer options, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way. Unethical testing practices must be reported to the Assessment Administration Office through a testing irregularity form in the MyGaDOE Portal for review and investigation and may include a referral to the GaPSC and invalidation of student scores (See Test Security).

Standardization: Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of supports is necessary to ensure test results reflect actual student learning.

Step 5: Evaluate use of accessibility supports in instruction and assessment
Collecting and analyzing data on the use and effectiveness of supports are necessary to ensure the meaningful participation of students in state assessments. To that end, state regulations require accurate coding of accommodations use on student answer sheets and within the online testing platform. Data on the use and impact of supports during assessments may reveal questionable patterns of the use of supports, as well as inform the continued use of some supports or the rethinking of others. Examination of the data may also indicate areas in which teachers and Test Examiners need additional training and support.

In addition to collecting information about the use of supports within the classroom, information needs to be gathered on the implementation of supports during assessment. Observations conducted during test administration, interviews with Test Examiners, and talking with students and parents, where applicable, after assessment sessions will likely yield data that can be used to guide the formative evaluation process at the school or LEA level and at the student level.

Accessibility information can be analyzed in different ways. Here are some questions to guide data analysis.

Questions To Guide Evaluation of Supports Use at the School or System Level:
1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration is not compromised with the provision of supports?
3. Was professional development training on supports conducted for educators?
4. Are students receiving accommodations as documented in their IEP, IAP, ELTPC plans?
5. Are there procedures in place to ensure that Test Examiners adhere to instructions for the implementation of supports?
6. How many students are receiving certain supports?
7. What types of supports are provided and are some used more than others?

8. For students with IEP, IAP, and ELTPC plans, are conditional accommodations used sparingly and only with those students who require them to access the assessment?
9. How well do students who receive certain supports perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the student not having had access to the necessary instruction, not receiving the accessibility support, or using ineffective supports?

Questions To Guide Evaluation at the Student Level:
1. What supports does the student use during instruction and assessments?
2. What are the results of classroom assignments and assessments when supports are used versus when they are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the supports, or using supports that were ineffective?
3. What is the student's perception of how well the accessibility support worked?
4. What combinations of supports seem to be effective?
5. What are the difficulties encountered in the use of supports?
6. What are the perceptions of teachers and others about how the accessibility support appears to be working?

These questions can be used to formatively evaluate the supports used at the student level, as well as the school or system levels. A committee responsible for continuous improvement efforts can address school- and system-level questions, while the student-level questions need to be considered by educators. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire IEP, IAP or ELTPC team should contribute to the information gathering and decision-making processes.

Testing Accommodation Guidelines
Accommodations are changes in the administration of an assessment in terms of how the student takes or responds to the assessment. Broad categories of accommodations include presentation, response, setting, and scheduling. Accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are designed to provide access, not advantage, or reduce learning expectations, for students with disabilities. Accommodations also provide access for demonstration of achievement.

It is very important for educators to become familiar with state policies regarding accommodations during assessments. In Georgia, accommodations 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. Further, accommodations do not guarantee proficiency and, therefore, should not be selected solely as mean to help ensure proficiency. 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 as specified in the student's educational plan.

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.

Only state-approved accommodations may be considered by IEP/IAP or ELTPC teams. If an accommodation is recommended by the team that is not included in the list of allowable accommodations for Georgia's student assessment programs, approval MUST be requested through a Special Accommodations Request in the MyGaDOE Portal to the GaDOE Office of Assessment and Accountability and approval received from the GaDOE Office of Assessment and Accountability prior to the inclusion of the accommodation in the student's IE, IAP, ELTPC and its use.

The use of any testing accommodation not found in the list of allowable accommodations and used without prior Office of Assessment and Accountability approval may result in an invalidation of assessment results.

In instances where a student clearly declines or refuses an accommodation (e.g., refuses to go to a designated small group setting), the school should document this fact. It is recommended that this documentation include contact with the parent(s)/guardian(s) and student's educational team.

Accommodations vs. Modifications: Accommodations are changes in the assessment administration in terms of how the student takes or responds to the assessment and do not change the construct of the assessment or reduce learning expectations. Accommodations provide access to the assessment for students. However, modifications refer to practices that change, lower, or reduce learning expectations and/or the construct of the assessment. 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, as well as invalidation of the student's score.

Categories of Accommodations: Accommodations are 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). Standard accommodations are those accommodations that provide access to the assessment without altering the construct measured by the assessment.
- **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.

Because conditional accommodations are more expansive than standard accommodations and may encroach on the skills targeted by the assessments, caution must be exercised in considering whether a student requires a conditional accommodation to access the test. Further, test results for a student provided conditional accommodations must be interpreted in light of the conditional accommodations.

Conditional accommodations must be used sparingly. SBOE Rule (160-3-1-.07) sets forth the expectation that only a small percentage (less than 3%) of students will participate through a conditional administration. The 3% is calculated using the enrollment of all students in the tested grades at the LEA level. Only in the rarest of circumstances would an IAP or EL student qualify for a conditional accommodation. Most students who require testing accommodations can and should participate in the assessments with standard accommodations. The use of any accommodation must be considered in light of the student's disability or language proficiency _and must be required by the student to access the test because of his/her disability or language proficiency_. Conditional accommodations may not be provided solely as a way to ensure proficiency. The ultimate goal of any accommodation is meaningful measurement of what the student has learned. Students who have exited EL=Yes status within the past two years, coded EL=1 or EL=2, are not eligible to receive 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 ELTPC plan must be provided. Coding of student accommodations is required in online assessment platforms and answer documents, when used, to reflect the use and/or provision of accommodations and to provide data of the number and performance of students with disabilities. The use of conditional accommodations must also be coded.

Additional Considerations for Accommodations: Accommodations for students with disabilities under the IDEA must be determined in the annual IEP team meeting. Accommodations for Section 504 students must be written in their IAP, and accommodations for EL students must be documented in their ELTPC plan. All accommodations decisions must be consistent with the instructional accommodations required for the student.

Accommodation decisions made by the appropriate IEP, IAP, or ELTPC committees must consider the accommodations that are currently used in the instructional and classroom assessment processes. In addition, these committees must also consider the following: a) whether the accommodations are necessary for access to the assessment process; b) previous experience and usefulness with the recommended accommodations; and c) whether or not the recommended accommodation affects the integrity of the assessment.

It is important to remember that not all instructional accommodations are appropriate assessment accommodations; only state-approved accommodations may be used on state-mandated assessments.

Students should receive the state-approved accommodations they need to participate in the assessment but should not be given more accommodations than are necessary to participate meaningfully. Tables summarizing the list of state-approved accommodations for students with disabilities and English learners appear later in this Handbook.

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.

Decisions should be based on individual characteristics and needs. **Accordingly, it is not appropriate to make blanket decisions for groups of students at specific language proficiency levels or with particular disabilities**. When individualized accessibility decisions are made thoughtfully, they can advance equal opportunities for students to participate in the general education curriculum.

Only state approved accommodations may be considered. If an accommodation is recommended that is not included in the list of allowable accommodations for Georgia's student assessment programs, approval MUST be requested through a **Special Accommodations Request** in the MyGaDOE Portal to the GaDOE Office of Assessment and Accountability and approval received from the GaDOE Office of Assessment and Accountability prior to the inclusion of the accommodation in the student's IEP, IAP, ELTPC and its use. The use of any testing accommodation not found in the list of allowable accommodations and used without prior Office of Assessment and Accountability approval may result in an invalidation of assessment results.

Special Accommodations Requests

In rare instances, the Office of Assessment and Accountability will consider a request for use of an accommodation that is not included as an Allowable Accommodation for Georgia's Student Assessment Program (See [Allowable Accommodations for Georgia's Student Assessment Program](#)) on a student-by-student basis.

If an accommodation is requested by the team that is not included in the list of allowable accommodations for Georgia's student assessment programs, a Special Accommodations Request form must be submitted through the MyGaDOE Portal, and approval MUST be received from the GaDOE Office of Assessment and Accountability prior to the inclusion of the accommodation in the student's IEP, IAP, or ELTPC and its use. **The use of any testing accommodation not found in the list of allowable accommodations and used without prior Office of Assessment and Accountability approval may result in an invalidation of assessment results.**

These requests must be reviewed and approved by the STC through an established local process once submitted by schools and PRIOR to submission to Office of Assessment and Accountability. Requests must be reviewed with consideration given to the purpose of the assessment and the constructs measured. Requests must be submitted by systems in a "batched" fashion so that all being submitted for each state assessment are provided to Office of Assessment and Accountability at one time (e.g., all End-of-Grade (EOG) requests submitted in one batch). This will require local systems to establish internal timelines for such requests to be submitted to the STC. Requests must not be forwarded to Office of Assessment and Accountability if they are not appropriate and/or are incomplete.

Special Accommodations Requests must be received in the MyGaDOE Portal no later than six weeks prior to the opening of the assessment window to allow for time to review the request, including a review by GaDOE Special Education and Support Services to determine if the request can be granted. STCs may submit Special Accommodation Requests for new enrollees or students whose medical status has changed significantly less than six weeks prior to the start of the start of the assessment window.

To consider the request, the GaDOE Office of Assessment and Accountability will need the detailed information for **each** student including:

- Type of Accommodation Requested
- Type of Educational Plan
- 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)
- STC statement to confirm review/approval of request and that applicable classroom teacher(s) been consulted regarding request

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 will not be approved. Given that accommodations are to be prescribed based upon the needs of individual students, requests that are identical for multiple students are not appropriate and will not be reviewed.

ALLOWABLE ACCOMMODATIONS FOR GEORGIA'S STUDENT ASSESSMENT PROGRAM

The following set of tables indicate approved accommodations for use by students with disabilities (including EL students with disabilities) on Georgia statewide assessments. Additional guidance is also provided in the *WIDA Accessibility & Accommodations Supplement,* related test administration manuals, and training opportunities.

Participation of Kindergarten Students in GKIDS 2.0

All students enrolled in Georgia public school kindergarten classrooms should have the opportunity to participate in the GKIDS 2.0 assessment. The use of a universally designed approach to assessment development and implementation is critical to promote accessibility for all students. Because of the range of students' development and learning in kindergarten, some features that are often perceived as accommodations for specialized populations are more appropriately considered as universally designed allowances. Universal allowances may be used, as needed, with all students for all performance tasks. A table of universal supports is provided in the *GKIDS 2.0 Administration Manual*.

Comprehensive Support for Students in GKIDS 2.0

Kindergarten students requiring additional support on GKIDS 2.0 may be provided comprehensive supports as described in the *GKIDS 2.0 Administration Manual*. Comprehensive supports provide access to a performance task but may substantially alter what the student is expected to do. If utilizing comprehensive supports, care should be taken when interpreting a student's progress within the learning progression.

Comprehensive supports must address the unique needs of the student for whom they are provided and should assist the student in overcoming any barriers that prevent him or her from demonstrating what he or she knows and can do. Teachers should use their professional judgment in determining the support needed for each student. Examples of comprehensive supports may be found in the *GKIDS 2.0 Administration Manual.*

Georgia Milestones Allowable Accommodations

Administration policy, protocols, and eligibility guidance are provided in the *Student Assessment Handbook*, related Test Administration Manuals and training opportunities.

Table 8 Georgia Milestones Allowable Accommodations

Category: Setting Accommodations	Type: Standard (S), Conditional (C)
1. Preferential seating	S
2. Special education classroom	S
3. Small group	S
4. Individual administration	S
5. Individual or study carrel	S
6. Adaptive furniture (e.g., slant board)	S
7. Sound field adaptations	S
8. Special or adapted lighting	S
Category: Presentation Accommodations	**Type: Standard (S), Conditional (C)**
9. Test Examiner familiar to student	S
10. Video (ASL only) or Interpreter (ASL only) * – Read/Sign directions <u>and</u> items only	S
11. Interpreter (ASL only) – Read/Sign directions, items, and ELA passages – (See American Sign Language guidelines and requirements)	C
12. Audio Text to Speech (TT-S)/Read directions and items only in English	S
13. Audio Text to Speech (TTS-C)/Read directions, items, and ELA passages in English– See requirements	C
14. Human Reader – Read directions and items only in English – (See Read-Aloud guidelines)	S
15. Human Reader – Read directions, items, and ELA passages in English– (See Read-Aloud guidelines and requirements)	C
16. Enlarged font (online magnification and scaling preferred; large print form available due to a student's documented disability preventing access to a computer)	S
17. Braille	S
18. Blank, graphic organizers (must not in any way cue response)	S
19. Color Chooser (overlays),	S
20. Contrasting Text (high or low contrast)**	S
21. Low Vision Devices: handheld (electronic or non-electronic) or video magnifiers; includes computer magnification (e.g., CCTV, other magnifying equipment)	S
22. Audio amplification noise buffers and cancelling devices, headphones, or other listening devices	S
Category: Response Accommodations	**Type: Standard (S), Conditional (C)**
23. Alternative keyboards, mice, joystick, or other communications device with grammar and spell checks disabled; Internet disabled	S
24. Student identifies answer through alternate means (e.g., points, eye gaze, tap, partner assisted scanning)	S
25. Scribe – student responds in English – (See Scribe guidelines)	S
26. Brailler (manual or electronic); standard keyboard with 6-key entry; device with grammar and spell checks disabled; Internet disabled	S
27. Abacus (allowed for students with visual impairments only)	S
28. Basic function calculator or adapted basic calculator (e.g., Braille or talking calculator) – (See guidelines and requirements)	C

29. Adapted writing tools (e.g., pencil grips, large diameter pencil)	S
30. Adapted/lined paper, raised line, bold line or large graphing paper	S
Category: Scheduling Accommodations	**Type: Standard (S), Conditional (C)**
31. Frequent monitored breaks	S
32. Optimal time of day for testing	S
33. Extended time	S

Key:
Administrative Procedure = A
Standard = S
Conditional = C

*Video Sign Language is the standardized mode of delivery for this accommodation. The use of an Interpreter (ASL only) should be rare and based on specific student disability-based needs.

** Students with disabilities may access the Reverse Contrast accommodation for Georgia Milestones assessments if their educational plan requires it. This presentation accommodation will display a black background with white lettering throughout the assessment. STCs may request this accommodation for qualifying students by submitting a Special Accommodation Request to the DOE Assessment Office with the requisite documentation. Once approved, the DOE Assessment Office will inform DRC to make the accommodation available for the student's registered assessments in INSIGHT. The SchTC should not print tickets for the student until the accommodation has been applied to the Student Profile.

Georgia Alternate Assessment 2.0 Allowable Accommodations

Administration policy, protocols, and eligibility guidance are provided in the *Student Assessment Handbook*, related Test Administration Manuals and training opportunities.

Table 9 Georgia Alternate Assessment 2.0 Allowable Accommodations

Setting Accommodation	Type
1. Preferential seating	A
2. Special education classroom	A
3. Small group	A
4. Individual administration	A
5. Individual or study carrel	A
6. Adaptive furniture (e.g., slant board)	A
7. Sound field adaptations	A
8. Special or adapted lighting	A
Presentation Accommodations	**Type**
9. Test Examiner familiar to student	A
10. Human Interpreter (ASL only) Sign the directions, test items, and answer choices - See American Sign Language guidelines	S
11. Human Interpreter (ASL only) Sign directions, test items, answer choices, and test passages – (See ASL Guidelines)	S
12. Oral reading of directions, items, answer choices, and item passages in English (See Read-Aloud Guidelines)	A
13. Enlarged font (All student booklets are produced in large print)	A
14. Braille form	S
15. Blank, graphic organizers	S
16. Color overlays, high or low contrast	S
17. Low Vision Devices: handheld (electronic or non-electronic) or video magnifiers; includes computer magnification	S
18. Audio amplification noise buffers and cancelling devices, headphones or other listening devices	A
Response Accommodations	**Type**
19. Alternative keyboards, mice, joystick, or other communications device; Internet disabled	A
20. Student identifies answer through alternate means (e.g., points, eye gaze, partner assisted scanning)	A
21. Scribe; student responds in English – (See Scribe guidelines)	A
22. Brailler (manual or electronic); device with grammar and spell checks disabled; Internet disabled	S
23. Abacus (allowed for students with visual impairments only)	A
24. Basic function calculator or adapted basic calculator (e.g., Braille or talking calculator)	A
25. Adapted writing tools (e.g., pencil grips, large diameter pencil)	A
26. Adapted/lined paper, raised line, bold line or large graphing paper	A
Scheduling Accommodations	**Type**
27. Frequent monitored breaks	A
28. Optimal time of day for testing	A
29. Extended time	A

Key:
Administrative Procedure = A
Standard = S
Conditional = C

WIDA ACCESS for ELLs, Kindergarten ACCESS, WIDA Alternate ACCESS, and WIDA Screener Allowable Accommodations

Specific guidance for WIDA suite of assessments is found in the *WIDA Accessibility & Accommodations Manual* and Test Administration Manuals. Georgia-Specific policy is found in the *Student Assessment Handbook*.

STCs and SchTCs must review all guidance found in the *WIDA Accessibility & Accommodations Manual* and Test Administration Manuals regarding accommodations and standard administrative procedures specific to WIDA Screener, Kindergarten ACCESS, ACCESS, and Alternate ACCESS. Specific accommodations must be entered into WIDA AMS prior to testing.

Table 10 WIDA ACCESS, Kindergarten ACCESS, WIDA Alternate ACCESS, and WIDA Screener Allowable Accommodations

Allowable Accommodations	Type	Coding in WIDA AMS
1. Braille. ACCESS only. **May not be used for Speaking domain**.	S	BR
2. Extended testing of a test domain over multiple days. **Requires approval by GaDOE Assessment Specialist**.	S	EM
3. Extended speaking test response time (twice the standard response time for each Speaking task). **Allowable for Speaking Domain only**.	S	ES
4. In-person human reader (Read item text, labels or captions, never describe images; answer choices may be read aloud only during Listening domain). **May not be used for Reading Domain**.	S	IR
5. Repeat in-person human reader (Repeat item text, labels or captions, but never describe images; may repeat one time only for Listening domain). **May not be used for Reading domain**.	S	RP
6. Interpreter signs test directions in ASL (sign test logistics, directions and practice items into ASL). Must not sign scored test items.	S	SD
7. Large Print. Student responses recorded on large print materials must be transcribed verbatim into scannable test booklets for scoring. **Only the booklet for transcription will be scanned and scored.**	S	LP
8. Manual control of item audio. This accommodation allows the play button to be enabled and activated by the student. Once the student clicks Play, the audio cannot be paused, stopped, or replayed. **May not be used for Reading domain**.	S	MC
9. Repeat item audio. Student manually starts the audio embedded in the online platform and is able to replay the audio **one additional time**. **May not be used for Reading domain**.	S	RA
10. Scribe. Responses must be scribed verbatim on screen or in a paper test booklet at the time of testing by the test administrator. **May not be used for Speaking domain.**	S	SR
11. Recording device and transcription. Student responds using a recording device, which is played back and transcribed by the student. **May be used for Writing domain only.**	S	RD
12. Test administered in a non-school setting. IN the extremely rare situation that an enrolled student is unable to attend school due to hospitalization or another extended absence during the testing window, the test may be administered by school personnel in non-school setting. **Requires approval by GaDOE Assessment Specialist**.	S	NS
13. Word processor or similar keyboarding device used to respond to test items. Appropriate for students who have a documented need to use a specific, standalone word processor or other keyboarding device that is not compatible with the online test platform or the testing device. May not be used for Speaking domain.	S	WD

Allowable Accommodations	Type	Coding in WIDA AMS
Responses must be transcribed verbatim in the test booklet as soon as possible after testing. **May not be used for Speaking domain.**		

Key:
Administrative Procedure = A
Standard = S
Conditional = C
All other coding per *WIDA Accessibility & Accommodations Manual*

NAEP Allowable Accommodations

Additional information may be found on the NAEP website. The complete list of accommodations will be provided to test coordinators of the selected NAEP schools.

nces.ed.gov/nationsreportcard/about/accom_table.aspx

Table 11 NAEP Allowable Accommodations

Accommodation for SD and/or EL	Type
1. Extended time	TDS
2. Small group, or one-on-one	S
3. One-on-one	UDE
4. Directions only read aloud in English	UDE
5. Test items read aloud in English – occasional or most/all (Not allowed for Reading test.)	UDE
6. Breaks during test	S
Other Accommodations for SD	**Type**
7. Calculator version of the test FN3 (Math only)	TDS
8. Must have an aide present in the testing room	S
9. Responds orally to a scribe	S
10. Large print version of the test	UDE
11. Magnification	TDS
12. Uses template/special equipment/preferential seating	S
13. Presentation in Braille (Not allowed in Science test)	S
14. Response in Braille	S
15. Presentation in Sign Language (Not allowed in Reading test)	S
16. Response in Sign Language	S
Other Accommodations for EL Students	**Type**
17. Bilingual dictionary without definitions in any language (Not allowed in Reading or Writing test.)	S

Key:
Universal Design Element = UDE, Available to all students
Test Delivery System = TDS, Delivery through the testing device as required
Standard = S

Specific Standard Accommodation Procedures
Scribing Procedures – Standard Accommodation

Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing. It is also allowable for EL students who have *Verbal response in English only to a scribe* as an accommodation. The need for this accommodation must be indicated in a student's IEP, ELTPC, or 504 Plan. For EL and SWD students, this accommodation must be a part of their regular education program. A scribe must be a certified educator who writes or types a student's responses. Eligible students with this accommodation may respond to assessment items verbally, Braille-writer, or by signing. Scribes must write each student's final response(s) to be scored into the appropriate online test form. All student responses must be entered into the online test form for scoring.

Scribe Qualifications and Preparation

- Scribes must be aware that students receiving this accommodation usually require extended time and frequent breaks during test administration. These considerations may be included in the student's IEP, ELTPC, or 504 Plan.
- Scribes must be familiar with the content area for which they are scribing, so that they understand the terms and academic language of the content area.
- Scribes must read and sign the *Validation Form for Recording of Student Responses* Documents (See Appendix A).
- Scribes must be familiar with the student's IEP, ELTPC or 504 Plan.
- The scribe and the student should have at least one practice session together prior to the assessment to allow both to become familiar with the procedure. Note that students should be familiar with scribing procedures given their use of this accommodation during routine classroom instruction.
- If scribing procedures are not followed exactly as prescribed, the assessment may be invalidated.

General Scribing Procedures for Online and Paper Administrations (Applicable to Georgia Milestones and ACCESS)

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

English Language Arts Guidelines for Constructed Response Items
- Students may dictate to the scribe or into a tape recorder or augmentative communication device. Any recordings must be destroyed **immediately after** the SchTC has confirmed that transcription is complete, and the student's work is ready for online submission. The STC must verify this procedure is followed. Failure to destroy a student's response is a violation of test security and must be reported.
- The student may use the read-only form to view test items and ELA passages. However, the scribe must enter the student's responses into the student's test for scoring.
- The scribe must type exactly what the student dictates within the online administration platform (INSIGHT) during online administrations.
- The student may dictate prose without interruption. When the student is finished, the scribe should go back and ask the student to spell each word. The scribe should spell the words exactly as the student states. Once the student spells a word once, the scribe does not have to ask the student how to spell the word again.
- The scribe's recording of the student's dictation should not be in clear view of the student while the student is dictating.
- The student will proofread to add punctuation, capitalization, spacing, and make other edits after dictation is complete. The student may edit through dictation during this process.
- The scribe must not capitalize words or punctuate text without being asked to do so by the student.
- The scribe will make all the student's requested changes, even if the scribe knows them to be incorrect.
- The student must verify that the scribe accurately recorded each of his/her responses.
- The student will indicate to the scribe when he or she is ready to move to the next item or to have their response submitted.

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

Transcription of Student Responses from Secure Paper Test Materials into Online Testing Platforms
- Student responses for GAA 2.0 must be entered into the online platform by the Test Examiner during the administration of each content assessment for GAA 2.0. The Test Examiner and witness must sign the *Validation Form for Recording of Student Responses* once the assessments have been completed. The form must be returned to the SchTC and kept on file locally.
- Transcription of student responses for paper administrations must be entered or transcribed into an online form by certified personnel in the presence of a witness who also holds a GaPSC-issued certificate prior to the close of the testing window. An administrator may also be present and may transcribe student responses or serve as the certificated witness. All transcriptions of student responses must be coordinated by the SchTC.

- A *Validation Form for Recording of Student Responses* (See Appendix A) must be completed by the transcriber and witnesses prior to the close of the state test window. The form must be returned to the SchTC and kept on file locally.
- Under no circumstances should scribed or transcribed answer documents be submitted to the testing vendor for scoring. Any student answer documents that are not transcribed prior to the close of the state test window will result in a testing irregularity, referral to local human resources officials, and referral to GaPSC for those holding the responsibility for proper entry of those student answer documents.

Video Sign Language or Sign Language Interpreter
For Georgia Milestones assessments, students who are eligible for a standard signed administration, Video Sign Language (VSL), can be assigned in the online assessment platform to complete the assessments. The directions (in INSIGHT and the TAM), questions and answer choices are signed to the student. The signed administration video is available in American Sign Language (ASL).

To prepare for a VSL online administration, the Test Examiner and/or sign language interpreter should review VSL forms in either the Secure Practice Test or the Experience Online Testing Georgia website to learn how VSL functions within the online platform. It is also recommended that students interact with VSL prior to the actual administration. Additionally, the Test Examiner and sign language interpreter should review the script in the Test Examiner's Manual to understand how administration procedures apply to the script and to a successful administration of the assessments.

If a student's teacher serves as the interpreter in a testing situation, it is recommended that a second person is present to monitor for quality and fairness. If allowed to sign test items and prompts, interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Interpreter services need to be arranged prior to test day.

Specific guidance for signed presentation of assessments is found in the American Sign Language Guidelines guidance document.

Special Considerations for Conditional Accommodations
Conditional accommodations must be used sparingly and only when the student requires the accommodation to access the test due to the disability. The student's IEP team must determine and document that the conditional accommodation is absolutely necessary in order for the student to participate in the general testing program. Guidance on the use of each conditional accommodation is provided below.

Note: Given the purpose of each assessment program may differ, accommodations may be standard for some assessments, but conditional for other assessments.

Eligibility Guidelines: Reading of English Language Arts (ELA) Passages
Guidance for Use of Conditional Accommodation: Sign ELA passages.
The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, must be restricted to only those students with IEPs/IAPs who meet the **ALL** eligibility criteria outlined below:
1. The student is deaf and has a specific documented disability that severely limits or prevents his/her ability to decode text at any level of difficulty, even after varied and repeated attempts to teach the student to do so; **and**

2. The student has access to printed materials only through a sign-language interpreter or is provided with signed text or other electronic format during routine instruction; **and**
3. There are clear and specific goals within the student's IEP/IAP addressing the deficits which necessitate the need for this conditional accommodation.

Under secure conditions, supervised by the SchTC or STC, the sign interpreter may review test materials prior to the test administration to plan appropriate signing.

Guidance for Use of Conditional Accommodations: <u>Oral Reading of English Language Arts (ELA) passages</u>
The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, <u>must</u> be restricted to only those students with IEPs/IAPs who meet **ALL** eligibility criteria outlined below:
1. The student has a specific documented disability that severely limits or prevents his/her ability to decode text at any level of difficulty, even after varied and repeated attempts to teach the student to do so (i.e., the student is a non-reader, not simply reading below grade level); **and**
2. The student has access to printed materials only through a reader or electronic format during routine instruction; **and**
3. There are clear and specific goals within the student's IEP addressing the deficits which necessitate the need for this conditional accommodation.

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

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

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

Participation of English Learners (EL) in State Assessments
An English learner (EL) is a student whose primary language is not English and who is eligible for English language instruction based on the results of an English language proficiency assessment per SBOE Rule 160-4-5-.02 Language Assistance: Programs for English Learners.

All public-school students identified as ELs must participate in the state-adopted English language proficiency assessment until they reach full English proficiency by meeting the EL clear exit criteria or EL reclassification criteria on the ELP assessment. In addition, all assessments must be administered in English according to SBOE Rule 160-3-1-.07 (4)(i).

State law permits the SBOE to adopt rules concerning the participation of EL students in assessment programs. In accordance with SBOE Rule 160-3-1-.07, newly-arrived EL students enrolling for the first time in a United States school must participate in all SBOE mandated assessments including Georgia Milestones End-of-Grade and End-of-Course assessments and must be coded as a first time in U.S. School enrollee in state-required data collections. All EL students, by definition, have limited proficiency in English. All EL students must be marked EL Y in Student Record.

If a student has exited EL language services in the past four years and is no longer considered an EL student in the past four years, the student shall be coded EL=1, EL=2, EL=3, or EL=4 on each test to reflect the appropriate year following their EL status change. ELs who are in the two-year monitoring phase following exit from EL status should be coded as EL=1 or EL=2 on state assessments and continue to be eligible for appropriate standard accommodations as outlined on their ELTPC forms.

After the two-year monitoring period ends, EL=3 or EL=4 students are no longer eligible for any ELTPC related testing accommodations. A student who has been exited for more than four years from the ESOL program (EL=F) shall not be coded as EL on each assessment. Coding for students having exited EL status is defined by Data Collections.

English Learner Assessment Coding and Accommodation Eligibility

Table 12 English Learner Assessment Coding and Accommodation Eligibility

Status	Testing Code	Eligible for Accommodations under TPC Plan
EL=No student	None	No
EL=Yes student	EL-Y	Yes
Years 1 and 2 post EL exit	EL-M	Yes
Years 3 and 4 post EL exit	EL-3 or EL-4	No
Former EL – 5+ years post exit	None	No

Use of Scores of EL Students in Accountability Determinations
EL students enrolling for the first time in a U.S. school must participate in all SBOE-designated assessments. Data Collections Student Record indicates that the student's DATE OF ENTRY TO U.S. SCHOOLS is the date the student first enrolled in school in the United States. This date is required if the student was born outside the United States.

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

Accommodation Guidelines for EL Students
Only students with an IEP or IAP may receive accommodations on the state's language proficiency assessment (ACCESS, Alternate ACCESS, and WIDA Screener).

In certain situations, individual needs of EL=Y and EL=1, EL=2 students may warrant accommodations (See Allowable Accommodations for English Learners). These accommodations shall be determined by and recorded during a documented meeting of the ELTPC or IEP team meeting as applicable for EL/SWD. Former EL students reported as EL=1 or EL=2 may receive, based on individual need, standard state-approved accommodations for a maximum of two years after exiting EL status. At the end of the post-exit two-year monitoring period, EL=1 and EL=2 students are no longer eligible for assessment accommodations.

Each local system shall determine whether testing accommodations are needed for each eligible student. Any accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom. Accommodations will be determined by ELTPC or IEP team as applicable for EL/SWD 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 ELTPC plan or IEP. Conditional accommodations shall be used sparingly and shall not be assigned to EL=1 and EL=2 students in the post-exit monitoring period. Specific to the accommodation of Extended Time, please note that specifying unlimited time is not appropriate or feasible. Further, Extended Time is defined as time allotted within the confines of a school day.

If an accommodation is recommended that is not included in the list of allowable accommodations, approval MUST be submitted to the GaDOE Office of Assessment and Accountability through a Special Accommodation Request per guidance found in the SAH prior to the inclusion of the accommodation in the ELTPC plan and the use of the accommodation. The ELTPC may not include accommodations in the ELTPC plan which have not been approved by the state. The use of any testing accommodation not found in the list of allowable accommodations and used without prior Office of Assessment and Accountability approval may result in an invalidation of assessment results.

The ELTPC team is charged with reviewing documentation of the student's initial or continued eligibility for EL status and documenting appropriate test participation decisions, including the use of test administration accommodations. A decision by the ELTPC indicating that no accommodations are needed must be documented as well. A sample documentation form can be found in this Handbook (See Appendix D). This exact form is not required by state assessment protocol; however, the data elements contained on the form are required. Each LEA shall have a process for documenting the decisions of the ELTPC and may use the form provided in lieu of developing a local form.

Word-to-Word Dictionary Use by English Learners
The use of a word-to-word dictionary for English learners is an allowable accommodation for state content assessments when determined to be necessary by the EL Test Participation Committee. As stipulated in the *Student Assessment Handbook* (Approved Accommodations for English Learners), only words may be translated; definitions are not permitted. Word-to-word dictionaries that include synonyms, antonyms, phrases, maps, pictures, and samples are <u>not</u> permissible. This accommodation is not permissible for the WIDA English language proficiency assessments.

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: *candy: n, dulces; canoe: n,*

canoa; rain: v; llover; hot: adj., caliente. In contrast, a word-to-word dictionary that goes beyond direct translation and provides context is <u>not</u> permissible.

Electronic word-to-word dictionaries (web-based, computer-based, hand-held) are not permitted for use on state assessments. Given that it is virtually impossible to locate word-to-word dictionaries that do not contain parts of speech, word-to-word dictionaries that contain parts of speech are allowable. <u>Any exceptions to this guidance must be approved by the GaDOE Assessment Office.</u>

Questions from local LEA staff regarding the use of word-to-word dictionaries on state assessments should be communicated to the GaDOE Office of Assessment and Accountability by the STC.

Georgia Milestones Allowable Accommodations for English Learners

Table 13 Georgia Milestones Allowable Accommodations for English Learners

Georgia Milestones Accommodations for English Learners	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELP Levels 4.0 – 5.9
Setting Accommodations			
1. ESOL classroom	✅	✅	✅
2. Small group	✅	✅	✅
3. Preferential seating	✅	✅	
4. Individual administration	✅		
Presentation Accommodations			
5. Oral reading of test questions in English only	✅	Case by case for students at Reading Proficiency 3.0-3.3)	
6. Oral reading of ELA passages in English only*	Reading Proficiency < 2.0 AND Listening Proficiency ≥ 3.0		
Response Accommodations			
7. Word-to-Word dictionary**	(case by case for students in the 2.0's)	✅	✅
Scheduling Accommodations			
8. Frequent monitored breaks	✅	✅	
9. Extended time within the confines of the school day	✅	✅	✅

*Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, Test Examiners must adhere to directions provided in the Read-Aloud Guidelines.

**EL student must be literate in 1st language enough to use the dictionary effectively; Extended time must be provided in conjunction with this accommodation.

Georgia Milestones Specific Conditional Accommodation Procedures for EL Students
Eligibility Guidelines for EL students: Reading of English Language Arts (ELA) Passages for Georgia Milestones

Guidance for Use of Conditional Accommodations: Oral Reading of English Language Arts (ELA) Passages in English Only
The use of this conditional accommodation for the English language arts Georgia Milestones, *regardless of grade level*, must be restricted to only those EL students who meet **ALL** eligibility criteria outlined as follows:
- The student's English proficiency scores and performance in the classroom indicate that the student cannot access, retain, or comprehend text without the assistance of a reader (i.e., the student is unable to access English text as indicated by their ACCESS or WIDA Screener score results), not simply reading below grade level;
  a. Student's ACCESS or WIDA Screener **reading proficiency must be less than 2.0. and**
  b. Student's ACCESS or WIDA Screener **listening proficiency must be 3.0 and/or greater** for the student to benefit from the read-aloud **and**

- The student is not poised to exit language services within the current school year; **and** Educators have established clear and specific language goals that address the student's language needs and necessitate the need for this conditional accommodation.

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

LEAs are not required to test scholarship students at their local facilities. The Office of Assessment and Accountability will assign a testing location and administer the requested assessment(s). This location may be at the GaDOE office in Atlanta or a regional facility (i.e., RESA). The assignment of a testing location will be made at the discretion of the Office of Assessment and Accountability based on availability and capacity.

Applicable Assessments

Scholarship students are eligible to take the Georgia Milestones End-of-Grade (EOG) assessment in grades three through eight.

Notification/Scheduling

If student is attending a private school under the scholarship provisions of SB10, then the parents/legal guardians must advise the GaDOE Office of Assessment and Accountability of the GaDOE 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.** (See [Request for SB10 Private School Scholarship Student to Participate in State Assessments](#)).

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 *Test Examiners Manual* may be used for students to receive valid scores. These documents may be accessed on the GaDOE testing website: www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx.

Please direct inquiries regarding this policy to Mary Nesbit-McBride in the GaDOE Office of Assessment and Accountability at 470-579-6345 or mnesbit@doe.k12.ga.us.

Completed forms and any supplemental documentation must be submitted by mail to:

Georgia Department of Education
GaDOE Office of Assessment and Accountability
Attention: Mary Nesbit-McBride
1554 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, Georgia 30334

2024-2025 State Testing Dates

Assessment	Administration Dates	Registration Must be Received by:
Georgia Milestones End-of-Grade (EOG)	April 7 – May 16, 2025	January 21, 2025
Georgia Alternate Assessment 2.0	March 24 – May 2, 2025	February 3, 2025

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 one)

	Assessment	Administration Date(s)	Registration Must be Received by:
☐	Georgia Milestones End-of-Grade (EOG)	April 8 – May 16, 2025	January 21, 2025
☐	Georgia Alternate Assessment (GAA 2.0)	March 24 – May 2, 2025	February 3 2025

Will the student require assessment accommodations as indicated in the text on the previous page?
☐ Yes ☐ No

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

Forms may be submitted via mail to:

Georgia Department of Education
GaDOE Office of Assessment and Accountability
1554 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, Georgia 30334

DRC BEACON

Overview   **Grades K-8**

DRC BEACON is a through-year, formative interim assessment system in ELA and mathematics in grades K-8 that measures progress throughout the school year, allowing educators to target instruction and make informed decisions. It is mapped to the Georgia content standards, adjusts difficulty to meet students where they are, and minimizes testing time. DRC BEACON can be administered multiple times throughout the school year. It is administered on the same platform utilizing the universal tools and accommodations as Georgia Milestones. DRC BEACON is based on the foundational model of teaching and learning with a continuous cycle of teaching, assessing, reflection on data and reteaching. DRC BEACON Early Years for K-2 helps educators screen, determine needs, monitor progress, and evaluate assessment outcomes of young learners in mathematics and English language arts. DRC BEACON in grades K-3 can satisfy the state's Universal Reading Screener (HB 538) and Dyslexia Screener (SB 48) requirements.

Description

DRC BEACON is a computer-adaptive test, which allows for greater precision across a wide range of achievement levels. Item difficulty adjusts to student ability and pinpoints a realistic indication of "where students are." Because the test adapts to the student's level, results provide relevant, individualized data in a shorter period of time. Fewer test items are needed to discern results while still ensuring that students are assessed according to the test blueprints, or standards that need to be covered. This means useful data to inform instruction with more time saved for instruction and learning. Further, the adaptive nature of DRC BEACON makes it appropriate for students with a wide range of skills and needs.

For grades 3-8, DRC BEACON provides a statistical, predictive likelihood of each performance level on the Georgia Milestones based on when the DRC BEACON tests were taken. The predictive likelihood is populated if the student has completed a full battery assessment or each of the reporting-category testlets within a 30-day period. This score appears on the Individual Student Report (ISR) as Projected Performance. Because DRC BEACON can be administered within seasonal windows across the school year, composite scale score, performance levels, and projected Georgia Milestones performance in Fall would be expected to be different than what might be seen in late Winter or Spring windows. In addition, DRC BEACON has been found, through research on DRC BEACON outcomes, to be a useful screener and source of evidence to support for gifted eligibility determinations. The Reading scale score is the most useful data to determine if a recommendation for further criteria evaluations for gifted services is appropriate (See GaDOE [Gifted Education](#)). However, DRC BEACON cannot be used to determine gifted eligibility.

Reporting

DRC BEACON provides a robust reporting system allowing teachers, school leaders, and LEA leaders to carefully design instructional programs and interventions based on formative data. The reporting system also allows for individualization of data analysis. Teachers, in collaboration with parents and students, can set goals and plan instructional interventions to assist students in making the greatest growth in academic achievement. School and LEA leaders can monitor usage data and the progress of students, classrooms, and schools over time, informing school and LEA improvement planning. For grades 3-8, an available optional DRC BEACON ISR add-on provides Lexile, Quantile, and resource ideas once a student has taken a full assessment. These optional enhanced ISRs are available by LEA or by school site at minimal cost to the LEA.

For more information about DRC BEACON, contact the GaDOE Office of Assessment and Accountability at 470-579-3244.

Gifted Education and Advanced Academics
PSAT, SAT, ACT, AP, IB, and Cambridge Exams

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

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

Co-sponsored by the College Board and National Merit Scholarship Corporation, the PSAT/NMSQT® provides an opportunity for eleventh- grade students to compete for scholarships and recognition based on their PSAT/NMSQT® performance. All students participating in the SAT®, PSAT/NMSQT®, PSAT 10, or PSAT 8/9 assessments have access to practice questions and personalized, free SAT® study resources at Khan Academy www.khanacademy.org/sat. Students also have access to BigFuture, a tool used to examine programs available at colleges bigfuture.collegeboard.org.

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

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

Because of the reliability and validity of the SAT®, data reports may be used to interpret individual scores within the broader context of aggregate scores and test performances across groups of college-bound seniors and to study educational and demographic changes. All students completing SAT®, PSAT/NMSQT®, PSAT 10, or PSAT 8/9 assessments have access to practice questions and personalized, free SAT® study resources at Khan Academy www.khanacademy.org/sat. Students may register for the SAT® online at collegereadiness.collegeboard.org/sat/register.

For more information, contact the College Board at 866-756-7346.

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

Although many four-year colleges and universities use the SAT® or the ACT® as college entrance or course placement exam, each postsecondary institution determines its own standards and test requirements for admission.

Advanced Placement (AP®)
The Advanced Placement (AP®) program is designed to provide high school students with opportunities to earn college or postsecondary credit and/or to determine appropriate placement in postsecondary programs. The College Board sponsors the AP® program with technical operational services provided by Educational Testing Services (ETS) in Princeton, New Jersey. Scores on AP® exams range from 1 to 5, with a "5" indicating that the examinee is "extremely well qualified." A score of "3" or higher is usually considered to be a qualifying score for possible college credit and/or placement. Many colleges and universities vary in credits awarded for qualifying scores; however, each college and university set its own policies about awarding credit and placement. Many of these credit policies can be searched on College Board's AP® Student webpage listed below, along with further information on the specific courses available, the current exam schedule, and tips on preparing for the exam: apstudent.collegeboard.org.

Cambridge International Education
Cambridge programme is a paid-for program that follows a curriculum designed for students from age 5 to 19. There are annual programme fees for the Cambridge Primary and Cambridge Secondary & Advanced Programmes. Cambridge students study for Cambridge end-of-programme assessments. More information about Cambridge Assessment International Education can be found at https://www.cambridgeinternational.org/.

International Baccalaureate
The International Baccalaureate® (IB) is a paid-for program that follows a curriculum designed for students from age 3 to 19. Schools must be authorized to teach IB programmes, and every school authorized to offer IB programmes is known as an IB World School. Three of the IB's programmes offer summative assessments; the Diploma Programme, the Career-related Programme and the Middle Years Programme. Assessments use a variety of tasks, including examination papers, written assignments like essays, oral interviews, scientific and mathematical investigations, fieldwork projects and artistic performances, which are completed by candidates at various times during their course. More information about the International Baccalaureate program can be found at ibo.org.

For more information:
www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/College-Readiness.aspx

Keenville   Grades 1, 2

Description
Keenville is an instructional resource for students in first and second grades.

During gameplay, students will encounter the Keens, the fun-loving avatars, and their friends, the Peachlings, who all live and play in the world of Keenville. The Keens and Peachlings will encourage Georgia's first and second grade students to navigate through challenging tasks aligned to English language arts (ELA) and mathematics standards. Students will receive engaging, motivational feedback as they progress through the games within the Keenville world. Accommodations are permitted for students with IEPs and 504 Plans as well as for English learners with accommodations. Teachers should consider any other necessary accommodations for individual students.

Purpose
Keenville provides Georgia educators of first and second grade students a classroom resource focused on essential literacy and numeracy skills gained in the early grades. As a classroom resource, Keenville is designed to promote teaching and learning, guide differentiated instructional practices, and maximize student learning.

Accessing Keenville
Keenville is available to all first and second grade students, teachers, and administrators via GaConnects.

For more information about [Keenville](#), contact the GaDOE Office of Assessment and Accountability at 470-579-3244.

Formative Instructional Practices Online Professional Learning (FIP)
Overview
The Office for Assessment and Accountability offers opportunities for online professional learning about classroom-based formative assessment to support a quality implementation of the state-adopted content standards. This learning opportunity was launched statewide in 2013-2014 as *Georgia FIP: The Keys to Student Success*. FIP offers a blended model for professional learning to develop assessment literacy skills for understanding and using a balanced assessment system, and particularly daily formative assessment during instruction The content in FIP online learning courses strongly emphasizes the interrelatedness of curriculum, instruction, and assessment. Since FY2014, educators have enrolled in more than 339,065FIP online learning courses.

Content in Georgia FIP: The Keys to Student Success www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx
Five sequential Foundations Courses assist teachers, coaches, and leaders in learning to use intentional instructional and assessment behaviors to teach standards and accurately gather information about student learning to plan the next steps for instruction. For leaders and coaches, FIP offers an additional course beyond the Foundation Courses to further develop a LEA or schoolwide common language about FIP and provide appropriate support to teachers to implement FIP well during the change process. Leaders and coaches can download FIP Facilitation Guides and Participate Materials to lead professional learning communities on the content in each course. After the Foundations Courses, educators can refine use of FIP by enrolling in any of the additional 24 courses based on student needs and professional growth goals. Additional courses target uses of FIP by grade bands and content areas, special populations, and offer guidance on how to create and use oral, written, and selected response assessments, and performance-based, and rubric-based assessments. Online learning time per course ranges from one to two hours. In 2022-2023, the Assessment 101 series was added to support educators in communicating more effectively with parents about formative and summative assessments.

Georgia FIP online Professional Learning offers 29 courses that are organized as a series of related topics as listed below.
- FIP Foundations Series (5 core courses)
- Leading FIP Professional Learning (1 course)
- Creating Clear Learning Targets Series (7courses by grade band for ELA/Mathematics)
- Reaching Every Student Series (3 courses on special education, EL and gifted learners)
- Designing Sound Assessments Series (9courses on oral, written, selected response, and performance and rubric-based assessments)
- Implementing Evidenced-Based Grading (1 course)
- Assessment 101: Empowering Leaders and Teachers to Engage Parents in Student Learning (3 courses added in 2022-2023

Accessing FIP Online Professional Learning
FIP is only available through the web page link on the prior page. FIP is also accessible to all educators because of 508 compliance features. Access codes are based on the role of the educator as either a leader (administrative) or a teacher (learner). Both administrators and teachers can take courses after creating an individual online learning account using their role based FIP access code and work email address, but only those with a FIP administrative account can take courses and monitor the online

learning progress of staff. To create a FIP individual online learning account with a unique access code, use the "Login to FIP" link on the FIP web page.

Role-based LEA office and school-unique FIP access codes are in the MyGaDOE Portal Account of the STC of record with GaDOE. FIP codes are under "District Assessment" in the "Custom" folder. The codes are based on the LEA's three-digit state identification number and each school's four-digit state identification number. **FIP access codes do not expire**.

New Schools and FIP Access
If a new school needs a set of FIP access codes, email the Assessment Specialist for FIP as indicated below. Provide the name of the LEA and the LEA's three-digit state identification number, the name of the new school and the school's four-digit state identification code. The GaDOE Assessment Specialist will work with the vendor to have a set of FIP codes created for the new school and return this information to the STC. The new school will be added to the Georgia FIP online learning portal.

It is recommended that the STC share this page on FIP Professional Learning with the Curriculum Director, Professional Learning Director, Title I Director, and others who support school improvement efforts. For more information about FIP, email the GaDOE Assessment Specialist for FIP at: kharris-wright@doe.k12.ga.us.

Professional Learning Events

Our GaDOE professional learning events catalog, housed in GaDOE Community, contains registration information for upcoming virtual and in-person webinars, workshops, and conferences. On-demand, pre-recorded webinars and by-request opportunities are also available to meet educators' professional learning needs. Most by-request offerings are virtual, both synchronous and asynchronous. Professional learning events are updated quarterly, and educational stakeholders are encouraged to visit the site often to review the latest agencywide offerings. View our [professional learning events here](#).

The pre-recorded webinars listed below, hosted by the Office of Assessment and Accountability, are available via the professional learning events catalog.

Understanding Georgia Milestones
This webinar series answers frequently asked questions related to test design, reading passages, test questions, item scoring, test results, and score interpretation.

Georgia Milestones Assessment System: Evaluating and Improving Student Writing
This webinar series explores the tenets of reading and evidence-based writing and how they are assessed on the Georgia Milestones English language arts (ELA) assessment. An overview of the Georgia Milestones ELA constructed-response scoring philosophy is provided, along with a deep dive of the Item and Scoring Sampler, its accompanying supplement, and the intended use of each resource.

For more information about specific Professional Learning Events, contact the GaDOE Office of Assessment and Accountability at 470-579-3244.

Georgia Learns Courses

Using DRC BEACON Early Years for Literacy Screening
A Georgia Learns course is available that includes important information on all components of the DRC BEACON Early Years assessment, including computer adaptive tests (CAT) for ELA and mathematics, an educator-administered Fluency and Oral Language Assessment (FOLA), Literacy Screening Profiles, student reports, and BEACON Educator Instructional Strategies (BEIS), and how they work together to provide valuable information to teachers. The purpose of this course is to support educators using DRC BEACON Early Years for literacy screening, including both universal reading and dyslexia screening.

Note: While DRC BEACON Early Years ELA assessment is designed for K-2 students, DRC BEACON Early Years Fluency and Oral Language Assessment (FOLA) is designed for grades K-3. The grade 3 DRC BEACON ELA assessment, combined with the FOLA, will meet state literacy screening requirements. Literacy Screening Profiles are available for all K-3 students.

Understanding Assessment Course Series
The purpose of this 13-course series is to provide K-12 educators with the foundational knowledge and skills necessary to design, select, interpret and use assessments to make better educational decisions for students and improve student achievement outcomes.

Content for this series is adapted from Evans, C.M. & Thompson, J. (2022). *Educational Assessment 101 for K-12 Teachers & Leaders (version 2.0).* Dover, NH: National Center for the Improvement of Educational Assessment. Retrieved from https://www.nciea.org/classroom-assessment-learning-modules.

APPENDIX A: REQUIRED ASSESSMENT ADMINISTRATION FORMS

The Assessment Administration forms included in this appendix are required by the Office of Assessment and Accountability at various times during the school year as related to the assessment program. The due dates will be specified on each form (if applicable). In addition, the Incident Reporting Guide found under Testing Irregularity Form should be used by STCs in making decisions regarding irregularities and potential invalidations during assessments.

All STCs should be aware of these forms and when each form is due. Questions about the forms can be addressed by contacting the GaDOE Office of Assessment and Accountability at 470-579-3244.

The following required forms should be completed and submitted to the Office of Assessment and Accountability. Email attachments of these forms cannot be accepted. **Please complete these forms online.** All forms are located on the MyGaDOE Portal (https://portal.doe.k12.ga.us/login.aspx).

- **Superintendent Certification Form**
  - o Due January 31 each year for assessments conducted July 1 – December 31
  - o Due July 31 each year for assessments conducted January 1 – June 30
  - o Superintendent Certification Form User Guide
- **Testing Irregularity Form**
  - o Testing Irregularity Form User Guide
  - o Entering Irregularities in the MyGaDOE Portal
- **Incident Reporting Guide** – for use in making decisions about testing irregularities and submitting Testing Irregularity Forms
- **Special Accommodations Request User Guide**
- **Rescore Request User Guide**
  The following required forms should be completed and maintained at the system. These forms are not available on the MyGaDOE Portal and should not be submitted to the Office of Assessment and Accountability. They must be retained by the system for a minimum of five years.
- **Principal's Certification Form**
  - o Signed by the School Principal following every administration window.
- **Validation Form for Recording Student Responses**
  - o Completed and signed by two educators (includes one educator as a witness) with GaPSC certification following the entry of student responses into the online testing system.
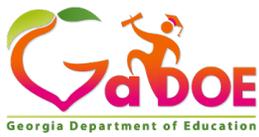
Testing Irregularity Reporting Form

A testing irregularity is any incident that results in deviation from standard test administration procedures or test security protocols that may occur before, during, and after test administration. All test irregularities must be reported, in writing, to the System Test Coordinator, who must then submit a Test Irregularity Form (TIF) in the MyGaDOE Portal to the assigned GaDOE Assessment Specialist.

Do not discuss, transmit, or reproduce secure test materials on this form or in preparation of this report.
- This form should be submitted to the System Test Coordinator via a secure portal (e.g., MyGaDOE Portal) 24 hours of event.
- Maintain copies of supporting information should it be requested by the GaDOE Assessment Office.
- All related signatures must be obtained.

School:	School Test Coordinator:
Assessment:	
Name/Position of Person Reporting:	Email:
Date/Time of Incident:	Date Form Submitted:
Student Information	
If the incident involved multiple students, provide a student roster of all students identifying the test, grade level, and State GTID number for each student.	
Student Name:	GTID:
Grade:	Test Subject(s):

Provide a detailed description of the incident. Attach additional pages if needed.

Describe the action(s) taken. Be specific with dates and responsible parties.

Outline your plan to prevent future testing irregularities.

Was the incident resolved in a matter that allowed the student to complete his/her test? __Yes ___ No

_____   _____
Signature of Person Completing Form   Signature of School Test Coordinator

_____   _____
Signature of Principal   Signature of System Test Coordinator

Principal's Certification
Adherence to Prescribed Test Administration Procedures

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

Check the appropriate response. Give a full explanation for all items for which the response was "NO." Attach the explanation on an additional sheet.

Test Administration: _____

YES NO

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

☐ ☐ 2. A building level official was responsible for test material distribution and storage while materials were in the school and was held accountable for all test booklets sent to that building.

☐ ☐ 3. This school adhered to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results, and department testing dates established in the ***Student Assessment Handbook*, associated assessment administration manuals, Assessment Guides**, and assessment supplements and correspondence.

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

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

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

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

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

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

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

_____   _____   _____
School   School Test Coordinator (Signature)   Date

                                              _____   _____
                                              Principal (Signature)   Date

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

Validation Form for Recording of Student Responses

School	Assessment	Date
Student	**Domain/Content Area**	**Grade/Course**
GTID	**Scribe/Test Examiner**	**Witness/Observer**

Georgia Milestones WIDA ACCESS	_Initials_	I have **scribed/recorded** the student's responses into the corresponding online form for the student listed above.
	Initials	The recorded responses reflect the same responses exactly as indicated by the student during test administration.
	Initials	I have submitted and returned the scribed answer document and the student's test booklet as directed.
	In the event there is no witness in a testing session, the School Test Coordinator must sign this document to acknowledge the receipt of this attestation from the Test Examiner.	

OR

Georgia Milestones WIDA ACCESS	_Initials_	I have **transcribed** the student's responses from a _Braille, Large Print or Standard Test Booklet_ into the corresponding online form for the student listed above.
	Initials	The student's answer document reflects the same responses exactly as provided by the student. I performed the transcription in the presence of another GaPSC certified employee serving as a witness.
	Initials	I have submitted the transcribed answer document and returned the student's test booklet as directed.
	Initials	I performed the transcription in the presence of another GaPSC certified employee serving as a witness.

OR

Georgia Alternate Assessment (GAA 2.0)	_Initials_	I have **recorded** the student's responses into a corresponding online form for the student listed above.
	Initials	The recorded responses reflect the same responses exactly as indicated by the student during test administration.
	Initials	I have submitted all student responses and returned the _Student Test Booklet_ as directed.
	In the event there is no observer in a testing session, the School Test Coordinator must sign this document to acknowledge the receipt of this attestation from the Test Examiner.	

Print Name of GaPSC-Certified Scribe or Test Examiner   _Signature of GaPSC-Certified Scribe or Test Examiner_

Print Name of GaPSC-Certified Witness or School Test Coordinator   _Signature of GaPSC-Certified Witness or School Test Coordinator_

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

Incident Reporting Guide

Incident Category: Accommodation Error			
Scenario	**Response**	**Reporting Guidance**	
Student mistakenly receives oral reading accommodation includes Human Reader Conditional – Conditional (TTS-C).	• Note the time and number of items completed with TTS-C. • Remedy the error and determine the source of the problem.	• TIF is required. • Stop the student from testing and call Assessment Specialist for guidance. • System Comments must include a brief explanation of the incident. • Submit documentation to include the total items completed with TTS-C, individual making the error, how the error occurred, and steps to prevent the error in the future.	**Accommodation Error-TTS/Oral Reading;** LEA may choose **Test Administration Error – Adult**
Student mistakenly receives oral reading accommodation includes Human Reader Standard – Standard (TTS-S).	• Note the time and number of items completed. • Remedy the error and determine the source of the problem. • Allow student to complete the test with allotted remaining time.	• TIF is required. • System Comments must include a brief explanation of the incident. • Submit documentation to include the individual making the error, how the error occurred, and steps to prevent the error in the future.	**Accommodation Error-TTS/Oral Reading**

Incident Category: Accommodation Error			
Scenario	**Response**	**Reporting Guidance**	
Student does not receive Text-to-Speech (TTS-S) or (TTS-C) accommodation	• SchTC notifies STC • The test may stand as is or continue an incomplete section with a human reader • Assigning an accommodation may require the printing of a new test ticket.	• TIF required. • Contact the GaDOE Assessment Specialist. • System Comments must include a brief explanation of the incident. • Submit documentation to include the individual making the error, how the error occurred, and steps to prevent the error in the future.	**Accommodation Error-TTS/Oral Reading**
Student does not receive setting accommodation (e.g., small group, individual session)	• The test will stand as is unless it is determined the accommodation error had a significant negative impact.	• TIF Required • Contact the GaDOE Assessment Specialist.	**Accommodation Error**
Test Examiner does not allow student(s) to complete a test session within the designated minimum and maximum allowances for a test section (e.g., regular maximum time, extended time).	• Unlock test. • Allow student to resume within the remaining allotted time. • If done during a make-up session on a subsequent day, student may not change any existing answers.	• TIF Required • System Comments must include a brief explanation of the incident. • Submit documentation to include the individual making the error, how the error occurred, and steps to prevent the error in the future.	TIF Required **Accommodation Error** or **Test Administration Error – Adult**

Incident Category: Accommodations Error – Student Refusal			
Scenario	**Response**	**Reporting Guidance**	
Student refuses assigned accommodation(s)	• Confirm accommodation in IEP. • Appropriate efforts should be made to communicate with relevant staff and/or notify parent. • Student should return to the test session following those efforts. • IEP/IAP/TPC committee should review accommodations for upcoming school year.	• TIF Required	**Accommodation Error – Student Refusal**

Incident Category: Mishandling of Test Materials			
Scenario	**Response**	**Reporting Guidance**	

Materials left unsecured (e.g., test tickets, rosters, test monitoring codes)	The school/system must investigate to determine if this security breach resulted in content exposure (e.g., leaving test monitoring code posted, posting to social media, remaining in classroom, student bookbags, unsupervised students in testing room with materials).	• TIF Required
		• All documentation including any corrective action should be included with Supporting Documentation.
		• Provide initial documentation in the MyGaDOE Portal:
		  ○ Training Sign-in Sheets
		  ○ Training PPT presentations and all hand-outs
		  ○ Documentation of all test security training
		  ○ Personnel statements of the incident
		• Requires notification to the GaDOE Assessment Specialist.
			Mishandling of Test Materials

Incident Category: Mishandling of Test Materials			
Scenario	**Response**	**Reporting Guidance**	
Materials lost or missing	• The school/system must attempt to locate the missing materials and document the steps taken to find them. • The school/system must investigate to determine if the security breach resulted in content exposure	• TIF Required • If the loss is due to negligence or is malicious, the lost or missing materials must be investigated and reported to the system's Human Resources officers and to the GaPSC. • Requires supporting documentation (e.g. statements, inventory of materials, secure materials protocol) • Requires notification to the GaDOE Assessment Specialist.	**Mishandling of Test Materials**

Incident Category: Possible Ethical Violation			
Scenario	**Response**	**Reporting Guidance**	

Examples of possible ethical violations:
• Test Examiner/Proctor helps student by giving information other than test directions.
• Test Examiner/Proctor indicates correct answers to students.
• Test Examiner leaves students unattended during testing.
• Content has been disclosed, coached, or distributed by Test Examiner or other personnel to students.
	• Requires local investigation including written statements and interviews.
	• Involved personnel must be removed from test sessions as a Test Examiner or Proctor.
	• Local LEA must notify GaDOE Assessment Specialist and LEA HR Director.
	• Outcomes of local and GaDOE investigations may require additional reporting to the GaPSC.
		• TIF Required
		• Requires call to GaDOE Assessment Specialist and/or Director.
		• Supporting documentation must be submitted to include:
		  o Written statements
		  o STC/SchTC statements
		  o Test Examiner and/or Proctor statement of the incident
			Possible Ethical Violation

Incident Category: Possible Ethical Violation			
Scenario	**Response**	**Reporting Guidance**	
• Test Examiner does not follow proper transcription procedures related to student responses. • Incident involving inappropriate test administration practices of LEA/Building Coordinators or Building Administration. • Suspected and/or confirmed test security breach through adult use of a cell phone, electronic device, or other mode to share or retrieve secure test content, items, and/or passages through any electronic, email, social media, or other similar mode.		o Evidence of training handouts and presentations o Evidence of personnel participation in test security and test administration protocol training o Affected student rosters o Additional evidence may be requested depending on the outcome of the investigation. o If the incident is clearly unsubstantiated, the system must include a statement of findings supporting this decision.	

Incident Category: Scheduling Flexibility Request			
Scenario	**Response**	**Reporting Guidance**	
STC requested flexibility in locally scheduled testing window outside of GaDOE guidance.	• STC must request scheduling flexibility for local testing outside of GaDOE guidance. • STC must request scheduling flexibility for make-up days within the state window that stem from events for which the local system has no control over scheduling (such as events sponsored by national or state-wide entities)	• TIF Required • STC must submit full testing calendar with the requested scheduling flexibility	**Scheduling Flexibility Request**

Incident Category: Scheduling Flexibility Request			
Scenario	**Response**	**Reporting Guidance**	
Superintendent requested flexibility in scheduled testing window outside of the posted state assessment window.	• Superintendent must make a written request (email) to Deputy Superintendent of Assessment and Accountability for approval of testing outside of the posted state assessment window.	• TIF Required • Circumstances warrant a call to GaDOE Assessment Specialist or Director. • STC must submit full testing calendar with the requested flexibility, including any requests from the Superintendent of the LEA.	**Scheduling Flexibility Request**

Incident Category: Test Administration Error – Adult			
Scenario	**Response**	**Reporting Guidance**	
Calculator Violation – Calculator provided during mathematics content assessment. **Note:** Calculators are not allowed in grades 3-5, except for students with a disability-based reason. See Georgia Milestones Allowable Accommodations Chart. Calculators are allowable according to guidance in SAH for all grades 6-HS.	• Confiscate calculator • Record number of items that student had access to calculator	• TIF required. • Contact the GaDOE Assessment Specialist. • System Comments must include a brief explanation of the incident. • Submit documentation to include the number of items completed, individual making the error, how the error occurred, and steps to prevent the error in the future.	**Test Administration Error – Adult**
Calculator Violation – Stored text	• Calculator found with stored text that benefits student during the assessment. • Local investigation must determine why stored text was not cleared prior to the start of the test session in which it was discovered.	• If student completed five items or less, test will be coded an irregularity. • If student completed more than five items, test will be coded as a Participation Invalidation.	**Test Administration Error – Adult** If an accommodated student, code

Incident Category: Test Administration Error – Adult			
Scenario	**Response**	**Reporting Guidance**	
		• Comments must include explanation of why stored text was present.	**Accommodations Error**
Display of instructional or classroom teaching aids related to test content	• Once reported, evaluate extent of exposed materials to students in the testing session. • If possible, to do so without disruption to the testing session, cover/remove aids as soon as the error is realized. • If it is expected that a disruption to student testing will occur, students should Pause testing (do not Submit) until materials are no longer exposed and then resume testing without loss of allowable time in testing	• TIF Required • Submit statements, photos or images of exposed materials in the Supporting Documents section of the TIF.	**Test Administration Error – Adult**
Test Examiner does not use Test Examiner Script to read directions in a test session.	• Local investigation must determine the intent of the Test Examiner. • Test Examiner should not resume test administration with students until the process for re-training in test administration and test security has been documented as completed.	• TIF Required • STC must contact the GaDOE Assessment Specialist for guidance. • May require an invalidation of affected students.	**Test Administration Error – Adult**
Test Examiner administers test sections out of order from guidance in the *Test Examiner's Manual.*	• Local investigation must determine the source of the inaccurate distribution of a test ticket and determine an action plan to update the process for distribution of appropriate test tickets and/or materials.	• TIF Required • Upload documentation to include statements and documentation of action plan	**Test Administration Error – Adult**

Incident Category: Test Administration Error – Adult		
Scenario	**Response**	**Reporting Guidance**	
	• If student has not answered test items, then close test and issue the correct test ticket. • If student has answered test items, allow student to complete section and make-up the other section afterwards.		
Tests administered sections to student(s) outside of the scheduled testing window without prior authorization.	• Local investigation must determine reasons why tests were administered outside of the scheduled testing window without prior authorization.	• TIF Required • Circumstances warrant a call to GaDOE Assessment Specialist	**Test Administration Error – Adult**
Test Examiner administered wrong test or course to student/s.	• Local investigation must determine the source of the inaccurate assignment of an incorrect test to a student profile and determine an action plan to update the process for distribution of appropriate test tickets and/or materials.	• TIF Required • STCs must request an invalidation • Circumstances warrant a call to GaDOE Assessment Specialist	**Test Administration Error – Adult**
Test Examiner allows students time beyond maximum allowances for a test session.	• If the additional time exceeds 10 minutes, STC must contact GaDOE Assessment Specialist.	• TIF Required • May require an invalidation of affected students.	**Test Administration Error – Adult** If an accommodated student, code **Accommodations Error**
Test Examiner distributes paper versions of Writer's Checklist, Periodic Table, or Formula Sheets during testing.	• Remove all incorrect documents from students • Provide students with blank scratch paper per Test Administration Manual/Script • Notify SchTC	• TIF Required • Test Examiner should provide a statement • Local investigation must determine the reason why inappropriate materials were	**Test Administration Error – Adult**

Incident Category: Test Administration Error – Adult		
Scenario	Response	Reporting Guidance
		distributed and determine an action plan to avoid this action in the future.

Incident Category: Student Cheating/Sharing Test Content			
Scenario	Response	Reporting Guidance	
Suspected Student Cheating/Sharing of Test Content • Observation – leaning back; appears to be potentially viewing; looking down • Discovery of notes, cheat sheet, other helps prior to, during, or after accessing test items	• Use proximity to redirect student behavior; move the student to another desk; remove student from testing environment to a different location. • Confiscate unapproved items for investigation • SchTC must investigate to determine the extent of possible cheating/sharing of content. Statements must be collected from all parties.	• If suspicious behavior or inappropriate materials/items are caught before the student accesses test content, then <u>TIF is not required</u>. Document locally. • Documentation must specify whether cheating/sharing of content is not ultimately confirmed after investigation is concluded.	If cheating is caught prior to student access to test content, document locally. If cheating is confirmed, see "Verified Student Cheating/Sharing of Test Content"

Incident Category: Student Cheating/Sharing Test Content			
Scenario	**Response**	**Reporting Guidance**	
Verified Student Cheating or Sharing of Test Content Examples of Student cheating may include, but are not limited to: • Student unauthorized use of an electronic device, cell phone, and/or calculator during test sessions. • Student sharing or retrieval of test content through electronic media, texting, graphics, etc. to improve student responses. • Student attempting to view or copy another student's responses to questions during testing. • Student assisting peers with answers to questions during testing. • Student involvement in incidents involving cheating and/or plagiarism of content and responses.	• Requires local investigation to verify there is enough evidence to substantiate cheating. • STCs will also be sent notices of identified student Alert Papers indicative of the possibility of potential cheating violations through communication in the MyGaDOE Portal. • The LEA must officially confirm that cheating took place. If this is confirmed, then change Request for Invalidation to "Yes" and provide the rationale under Reason for Invalidation.	• TIF Required • Documentation should indicate whether test content was photographed, shared, and stored. If possible, note the specific items that were copied, and social media sites used to share test material. • Documentation must specify whether cheating/sharing of content is confirmed after investigation is concluded. • Confirmed incidents reported as cheating will invalidate affected student scores.	**Student Cheating/ Sharing Test Content**

Incident Category: Student Cheating/Sharing Test Content			
Scenario	**Response**	**Reporting Guidance**	
Cell Phone Violation – <u>Simple Student Possession</u>	• Cell phone rings but is quickly silenced • May be addressed in keeping with the system's code of conduct • If a student brings a device into the testing environment but does not have the device out during testing, the Test Examiner and/or Proctor must collect the device if they become aware of its presence and should allow the student to continue testing.	• Collect cell phone. • Allow the student to resume testing.	Document locally
Cell Phone/Electronic Device Violation – <u>Suspected Student Use</u>	Suspected use of a device of any kind for accessing, retaining, or sharing information: • Collect the device and/or move the student, if appropriate, • Allow the student to complete testing, • Notify the SchTC immediately, and • As soon as it is appropriate, attempt to confirm whether the device has been used in violation cell phone/electronic device use policy found in the *Student Assessment Handbook*.	• TIF Required • Collect student cell phone • Retain prohibited content and post in TIF. • Questionable content should be shared through secure MyGaDOE Portal email only. • Confirmed incidents will invalidate affected student scores. • STCs must contact the GaDOE Assessment Specialist and/or Director for guidance.	**Student Cheating/ Sharing Test Content**.
Cell Phone/Electronic Device Violation – <u>Confirmed Student Use</u>	Confirmed use of a device of any kind to access, retain, or share information: • Collect the device, • Stop testing the student, • Remove the student from the testing session, and • Notify SchTC immediately.	• TIF Required • Collect student cell phone. • Retain prohibited content and post in TIF. • Questionable content should be shared through secure MyGaDOE Portal email only.	**Student Cheating/ Sharing Test Content**.

Incident Category: Student Cheating/Sharing Test Content			
Scenario	**Response**	**Reporting Guidance**	
	• Local investigation must determine if cheating occurred and to what extent secure test content was affected.	• Confirmed incidents will invalidate affected student scores. • Once content has been shared securely, LEA must verify deletion from personal devices and any other shared devices to include social media sites, texts, and other related sites. • STCs must contact the GaDOE Assessment Specialist and/or Director for guidance.	

Incident Category: Testing Interruption			
Scenario	**Response**	**Reporting Guidance**	
Student initiated: accidentally ends/submits the test without answering all questions.	• Contact SchTC to unlock student test and continue testing.	• Extended time delay requires a TIF • Circumstances may warrant a call to GaDOE Assessment Specialist.	Document locally or **Testing Interruption**
Student initiated: leaves test session and returns during the same test session (on the same day).	• Pause and Exit test (do not Submit test). • Test Examiner must document time paused and allow student to resume testing upon return. • Student should be supervised during time away from testing.	• If the test session has not ended, student may return to previously answered questions.	Document locally

Incident Category: Testing Interruption			
Scenario	**Response**	**Reporting Guidance**	
Disruptive Student	• Where feasible, students should be redirected and allowed to continue testing. • If unsuccessful, Pause and Exit the test session. • Quietly remove the student to an alternate location. • Allow student to Resume the test session. • Inform parents or guardians.	• TIF Required • Indicate if the student was able to complete the test session.	Document locally or **Testing Interruption** (if other students were adversely affected)
Entire classroom and/or individual students have repeated or significant online interruptions during testing session.	• Contact local tech support. • Tech support can contact vendor Customer Support, if help is needed to resolve the incident.	• TIF Required • Submit roster with GTID of affected students in TIF.	**Testing Interruption**
Student initiated: leaves before completing a particular test section and returns to complete during a make-up session.	• Pause and Exit test (do not End test). • Resume testing with the original test ticket in a make-up session. • Unlock test to resume testing.	• Students are not allowed to return to previously answered questions.	TIF Required **Testing Interruption** Indicate if student completed test session during make-up.
Student initiated: Incomplete test after the close of the state testing window.	• All incomplete sessions are automatically pushed to submission.		Document locally
Student initiated: completes testing before the rest of the class	• Test Examiner should have a book for the student to read or another activity not related to the content of the test.	• No need to report incident	

Incident Category: Testing Interruption		
Scenario	**Response**	**Reporting Guidance**
Testing interruption caused by Emergency/Unexpected Situations (includes power outages, fire alarms)	• Follow guidance in the *Student Assessment Handbook.* • Address the building emergency. • Pause tests as appropriate/possible.	• TIF Required, if time loss is more extensive. • No TIF required, if time loss is minimal. • Report extensive or extended delays to the GaDOE Assessment Specialist.	Document locally if a minimal amount of time is lost. If TIF Required **Testing Interruption**

APPENDIX B: SAMPLE ASSESSMENT ADMINISTRATION FORMS/OPTIONAL

The state-testing program does not require the following forms; however, the listed forms may be used by System and School Test Coordinators to document local trainings (e.g., test security, assigning accommodations), collect school testing irregularity forms, and ensure the integrity of test administration within the system. Please feel free to modify these forms as necessary to fit the needs of your system.

- Assessment Security Compliance Form
- Test Examiner's Certification of Adherence to Prescribed Test Administration Procedures
- Test Security Information for School Test Coordinators/Test Examiners/Proctors
- School Assessment Plan

Assessment Security Compliance Form

All staff who participate in state assessments, handle secure assessment materials, or support testing in any way, must be fully trained in assessment security and test administration procedures according to their role. Each staff member must sign this Assessment Security Compliance Form before participating in administering any of the state's assessments. Each staff member only needs to sign one form per academic year, if involved in the administration of multiple assessments. Staff roles include, but are not limited to STCs, SchTCs, technology coordinators, administrative staff, Test Examiners, Proctors, and monitors.

Directions

To Complete:
1. Complete all required assessment administration and security training for your role.
2. Read this form in its entirety.
3. Date and sign the bottom of this page.
4. In the area under Building Information print both school name and LEA name on the lines provided. If known, provide school and LEA codes.

Important:

LEAs or buildings must keep all completed Security Compliance Forms on file at their LEA for a period of three years following the assessment window. DO NOT return completed forms to the testing vendor. For complete documentation on required test security practices, policies, and procedures refer to the *Student Assessment Handbook.*

I, the undersigned, do certify and attest to all of the following:

Initials

_____ I hold GaPSC and/or WIDA certification according to the role assigned to me to administer state mandated assessments (Test Examiner Role assignment).

_____ I have been trained in assessment security, as it pertains to my role.

_____ I have received training on the appropriate procedures and administration of the state assessments.

_____ I have read the information and applicable instructions provided in the manual, directions, scripts, and any other documentation for the assessment(s) I am involved with, and I agree to follow these procedures explicitly.

_____ I understand my obligations concerning the security and confidentiality of these tests, including but not limited to copying, texting, posting through social medial sites, or other electronic media any secure test materials.

_____ I understand that any deviation from required test preparation and/or test administration practices may result in one or more of the following: test invalidation, further investigation, required additional training, and the revocation of authorization to participate in and/or administer the state's assessments. I also understand that the local school LEA may also impose reprimands and sanctions according to local LEA policies including a referral to the Georgia Professional Standards Commission.

_____ I am aware of my obligation to report any suspected violations of test security.

_____ I have not and will not keep, copy, reproduce, paraphrase, distribute, review, or discuss any test materials that have not been released via posting on the [Georgia Student Assessment Program](#) webpage by the Georgia Department of Education.

_____ I will not use test items, test booklets/answer documents, or any of the information contained in an assessment to review/prepare students for a test unless and until it is released via notification by LEA officials and posting on the [Georgia Student Assessment Program](#) webpage.

_____ I will not alter or influence students' responses in any manner (view student responses, indicate answers, point out rationale, prompt, etc.).

_____ I will not disclose individual student test scores or test performance data to unauthorized persons.

_____ I will keep embargoed data secure until the public release of testing data by the Georgia Department of Education.

Date: _____   School Year: _____

Signature: _____

Printed Name: _____

Building Information

School Name: _____

LEA Name: _____

Note: Electronic copies of the *Student Assessment Handbook* and assessment administrator documentation (including manuals, training materials, guidance) are available on the [Georgia Student Assessment Program](#) webpage. For further information, contact the Georgia Department of Education, Office of Assessment and Accountability, (470-579-3244 or email: ga.assessment@doe.k12.ga.us).

Test Examiner's Certification of Adherence to
Prescribed Test Administration Procedures

Check appropriate response and explain any problems relating to security or administration procedures, which may have occurred. Use an additional sheet, as necessary.

YES NO

☐ ☐ 1. Test Examiner participated in all test security and test administration training. *Test Examiner's Manual* was thoroughly reviewed prior to the first testing session.

☐ ☐ 2. All secure testing materials were carefully counted when received. Any discrepancies were reported to the School Test Coordinator and were successfully resolved.

☐ ☐ 3. All testing materials were kept in a secure location while in the Test Examiner's possession and no one was allowed to record, copy, or make a conscious mental note of any testing item, answer documents and/or student responses. This includes all online testing authorization tickets, codes, etc.

☐ ☐ 4. All procedures for testing as given in the *Test Examiner's Manual*, including readings of all directions to students, word for word, were followed.

☐ ☐ 5. No student left the room during a testing session. If an emergency or urgent personal need (i.e., restroom) did necessitate a student's exit, an explanation can be found on the back of this sheet.

☐ ☐ 6. Proper classroom control was maintained, and students were on task during the testing period. This includes ensuring that student electronic devices were not present/used in the test setting and/or were collected per local school/system procedures.

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

☐ ☐ 8. Along with direct administrator supervision, at the conclusion of testing, inspects answer documents for only the purposes stated in the *2024-2025 Student Assessment Handbook*.

☐ ☐ 9. The use of reference materials was not allowed unless specified in the *Test 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.

Test Examiner's Signature _____   Date _____

Test Security Information for School Test Coordinators/Test Examiners/Proctors

This section on security includes information that applies to SchTCs, Test Examiners, and Proctors. This information is intended to help personnel 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 or class an improper or unfair advantage over others?
- Could this possibly give a student or Test Examiner advance knowledge of the test content?
- Could this possibly be considered as teaching a child information that is known to be on the test, or is very likely to be on the test, rather than teaching skills and the entire curriculum/standards for the subject area to be tested?
- Could this possibly be considered unethical or a violation of board rule, professional teaching practices, the provisions in the Office of Assessment and Accountability *Student Assessment Handbook*, or the instructions in the *Test 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 SchTC for any questions about testing issues. If an answer is not readily available; one will be obtained from the Office of Assessment and Accountability by the STC.

The following is a list of items to be considered prior to testing. The list **should not be** considered all-inclusive. Where applicable, the list applies to both online and paper/pencil testing environments. This document is recommended as a training resource prior to test administration.

Must Do:
Participation in Training:
- Be certain that everyone involved in the testing process has been properly trained and informed of responsibilities of test security.
- Provide sign-in sheets and rosters as well as training agendas. Attendance at training must be mandatory and well-documented. Untrained Test Examiners must not be allowed to test.
- All GaPSC certified Test Examiners have been informed of the Code of Ethics for Educators related to testing and the consequences of Test Examiner malpractice.

Test Security:
- Contact the SchTC 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.
- Follow all local protocols and procedures regarding minimizing risk of testing irregularities and potential invalidations.

- Administer tests only during the testing window established by the LEA.
- Test Examiners should notify the SchTC of any problems that occur during testing. SchTCs should immediately notify the principal in writing of any problems and then notify the STC. If necessary, the STC will notify the Office of Assessment and Accountability.
- Ensure that only the correct student logs into testing platforms during the correct administration window and designated time.
- Ensure that adults and students cannot log into sessions outside of designated time and test administration location.
- Ensure authorized staff user accesses the vendor testing portals using a unique username and password. Staff are prohibited from sharing usernames and passwords for use in accessing the vendor testing portals.
- Ensure administration of online assessments is permitted only through the student interface via a secure browser in a controlled setting.
- Ensure staff do not access the online testing system (student interface) as a student or using a student's username and password.
- Ensure each student has access to the online testing systems using the correct unique username and password.
- Make certain that everyone involved in testing in any manner is aware of the items in this list and the list below and ensure that everyone involved in testing is aware of professional practices and the consequences of violations.

Handling of Materials:
- Keep all secure testing materials stored in a secure place accessible only by the principal and the test coordinator. The Office of Assessment and Accountability recommends that test materials 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 materials are issued only to GaPSC-certified persons who have been carefully advised of their responsibilities for test security. Only GaPSC-certified staff members who have been trained on the proper management of secure test materials/online test administrations should handle such materials.
- Be certain that all materials issued to persons administering tests are counted carefully when given out and when returned. Be certain that all persons receiving materials sign a checkout sheet when they receive the materials. This sheet should show date and time. Distribute testing materials as close to the actual testing time as possible.
- Make certain that all materials are returned immediately after the testing session. Test Examiners are responsible for turning them in and coordinators are responsible for verifying that they do. Be certain all persons returning materials sign a check-in sheet. This sheet should show date and time.
- Be certain that materials are issued only to GaPSC-certified persons who have been carefully advised of their responsibilities for test security. Only GaPSC-certified staff members who have been trained on the proper management of secure test materials/online test administrations should handle such materials. Be certain that student responses requiring transcription are transcribed directly into online platforms in the presence of a GaPSC certified witness and the *Validation Form for Recording of Student Responses* has been signed.
- Be certain that the test coordinator, principal, or principal's designee is present when demographic data (name, student number, etc.) is entered on any test booklets or answer documents This should be done in a central and well supervised location.

Student Preparation:
- Perform all necessary technology readiness checks and online student practice tests in advance of online testing.
- Adhere to calculator and electronic device policies and guidelines.

Test Administration:
- Follow instructions in the test manual exactly and read all directions word-for-word as directed in test administration manuals and scripts. Not doing so can potentially invalidate test scores.
- Take down or cover any instructional content-based materials displayed in the classroom if the item could provide an advantage to students during the test.
- Adhere to the expectations set forth in the *Student Assessment Handbook*, and by the local system, relative to student possession of electronic devices in the test setting.
- Ensure that only the correct student logs into testing platforms during the correct administration window and designated time.
- Test Examiners must collect and turn in to the SchTC any scratch paper/graph paper used during a standardized test and the SchTC should destroy it. Scratch paper/graph paper must not be used for a test if the test directions or Test Examiners' manuals do not allow it.
- Review test tickets to ensure all students requiring testing accommodations have accurately been applied in online testing platforms and/or paper documentation.
- Test Examiners must collect and turn in to the SchTC any scratch paper/graph paper used during a standardized test and the SchTC should destroy it. Scratch paper/graph paper must not be used for a test if the test directions or Test Examiners' manuals do not allow it.

Must Not Do:
Test Content:
- Allow anyone to see test forms, including online and paper/pencil forms, for any state-mandated test before they are administered — not even for a brief look regardless of the reason.
- Review student responses in online or paper/pencil forms to provide students clues to the answer, coach, revise a student response, or provide students with the answer to any test item.
- Copy tests or test materials in any way — no photocopies, no handwritten copies, no electronic copies/photos, no notes may be made about/of test content, including secure GAA 2.0 responses.
- 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.
- 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, including through social media sites and communications. This does not include appropriate sample test items, practice materials, or Office of Assessment and Accountability publications such as Test Content Descriptions and Student Study Guides.

Test Administration:
- Enter/disrupt test settings during test administration unless necessitated by an emergency or other important need that is time sensitive.
- 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 standards or on test blueprints, should not be emphasized — they should be.)

- Add anything to, or delete anything from, the directions in the test manual. Test Examiners must read the script found in the Test Administration Manual exactly as written. Deviation from this violates standardized test conditions and may invalidate scores.
- Discuss test items or actual test content with anyone at any time. This does not prohibit discussions about test content descriptions, test blueprints, test results, or test preparation.

<u>Malpractice</u>:
- Select and distribute test materials, test forms, scratch paper, 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 four-page document (*Test Security Information for School Test Coordinators/ Test Examiners/Proctors*) 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: _____

Assessment Plan

A completed Assessment Plan includes:

- This completed document
- Copies of assessment communication sent to school staff, parents etc. (i.e., emails, meetings, agendas, etc.)
- Schedule for test administration
- Training materials including administration test security, and accommodations.
- Attendance sign-in sheets for trainings
- Testing schedule

Assessment Plan Template

Standard 1: Scheduling Assessments
The LEA develops and communicates an assessment schedule that allows all students to test and aligns with the LEA calendar. The LEA ensures the correct students are identified and administered the correct assessments. The exception to this standard is the National Assessment of Educational Progress (NAEP). The assessment window and the selection of students for testing are under the purview of the National Center of Education Statistics (NCES).
Key Questions: • How will you ensure that the correct students are scheduled to take the assessments? • How will you develop a calendar so that it will not conflict with other LEA-scheduled events? • How will you ensure that testing is scheduled according to state requirements? • What is your plan to ensure all mandated administrations are completed on schedule? • How will you prepare an appropriate testing schedule to allow for extended time and/or small group settings? • How do you plan to communicate testing and training dates with staff, parents, students, and other stakeholders?

Standard 2: Assessing Special Populations
The LEA ensures all students have access to the assessments through the use of accommodations. Attention needs to be paid to the accommodations that are allowed on NAEP. Students are also allowed to participate in NAEP testing outside of the accommodations listed on their IEP.
Key Questions: • How will you prepare a list of students requiring accommodations per IEP, IAP, or ELTPC plan? • How will you collaborate to determine a monitoring and reporting system for the verification of student accommodations utilized properly in test sessions?

Standard 3: Technology Preparedness
The LEA implements a plan for an online testing program for device readiness, network security, and backup planning. The LEA should ensure that they review the NAEP technology requirements.
Key Questions: • How will you ensure that enough testing devices are ready with software installed? • How will you verify that wireless or wired networks are functioning and ready for the number of test takers? • How will you verify that testing software functions with LEA firewalls and other internal security?

Standard 4: Training and Support

The LEA provides adequate, timely training related to test administration, test security, and testing accommodations. The LEA should ensure that the school coordinators of the NAEP-sampled schools participate in the training opportunities offered by the Assessment Administration Office.

Key Questions:
- What is the training plan for personnel assigned to administer assessments?
- What materials will be used for training Test Examiners?
- What is the communication flow to determine the validation of qualified Test Examiners for verification of assessment training?
- What is the communication flow to determine GaPSC certification for all assessments related to Test Examiners and certification for all assigned Test Examiners?
- How will you provide students with online practice opportunities?

Standard 5: Implement a Secure Test Administration

The LEA provides a safe, orderly, and appropriate testing environment during test administration. The NAEP assessment team manages the security of their testing environment.

- How will you ensure test materials will be distributed and collected daily as close to the start and end of testing as possible?
- What is your plan to secure student electronic devices during testing?
- What is the communication flow between special education staff and assessment coordinators about needed supports and accommodations for students with an IEP or Section 504 plan?
- What process is used to document testing accommodations and ~~to~~ verify that allowable accommodations are provided for students during testing?
- What is the communication flow between assessment coordinators and technology coordinators at the school level to determine technical and device readiness for assessments?
- What is the LEA plan for technology and device readiness?
- What is the plan for monitoring assessments?

Standard 6: Sharing Assessment Results

The LEA supports teaching and learning through disseminating and communicating the use of reports and data to inform instruction.

Key Questions:
- What is your plan for viewing and distributing reports?
- How will you ensure that all stakeholders understand reports and can use data in appropriate ways for the type of assessment administered to inform instruction?
- Have you added user rights for staff who need to view reports online?

The full Assessment Plan Template can be found at: https://inspire.gadoe.org/collection/C00001/0

Appendix C: Monitoring Tools and Forms

- Local Desk Audit Monitoring
- GaDOE Assessment Monitoring – Desk Audit
- GaDOE Assessment Monitoring – Feedback Report
- Office of Assessment and Accountability Assessment Observation Protocol
- Assessment Monitoring – Georgia Milestones Observation Form
- Assessment Monitoring – GAA 2.0 Observation Form
- Georgia Professional Standards Commission Educator Ethics Complaint Form for Testing Violations
- GOSA Academic Audit Referral Form

Local Desk Audit Monitoring

Monitoring Student Status

LEAs should monitor student status to ensure that students are testing on schedule, all students who are scheduled to test are testing and that tests are completed and sent for scoring. DRC offers several resources to monitor student status.

Student Status Dashboard

- Log into the DRC INSIGHT Portal at https://ga.drcedirect.com/

Student Management

- Select **All Applications** and **Student Management**, then choose **Student Status Dashboard.**

Student Status Dashboard

- Type in the school's name or code number and select the school.

Name	Code	Parent Name	Parent Code	Select
Sample School	9999	Sample District	999	Select

- Choose the administration.

ne	Code	Number	Select
...ure Practice Test with Response Transmission	EGA899	575899	Select
...of Grade Spring 2019	EGA925	575925	Select

- The Student Status Dashboard displays the status of assessments by course using interactive graphics. System Test Coordinators (STCs) can ensure that all students have completed all domains and that students are testing on schedule and on a single day. Click on the color of the status (Not Started, Completed, In Progress) to drill down to a list of students.
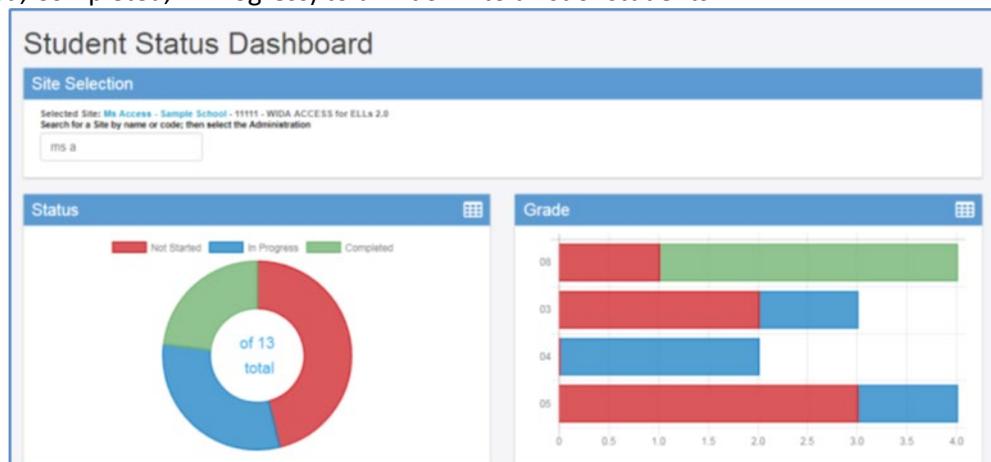
- The filtered student list includes name, grade, content area, start, end time, and duration on the assessment. The report can be exported as a .CSV file.

Daily Cumulative Status Report (System Level Only)

- Choose **Report Delivery** and choose **Status Reports**
- Choose the **administration** and choose **Action** button for the **Daily Cumulative Student Status Report**

- This will export a spreadsheet of data on current testing including student name, date of testing, status, accommodations, and start and end of testing. STCs can use this report to verify student status, dates of administration and if students have received all four domains.

Accommodations Import File

- The Accommodations Import File allows schools to import accommodations directly from the source of the data: either the Student Information System or GO-IEP. LEAs export the data then import the file into DRC INSIGHT through Import Management.
- Schools should first export the file. The file format is in DRC INSIGHT.
- Log into the DRC INSIGHT Portal at https://ga.drcedirect.com/
- Choose **Import Management** from the drop-down menu.
- Choose **Start New Import**
- Title the **Import**
- Select **Accommodations** as the Import Type
- Select the **Registration Window**
- Choose to **Update/Replace** or **Append Accommodations**
- **Browse** to choose your file
- **Start Import**

Accommodations Validation File

- The Accommodations Validation File (AVF) allows system and school test coordinators to export a list of all accommodations entered into DRC INSIGHT. Users can compare what is entered in DRC INSIGHT against LEA information from IEP, ELTPC and 504 plans prior to testing.
- Log into the DRC INSIGHT Portal at https://ga.drcedirect.com/
- Choose **Interactive Reports** from the drop-down menu under **Scoring and Reporting**
- Choose **Report Delivery.**
- Choose **Select a Site.**
- Enter the name of the **school or code.**
- Choose the **administration.**
- Click on the **file** to download.

End of Course Spring 2023 Accommodations	End of Course Spring 2023		Accom	06/05/2023

- The Accommodations Validation File is an .xslx document with information including student, assessment and accommodation information based on accommodations assigned through DRC INSIGHT.

Student's GTID	
Student's Last Name	Student Information
Student's First Name	
Grade	
Assessment	Assessment Information
Session	
IEP	
EL/TPC	Accommodation based on:
504	
Human Reader	
VSL	
Audio Passages	
Audio	
Braille	Accommodations presented in INSIGHT for student
Large Print	
Scribe	
Color Chooser	
Contrasting Text	
Setting	
Scheduling	Type of Accommodation
Presentation	
Response	
District Code	
School Code	District and School Information
District Name	
School Name	

GaDOE Assessment Monitoring — Desk Audit

LEA School Name	
System Test Coordinator (STC)	
Date Sent	*Click or tap to enter the date sent.*
GaDOE Assessment Specialist/Reviewer	*Click or tap to select the reviewer.*
Date Reviewed	*Click or tap to enter the date reviewed.*

The Georgia Department of Education (GaDOE) conducts annual desk audits and/or LEA/school site visits to monitor test administration practices in schools across the state. During these audits, the GaDOE collects data through evidence submitted by the LEA. This audit pertains to test policies and protocols around the administration of the **Georgia Milestones, WIDA ACCESS, WIDA Alternate ACCESS (Alternate ACCESS), and Georgia Alternate Assessment (GAA 2.0)**.

System Test Coordinators are required to respond to all key questions and to submit all required documentation indicated in each section below.

Standard 1: Scheduling Assessments
The district develops and communicates an assessment schedule that allows all students to test and aligns with the district calendar. The district ensures the correct students are identified and administered the correct assessments. The exception to this standard is the National Assessment of Educational Progress (NAEP). The assessment window and the selection of students for testing are under the purview of the National Center of Education Statistics (NCES).

Key Questions:
- How will you ensure that the correct students are scheduled to take the assessments?
- How will you develop a calendar so that it will not conflict with other district-scheduled events?
- How will you ensure that testing is scheduled according to state requirements?
- What is your plan to ensure all mandated administrations are completed on schedule?
- How will you prepare an appropriate testing schedule to allow for extended time and/or small group settings?

Required Documentation:
☐ LEA Assessment Plan
☐ School Assessment Plan (example)

Response to Key Questions:

Standard 2: Assessing Special Populations
The district ensures all students have access to the assessments through the use of accommodations. Attention needs to be paid to the accommodations that are allowed on NAEP. Students are also allowed to participate in NAEP testing outside of the accommodations listed on their IEP.

Key Questions:
- How will you prepare a list of students requiring accommodations per IEP, IAP, or EL/TPC plan?
- How will you collaborate to determine a monitoring and reporting system for the verification of student accommodations utilized properly in test sessions?

Required Documentation:
☐ Monitoring documentation of student supports and accommodations (example)
☐ Training documentation (an example of agenda, presentation, handouts, sign-in documentation)

☐ Testing accommodations documentation (example of review of IEPs, online testing platform verification)
Response to Key Questions:

Standard 3: Technology Preparedness The district implements a plan for an online testing program for device readiness, network security, and backup planning. The district should ensure that they review the NAEP technology requirements.
Key Questions: • How will you ensure that enough testing devices are ready with software installed? • How will you verify that wireless or wired networks are functioning and ready for the number of test takers? • How will you verify that testing software functions with district firewalls and other internal security?
Required Documentation:
Response to Key Questions: ☐ Plan for technology and device readiness (May be part of the LEA/School Assessment Plan)

Standard 4: Training and Support The district provides adequate, timely training related to test administration, test security, and testing accommodations. The district should ensure that the school coordinators of the NAEP-sampled schools participate in the training opportunities offered by the Assessment Administration division.
Key Questions: • What is the training plan for personnel assigned to administer assessments? • What materials will be used for training test examiners? • What is the communication flow to determine the validation of qualified test examiners for verification of assessment training? • What is the communication flow to determine GaPSC certification for all assessments related to test examiners and certification for all assigned test examiners? • How will you provide students with online practice opportunities?
Required Documentation: ☐ LEA/School Training Plan (may be part of the LEA/School Assessment Plan)
Response to Key Questions:

Standard 5: Implement a Secure Test Administration The district provides a safe, orderly, and appropriate testing environment during test administration. The NAEP assessment team manages the security of their testing environment.
• How will you ensure test materials will be distributed and collected daily as close to the start and end of testing as possible? • What is your plan to secure student electronic devices during testing? • What is the communication flow between special education staff and assessment coordinators about needed supports and accommodations for students with an IEP or Section 504 plan?

- What process is used to document testing accommodations and ~~to~~ verify that allowable accommodations are provided for students during testing?
- What is the communication flow between assessment coordinators and technology coordinators at the school level to determine technical and device readiness for assessments?
- What is the district plan for technology and device readiness?
- What is the plan for monitoring assessments?

Required Documentation:
☐ Protocol for storage of secure test materials (may be part of the LEA/School Assessment Plan)
☐ Local required documents for reporting testing irregularities (example)
☐ LEA and School-level assessment monitoring plan (may be part of the LEA/School Assessment Plan)

Response to Key Questions:

Standard 6: Sharing Assessment Results
The district supports teaching and learning through disseminating and communicating the use of reports and data to inform instruction.

Key Questions:
- What is your plan for viewing and distributing reports?
- How will you ensure that all stakeholders understand reports and can use data in appropriate ways for the type of assessment administered to inform instruction?
- Have you added user rights for staff who need to view reports online?

Required Documentation:

Response to Key Questions:

GaDOE Assessment Monitoring — Feedback Report

LEA Name	
System Test Coordinator (STC)	
Date Sent	Click or tap to enter the date sent.
GaDOE Assessment Specialist/Reviewer	Click or tap to select the reviewer.
Date Reviewed	Click or tap to enter the date reviewed.

Findings and feedback from your Desk Audit are summarized below. If requested, the LEA may be required to submit additional information or evidence for one or more of the areas observed.

Standard 1: Scheduling Assessments
The district develops and communicates an assessment schedule that allows all students to test and aligns with the district calendar. The district ensures the correct students are identified and administered the correct assessments. The exception to this standard is the National Assessment of Educational Progress (NAEP). The assessment window and the selection of students for testing are under the purview of the National Center of Education Statistics (NCES).

Key Questions:
- How will you ensure that the correct students are scheduled to take the assessments?
- How will you develop a calendar so that it will not conflict with other district-scheduled events?
- How will you ensure that testing is scheduled according to state requirements?
- What is your plan to ensure all mandated administrations are completed on schedule?
- How will you prepare an appropriate testing schedule to allow for extended time and/or small group settings?

Required Documentation:
- ☐ LEA Assessment Plan
- ☐ School Assessment Plan (example)

GaDOE Feedback:

Action Plan: ☐ Required ☐ Not Required
(Include action steps, timeline, person responsible, resources or supports needed)

Standard 2: Assessing Special Populations
The district ensures all students have access to the assessments through the use of accommodations. Attention needs to be paid to the accommodations that are allowed on NAEP. Students are also allowed to participate in NAEP testing outside of the accommodations listed on their IEP.

Key Questions:
- How will you prepare a list of students requiring accommodations per IEP, IAP, or EL/TPC plan?
- How will you collaborate to determine a monitoring and reporting system for the verification of student accommodations utilized properly in test sessions?

Required Documentation:
- ☐ Monitoring documentation of student supports and accommodations (example)
- ☐ Training documentation (an example of agenda, presentation, handouts, sign-in documentation)

☐ Testing accommodations documentation (example of review of IEPs, online testing platform verification)
GaDOE Feedback:
Action Plan: ☐ **Required** ☐ **Not Required**

Standard 3: Technology Preparedness
The district implements a plan for an online testing program for device readiness, network security, and backup planning. The district should ensure that they review the NAEP technology requirements.
Key Questions:
• How will you ensure that enough testing devices are ready with software installed?   • How will you verify that wireless or wired networks are functioning and ready for the number of test takers?   • How will you verify that testing software functions with district firewalls and other internal security?
Required Documentation:
GaDOE Feedback:
Action Plan: ☐ **Required** ☐ **Not Required**

Standard 4: Training and Support
The district provides adequate, timely training related to test administration, test security, and testing accommodations. The district should ensure that the school coordinators of the NAEP-sampled schools participate in the training opportunities offered by the Assessment Administration division.
Key Questions:
• What is the training plan for personnel assigned to administer assessments?   • What materials will be used for training test examiners?   • What is the communication flow to determine the validation of qualified test examiners for verification of assessment training?   • What is the communication flow to determine GaPSC certification for all assessments related to test examiners and certification for all assigned test examiners?   • How will you provide students with online practice opportunities?
Required Documentation: ☐ LEA/School Training Plan (may be part of the LEA/School Assessment Plan)
GaDOE Feedback:
Action Plan: ☐ **Required** ☐ **Not Required**

Standard 5: Implement a Secure Test Administration

The district provides a safe, orderly, and appropriate testing environment during test administration. The NAEP assessment team manages the security of their testing environment.

- How will you ensure test materials will be distributed and collected daily as close to the start and end of testing as possible?
- What is your plan to secure student electronic devices during testing?
- What is the communication flow between special education staff and assessment coordinators about needed supports and accommodations for students with an IEP or Section 504 plan?
- What process is used to document testing accommodations and ~~to~~ verify that allowable accommodations are provided for students during testing?
- What is the communication flow between assessment coordinators and technology coordinators at the school level to determine technical and device readiness for assessments?
- What is the district plan for technology and device readiness?
- What is the plan for monitoring assessments?

Required Documentation:

☐ Protocol for storage of secure test materials (may be part of the LEA/School Assessment Plan)

☐ Local required documents for reporting testing irregularities (example)

☐ LEA and School-level assessment monitoring plan (may be part of the LEA/School Assessment Plan)

GaDOE Feedback:

Action Plan: ☐ Required ☐ Not Required

Standard 6: Sharing Assessment Results

The district supports teaching and learning through disseminating and communicating the use of reports and data to inform instruction.

Key Questions:

- What is your plan for viewing and distributing reports?
- How will you ensure that all stakeholders understand reports and can use data in appropriate ways for the type of assessment administered to inform instruction?
- Have you added user rights for staff who need to view reports online?

Required Documentation:

GaDOE Feedback:

Action Plan: ☐ Required ☐ Not Required

Office of Assessment and Accountability
Assessment Observation Protocol

Introduction

The Office of Assessment and Accountability conducts site visits to observe test administration. Site visits are part of an overall strategy to improve the administration of the Georgia Milestones, WIDA ACCESS, WIDA Alternate ACCESS, and Georgia Alternate assessments.

All information from site visits is confidential and should not be discussed with others inside or outside of the department. **Please also remember that anything written on observation documents can become public under the Freedom of Information Act.**

Materials Needed:

Observers will need the following materials:
1. GaDOE badge and appropriate identification
2. Name of school principal, school assessment coordinator, the coordinator's title, school address, and phone number, and testing session to be observed where applicable
3. Assessment Observation Checklist
4. Something to write on, such as a clipboard or notebook

Preparing for Test Administration Observation

- Be sure to have read the *Student Assessment Handbook* and *Test Administration Manual* for the corresponding testing administration that you are to observe.
- Wear appropriate apparel. Remain professional but try to blend in with the testing staff. A suit is typically too formal, and will be noticed by students as "official," which can be disconcerting. Neat, professional, business-casual attire is usually most appropriate.
- Observers should arrive at the destination before testing begins. Observers may need to stay throughout the school day to see the entire testing process.
- If taking a cell phone, make sure it is turned off while in the testing area.

Observation Protocol

- Schools should require that visitors check in at the main office. Make sure to take personal identification.
- Introduce yourself and tell the principal and school test coordinator you are there to observe the administration and ask for a copy of the school's testing schedule for the day. Determine what rooms the school will be testing in and select a testing session to observe.
- Before testing, monitor the distribution of test materials. If possible, observe a testing location before students arrive.
  - **Note:** OBSERVERS ARE THERE ONLY TO OBSERVE, NOT TO TAKE OVER THE ADMINISTRATION. If the staff asks procedural questions, refer them to the Administrator Manual or have them call the Call Center. A good reply is, "What would you do if I was not here today?"
- During Testing, monitor the hallways. You may peek into a classroom to observe but we do not enter the test environment unless requested.

- o Remember the effect your presence might have on the administration. Testing staff may be more nervous or defensive than would normally be the case, which might adversely affect the quality of their work. Always treat the testing staff professionally and with respect.
  - o Please remember to keep the events at the school in context and confidential. No administration has ever been 100% perfect. Simply observe the test administration process.
- After the test administration session has been observed, stay to watch the maintenance of security for test administration materials. Each school will have a different protocol for maintaining security including the distribution and collection of testing materials.
- Upon completion of the observation, check out at the office. If you are asked any questions about how the observation went, please tell the staff that they will receive a summary of the observation from the GaDOE Assessment Specialist within a week of the observation.

Post Observation Tasks
- Complete your Assessment Monitoring Form.
- Send an email of thanks to the system test coordinator, the school test coordinator, and the principal.
- Setup a meeting to discuss your findings with the system test coordinator.

Thank you for helping us with this important service!
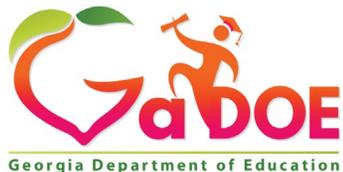
Assessment Monitoring — Georgia Milestones, WIDA ACCESS, WIDA Alternate ACCESS Observation Form

LEA Name:	
System Test Coordinator (STC):	
School Name:	
School Test Coordinator (SchTC):	
Principal:	
Assessment Specialist:	
Date of Visit:	
Assessment Monitored:	☐ WIDA ACCESS ☐ WIDA Alternate ACCESS ☐ Georgia Milestones

Indicators:

F = Fully Implemented   N/O = Not Observed
P = Partially Implemented   N/A = Not Applicable
N = Not Implemented

Monitoring Topic: Communication	
Item	**Observations**
Testing Schedule provided to school staff	
Testing schedule provided to parents	
Reporting expectations provided to school staff and parents	

Monitoring Topic: Staff Training	
Item	**Observations**
a. Verification of GaPSC certification for all Test Examiners (TEs) b. Verification of all WIDA certification for all TEs (WIDA Alt and WIDA ACCESS only)	
c. Test Security Attestation Documents signed d. Training attendance sign-in sheets verified	

Monitoring Topic: Test Security	
Item	**Observations**
Secure storage of test materials; controlled and limited access at all times.	
Available on-site monitoring plan by LEA and/or school personnel	
Hall monitors in place to aid students and TEs	
Plan in place for communication between TEs and SchTCs.	
School has a plan in place for securely sharing TMA code	
Technology is ready for testing	
Monitoring Topic: Testing Environment Observations	
Before Test Administration	**Observations**
Test Administration Manual or Test Examiner Script is distributed to TEs	
Test tickets distributed to TEs	
Balanced TE/student ratio	
Testing – Do Not Disturb Sign and No Electronic Devices signs are posted on the testing location door	
Cell phones are collected before testing	
Student materials have been distributed including approved scratch paper, pencils, test tickets, headsets (if appropriate)	
Rooms are free from reference materials and distractions	
Student workstations clear of any materials not related to testing	

During Test Administration	Observations
Test session begins on time	
Test Tickets were distributed appropriately and to correct students	
TE has verified that test tickets have been distributed to the correct student for the correct testing session	
TE follows script verbatim	
TE actively monitors student progress by walking around the room	
TE or Proctor verifies appropriate accommodations are available to students.	
TE/Proctor actively monitored testing room	
Hall monitors are in place for management of restroom breaks or other issues during testing.	
TE and SchTC handles difficult/disruptive behavior in an efficient and appropriate manner	
TE answers questions by providing standard responses; did not help or coach students responses to items	
After Test Administration	Observations
SchTC accounts for all test materials (e.g., scratch paper, test tickets, etc.) before dismissing students.	
SchTC verifies students have submitted test sessions properly before releasing the students.	
SchTC organizes test materials and checks them back into safe room.	
SchTC reports student absences according to local policy and has a plan for make-up testing	

Assessment Observation Potential SchTC Interview Questions:

Staff Training
- What materials does your LEA/school use to conduct general and specific assessment training?
- How much time do you spend training and preparing for this specific test?
- How does your LEA/school verify that TEs have completed required trainings?

Test Security
- Does your LEA/school have a protocol for handling test incidents? Could you describe it?
- Is there a written LEA/school plan that guides next steps for unexpected testing incidences such as: a test misadministration, missing test material, school emergency, sick child, disruptive child, technology etc.?
- Is there a plan/procedure has been put in place on how to handle unexpected issues dealing with test material security?
- Can you take me through the chain of custody for test incidences at your LEA/school?

Preparing and Answering Individual Student Needs
- Explain the process your LEA/school uses to ensure students have been given the appropriate accommodations, administrative considerations, designated supports. (Prior/during testing)
- How does your LEA/school prepare students for testing? How does your LEA/school prepare them for this specific test?

General Questions
- In what ways could the Office of Assessment and Accountability provide support to your LEA/ school in the future?
- How do you use the results of this test at your LEA/school?

Assessment Monitoring — GAA 2.0 Site Observation Form

LEA Name:	
System Test Coordinator (STC):	
School Name:	
School Test Coordinator:	
Administrator:	
Assessment Specialist:	
Date of Visit:	
Assessment Monitored:	☐ GAA 2.0

Indicators:

F = Fully Implemented   N/O = Not Observed
P = Partially Implemented   N/A = Not Applicable
N = Not Implemented

Monitoring Topic: Communication	
Item	**Observations**
Testing Schedule provided to school staff	
Testing schedule provided to parents	
Reporting expectations provided to school staff and parents	
Monitoring Topic: Staff Training	
Item	**Observations**
• Verification of GaPSC certification for all Test Examiners (TEs) • TEs are familiar with the student's communication system and provide instruction to the student on a regular basis	
• Test Security Attestation Documents signed • Training attendance sign-in sheets verified • Detailed agenda and/or presentation packet provided • Scheduling and Verification of use of practice site • Scheduling and verification of use of the Preview Window	

Monitoring Topic: Test Security	
Item	**Observations**
Secure scheduling and monitoring of Preview Window for all TEs	
Secure storage of test materials; controlled and limited access at all times.	
Available on-site monitoring plan by LEA and/or school personnel	
Monitoring Topic: Testing Environment Observations	
Before Test Administration	**Observations**
TE has reviewed the Test Administration Manual completely	
TE is very familiar with the Online Response Entry process	
LCI has been completed and entered into Online Response Entry	
Signs are posted indicating student testing is in progress	
Room was free from reference materials and distractions	
Student workstations are clear of any materials not related to testing	
During Test Administration	**Observations**
TE has verified the identity of the student and ensured that the correct assessment has been accessed for the student.	
TE verified appropriate accommodations and assistive technology, if appropriate, were available to students.	
TE prepared secure student materials according to student need (e.g., separated response choices, manipulatives, scratch paper, Braille kits)	
TE read script word-for-word from Online Response Entry including all scaffolding when presented and recorded student responses as provided by the student in the online platform	
TE began the session on time and afforded students with the designated amount of test time.	
TE handles difficult/disruptive behavior in an efficient and appropriate manner.	
TE answered questions by providing standard responses; did not help or coach students responses to items.	

• Stopping Rule was applied for those students who do not have an identified communication system and who did not respond to all parts within Task 1 and Task 2 • If application of the stopping rule was observed, TE notified SchTC of the application of the stopping rule for the student observed	
After Test Administration	**Observations**
TE accounts for all test materials before dismissing students.	
TE verifies students have been "Paused" or "Completed" before releasing the student.	
TE has reviewed all students identified in the online platform as "Not Started" and/or "In Progress" and ensures completion of the assessment for those students.	
TE organizes test materials and checks them back into the School Test Coordinator.	
TE reports student absences according to local policy.	
TE has completed and signed Validation of Student Responses document for each student assessed.	
SchTC has reviewed all students identified in the online platform as "Not Started" and/or "In Progress" to ensure Stopping Rule approval has been applied and all assessments have been submitted to scoring	

Assessment Observation Potential Interview Questions:
Staff Training

• What materials does your LEA/school use to conduct general and specific assessment training?
• How much time do you spend training and preparing for GAA 2.0?
• How does your LEA/school verify that TEs have completed required trainings?
• How many years have you administered GAA 2.0?

Test Security

• Does your LEA/school have a protocol for handling test incidents? Could you describe it?
• Is there a written LEA/school plan that guides next steps for unexpected testing incidences such as: a test misadministration, missing test material, school emergency, sick child, disruptive child, technology etc.?

- Is there a plan/procedure that has been put in place on how to handle unexpected issues dealing with test material security?
- Can you take me through the chain of custody for test incidences at your LEA/school?

Preparing and Answering Individual Student Needs

- Explain the process your LEA/school uses to ensure students have been given the appropriate accommodations, administrative considerations, designated supports. (Prior/during testing)
- How does your LEA/school prepare students for testing? How does your LEA/school prepare them for GAA 2.0?

General Questions

- In what ways could the Office of Assessment and Accountability provide support to your LEA/ school in the future?
- How do you use the results of this test at your LEA/school?

Georgia Professional Standards Commission
Educator Ethics Complaint Form for Testing Violations

Provide the following information about the Educator alleged to have violated the Code of Ethics:

Name	Employment Position	Date of alleged violation
School System	School or Program	
Test involved	Principal	
	School Test Coordinator	

To be completed by the Educator's school system Personnel Department.

Home Address	Social Security Number	Home Phone:
		Work Phone:

Most Common Violations of the Code of Ethics for Educators Related to Testing	Describe how the educator has allegedly breached the Code of Ethics.
Check only those that apply.	
Did not train examiners or proctors	
Violated Test Confidentiality Requirement	
Discussed/divulged test questions, prompts or answers	
Copied or took notes on test items	
Taught test item content to students	
Assisted/coached students during the test	
Test Administration Issues	
Did not establish or follow system/school test procedures	
Did not count test material upon receipt	
Did not secure testing material	
Did not communicate/follow special accommodations	
Did not administer the test as instructed	
Administered test outside the testing window	
Allowed students too much or too little time	
Displayed instructional material in the testing area	
Inappropriate use of dictionaries, calculators, computers, etc.	
Did not monitor administration of the test	**What was DOE's response to your report of this incident?**
Lost answer sheet, test or scripted manual	
Changed student answers	
Encouraged students to not take the test	
Violated Student Confidentiality	
Other (Explain in description section)	**Was the Test invalidated?**

Attach a list of witnesses and other persons who have knowledge of the facts alleged in the complaint. Include names, addresses and telephone numbers if known. Attach pertinent documentation or evidence (i.e., Verification of training on the test in question, handouts, system and/or school testing procedures, copies of documents related to complaint, etc.)

Complainant - *Person Filing the Complaint*	**Other Comments**
Name	
Position	
Phone:	
Address	
Signature Required Date	

An unsigned complaint cannot be processed.

Mail to: Educator Ethics, 200 Piedmont Avenue, Suite 1712, Atlanta, GA 30334-9032 OR
Email to: Ethics@gapsc.com
Contact numbers: (404) 232-2700 or (800) 537-5996, FAX (404) 232-2720.

Governor's Office of Student Achievement

GOSA Academic Audit Referral Form

The audit staff of the Governor's Office of Student Achievement (GOSA) has developed a process whereby education stakeholders may refer pertinent information on schools or school districts that demonstrates potential need for an academic audit*. While references may be provided anonymously, priority for investigation will be given to those references that a) include contact information so that GOSA may follow up with particular questions, and b) are clearly investigable.

* Note: GOSA conducts academic audits of schools. The Professional Standards Commission conducts ethics investigations into individual educators' behaviors. The Department of Audits conducts financial audits of schools and school systems.

Please print or type.

Date:	
Petitioner Name:	
Mailing Address:	
Email Address:	
Daytime Phone:	**Other Phone:**
Name of school or school district for which information is being provided:	
Is the petitioner employed by the named school or school district? Yes No	

Please provide a brief summary not to exceed the space provided below of the situation being reported.

List the name(s) and telephone number(s) of any additional person(s) who may be able to verify the information included in this reference.			
Name:		Daytime Phone:	
Name:		Daytime Phone:	
Name:		Daytime Phone:	

Please provide a detailed description not to exceed the space below of the situation being reported that would compel GOSA to investigate the need to audit the named school or school district.

Signature of Petitioner:	
Printed Name	Signature and Date

Please attach and enclose copies of all applicable evidentiary documentation supporting the petitioner's claim.

Directions for Submission

Please mail or email this completed packet in its entirety to:

Governor's Office of Student Achievement

Attn: Academic Auditing

205 Jesse Hill, Jr. Drive SE

952 Twin Towers East

Atlanta, GA 30334

APPENDIX D: SPECIAL POPULATIONS FORMS AND TOOLS

- Eligibility Criteria for Participation in the Georgia Alternate Assessment 2.0 (GAA 2.0)
- Test Participation Documentation for Eligible EL Students (ELTPC Plan)
- Fact Sheet 1: Category of Accommodations
- Fact Sheet 2: Examples of Accommodations Based on Student Characteristics
- Fact Sheet 3: Dos and Don'ts When Selecting Accommodations
- Fact Sheet 4: Guidelines for Administering Specific Accommodations
- Teacher Tool 1: Access Needs that May Require Accommodations
- Teacher Tool 2: Accommodations from the Student's Perspective
- Teacher Tool 3: Assessment Accommodations Agreement
- Teacher Tool 4: Logistics Planning Checklist

Eligibility Criteria for the Participation in the Georgia Alternate Assessment 2.0 (GAA 2.0)

Step I: Review the Eligibility Criteria for GAA 2.0

Prior to reviewing the eligibility criteria for GAA 2.0, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. The GAA 2.0 is intended for students with the most significant cognitive disabilities. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth, and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE Rule 160-4-2-.48).

According to O.C.G.A § 20-2-281, school LEAs are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions.

If GAA 2.0 is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA 2.0, the answer to <u>all</u> four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA 2.0 and must participate in the Georgia Milestones Assessment System. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Student Name			Grade	
Eligibility Criteria		**Sources of Evidence (check if used)**		**Justification**
1. **Does the student require intensive, individualized instruction in a variety of instructional settings?** The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.	○ **Yes** ○ **No**	☐ Present Levels of Academic Achievement and Functional Performance ☐ Anecdotal Notes and Observations ☐ Benchmark Data ☐ Progress Monitoring Data ☐ Learning Characteristics Inventory ☐ Other_____		
2. **Does the student have a significant cognitive disability?**	○ **Yes** ○ **No**	☐ Results of Individual Cognitive Ability Test		

Student Name			Grade	

Eligibility Criteria	Sources of Evidence (check if used)	Justification
A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).	☐ Results of Adaptive Behavior Skills Assessment ☐ Learning Characteristics Inventory ☐ Other_____	
3. **Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)?** Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.	○ **Yes** ○ **No**	☐ Results of Individual Cognitive Ability Test ☐ Results of Adaptive Behavior Skills Assessment ☐ Anecdotal Notes and Observations ☐ Benchmark Data ☐ Progress Monitoring Data ☐ Results of language assessments including English Learner (EL) assessments, if applicable ☐ Learning Characteristics Inventory ☐ Other_____	
4. **Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?** A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his/her needs, getting from	○ **Yes** ○ **No**	☐ Results of Individual Cognitive Ability Test ☐ Results of Adaptive Behavior Skills Assessment ☐ Learning Characteristics Inventory ☐ Other_____	

Student Name			Grade		
Eligibility Criteria		**Sources of Evidence (check if used)**		**Justification**	
place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.					

Step II: Assurances

The IEP team has participated in training and guidance regarding student participation in state mandated assessments that includes the information below:
Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA 2.0, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.
Additional Summary Statements (if necessary):
The decision to administer GAA 2.0 is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluations (FIE), standardized achievement test results, and classroom, LEA, and statewide assessment results. This decision is not based solely on the student's previous performance on statewide assessment.
The decision to administer GAA 2.0 is made by the IEP team, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA 2.0 is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.
The decision to administer GAA 2.0 is based on the student's educational needs and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

Test Participation Documentation for Eligible EL Students

EL Test Participation Committee Meeting   Date: _____

Student Name:_____   Grade:_____   School:_____

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

Is the student identified as an EL=Yes? (Indicate the student's proficiency level on the state-approved eligibility screener in accordance with SBOE Rule 160-4-5-.02)

Student's proficiency level _____

_____ Yes _____ No _____ Exit Year (EL1, EL-2 may be considered for assessment accommodations.)

Will the student participate in all required assessments without accommodations?

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

Determine the accommodations the student needs to meaningfully participate in each assessment this school year and document them using the appropriate form. These accommodations will be taken from the table of allowable test accommodations located in the *Student Assessment Handbook* and/or test administration manuals. A special accommodations request for any accommodation considered by the ELTPC team that is not found in the *Student Assessment Handbook* **must** be made by the STC and approved by the GaDOE Office of Assessment and Accountability prior to use. All accommodations must be consistent with classroom instruction and assessment and support any plans that have been designed to aid the student instructionally.

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

Content area and/or grade level _____

ESOL Teacher_____   Date_____

Certified Educator_____   Date_____

Parent/Guardian_____   Date_____

Student (if 18 yrs or older)_____   Date_____

Administrator_____   Date_____

Chart: Recommended Assessment Accommodations
(Attach to ELTPC Documentation form)

Student Name_____

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

Name of Assessment				
Setting				
Presentation				
Response				
Scheduling				

Fact Sheet 1: Category of Accommodations

Category of Accommodation	Who Can Benefit
Presentation	Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability.
Response	Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).
Setting	Setting accommodations, which are changes in instructional and assessment locations, can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g., human reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.
Scheduling	Scheduling accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and assessments. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audiotape, scribe).
	Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule, in the morning, those classes and tests that require the greatest concentration for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.
	Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling assessments and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and assessments before rather than after a physical education class or recess or may need to reduce physical activity.

Fact Sheet 2: Examples of Accommodations Based on Student Characteristics

	Student Characteristic: Blind, Low Vision, Partial Sight	
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	- Large print - Magnification devices - Braille - Tactile graphics - Human reader - Screen reader (Text-to-Speech) - Braille notes, outlines, and instructions - Descriptive video - Talking materials	- Large print/Large font - Magnification devices - Braille - Human reader - Text-to-Speech - Assistive technology (spelling and grammar check disabled)
Response	- Express response to a scribe through speech - Type on or speak to word processor - Type on brailler or note taking device - Speak into audio recording device - Use calculation devices (e.g., talking calculator with enlarged keys, abacus) - Use personal note taker	- Express response to a scribe through speech - Use word processor (spelling and grammar check disabled) - Type on brailler - Tactile manipulatives - Abacus - Use calculator
Setting	- Change location so student does not distract others - Change location to increase physical access - Change location to access special equipment	- Change location so student does not distract others - Change location to increase physical access - Change location to access special equipment
Scheduling	Extended time	Extended time
	Student Characteristic: Deaf; Hard of Hearing	
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	- Sign language - Audio amplification devices - Screen reader - Visual cues - Written notes, outlines, and instructions - Videotape and descriptive video - Provide advanced organizers and outlines of lectures for student to follow - Use gestures (e.g., point to materials) - Repeat questions and responses from classmates - Allow student to copy notes from classmate - Use captioned versions of instructional films and include script when possible - Give interpreter instructional materials in advance - Learn manual signs and teach them to hearing classmates - Allow student to use augmentative and alternative communication (AAC)	- Video Sign Language/Sign language - Audio amplification devices - Screen or text reader (assistive technology)

Response	• Express response to scribe or interpreter • Type on or speak to word processor • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers	• Express response to scribe or interpreter • Use word processor (spelling and grammar check disabled)
Setting	• Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)	• Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)

Student Characteristic: Weak Manual Dexterity; Difficulty with Pencil; Difficulty Typing on Standard keyboard		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	• Express response to a scribe through speech, pointing or by using an assistive communication device • Type on or speak to word processor • Use adapted keyboard or mouse • Use adapted pencil or pencil grip • Use written notes, outlines, and instructions	• Express response to a scribe through speech, pointing or by using an assistive communication device • Use word processor or adapted keyboard (spelling and grammar check disabled) • Use adapted pencil or pencil grip

Student Characteristic: Reading Disability; Difficulty Decoding		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Human reader • Screen or text reader (assistive technology)	• Human reader • Screen or text reader (assistive technology)
Setting	• Change location so student does not distract others • Use written notes, outlines, and instructions	• Change location so student does not distract others

Student Characteristic: Writing Disability		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	• Express response to a scribe through speech • Type on or speak to word processor • Speak into tape recorder • Use written notes, outlines, and instructions	• Express response to a scribe through speech • Use word processor (spelling and grammar check disabled)

Student Characteristic: Mathematics Disability		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	Use: • Calculator • Visual organizers • Graphic organizers • Math tables and formula sheets	Use: • Basic Calculator

Student Characteristic: Physical Disability		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	• Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on or speak to word processor (including adapted keyboard) • Speak into tape recorder • Write in test booklet instead of on answer sheet • Use augmentative devices for single or multiple messages (e.g., BIGmack, Jelly Bean switch, or Dynavox) • Use written notes, outlines, and instructions • Eye gaze	• Express response to a scribe through speech, pointing, or by using an assistive communication device • Use word processor or adapted keyboard (spelling and grammar check disabled)
Setting	• Change location to increase physical access • Change location to access special equipment • Preferential seating	• Change location to increase physical access • Change location to access special equipment • Preferential seating
Scheduling	• Extended time • Multiple or frequent breaks	• Extended time • Multiple or frequent breaks
Student Characteristic: Easily Distracted; Short Attention Span		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Use books on tape or recorded books to help focus on text • Give short and simple directions with examples	
Response	• Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template	• Write in test booklet instead of on answer sheet (May not use for GAA 2.0) • Use template or place-marker • Blank Graphic Organizers
Setting	• Sit in front of room • Change location to reduce distractions	• Sit in front of room • Change location to reduce distractions • Small group

Scheduling	• Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Schedule assessments in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests • Limit reading periods • Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon • Divide long-term assignments	• Allow for multiple or frequent breaks • Change testing schedule

Fact Sheet 3: Dos and Don'ts When Selecting Accommodations

Do…make accommodation decisions based on individualized needs.
Don't…make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).

Do…select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.
Don't…select accommodations unrelated to documented student learning needs or are intended to give students an unfair advantage.

Do…be certain to document instructional and assessment accommodation(s) on the IEP, IAP, or ELTPC plan.
Don't…use an accommodation that has not been documented on the IEP, IAP, or ELTPC plan.

Do…be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.
Don't…assume that all instructional accommodations are appropriate for use on assessments.

Do…be specific about the "Where, When, Who, and How" of providing accommodations.
Don't…simply indicate an accommodation will be provided "as appropriate" or "as necessary."

Do…refer to state accommodation policies and understand implications of selections.
Don't…check every accommodation possible on a checklist simply to be "safe."

Do…evaluate accommodations used by the student.
Don't…assume the same accommodations remain appropriate year after year.

Do…get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP, IAP, or ELTPC team planning committee meetings.
Don't…make decisions about instructional and assessment accommodations alone.

Do…provide accommodations for assessments routinely used for classroom instruction.
Don't…provide an assessment accommodation for the first time on the day of a test.

Do…select accommodations based on specific individual needs in each content area.
Don't…assume certain accommodations, such as extra time, are appropriate for every student in every content area.

Fact Sheet 4: Guidelines for Administering Specific Accommodations

Systems may request paper/pencil materials for a student with a disability that prevents the student from accessing the assessment in an online format. Braille and Large Print will be available for students who require these formats as documented in their IEP, IAP, or ELTPC plan. However, a review of online tools and accommodations intended to support students is recommended for a standard assessment administration. An online screen reader is the preferred method of administration for read-aloud accommodations. Setting accommodations may or may not be required when utilizing the screen reader with accompanying headphones for each student. Please note the online platform has the ability to deliver a large print version through scalable fonts.

Presentation Accommodations

Read-Aloud Test Directions and Items

The use of the online screen reader functionality is the preferred method of administration for read-aloud accommodations. Eligible students can use a human reader if their disability or language proficiency necessitates this provision. Test Examiners must adhere to the read-aloud guidelines in the Test Administration Manuals for each assessment. Additional guidance may also be found in the *Student Assessment Handbook* as well as the *Read-Aloud Guidelines* for Georgia Milestones assessments and *WIDA Accessibility and Accommodations Supplement*.

When using a human reader, test readers must ensure that all students understand what is expected of them when reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. However, test readers should not answer questions about specific test items. When reading test items aloud, test readers must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word, exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Note that in the areas of mathematics, science, and social studies, there are no passages – only test items. As a result, when delivering this accommodation, all parts of a test item may be read in a manner consistent with the read-aloud guidelines associated with the assessment in question.

Video Sign Language or Sign Language Interpreter

Video Sign Language: For Georgia Milestones assessments, students who are eligible for a standard signed administration, Video Sign Language (VSL), can be assigned in the online assessment platform to complete the assessments. The directions, questions and answer choices are signed to the student. The signed administration video is available in American Sign Language (ASL).

To prepare for a VSL online administration, the Test Examiner and/or sign language interpreter should review VSL forms in either the Secure Practice Test or the [Experience Online Testing Georgia](#) website in order to learn how VSL functions within the online platform. It is also recommended that students interact with VSL prior to the actual administration. Additionally, the Test Examiner and sign language interpreter should review the script in the Test Examiner's Manual to understand how administration procedures apply to the script and to a successful administration of the assessments.

Sign Language Interpreter: If a student's teacher serves as the interpreter in a testing situation, it is recommended that a second person is present to monitor for quality and fairness. If allowed to sign test items and prompts, interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Interpreter services need to be arranged prior to test day.

Large Print/Large Font

If a student needs a large-print test edition, it must be ordered in a timely manner. After a student finishes a large-print edition of a test, a certified educator, under the supervision of the SchTC, must transcribe the student's answers verbatim onto a standard answer sheet.

Braille

If a student needs a braille test edition, it must be ordered in a timely manner. The test administrator for a braille test needs to be provided with a print version of the test during test administration. After a student finishes a braille edition of a test, a certified educator, under the supervision of the SchTC, must transcribe the student's answers verbatim onto a standard answer sheet or response form.

Response Accommodations
Dictation to Scribe

Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing. Scribes must be impartial and should be experienced in transcription. They must write exactly what the student dictates. Scribes are not allowed to elaborate on what is being written. They cannot answer or explain anything to the student during testing and must be careful not to give hints of any type. Additional guidance on the use this accommodation on state-mandated assessments is provided in the *Student Assessment Handbook* and test administration manuals.

Writing in Test Booklet

Allow the student to write in the test booklet instead of on an answer sheet. After a student finishes the test, a certified educator, under the supervision of the SchTC, must transcribe the student's answers *exactly* onto a standard answer sheet or online response form, including any double coding the student may have erroneously done, etc. This accommodation may not be used or requested for use for the GAA 2.0.

Setting Accommodations
Supervised Test Locations

It may be difficult to find testing locations that are private and free of distractions, especially when many students in a building are tested at the same time. Each student tested in a private location needs adult supervision by a certified educator and each adult supervisor needs clear instructions about test administration procedures. This includes students tested in the home, hospital, and residential or other alternative settings.

Scheduling Assessment Accommodations
Providing Extended Time

Timed assessments usually require students to request a fairly specific amount of extra time; which in many cases should mirror the amount of extended time provided during day to day instruction and/or classroom assessments. A common extension, though <u>not</u> a mandated one, is time and one half. This means that for a test normally taking 60 minutes, a student may be allowed 90 minutes. Double time may also be allowed. Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of test. For example, if a reader or scribe is used, double time may be appropriate. Specifying unlimited time is not appropriate or feasible. Assessment sessions may not cross over days and should be completed prior to the end of the school day.

Teacher Tool 1: Access Needs That May Require Accommodations

Directions: Use these questions to identify various types of presentation, response, setting, and scheduling accommodations for students with disabilities. The list is not exhaustive—its purpose is to prompt members of IEP, IAP, and ELTPC planning committees to consider a wide range of accommodation needs. Use the list in planning by indicating Y (YES), N (NO), or DK/NA (Don't Know/Not Applicable).

		Y	N	DK/NA
Presentation Accommodations				
1.	Does the student have a visual impairment that requires large-print or braille materials?	☐	☐	☐
2.	Is the student able to read and understand directions?	☐	☐	☐
3.	Can the student follow oral directions from an adult?	☐	☐	☐
4.	Does the student need directions repeated frequently?	☐	☐	☐
5.	Are assistive technology devices indicated on the student's IEP/IAP?	☐	☐	☐
6.	Has the student been identified as having a reading disability?	☐	☐	☐
7.	Does the student have low or poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?	☐	☐	☐
8.	Does the student have a hearing impairment that requires an interpreter to sign directions?	☐	☐	☐
9.	Does the student have a hearing impairment and need a listening device?	☐	☐	☐
Response Accommodations				
10.	Does the student have difficulty tracking from one page to another and maintaining his/her place?	☐	☐	☐
11.	Does the student have a disability that affects the ability to record his/her responses in the standard manner?	☐	☐	☐
12.	Can the student use a pencil or writing instrument?	☐	☐	☐
14.	Does the student need the services of a scribe?	☐	☐	☐
15.	Does the student have a disability that affects his/her ability to spell?	☐	☐	☐
16.	Does the student have a visual or motor disability that affects his/her ability to perform math computations?	☐	☐	☐
Setting Accommodations				
18.	Do others easily distract the student or does that student have difficulty remaining on task?	☐	☐	☐
19.	Does the student require any specialized equipment or other accommodations that may be distracting to others?	☐	☐	☐
20.	Does the student have visual or auditory impairments that require special lighting or acoustics?	☐	☐	☐
21.	Can the student focus on the student's own work in a setting with large groups of other students?	☐	☐	☐
22.	Does the student exhibit behaviors that may disrupt the attention of other students?	☐	☐	☐
23.	Do any physical accommodations need to be made for the student in the classroom?	☐	☐	☐

	Y	N	DK/NA
Scheduling Accommodations			
24. Can the student work continuously for the length of time allocated for standard test administration?	☐	☐	☐
25. Does the student use other accommodations or adaptive equipment that require more time to complete test items (e.g., Braille, scribe, use of head pointer to type)?	☐	☐	☐
26. Does the student tire easily due to health impairments?	☐	☐	☐
27. Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	☐	☐	☐
28. Does the student have a learning disability that affects the rate at which that student processes written information?	☐	☐	☐
29. Does the student have a motor disability that affects the rate at which that student writes responses?	☐	☐	☐
30. Does the student take any type of medication to facilitate optimal performance?	☐	☐	☐
31. Does the student's attention span or distractibility require shorter working periods and frequent breaks?	☐	☐	☐

Teacher Tool 2: Accommodations from the Student's Perspective

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, be certain that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now. Which is your best class?

   _____

2. Explain what you do well in this class.

   _____

The things you said you could do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

   _____

4. What's the hardest part of this class for you?

   _____

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking assessments, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

Class List

Classes   Accommodations

_____   _____

_____   _____

_____   _____

_____   _____

This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities. Retrieved April 3, 2024.

Teacher Tool 3: Assessment Accommodations Agreement

This is an example of a form a student could carry on test day. Some accommodations (e.g., special test editions) need to be arranged long before test day but should still be included on this list to make certain the student receives the correct test booklet. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently.

I, _____,

(Student's name) needs the following accommodations to take part in this assessment:

If I need more information about these accommodations, I can talk to:

_____

(Name of special education teacher, parent, principal, and/or related service provider)

Thank you for helping me to do my best on this test!

_____   _____

(Student signature)   (Date)

Teacher Tool 4: Logistics Planning Checklist

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for students. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

		Y	N	NA
Accommodations Throughout the Academic Year				
1.	Accommodations are documented on students' IEP, IAP, ELTPC plan.	☐	☐	☐
2.	Students use accommodations regularly and evaluates use.	☐	☐	☐
3.	A master accommodations plan/data base listing assessment accommodation needs for all students tested is updated regularly.	☐	☐	☐
Preparation for Test Day				
4.	Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., Braille, large print).	☐	☐	☐
5.	Test Examiners/Proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).	☐	☐	☐
6.	Adult supervision is arranged and Test Examiners receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	☐	☐	☐
7.	For students requiring a paper/pencil administration, trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available) and provided room locations with rosters.	☐	☐	☐
8.	Special equipment is arranged and checked for correct operation (e.g., calculator, word processor with spell and grammar check disabled).	☐	☐	☐
Accommodations on the Day of the Test				
9.	All eligible students receive accommodations as determined by their IEP, IAP, ELTPC plan.	☐	☐	☐
10.	Provision of accommodations is recorded by test administrator.	☐	☐	☐
11.	Providers of accommodations are available as needed (e.g., interpreters, readers, scribes)	☐	☐	☐
12.	Plans are made to replace defective equipment.	☐	☐	☐
Consideration after the Day of the Test				
13.	Responses are transcribed to an online document, where applicable, for students using special equipment and adapted test forms and response documents	☐	☐	☐
14.	All equipment is returned to appropriate locations.	☐	☐	☐
15.	Students who take make-up assessments receive needed accommodations	☐	☐	☐
16.	Effectiveness of accommodations use is evaluated by Test Examiners and students, and plans are made for improvement.	☐	☐	☐

APPENDIX E: POLICY, CODE OF ETHICS FOR EDUCATORS, FEDERAL, AND STATE LAW

- State Board of Education Rules
  - Table of Assessment Related SBOE Rules
- Georgia Professional Standards Commission
  - 505-6-.01 The Code of Ethics for Educators
- O.C.G.A. § 20-2-281
- U.S. Department of Education
  - Every Student Succeeds Act (ESSA) law
    - U.S. Department of Education ESSA Information
  - Individual with Disabilities Act

Table of Assessment Related SBOE Rules

The most current policies and rules below can be found on the GaDOE rules page website at the following link: www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/Pages/PEABoardRules.aspx

SBOE Rule Number	Associated O.C.G.A. §	Title
160-3-1-.07	20-2-131 20-2-140 20-2-142 20-2-150(a) 20-2-151 20-2-154(a) 20-2-240(a) 20-2-242 20-2-281 20-2-282 50-18-70	Testing Programs – Student Assessment
160-4-2-.11	20-2-240 20-2-282 20-2-283 20-2-284 20-2-285	Promotion, Placement, and Retention
160-4-2-.13	20-2-240 20-2-281	Statewide Passing Score
160-4-2-.20	20-2-140 through 20-2-142 20-2-151.1 20-2-160	List of State-Funded K-8 Subjects and 9-12 Courses
160-4-2-.31	20-2-151 20-2-152 20-2-240 43-34-21	Hospital/Homebound (HHB) Services
160-4-2-.34	20-2-149.2 20-2-161.3	Dual Enrollment and Move On When Ready
160-4-2-.48	20-2-131 20-2-140 20-2-142 20-2-150(a) 20-2-151(a)(b) 20-2-160 20-2-161.1 20-2-161.2 20-2-281(a)(c)	High School Graduation Requirements for Student Enrolling in the Ninth Grade for the First Time in 2008-09 School Year and Subsequent Years
160-4-5-.02	20-2-156	Language Assistance: Program for English Learners (ELs)
160-4-7-.02	20-2-133 20-2-152 20-2-240	Free Appropriate Public Education (FAPE)

SBOE Rule Number	Associated O.C.G.A. §	Title
160-4-7-.06	20-2-133 20-2-152 20-2-240	Individualized Education Program (IEP)
160-4-8-.12	20-2-154.1 20-2-240 20-2-300	Alternative/Non-Traditional Education Programs
160-4-9-.07	20-2-161 through 20-2-2063.2 20-2-2065 20-2-240 20-2-2081	Charter Systems
160-5-1-.07	20-2-160 20-2-182 20-2-320 20-2-664 20-2-665 20-2-697 20-2-740	Student Data Collection
160-5-1-.14	20-2-240 20-2-670 49-4A-12 50-18-90 50-18-95	Transfer of Student Records
160-5-1-.15	20-2-159.3 20-2-159.4 20-2-159.5 20-2-240 20-2-281 20-2-690 20-3-519 20-17-2	Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades
160-5-1-.33	20-2-80 through 20-2-84.6 20-4-37	Strategic Waivers and Title 20/No Waivers School Systems
160-7-1-.01	20-14-26 20-14-37 20-14-28 20-14-41	Single Statewide Accountability System

Questions may be referred to the Policy Division at the GaDOE or directly to the assigned GaDOE Assessment Specialist.

505-6-.01 The Code of Ethics for Educators

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission (GaPSC) has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions.
a. "Breach of contract" occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the GaPSC.
b. "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the GaPSC.
c. "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.
d. "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the GaPSC alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.
e. "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the GaPSC and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.
f. "Inappropriate" is conduct or communication not suitable for an educator to have with a student. It goes beyond the bounds of an educator-student relationship.
g. "Physical abuse" is physical interaction resulting in a reported or visible bruise or injury to the student.
h. "Student" is any individual enrolled in the state's public, or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the school year of graduation.

(3) Standards.
a. **Standard 1: Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

b. **Standard 2: Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:
   1. Committing any act of child abuse, including physical and verbal abuse;
   2. Committing any act of cruelty to children or any act of child endangerment;
   3. Committing any sexual act with a student or soliciting such from a student;
   4. Engaging in or permitting harassment of or misconduct toward a student;
   5. Soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
   6. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
   7. Failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

c. **Standard 3: Alcohol or Drugs -** An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:
   1. Being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
   2. Being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e., Foreign Language trips, etc.).
   3. For the purposes of this standard, an educator shall be considered "under the influence" if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech, enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, etc.

d. **Standard 4: Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:
   1. Professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
   2. Information submitted to federal, state, local school districts and other governmental agencies;
   3. Information regarding the evaluation of students and/or personnel;
   4. Reasons for absences or leaves;
   5. Information submitted in the course of an official inquiry/investigation; and
   6. Information submitted in the course of professional practice.

e. **Standard 5**: Public Funds and Property - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:
   1. Misusing public or school-related funds;
   2. Failing to account for funds collected from students or parents;
   3. Submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);

4. Co-mingling public or school-related funds with personal funds or checking accounts; and
5. Using school or school district property without the approval of the local board of education/governing board or authorized designee.

f. **Standard 6**: **Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:
1. Soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. Accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. Tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. Coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

g. **Standard** 7: Confidential Information - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:
1. Sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. Sharing of confidential information restricted by state or federal law;
3. Violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. Violation of other confidentiality agreements required by state or local policy.

h. **Standard 8: Required Reports** - An educator shall file with the Georgia Professional Standards Commission reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:
1. Failure to report to the GaPSC all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
2. Failure to make a required report of a an alleged or proven violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge 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; and
3. Failure to make a required report of any alleged or proven violation of state or federal law 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. These reports include but are not limited to: murder, voluntary manslaughter, aggravated

assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

i. **Standard 9: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students; or failure to supervise a student(s).

j. **Standard** 10: 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.

(4) Reporting.
a. 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 GaPSC must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

b. 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.

(5) Disciplinary Action.
a. The GaPSC 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 educator:
   1. Unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
   2. Disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
   3. Order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
   4. Suspension or revocation of any professional license or certificate;
   5. Violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
   6. Any other good and sufficient cause that renders an educator unfit for employment as an educator.

b. An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of

The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

   c. The GaPSC is authorized to determine no probable cause as provided in O.C.G.A. § 20-2-984.4(e) and § 20-2-984.5(e) if:
      1. After a preliminary investigation is concluded it is unlikely that there exists a preponderance of the evidence necessary to prove at a hearing that a violation occurred; or
      2. After a hearing the administrative law judge makes a determination that there is not a preponderance of the evidence necessary to prove that a violation occurred.

   d. The GaPSC is authorized to determine no further action is necessary pursuant to O.C.G.A. § 20-2-984.5(a) if after review of the report of the preliminary investigation, sanctions should not be imposed.

(6) **Sanctions.**
   a. As outlined in O.C.G.A. 20-2-984.5(c), the GaPSC has the discretion to issue a probable cause sanction against an educator. Common violations and associated sanctions can be found in the accompanying GaPSC Guidance.
      1. Denial is the refusal to grant initial certification to an applicant for a certificate;
      2. Monitoring is the quarterly appraisal of the educator's conduct by the GaPSC through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit *periodic* criminal background check (GCIC). The Commission specifies the length of the monitoring period;
      3. Reprimand admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action;
      4. Revocation is the permanent invalidation of any certificate held by the educator. A Voluntary Surrender is equivalent to and has the same effect as a revocation. A Voluntary Surrender shall *be accepted and* becomes effective upon receipt by the GaPSC;
      5. Suspension is the temporary invalidation of any certificate for a period of time specified by the GaPSC; and
      6. Warning informs the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(7) **Application Procedures.**
   a. "Yes" answers to Personal Affirmation Questions (PAQs) require submission of information identified in the accompanying GaPSC Guidance.

   b. With respect to an initial applicant, an application and corresponding ethics case that is initiated pursuant to O.C.G.A. § 20-2-984.3(c) will automatically close and be placed on hold if the applicant fails to submit requested documentation to the Ethics Division within 45 days of the request to the applicant. The application will be placed on hold in anticipation of the submission of a new application and the applicant's responding to any requests for documentation in a timely fashion.

Authority O.C.G.A. § 20-2-200

O.C.G.A. § 20-2-281

Current through Acts 2023, No. 23-353 of the 2023 Session, but not including corrections and changes made to the 2023 session laws by the Code Commissioner.

Official Code of Georgia Annotated > TITLE 20 Education (Chs. 1 — 18) > CHAPTER 2 Elementary and Secondary Education (Arts. 1 — 34) > Article 6 Quality Basic Education (Pts. 1 — 16) > PART 12 Effectiveness of Educational Programs (§§ 20-2-280 — 20-2-286)

20-2-281. Student assessments.

(a) The State Board of Education shall adopt a student assessment program consisting of instruments, procedures, and policies necessary to implement the program and shall fund all costs of providing and scoring such instruments, subject to appropriation by the General Assembly. The student assessment program shall include a comprehensive summative assessment program for grades three through 12. In addition, each local school system shall administer, with state funding, a research based formative assessment with a summative component that is tied to performance indicators in English language arts/reading and mathematics in grades one and two, subject to available appropriations. Such research based assessment shall be selected after consultation with local school systems. Such research based assessment shall provide for real-time data analysis for students, teachers, school leaders, and parents; allow flexible grouping of students based on skill level; and measure student progress toward grade-level expectations throughout the school year. Each local school system may elect to administer, with state funding, nationally norm referenced instruments in reading, mathematics, science, or social studies in grade three, four, or five and in grade six, seven, or eight, subject to available appropriations, with assistance to such local school systems by the State Board of Education with regard to administration guidance, scoring, and reporting of such instruments. The State Board of Education shall adopt a school readiness assessment for students entering first grade and shall administer such assessment pursuant to paragraph (2) of subsection (b) of Code Section 20-2-151. Each local school system is strongly encouraged to implement programs in reading and mathematics for kindergarten through fifth grade to ensure that students entering sixth grade are on track to meet grade-level expectations, including mastery in reading by the end of third grade to prepare for the infusion of literacy in subsequent grades and mastery in basic mathematics skills by the end of fifth grade and in accordance with the local school system's five-year strategic plan, performance indicators, and, if applicable, flexibility contract or other agreement with the State Board of Education for local school systems that are not under a flexibility contract. The State Board of Education shall periodically review, revise, and upgrade the content standards. Following the adoption of such content standards, the State Board of Education shall contract for development of end-of-grade assessments to measure the content standards. As part of the comprehensive summative assessment program, end-of-grade assessments in English language arts/reading and mathematics shall be administered annually to students in grades three through eight; such tests in science shall be administered annually to students in grades five and eight; and such tests in social studies shall be administered annually to students in grade eight; provided, however, that each local school system participating in the innovative assessment pilot program

established pursuant to Code Section 20-2-286 shall be required to administer only such end-of-grade assessments as specified in the local school system's flexibility contract, as amended for participation in the innovative assessment pilot program. These tests shall contain features that allow for comparability to other states with which establishing such comparison would be statistically sound; provided, however, that no such comparison shall be conducted which would relinquish any measure of control over assessments to any individual or entity outside the state. The Department of Education shall annually publish a report of aggregated data from local schools and local school systems that compares performance to other states using data from such features. As part of the comprehensive summative assessment program, the State Board of Education shall adopt and administer, through the Department of Education, one end-of-course assessment for students in grades nine through 12 in each of the four core subjects, as determined by the state board; provided, however, that each local school system participating in the innovative assessment pilot program established pursuant to Code Section 20-2-286 shall be required to administer only such end-of-course assessments as specified in the local school system's flexibility contract, as amended for participation in the innovative assessment pilot program. Writing performance shall be assessed, at a minimum, for students in grades three, five, and eight and once in grades nine through 12. Such required writing performance assessment may be embedded within the assessments included in the comprehensive summative assessment program. Writing performance results shall be provided to students and their parents. If authorized to establish and operate an innovative assessment system pursuant to 34 C.F.R. Section 200.104, the Department of Education may establish a pilot program for local school systems that have an existing program of multiple formative assessments during the course of the academic year that result in a single summative score that is valid and reliable in measuring individual student achievement or growth and assessing individual student needs or deficiencies, to utilize such local assessments in place of end-of-grade or end-of-course assessments, if provided for in the terms of the local school system's flexibility contract. As used in this subsection, the term "flexibility contract" means a charter for a charter system or a charter school or a contract entered into with the State Board of Education for a strategic waivers school system.

(b) The nationally norm-referenced instruments provided for in subsection (a) of this Code section shall provide students and their parents with grade equivalencies and percentile ranks which result from the administration of such instruments. The administering agencies of such norm-referenced instruments shall also provide reports of aggregated data from local schools and local school systems. End-of-grade assessments shall provide for results that reflect student achievement at the individual student, classroom, school, system, state, and national levels. The State Board of Education shall participate in the National Assessment of Educational Progress (NAEP) and may participate in any other tests with norm-referenced items 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 respective chairpersons of the House Education Committee and the Senate Education and Youth Committee, and the State Board of Education and shall be reported to the citizens of Georgia. One of the components in the awarding of salary supplements as part of a pay for performance or related plan under this article may be assessments of student achievement.

(b.1) The State Board of Education shall notify local school systems and individual schools of the results of the assessment instruments administered under this Code section at the earliest possible date determined by the state board, but not later than the beginning of the subsequent school year. In the event the state board is unable to provide timely results in the first year of implementation of a substantially new assessment instrument, the provisions in paragraphs (2) and (3) of subsection (b) of Code Section 20-2-283 shall not apply.

(c) The State Board of Education shall have the authority to condition the awarding of a high school diploma to a student upon achievement of satisfactory scores on end-of course assessments and other instruments adopted and administered by the state board pursuant to subsection (a) of this Code section. The state board is authorized and directed to adopt regulations providing that any disabled child, as defined by the provisions of this article, shall be afforded opportunities to take any test adopted by the state board as a condition for the awarding of a high school diploma. Such regulations shall further provide for appropriate accommodations in the administration of such test. Such regulations shall further provide for the awarding of a special education diploma to any disabled student who is lawfully assigned to a special education program and who does not achieve a passing score on such test or who has not completed all of the requirements for a high school diploma but who has nevertheless completed his or her Individualized Education Program.

(d)

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

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

(e) The State Board of Education is authorized to adopt rules, regulations, policies, and procedures regarding accommodations and the participation of limited-English-proficient

students, as defined in Code Section 20-2-156, in the assessments described in this Code section.

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

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

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

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

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

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

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

(m) The results of individual student performance on academic skills assessment instruments administered under this Code section shall be confidential and may be released only in

accordance with the federal Family Educational Rights and Privacy Act of 1974, [20 U.S.C. Section 1232g](#).

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

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

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

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

(r) In order to maximize classroom instruction time, local school systems shall administer the state required end-of-grade assessments for grades three through eight within 25 school days of the school system's last school day of the regular school year. The state required end-of-course assessments for grades nine through 12 shall be administered on dates set by the Department of Education.

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

(t) The Department of Education may conduct an analysis of locally implemented assessments administered in local school systems, including the purpose, use, and number of locally implemented assessments. Based on this analysis, the Department of Education shall identify systems to assist with identification and elimination of redundant assessments and provide guidance to such school systems on developing effective locally implemented assessments that are most helpful with improving student achievement.

History

Code 1981, § 20-2-281, enacted by Ga. L. 1985, p. 1657, § 1; Ga. L. 1987, p. 1169, § 1; Ga. L. 1991, p. 1543, § 1; Ga. L. 1995, p. 311, § 1; Ga. L. 1995, p. 1302, § 14; Ga. L. 1996, p. 1600, § 2; Ga. L. 2000, p. 618, § 51; Ga. L. 2003, p. 185, § 3; Ga. L. 2004, p. 107, § 7; Ga. L. 2008, p. 807, § 1/HB 637; Ga. L. 2010, p. 186, § 2/HB 400; Ga. L. 2012, p. 358, § 21/HB 706; Ga. L. 2012, p. 775, § 20/HB 942; Ga. L. 2012, p. 893, § 3/SB 289; Ga. L. 2015, p. 21, § 4/HB 91; Ga. L. 2015, p. 1376, § 24/HB 502; Ga. L. 2016, p. 620, § 2/SB 364; Ga. L. 2017, p. 119, § 1/SB 211; Ga. L. 2018, p. 982, § 1/SB 362; Ga. L. 2019, p. 1056, § 20/SB 52; Ga. L. 2020, p. 297, § 1/SB 367.

APPENDIX F: COMMUNICATION TOOLS

Important update information is posted for all STCs via the GaDOE website testing.gadoe.org. On the main testing page, look at For System Test Coordinators under Assessment Resources. STCs should access this site frequently to check for information. Documentation found at that location includes:

- Memoranda & Announcements
- Georgia Assessment and Training Calendar
- Student Assessment Handbook
- Assessment Update — Monthly
- MyGaDOE Portal Navigation Guide
- Superintendent Test Certification User Guide
- Principal Certification Form
- School Assessment Plan Template

ACCESS	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/ACCESS-for-ELLs.aspx
AP, PSAT, SAT	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/College-Readiness.aspx
EL/ESOL	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx
FIP – Formative Instructional Practices	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx
GAA 2.0	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx
GKIDS 2.0	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS-2.0.aspx
Georgia Milestones	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx
NAEP	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/NAEP.aspx
National Center for Education Statistics (NCES)	www.nces.ed.gov/nationsreportcard
Special Education Services and Supports	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx
Georgia Standards of Excellence	https://www.georgiastandards.org

APPENDIX G: TABLE OF CHANGES
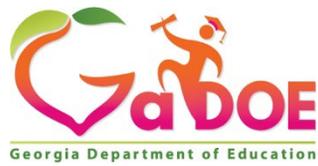
2024-2025 Student Assessment Handbook

This document provides information resulting from changes to the *2023-2024 Student Assessment Handbook*. Grammatical corrections, changes in formatting, and/or clarifications are not included.

Page	2024-2025 Content
	Revised June, 2024
Global Change	School District changed to Local Education Agency (LEA)
Global Change	Delete Division from Office of Assessment and Accountability
Global Change	Replaced contractors with vendors
8	Added: BEACON Grades K-2; Removed: BEACON High School Algebra
10	Added **EL status - post-exit:** A student who has reached full English language proficiency as defined by meeting state or local criteria on the ELP assessment and is no longer eligible for language services or ELP testing. Per GaDOE Data Collections' Student Data Element Detail, former EL students are coded according to the number of years post exit, **(EL=1, EL=2, EL=3, EL=4, EL=F)**. In Years 1 and 2 post-exit (EL=1 and EL=2), schools will monitor former EL students' academic progress to ensure the exit decision was not premature, see EL status – English Learner Former.
12	Deleted from participation invalidation (PIV): usually related to an ineligible conditional accommodation
12	Added to present, test not attempted (PTNA): Students with a PTNA do not receive scores and are not included when computing statistics for assessment summary reports.
13	Added to significant medical emergency: Students with an ME do not receive scores are not included when computing statics for assessment summary reports.
13	Added to standard error or measurement (SEM): The SEM is calculated independently for each content area assessment, and the student's scale range (the scale score plus/minus one SEM unit) is reported together with the student's scale score on the Individual Student Report.
16	Deleted from Georgia Student Assessment Program Quick Reference Chart: Keenville
21	Added to STC Communication Requirements: Ensure the parents of students who are being considered for participation in an alternate assessment are clearly informed that their child's academic achievement will be measured based on alternate achievement standards and how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.
24	Added to System Special Education Coordinator Test Security Requirements: Ensure the parents of students who are being considered for participation in an alternate assessment are clearly informed that their child's academic achievement will be measured based on alternate achievement standards and how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.
35	Added to Georgia Learns Courses: Developing a Quality School/District Assessment Plan

Page	2024-2025 Content
36	Added to Georgia Learns Courses: Developing a Quality LEA/School Assessment Plan
63	Added to Reporting and Publication of Local Assessment Calendars: Updates to the LEA/school calendar are allowed the entire school year in case dates adjust.
64	Added to Reporting and Publication of Local Assessment Calendars: Any changes to your district testing schedule after the Enrollment Counts closes must be sent to your GaDOE assessment specialist and approved before sharing publicly.
65	Added to Calculator Allowances and Restrictions – Georgia Milestones Assessment System: Georgia Milestones assessments include embedded on-screen, digital calculators that can be accessed by students for all sections of the mathematics assessments for the Grades 6-8 EOG and the Algebra: Concepts and Connections EOC, according to the guidelines found in the *Student Assessment Handbook* and in the test administration manual.
66	Added Eligible calculators (including Braille and/or talking calculators) are allowed for all sections of the mathematics assessments for students in grades 6 through high school for the Grades 6/8 EOG and the Algebra: Concepts and Connections EOC.
67	Added Security Camera Use on Geogia State-Mandated Assessments Guidance
74	Deleted under Test Administration Manuals: with exception of the Georgia Alternate Assessment (GAA 2.0) manuals which are shipped from the vendor and are part of the secure test materials for this assessment.
82	Added under State Dissemination of Test Scores: LEAs may use summary data for internal LEA operations only including program and instructional planning.
83	Added to heading: and Secure Data Transfer
83	Added under Interpreting the Results: and is also available via recorded webinars found on GaDOE's professional learning events calendar (https://login.community.gadoe.org/events)
88	Added to GAA 2.0 Eligibility Criteria: Prior to completing the eligibility criteria form, the Individualized Education Program ("IEP") team must review participation requirements for the Georgia Milestones Assessment System and the Georgia Alternate Assessment 2.0 ("GAA 2.0") the characteristics of each assessment, and how the assessments choice impacts post-secondary opportunities. The IEP team must review the diploma type (state defined alternate diploma or high school diploma) the student will be eligible to receive. This information must be communicated to ensure parents are fully informed about their child's educational pathway.
93	Added under GAA 2.0 Test Design: high school (under GAA 2.0 eligible students)
93	Added English Language Arts Exemption
102	Added under Reporting: including domain achievement classifications
102-103	Added under Reporting: Scale scores and achievement levels are calculated using all items on the content area test. Domain achievement classifications are calculated based on smaller sets of items, grouped together based on similar content characteristics. Domain achievement classifications provide information about the student's relative strengths and areas of need within a

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	content area. Lexile measures are calculated using all Reading and Vocabulary items and match the student's reading ability with difficulty of text material (the Lexile scale and provide students, parents, and educators with information to help select reading materials for home and school that may promote reading growth.
103	Added under Reporting: In addition to criterion-referenced results, normative results, those that compare the student's achievement to a carefully selected group called a norm group, are also provided. Student growth percentiles (SGPs) describe student progress from one year to the next based on academic peer groups comprised of Georgia students. SGPs and SGP levels and are calculated for students in grades 4-8 and high school who have at least two consecutive grade level test scores in the same content area (e.g., a grade 3 score in Year 1 and a grade 4 score in Year 2). A national percentile range is also reported for all students with a valid test score. The national percentile range describes the student's achievement relative to a national peer group.
103	Added under Reporting: To facilitate timely scoring and reporting, LEAs should ensure that online test sessions are properly completed and submitted after testing.
103	Added under Reporting: GaDOE prioritizes rapid reporting of test scores. As soon as possible, systems receive preliminary versions of individual reports (e.g., class roster reports, individual student reports [ISRs], and system level data files). Preliminary reports are based on pre-equated scoring tables and can be used to inform time-sensitive decisions, such as promotion, retention, and graduation. Preliminary reports do not include student comparisons to their school, their system, and the state or student growth information. At the end of the state testing window after all students have tested, all tests have been scored, and all psychometric and other quality checks have been completed, systems receive final versions of the individual reports and the summary reports for the state, their system, and their school. Final reports include the student comparisons to their school, their system, and the state, and student growth information, if applicable. In rare cases, post-equated scoring tables for a grade and content area test are used for final reporting. In this circumstance, the final scores for some students may be slightly different from their preliminary scores.
103	Added under Reporting: Summary data that have been publicly released to the general public and media sources on www.gadoe.org are not embargoed. Until the embargo is lifted, summary results may be used for internal LEA operations only, including program and instructional planning . Note, individual student results, such as that found on Individual Student Reports (ISRs) and Class Rosters, are not considered embargoed information. These results, including final ISRs, may be shared with parent(s)/ guardian(s) per local policy decisions (See State Dissemination of Test Scores).

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115	Added under State NAEP: The 2025 assessments will include a Field Test in mathematics and reading for grades 4, 8, and 12. The Field Test will study the implications and consequences of transitioning from NAEP-provided devices and networks to school- and district-managed devices and networks in preparation for the 2026 assessment. The dates for the Field Test are January 27 through March 7, 2025. Long Term Trend (LTT) assessments for 13-year-olds will be given October 7 through December 13, 2024, 9-year-olds will test January 6 through March 14, 2025, and 17-year-olds will test March 17 through May 23, 2025.
127	Added under Step 2: IEP, IAP, and ELTPC teams should carefully consider what each assessment requires the student to do in order to take the test.
153	Added under DRC BEACON Overview: DRC BEACON Early Years for K-2 helps educators screen, determine needs, monitor progress, and evaluate assessment outcomes of young learners in mathematics and English language arts. DRC BEACON in grades K-3 can satisfy the state's Universal Reading Screener (HB 538) and Dyslexia Screener (SB 48) requirements.
155	Deleted: College Readiness and Talent Development Added: Gifted Education and Advanced Academics
156	Added new section: Instructional Resources
161	Added new Superintendent Certification Form User Guide
174	Deleted under Student Cheating/Sharing Test Content Incident Category: Use of a calculator or other hand-held devices during the no-calculator of the Mathematics content test. Local investigation must determine how calculators were obtained by students or distributed to students.
189 -190	Added new Assessment Plan Form
195 -200	Updated GaDOE Assessment Monitoring Desk Audit Form

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Educating Georgia's Future