

# Georgia Alternate Assessment 2.0

## Welcome to the Georgia Alternate Assessment: Orientation

<https://attendee.gotowebinar.com/register/38239207147255811>

# Introductions

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# Agenda

1. Overview of the Georgia Alternate Assessment 2.0
2. GAA 2.0 Spring 2019 Test Design and Assessment Components
3. Test Administration – Sample Students
4. Accommodations
5. Key Dates, Resources and Contacts

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# Overview of the Georgia Alternate Assessment 2.0



# Overview of GAA 2.0

- In general, the assessment field is making substantial progress in the ways in which students with significant cognitive disabilities are assessed on state academic content standards.
- The Georgia Alternate Assessment is being redesigned to better ensure that students with significant cognitive disabilities are:
  - given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.

# AA-AAS Requirements

- Both ESSA and IDEA allow for alternate assessments for students with significant cognitive disabilities based on alternate achievement standards.
- GAA is an alternate assessment based on alternate achievement standards, which are aligned to grade-level general education standards that are reduced in depth, breadth, and complexity.

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# GAA 2.0 Overview

- The new GAA 2.0 will:
  - align to the Georgia Standards of Excellence;
  - reduce teachers' burden related to selecting or developing tasks;
  - bring greater standardization to the administration;
  - improve scoring reliability;
  - have standardized and scripted tasks with multiple access points; and
  - have one assessment window in the Spring.

# Blueprints

- The GAA 2.0 blueprints include:
  - claims that describe what students know and are able to do in the content area;
  - targets that describe the specific skills in the prioritized content standards, which are part of the larger claim;
  - content standards that will be assessed within each target;
  - Depth-of-Knowledge (DOK) that represents the range of complexity within the extended standards; and
  - relative proportional weighting of each claim.



# Example – Grade 3 Math



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## Georgia Alternate Assessment 2.0 Mathematics Grade 3


| Claim/Target   | Standards Assessed | Weight |
|--|--------------------|--------|
| Students demonstrate increasingly complex understanding of number sense.   |                    | 50%    |
| Target 1: Use place value understanding and properties of operations to perform multi-digit arithmetic.  | MGSE3.NBT.1        |        |
|  | MGSE3.NBT.2        |        |
|  | MGSE3.NBT.3        |        |
| Target 2: Develop understanding of fractions as numbers.   | MGSE3.NF.1         |        |
| Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles, measurement, data, and analytic procedures. |                    | 30%    |
| Target 1: Understand concepts of area, and relate area to multiplication and addition.   | MGSE3.MD.7         |        |
| Target 2: Understand shapes and their attributes.  | MGSE3.G.1          |        |
| Target 3: Understand and use measurement principles and units of measure.  | MGSE3.MD.2         |        |
| Students solve increasingly complex mathematical problems using algebraic thinking.  |                    | 20%    |
| Target 1: Represent and solve problems involving multiplication and division.  | MGSE3.OA.1         |        |
|  | MGSE3.OA.2         |        |

# Extended Standards

- The extensions demonstrate how a grade level standard can be made accessible for students with significant cognitive disabilities for both instruction and assessment.
- They are broken down into extensions, starting with the least complex and moving to the most complex.
- The far-left extension represents the entry point for students to engage with the content.

# Example – Grade 3 Math

## Grade 3: Mathematics: Operations and Algebraic Thinking (OA)

| MGSE3.OA.1   |  | Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ . |  |
|--|--|---|--|
|  |  |   |  |
| Least complex  |  | Most complex  |  |
|  |  |   |  |
| Communicate a step needed to group objects.  | Skip count the number of objects in an array to demonstrate repeated addition.   | Group up to 20 objects in an array that demonstrates the concept of multiplication using two equal groups of objects (e.g., 2 groups of 3 is the same as $3 \times 2$ ).  | Group up to 30 objects in an array that demonstrates the concept of multiplication using equal groups of objects (e.g., 5 groups of 6 is the same as $6 \times 5$ ). |
| Manipulate materials to be grouped and/or counted.                                 | Group up to 10 objects in an array that demonstrates the concept of repeated addition.                                 | Match number sentences representing repeated addition to the number sentence representing multiplication (e.g., $2 + 2 + 2$ is the same as $2 \times 3$ ).  | Match number sentences showing multiplication to different arrays of manipulatives.  |
|  | Represent problems involving repeated addition (e.g., giving 3 students 2 snacks each is represented by $2 + 2 + 2$ ). | Identify the number sentence that demonstrates the concept of multiplication as shown with a given array of objects.  |  |



## Georgia Alternate Assessment 2.0 Mathematics Grade 3

| Claim/Target   | Standards Assessed | Weight |
|--|--------------------|--------|
| Students demonstrate increasingly complex understanding of number sense.   |                    | 50%    |
| Target 1: Use place value understanding and properties of operations to perform multi-digit arithmetic.  | MGSE3.NBT.1        |        |
|  | MGSE3.NBT.2        |        |
|  | MGSE3.NBT.3        |        |
| Target 2: Develop understanding of fractions as numbers.   | MGSE3.NF.1         |        |
| Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles, measurement, data, and analytic procedures. |                    | 30%    |
| Target 1: Understand concepts of area, and relate area to multiplication and addition.   | MGSE3.MD.7         |        |
| Target 2: Understand shapes and their attributes.  | MGSE3.G.1          |        |
| Target 3: Understand and use measurement principles and units of measure.  | MGSE3.MD.2         |        |
| Students solve increasingly complex mathematical problems using algebraic thinking.  |                    | 20%    |
| Target 1: Represent and solve problems involving multiplication and division.  | MGSE3.OA.1         |        |
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| Grade 3: Mathematics: Operations and Algebraic Thinking (OA) |   |  |  |
|--|---|--|--|
| <b>MGSE3.OA.1</b>  | Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ . |  |  |
| Least complex  | Most complex  |  |  |
| Communicate a step needed to group objects.                  | Skip count the number of objects in an array to demonstrate repeated addition.  | Group up to 20 objects in an array that demonstrates the concept of multiplication using two equal groups of objects (e.g., 2 groups of 3 is the same as $3 \times 2$ ). | Group up to 30 objects in an array that demonstrates the concept of multiplication using equal groups of objects (e.g., 5 groups of 6 is the same as $6 \times 5$ ). |
| Manipulate materials to be grouped and/or counted.           | Group up to 10 objects in an array that demonstrates the concept of repeated addition.  | Match number sentences representing repeated addition to the number sentence representing multiplication (e.g., $2 + 2 + 2$ is the same as $2 \times 3$ ).               | Match number sentences showing multiplication to different arrays of manipulatives.  |
|  | Represent problems involving repeated addition (e.g., giving 3 students 2 snacks each is represented by $2 + 2 + 2$ ).  | Identify the number sentence that demonstrates the concept of multiplication as shown with a given array of objects.   |  |

## 3 Part Assessment Task

# GAA 2.0 Spring 2019 Test Design and Assessment Components



# Subjects Assessed by Grade



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| Grades | ELA | Mathematics | Science | Social Studies |
|--------|-----|-------------|---------|----------------|
| K      | X   | X           |         |                |
| 3      | X   | X           |         |                |
| 4      | X   | X           |         |                |
| 5      | X   | X           | X       | X              |
| 6      | X   | X           |         |                |
| 7      | X   | X           |         |                |
| 8      | X   | X           | X       | X              |
| 11     | X   | X           | X       | X              |

# GAA 2.0 Test Design

- Structure of GAA 2.0
  - Discrete tasks developed for each grade and content area.
  - Tasks written to three (3) levels of complexity, starting with the least complex part and increasing in complexity. Most students should be able to engage with and respond to at least one part of each task.
  - A scenario or passage is provided at the beginning of each task and serves as an introduction.

# Assessment Features

- Use of scenarios to engage student interest and activate background knowledge
- Large simple graphics
- Accessible font size
- Short simple sentences
- Avoids extraneous wording
- Use of common proper nouns (names)
- Directive questions



# Key Terminology



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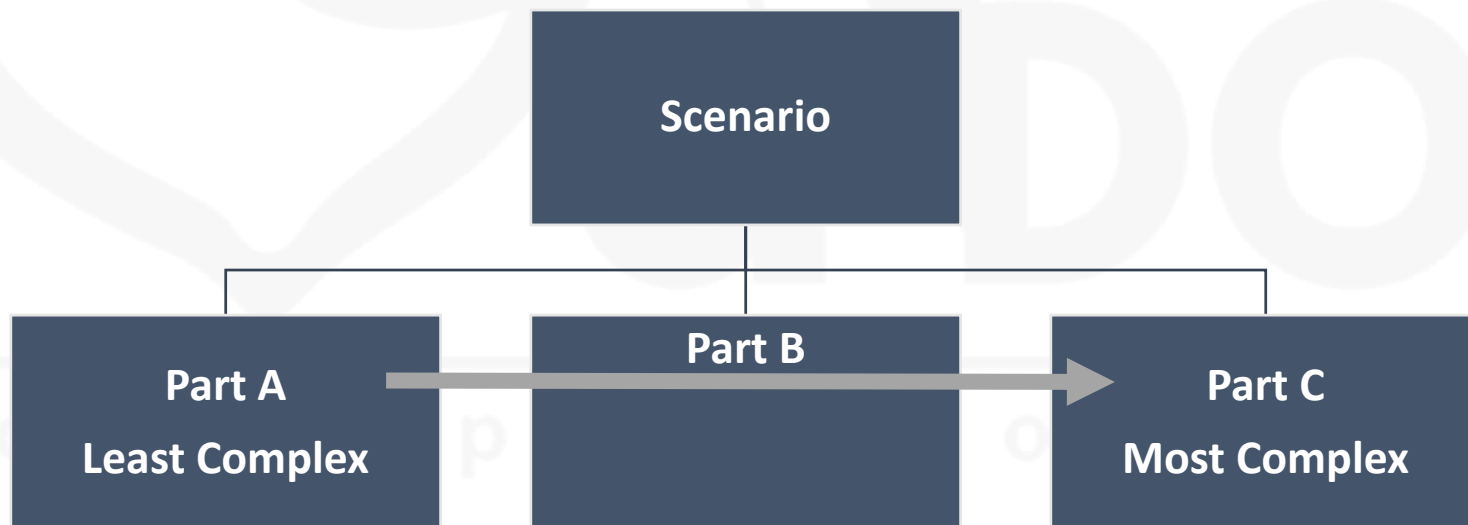
| Term           | Definition   | Example  |
|----------------|--|--|
| Accommodations | Adjusting the way a task is presented or how a student responds to the task  | Provide textured materials, opportunities for the student to use AAC, manipulatives, etc.  |
| Scaffolding    | Support that is built into the task to increase a student's ability to access various levels of complexity within a task | Includes accessibility features and additional information that is provided via standardized script and does not require the Test Examiner to do anything outside of administering a task. |
| Stopping Rule  | Stopping the test for a student who does not have an observable response mode.   | Provides a standardized procedure for Test Examiners to stop testing.  |

# Scaffolding

- Support that is built into the task to increase a student's ability to access various levels of complexity within a task.
- All scaffolding instructions are provided in the Test Examiner Booklet and provide the student an additional opportunity to show what they know and can do.
- If the student does not respond as indicated in the Test Examiner Booklet, additional scaffolding will be provided.

# Task Structure

- Tasks begin with a scenario, and then each part progresses from the least complex to the most complex.
- SAY/DO statements are included for the Test Examiner to follow.



# Assessment Materials

The following are the primary printed materials that you will use to administer the assessment.

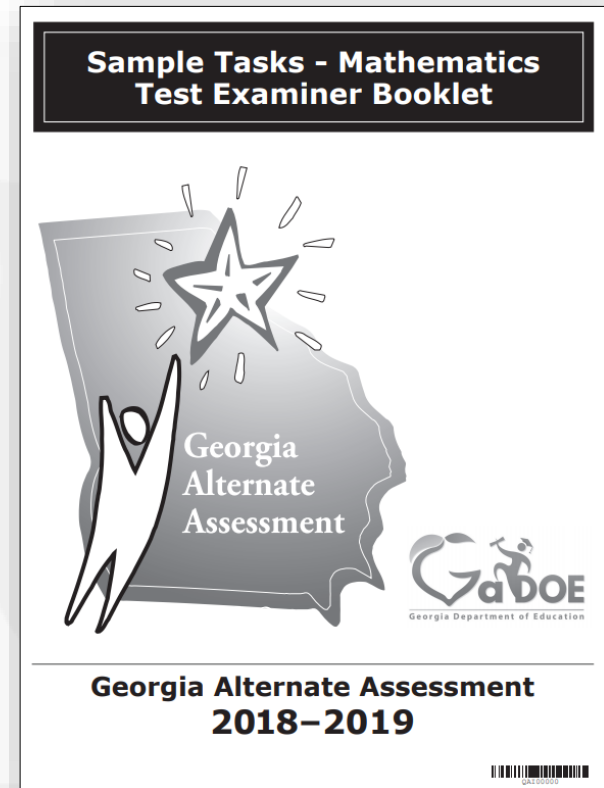
- Test Examiner Booklet
- Student Booklet
- Student Response Document
  - Post administration, responses must be transcribed into the Nextera test delivery system.

# Test Examiner Booklet



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- The Test Examiner Booklet contains the "Say" and "Do" statements that provide a standardized script to follow when administering an assessment task.
- The information/script in Test Examiner Booklet will only be seen by the Test Examiner and will not be seen by the student.



**Note: The Test Examiner Booklet should not be in the student's line of sight.**

# SAY/DO Instructions

- The Test Examiner will read aloud each statement in bold following **SAY:**.
- Each **DO:** statement provides the instructions for what the Test Examiner needs to *do* during the administration.
- If there is a graphic in the task that is needed to answer the question, a graphic description will be provided as a **SAY:** statement.

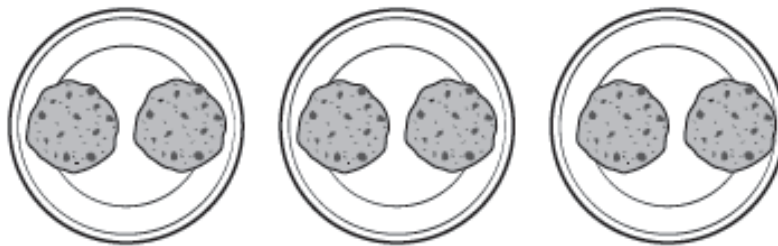
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# Sample Task 1- Scenario

**SAY:** We use groups of objects to help us multiply.

**DO:** *Point to the plates.*

**SAY:** Here are three plates.



$$3 \times 2 = 6$$

**DO:** *Point to the two cookies on each plate.*

**SAY:** Each plate has two cookies. There are three groups of two cookies.

# Sample Task 1– Scenario (Cont.)

**DO:** *Point to the multiplication sentence.*

**SAY:** Three times two can help us find the total number of cookies. We can also show this with repeated addition.

**DO:** *Point to the addition sentence.*

**SAY:** We can write two plus two plus two equals six. This also shows three groups of two.

$$2 + 2 + 2 = 6$$

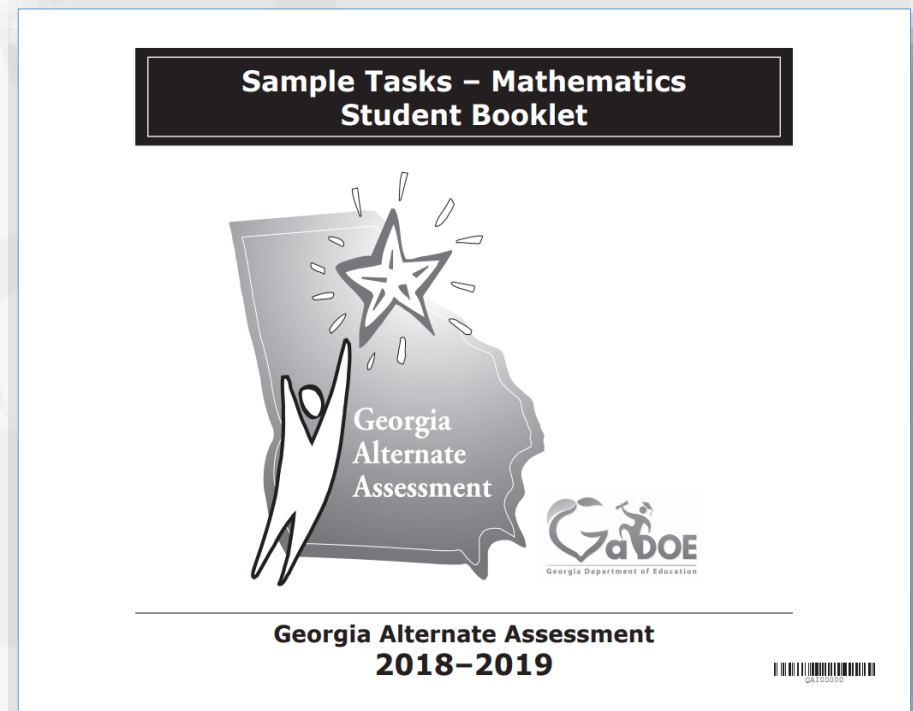
**DO:** *Point to the six in each equation.*

**SAY:** We get the same answer if we multiply or use repeated addition.



# Student Booklet

- Contains student facing assessment materials including graphics and answer choices.
- Contains only the information and graphics that the student needs to answer the question.
- Does not contain the Test Examiner's directions and administration information.



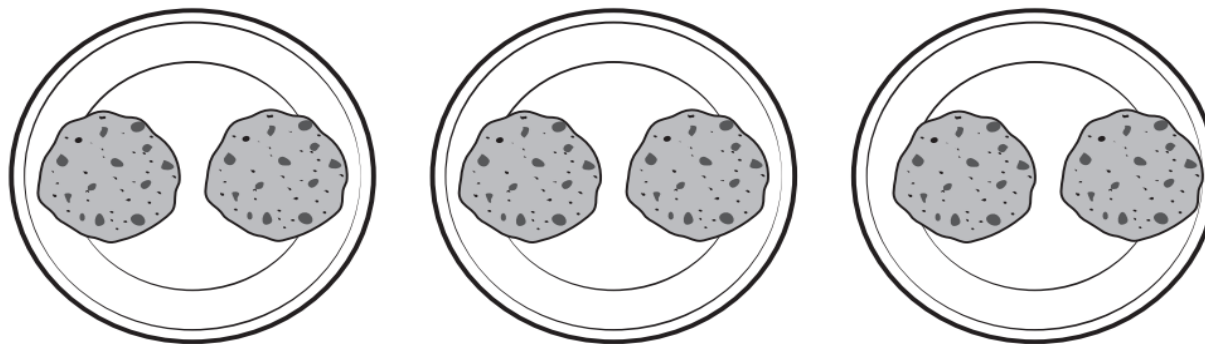
# Sample Task 1– Scenario Student Booklet



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Grade 3 Mathematics

Task 1 Scenario 1



$$3 \times 2 = 6$$

$$2 + 2 + 2 = 6$$

# Part A

- Low complexity content
- The most basic presentation of the GSEs and Extended Standards
- May assess pre-requisite skills
- Basic text and simplified graphics help to support understanding at this level
- Two answer options are provided at this level; most answer options include graphics

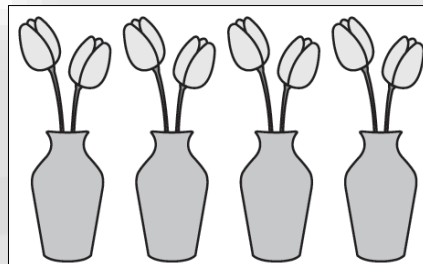
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# Sample Task 1 - Part A

## Part A: Low complexity content/High support

**DO:** *Point to the vases and two flowers in each vase.*

**SAY:** James has four vases. Each vase has two flowers. We can use repeated addition to find the total number of flowers.



**SAY:** Show me the numbers you add to find how many flowers James has.

**DO:** *Point to each answer option as you read it.*

**SAY:** Four plus two. Two plus two plus two plus two.

**A**

$$4 + 2$$

**B**

$$2 + 2 + 2 + 2$$

# Sample Task 1 - Part A Scaffolding



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## Part A: Scaffolding Example

*If the student responds to Part A by selecting answer option B, record the student's response and then present **Part B**.*

*If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.*

*If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.*

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# Sample Task 1 - Part A Scaffolding (Cont.)



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## Part A: Scaffolding Example

**DO:** *Point to each vase and the flowers in that vase.*

**SAY:** The first vase has two flowers, the second vase has two flowers, the third vase has two flowers, and the fourth vase has two flowers. Show me the numbers you add to find how many flowers James has.

**DO:** *Point to each answer option as you read it.*

**SAY:** Four plus two. Two plus two plus two plus two.

*Record the student's response and then present **Part B**.*

*If the student does not respond, record "no response" and then present **Part B**.*

# Sample Task 1 – Part A

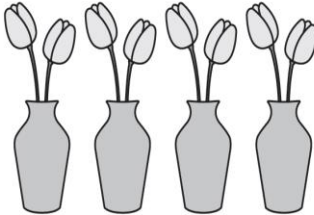
## Student Booklet

Grade and content

- Response options should only be cut apart if there is a disability-based need to do so.
- Response options should be placed on the work surface exactly as they appear in the Test Examiner Booklet.

Grade 3 Mathematics

Task 1 Part A1



Grade 3 Mathematics

Task 1 Part A2

A

4 + 2

Task 1 Part A2

B

2 + 2 + 2 + 2

Task 1 Part A2

Task number, part, and graphic number within the part

Identifier to help track materials if cut apart

# Part B

- Moderate complexity content
- Represents an entry-level skill
- Features simple text with some academic language
- 3 answer options
- Graphics may be more academic in nature than those provided for Part A

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# Sample Task 1 - Part B



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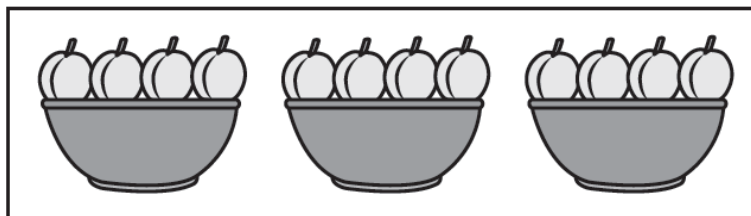
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Part B: Moderate complexity content/Moderate support

**DO:** *Point to the bowls of peaches.*

**SAY:** Carly put some peaches into three bowls. Each bowl has four peaches.



**DO:** *Point to the multiplication expression.*

**SAY:** We can use multiplication to find the total number of peaches Carly has. Three times four.

$$3 \times 4$$

# Sample Task 1 - Part B



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Part B: Moderate complexity content/Moderate support

**SAY:** Show me the addition sentence that is the same as the total number of peaches in all three bowls.

**DO:** *Point to each answer option as you read it.*

**SAY:** Three plus four. Three plus three plus three. Four plus four plus four.

A

$$3 + 4$$

B

$$3 + 3 + 3$$

C

$$4 + 4 + 4$$

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# Sample Task 1 - Part B

## Scaffolding



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### Part B: Scaffolding Example

*If the student responds to Part B by selecting answer option C, record the student's response and then present **Part C**.*

*If the student responds to Part B by selecting answer option A or answer option B, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.*

*If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option B, and then ask the question again.*

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# Sample Task 1 - Part B

## Scaffolding



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### Part B: Scaffolding Example

**DO:** *Cover the answer option selected by the student OR answer option B if the student did not respond.*

**SAY:** Show me the addition sentence that is the same as the total number of peaches in all three bowls.

**DO:** *Point to the remaining answer options as you read them.*

*Record the student's response and then present Part C.*

*If the student does not respond, record "no response" and then present Part C.*


# Sample Task 1 – Part B

## Student Booklet



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Grade 3 Mathematics Task 1 Part B1



$3 \times 4$

Grade 3 Mathematics Task 1 Part B3

A  $3 + 4$

B  $3 + 3 + 3$

C  $4 + 4 + 4$

# Part C

- High complexity content
- May include multiple parts, require the student to make inferences, or require the application of previous learning
- Graphics for Part C may require the student to interpret or make an inference
- Graphics not included for all activities in Part C

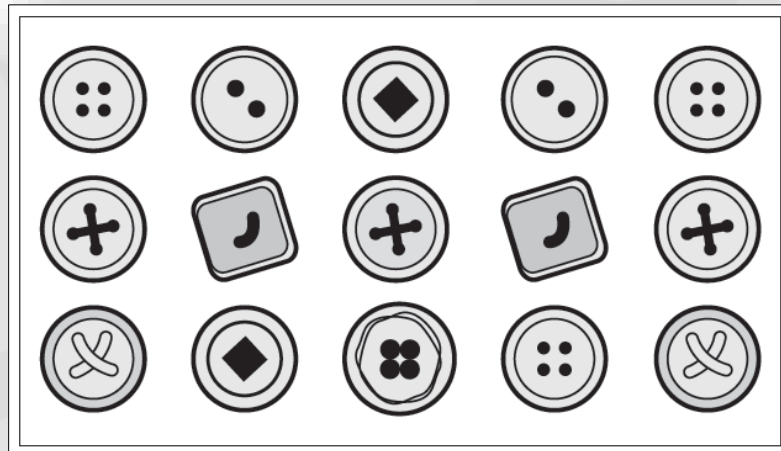
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# Sample Task 1 - Part C

## Part C: High complexity content/Low support

**DO:** *Point to each row of buttons.*

**SAY:** Angela has some buttons. She puts them into three rows.



# Sample Task 1 - Part C

## Part C: High complexity content/Low support

**SAY:** Show me the multiplication sentence to find the number of buttons Angela has.

**DO:** *Point to each answer option as you read it.*

**SAY:** Three times one equals blank. Three times three equals blank.  
Three times five equals blank.

A  $3 \times 1 = ?$  B  $3 \times 3 = ?$  C  $3 \times 5 = ?$



# Sample Task 1 - Part C

## Scaffolding



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### Part C: Scaffolding Example

*If the student responds to Part C by selecting answer option C, record the student's response and then present **the next task**.*

*If the student responds to Part C by selecting answer option A or answer option B, record the student's response, provide the scaffolding below, and then ask the question again.*

*If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.*

# Sample Task 1 - Part C

## Scaffolding



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### Part C: Scaffolding Example

**SAY:** Remember, you have three groups. Each group has five buttons. Find the number sentence that shows the number of buttons. Show me the multiplication sentence to find the number of buttons Angela has.

**DO:** *Point to each answer option as you read it.*

**SAY:** Three times one equals blank. Three times three equals blank. Three times five equals blank.

*Record the student's response and then present the next task.*

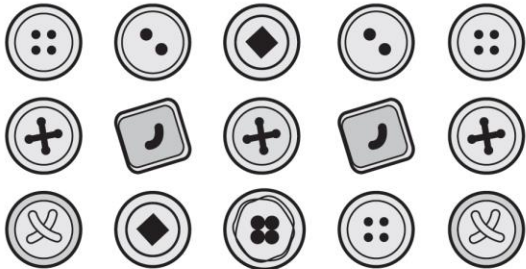
*If the student does not respond, record "no response" and then present the next task.*

# Sample Task 1 – Part C

## Student Booklet

Grade 3 Mathematics

Task 1 Scenario



Grade 3 Mathematics

Task 1 Part C2

A  $3 \times 1 = ?$

B  $3 \times 3 = ?$

C  $3 \times 5 = ?$

# Indicating a Response

- Students should use the same response mode used in the classroom for the test.
  - Pointing to a response
  - Saying a response
  - Signing a response
  - Gazing at a response
  - Using switch to select a response
- Accept any response mode.

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# Student Response Document



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- The Test Examiner will record the student's response and whether the response required scaffolding.
- Once the Test Examiner has completed the administration of the assessment, the student's responses will be entered into Nextera.

# Student Response Document



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- The Test Examiner will record the student's response on the Student Response Document.
- Record the answer choice that corresponds with the student's response or select "NR" if the student does not respond.
- Scaffolding is provided only if needed (as outlined in the Test Examiner Booklet) and should be recorded only if the student received additional scaffolding.

| Student Name   |                     | STID   | Student Grade  | Test Examiner Name   |
|--|---------------------|--|--|--|
| Fill in the bubble that corresponds to the student's response for each part of each task within each content area. |                     |  |  |  |
| English Language Arts  |                     |  |  |  |
|  |                     | Part A   | Part B   | Part C   |
| Task 1   | Student Response    | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
|  | Scaffolded Response | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
| Task 2   | Student Response    | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
|  | Scaffolded Response | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
| Task 3   | Student Response    | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
|  | Scaffolded Response | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
| Task 4   | Student Response    | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
|  | Scaffolded Response | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
| Task 5   | Student Response    | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
|  | Scaffolded Response | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
| Task 6   | Student Response    | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
|  | Scaffolded Response | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
| Task 7   | Student Response    | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
|  | Scaffolded Response | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
| Task 8   | Student Response    | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
|  | Scaffolded Response | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
| Task 9   | Student Response    | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
|  | Scaffolded Response | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
| Task 10  | Student Response    | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
|  | Scaffolded Response | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
| Task 11  | Student Response    | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |
|  | Scaffolded Response | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR | <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> NR |

# Enter Student Responses in Nextera, the online system



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- Once the assessment is complete, the Test Examiner will use the completed Student Response Document to enter the student's responses into the online system Nextera.

ELA GRADE 03 - TASK 1

Part A

Student Response

ELA GRADE 03 - TASK 1

Part B

Student Response

A B C No Response

ELA GRADE 03 - TASK 1

Part C

Student Response

Scaffolded Response

A B C No Response

# Sample Task 2 - ELA

- Contain the same assessment components
  - Test Examiner Booklet ("Say" and "Do" statements)
  - Student Booklet (student materials containing graphics and answer options)
  - Student Response Document
- Student considerations for administration
  - Think about the individual needs of one of your students as we review the second sample task.
  - We will discuss two sample students and individual considerations for assessment for each.

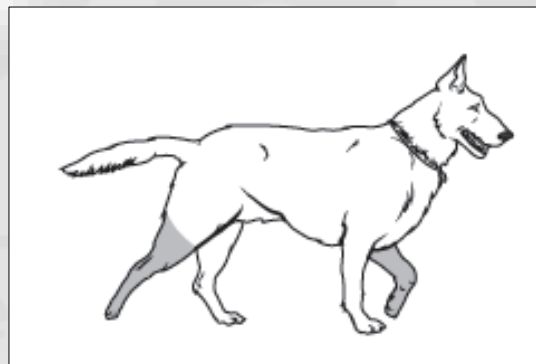


# Sample Task 2 – Scenario/Passage: The Cat Walk

**SAY:** We are going to read a text. The title of the text is "The Cat Walk."

**DO:** *Point to the picture of the dog walking. Point to each shaded leg.*

**SAY:** The shaded legs are off the ground. Most four-legged animals, such as dogs, walk the same way. They move the front leg on one side. At the same time, they move the back leg on the other side.

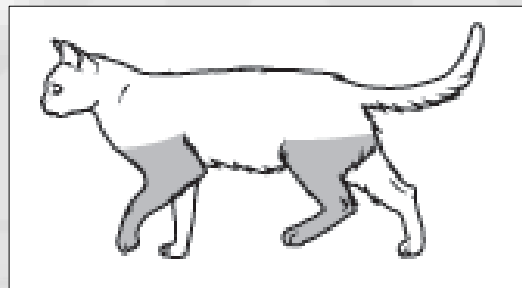


# Sample Task 2 – Scenario/Passage: The Cat Walk

**SAY:** Cats are special animals. One thing that makes a cat different is the way it walks. The next time you see a cat, watch the way it walks.

**DO:** *Point to the picture of the cat walking. Point to each shaded leg.*

**SAY:** The shaded legs are off the ground. A cat moves both legs on one side at the same time. First, the cat moves both left legs. Then, the cat moves both right legs.



# Sample Task 2 – Scenario/Passage: The Cat Walk

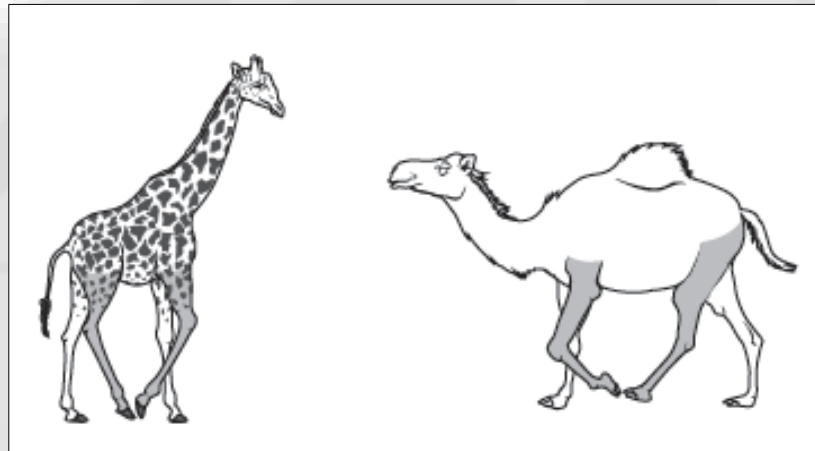


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**SAY:** The way cats walk is very special.

**DO:** *Point to the pictures of the giraffe and the camel as you mention them. Point to each shaded leg.*

**SAY:** The shaded legs are off the ground. Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!



# Sample Task 2 - Part A

Low complexity content/High support



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**SAY:** Which animal is this text **MOSTLY** about?

**DO:** *Point to the answer options as you read them.*

**SAY:** Cat. Dog.

**A**



**Cat**

**B**



**Dog**

# Sample Task 2 - Part A Scaffolding



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## Part A: Scaffolding Example

*If the student responds to Part A by choosing answer option A, record the student's response and present **Part B**.*

*If the student responds to Part A by selecting answer option B, record the student's response, provide the scaffolding below, and then ask the question again.*

*If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.*

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# Sample Task 2 - Part A

## Scaffolding



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**SAY:** Several animals are talked about in this text. The text **MOSTLY** tells about one animal being special. Which animal is this text **MOSTLY** about?

**DO:** *Point to the answer options as you read them again.*

**SAY:** Cat. Dog.

*Record the student's response and then present **Part B**.*

*If the student does not respond, record "no response" and then present **Part B**.*

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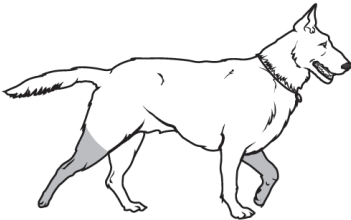
# Sample Task 2 – Part A

## Student Booklet

Grade 4 English Language Arts Task 1 Scenario 1

### The Cat Walk

Most four-legged animals, such as dogs, walk the same way. They move the front leg on one side. At the same time, they move the back leg on the other side.

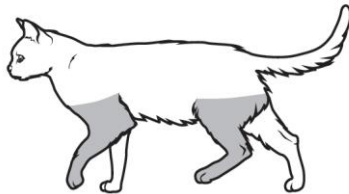


Grade 4 English Language Arts Task 1 Scenario 2

Cats are special animals. One thing that makes a cat different is the way it walks. The next time you see a cat, watch the way it walks.

The shaded legs are off the ground.

A cat moves both legs on one side at the same time. First, the cat moves both left legs. Then, the cat moves both right legs.

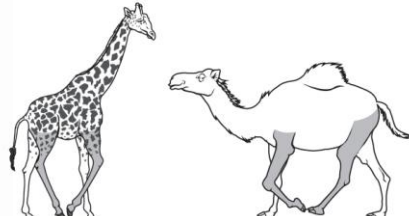


Grade 4 English Language Arts Task 1 Scenario 3

The way cats walk is very special.

The shaded legs are off the ground.

Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!




Passage

Answer Options


Grade 4 English Language Arts Task 1 Part A

A



Cat

B



Dog

# Sample Task 2 - Part B

Moderate complexity content/Moderate support

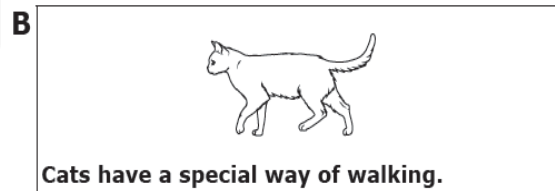


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**SAY:** What is the main idea of this text?

**DO:** *Point to the answer options as you read them.*

**SAY:** There are many different kinds of animals. Cats have a special way of walking.  
Cats are better than dogs.





# Sample Task 2 - Part B Scaffolding



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## Part B: Scaffolding Example

*If the student responds to Part B by selecting answer option B, record the student's response and present **Part C**.*

*If the student responds to Part B by selecting answer option A or C, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.*

*If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option C, and then ask the question again.*

# Sample Task 2 - Part B

## Scaffolding



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**DO:** *Cover the answer option selected by the student OR answer option C if the student did not respond.*

**SAY:** What is the main idea of this text?

**DO:** *Point to the remaining answer options as you read them.*

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

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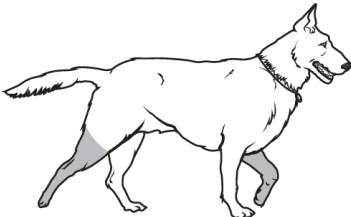
# Sample Task 2 – Part B

## Student Booklet

Grade 4 English Language Arts Task 1 Scenario 1

### The Cat Walk

Most four-legged animals, such as dogs, walk the same way. They move the front leg on one side. At the same time, they move the back leg on the other side.

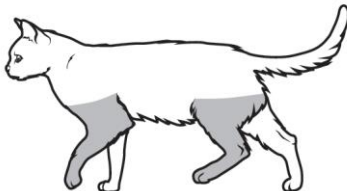


Grade 4 English Language Arts Task 1 Scenario 2

Cats are special animals. One thing that makes a cat different is the way it walks. The next time you see a cat, watch the way it walks.

The shaded legs are off the ground.

A cat moves both legs on one side at the same time. First, the cat moves both left legs. Then, the cat moves both right legs.

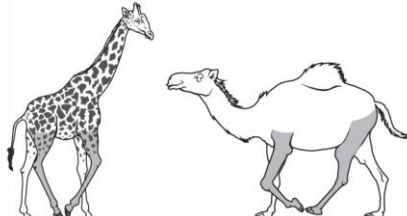


Grade 4 English Language Arts Task 1 Scenario 3

The way cats walk is very special.

The shaded legs are off the ground.


Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!





Same passage

Part B Answer Choices

Grade 4 English Language Arts Task 1 Part B

A   
There are many different kinds of animals.

B   
Cats have a special way of walking.

C   
Cats are better than dogs.

# Sample Task 2 - Part C

High complexity content/Low support



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**SAY:** A main idea in the text is that cats are different from most other animals in a very special way.

Which sentence from the text BEST supports this idea?

**DO:** *Point to the answer options as you read them.*

**SAY:** At the same time, they move the back leg on the other side. The next time you see a cat, watch the way it walks. Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!

- A At the same time, they move the back leg on the other side.
- B The next time you see a cat, watch the way it walks.
- C Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!

# Sample Task 2 - Part C

## Scaffolding



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### Part C: Scaffolding Example

*If the student responds to Part C by selecting answer option C, record the student's response and present **the next task**.*

*If the student responds to Part C by selecting answer option A or B, record the student's response, provide the scaffolding below, and then ask the question again.*

*If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.*

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# Sample Task 2 - Part C

## Scaffolding



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**SAY:** The main idea of a text is supported by details. A supporting detail could be a fact that tells more about the main idea.

The main idea in this text is that cats are different from most other animals in a very special way.

Which sentence from the text BEST supports this idea?

**DO:** *Point to the answer options as you read them again.*

**SAY:** At the same time, they move the back leg on the other side. The next time you see a cat, watch the way it walks. Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!

*Record the student's response and then present the next task.*

*If the student does not respond, record "no response" and then present **the next task**.*

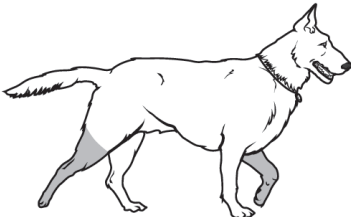
# Sample Task 2 – Part C

## Student Booklet

Grade 4 English Language Arts Task 1 Scenario 1

### The Cat Walk

Most four-legged animals, such as dogs, walk the same way. They move the front leg on one side. At the same time, they move the back leg on the other side.

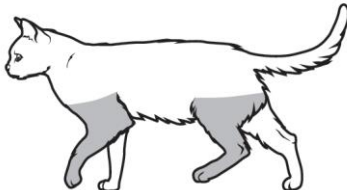


Grade 4 English Language Arts Task 1 Scenario 2

Cats are special animals. One thing that makes a cat different is the way it walks. The next time you see a cat, watch the way it walks.

The shaded legs are off the ground.

A cat moves both legs on one side at the same time. First, the cat moves both left legs. Then, the cat moves both right legs.

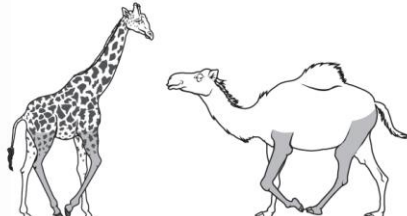


Grade 4 English Language Arts Task 1 Scenario 3

The way cats walk is very special.

The shaded legs are off the ground.

Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!



Same passage

Part C Answer Choices

Grade 4 English Language Arts Task 1 Part C

**A** At the same time, they move the back leg on the other side.

**B** The next time you see a cat, watch the way it walks.

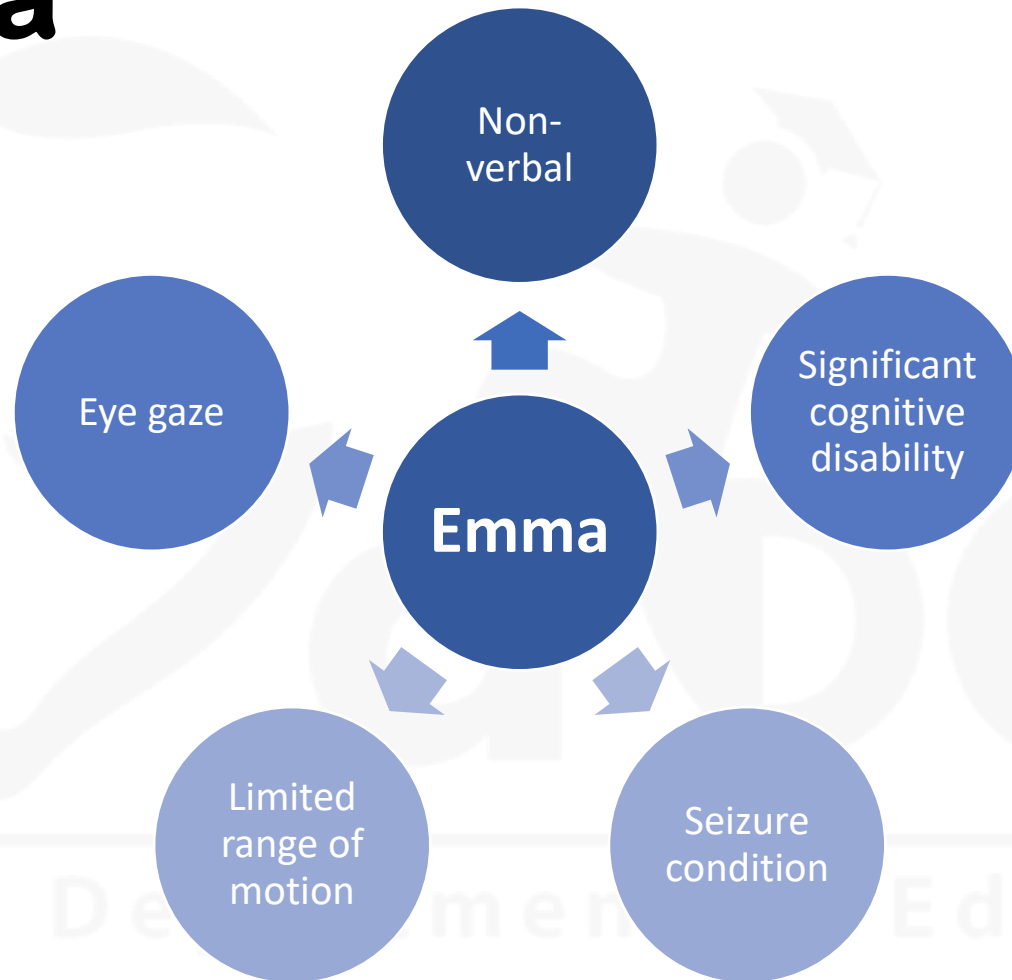
**C** Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!

# Test Administration Student Samples

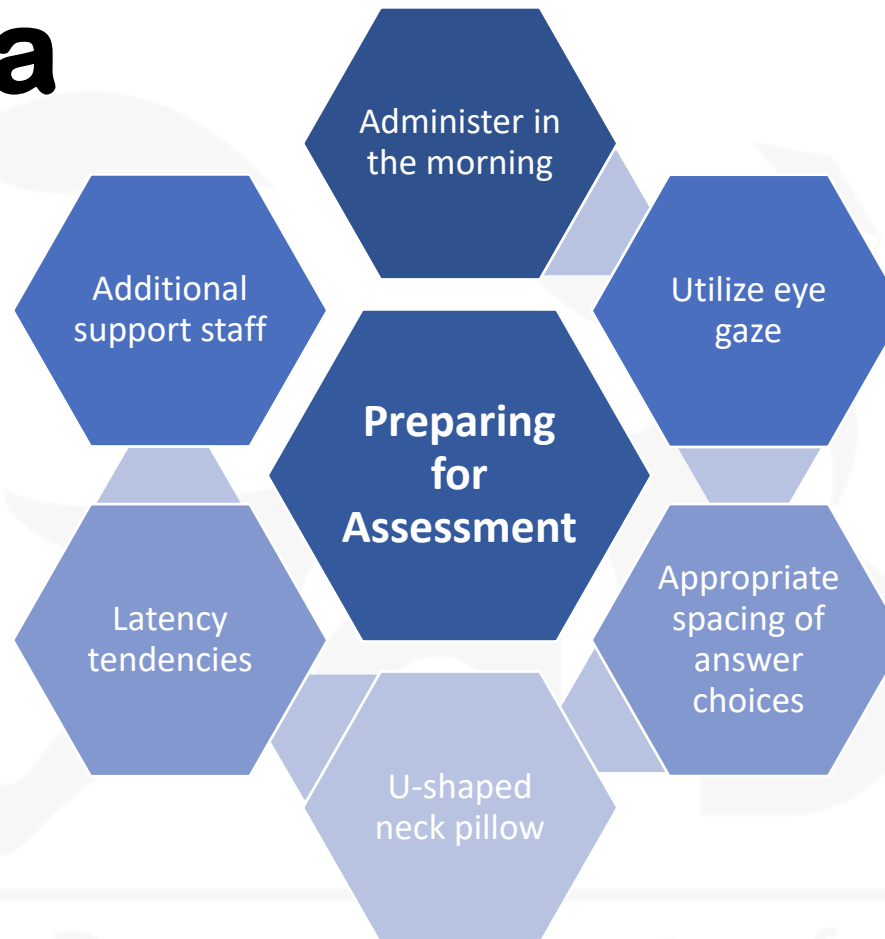




# Student Example - Emma



# Student Example - Emma

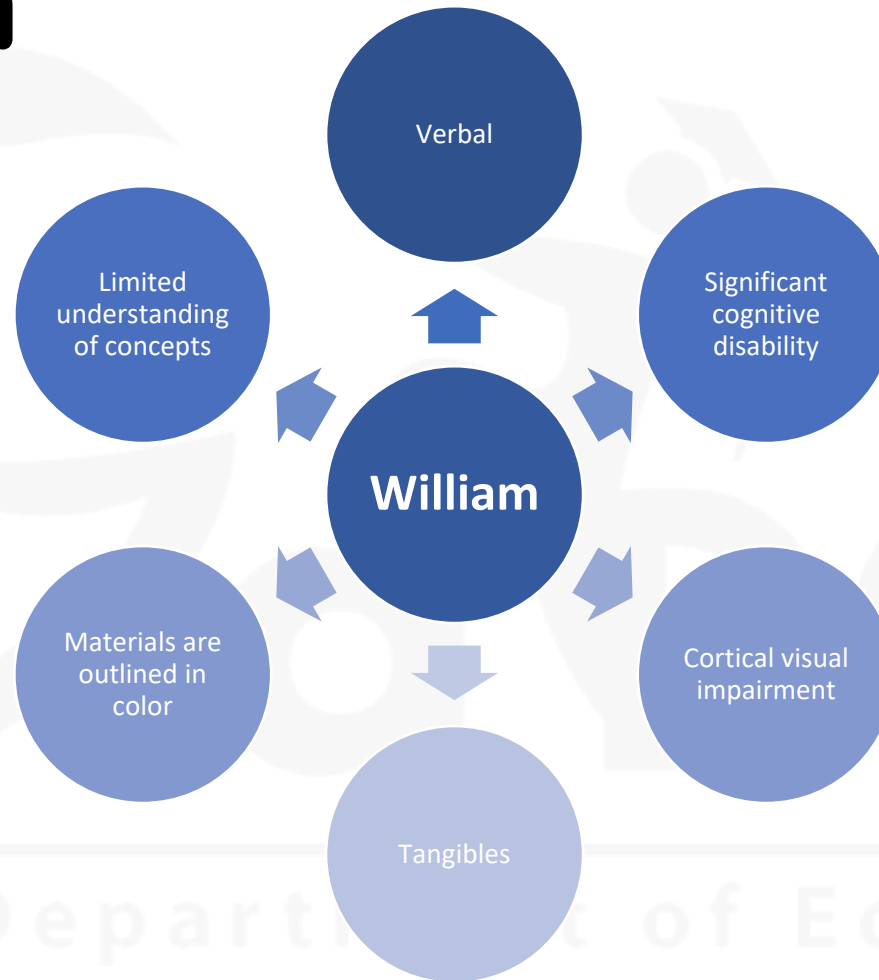


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# Student Example - William



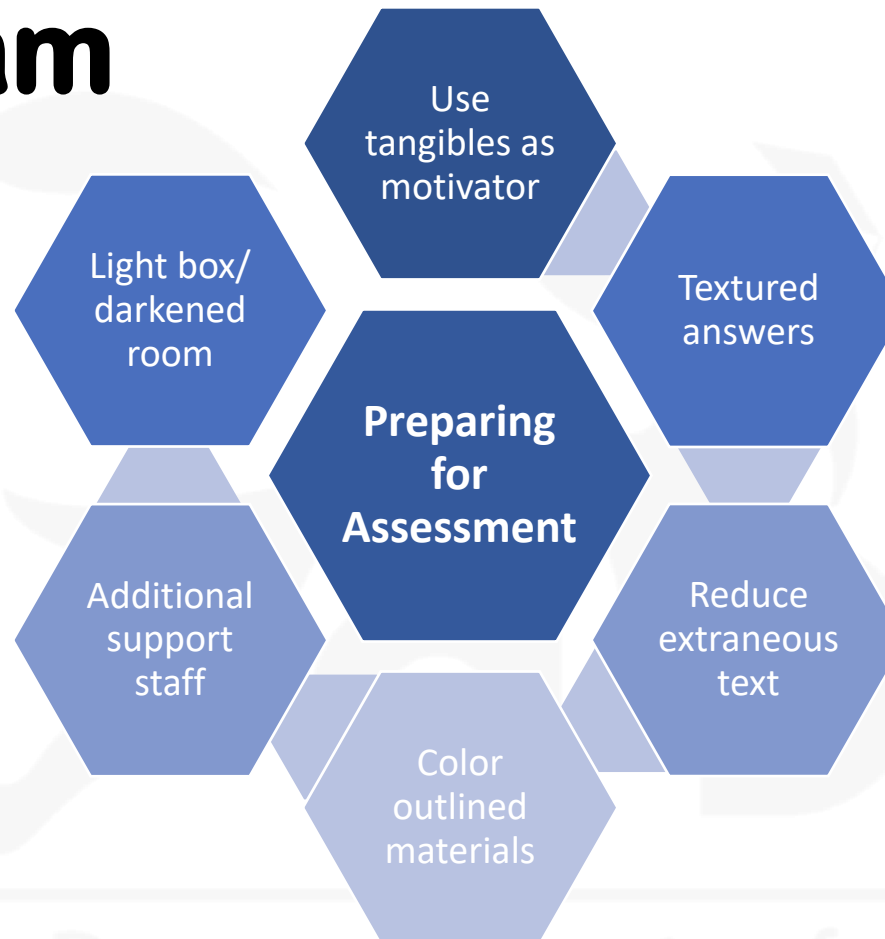
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# Student Example - William



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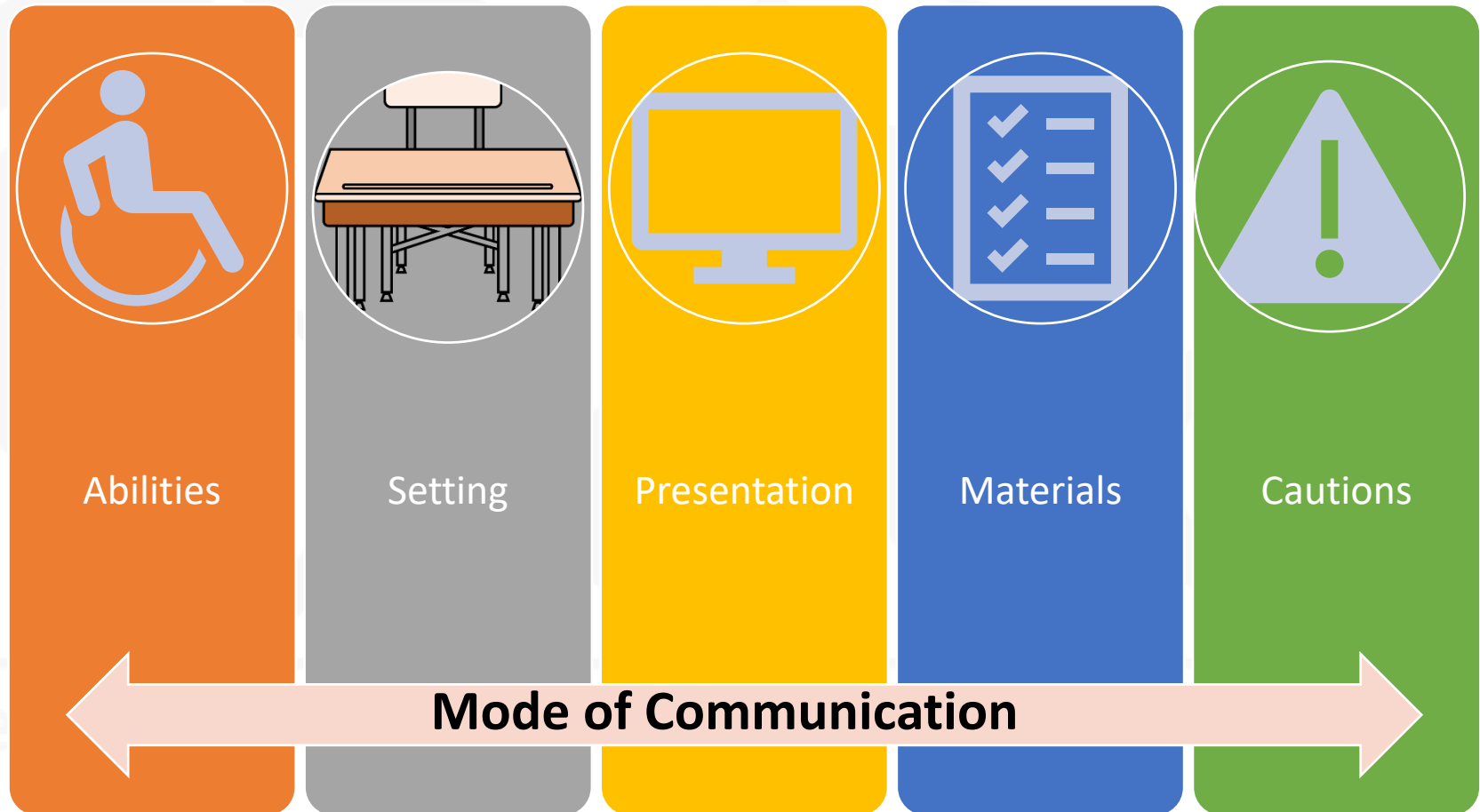
**Remember!!!**

If you don't see an allowable accommodation remember to make a special accommodation request to the Assessment Department.

# Preparing for the GAA 2.0



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# Accommodations

# Accommodations

- Tasks may be accommodated to meet the needs of the diverse range of students participating in the GAA 2.0 Administration.
- Examples:
  - Varying the presentation mode or response mode
  - Providing manipulatives to make a task more accessible

Georgia Department of Education

# Accommodations

- Must be based on what the student uses in daily instruction.
- Test Examiners should become familiar with the tasks and should practice using any accommodations with the student on sample items prior to administering the assessment.
- If using any assistive technology, practice with sample items to ensure technology is functioning properly.
- Secure test materials should not be stored in the device.
- All Test Examiners will be acting as scribes by recording the student's response.



# Accommodations

- **Presentation Accommodations** — presentation of test material and/or test directions.
  - Examples: large print, braille, ASL, oral reading, color overlays, magnifiers
- **Response Accommodations** — manner in which students respond to or answer test questions.
  - Examples: AAC device, pointing to answers, verbal answers, scribe, adapted writing tools
- **Scheduling Accommodations** —time allowance or scheduling of a test.
  - Examples: breaks, optimal time of day for testing, multiple testing sessions
- **Setting Accommodations** —place in which the testing normally occurs.
  - Examples: special education classroom, small group, individual administration, preferential seating

# Allowable Accommodations GAA 2.0



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A = Administration procedures  
allowable for all eligible students.

S = Standard accommodation  
required for eligible students.

C = Conditional Accommodation  
for required eligible students.

Allowable Accommodations for Students with Disabilities

| Setting Accommodation  | GAA 2.0 | ACCESS FOR ELLS 2.0 <sup>1a</sup> | GRIDS          | Georgia Milestones | NAEP           |
|--|---------|-----------------------------------|----------------|--------------------|----------------|
| 1. Special education classroom   | A       | A                                 | S              | S                  | S              |
| 2. Special or adapted lighting   | A       | A                                 | S              | S                  | S              |
| 3. Small group   | A       | A                                 | S              | S                  | S              |
| 4. Preferential seating  | A       | A                                 | S              | S                  | S              |
| 5. Sound field adaptations   | S       | A                                 | S              | S                  | S              |
| 6. Adaptive furniture (e.g. slant board)   | A       | A                                 | S              | S                  | S              |
| 7. Individual or study carrel  | A       | A                                 | S              | S                  | S              |
| 8. Individual administration   | A       | A                                 | S              | S                  | S              |
| 9. Test administered by certified educator familiar to student   | A       | A                                 | S              | S                  | S              |
| Presentation Accommodations  | GAA 2.0 | ACCESS FOR ELLS 2.0 <sup>1a</sup> | GRIDS          | Georgia Milestones | NAEP           |
| 10. Large Font/Large Print   | S       | S                                 | S              | S                  | S              |
| 11. Video Sign Language/Sign the directions  | S       | S                                 | S              | S                  | S              |
| 12. Video Sign Language/Sign test questions  | S       | S                                 | S              | S                  | S              |
| 13. Sign English Language Arts (ELA) passages  | S       | S                                 | S              | C <sup>1</sup>     |                |
| 14. Oral reading of test questions in English  | A       | S <sup>3</sup>                    |                | S <sup>11</sup>    | S              |
| 15. Text to Speech/Oral reading of English Language Arts (ELA) passages in English   | A       | S <sup>3</sup>                    |                | C <sup>1</sup>     |                |
| 16. Explain or paraphrase the directions for clarity (in English only)   | S       | A                                 | S              | S                  |                |
| 17. Braille  | S       | S                                 | S              | S                  | S              |
| 18. Color overlays, templates, or place markers  | S       | S <sup>2</sup>                    | S              | S                  | S              |
| 19. Use of highlighter by student  | S       | S <sup>2</sup>                    |                |                    | S              |
| 20. Magnification/Low vision aids (e.g. CCTV, other magnifying equipment)  | S       | S <sup>2</sup>                    | S              | S                  | S              |
| 21. Repetition of directions (in English only)   | A       | S                                 | S              | S                  |                |
| 22. Audio amplification devices or noise buffer/listening devices  | S       | S <sup>2</sup>                    | S              | S                  | S              |
| 23. Use directions that have been marked by teacher  |         | S                                 |                |                    |                |
| Response Accommodations  | GAA 2.0 | ACCESS FOR ELLS 2.0 <sup>1a</sup> | GRIDS          | Georgia Milestones | NAEP           |
| 24. Technology applications, such as Braille or other communications device with grammar and spell checks disabled; Internet disabled for device | S       | S                                 | S              | S                  | S              |
| 25. Student marks answers in test booklet  | A       | S <sup>12</sup>                   |                |                    |                |
| 26. Student points to answers <sup>25</sup>  | A       | S <sup>12</sup>                   | S              | S                  | S              |
| 27. Verbal response in English only  | A       | S <sup>4</sup>                    | S              | S                  | S              |
| 28. Scribe   | S       | S <sup>6,7</sup>                  | S <sup>6</sup> | S <sup>6</sup>     | S <sup>8</sup> |
| 29. Braille writer/Braille Note-Taker  | S       | S <sup>14</sup>                   | S              | S                  | S              |
| 30. Abacus   | A       |                                   |                | S <sup>9</sup>     |                |
| 31. Basic function calculator or adapted basic calculator (e.g. Braille or talking calculator)   | S       |                                   |                | C <sup>1</sup>     | S <sup>5</sup> |
| 32. Adapted writing tools (e.g. pencil grips, large diameter pencil)   | A       | S <sup>2</sup>                    | S              | S                  | S              |
| 33. Adapted/lined paper  | A       |                                   |                | S                  |                |

## Disabilities

| ACCESS FOR ELLS 2.0 <sup>1a</sup> | GRIDS | Georgia Milestones | NAEP |
|-----------------------------------|-------|--------------------|------|
| A                                 | S     | S                  | S    |
| S                                 | S     | S                  | S    |
| S                                 | S     | S                  | S    |
| S <sup>13</sup>                   |       | S                  |      |
| S <sup>10</sup>                   |       |                    |      |

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Accommodations Supplement.

# Use of Manipulatives

- General guidelines for selecting and using additional manipulatives in assessment should:
  - ensure the student uses the identified manipulatives in daily instruction throughout the year;
  - allow the student to participate meaningfully in both instruction and assessments;
  - provide an individual student access to an assessment task;
  - does not affect the integrity of the assessment; and
  - is not solely used during assessment.
- Additional guidance for the use of tactile adapted materials and/or utilizing object replacement systems for students with visual impairments is forthcoming.

# Sign Language

- The Test Examiner/sign language interpreter should review forms prior to test administration and make appropriate notes in the Test Examiner Booklet.
  - Must not use cluing inflection
  - Must use consistent facial expression
- All signs must be conceptually accurate, translating only the content exactly as it appears without changing or adding information.
- The use of speaking and signing simultaneously permitted.

# Use of Physical Prompting



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- The use of **directive physical prompting**, including hand-over-hand that leads the student to the correct answer, is not permitted.
- This does not allow the student to independently show what they know and can do.

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# Use of Physical Prompting



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- There may be some students who require **physical support** in order to engage with the materials based on a motor limitation or a specific sensory impairment (i.e., student who is blind).

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# Use of Physical Prompting

- Physical **support** is permitted as long as it does not lead the student to the correct answer.
- It must allow a student to independently answer or make a choice.
  - Holding a student's arm steady at the elbow in order for them to independently make a choice is not considered directive physical prompting.
  - For a student who is blind or visually impaired, leading a student's hand to engage with each answer option equally while allowing the student to make a choice is not directive physical prompting.

# Redirection and Reinforcement



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- Redirections strategies are permitted when:
  - they are a part of the student's daily instruction.
  - they are used to redirect or refocus the student.
  - they should never cue the correct answer.
- Test Examiners are allowed to encourage a student to persist.
- Encouragement should never cue the correct answer.

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# Timing and Scheduling

- Every student is different with varying ability to stay on task.
- Test Examiners may pause testing to take a break at any time, planned or unplanned.
- The assessment is not timed and can be paused for a variety of reasons, including frustration, lack of engagement, refusal, etc. Use professional judgement based on your knowledge of your individual student.
- The Test Examiner may pause and resume the administration of as often as necessary during the whole administration window.

# Timing and Scheduling



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- Test Examiners may determine the order content area tests are administered.
  - For example, a Test Examiner can choose any content area to begin with (ELA, math, science, social studies).
- Tasks must be administered sequentially within a content area.

# Repeating Task Text

- Follow administration directions.
- Repeat script upon the student's request.
- Response time is based on the individual needs of each student.
- The teacher's script can be repeated up to two times.
  - Student request
  - Pausing/resuming assessment
  - Individual student need

# Additional Accommodation Considerations

- Before assessment – utilize the sample tasks to have your student practice selecting a response with a given accommodation.
- During assessment – avoid anything that cues an answer and utilize strategies and accommodations that the student is familiar with.
- After assessment – enter student responses in Nextera. Ensure that all test materials are accounted for, and provide all test materials to the System Test Coordinator for return to Questar.



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# Key Dates, Resources and Contacts

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# 2018-19 Key Dates

| Prior to Testing   |                          |
|--|--------------------------|
| Training Webinar <ul style="list-style-type: none"> <li>• Orientation to new assessment</li> <li>• Deeper look at test design</li> </ul> | October 29 and 31, 2018  |
| Receive Nextera Admin Access   | December 2018            |
| Braille Order Window Opens   | December 2018            |
| Training Webinar <ul style="list-style-type: none"> <li>• All Things Nextera</li> </ul>  | January 16 and 23, 2019  |
| Pre-Administration Webinar <ul style="list-style-type: none"> <li>• Final Test Prep</li> </ul>   | February 25 and 27, 2019 |
| Test Materials Arrive in Systems   | March 6, 2019            |
| Spring 2019 Test Administration  | March 25-May 3, 2019     |
| Deadline to Return Materials to Questar  | May 10, 2019             |
| Training Webinar <ul style="list-style-type: none"> <li>• Interpreting Results</li> </ul>  | TBD                      |

# Additional Resources

- In addition to training webinars, the following materials will be available prior to testing.

| Material  | Method /Location         | Audience  |
|---|--------------------------|---|
| Nextera Admin Setup and Installation Guide (SIG)                        | PDF / Nextera Help Tab   | District and School Technical Coordinators                  |
| Test Administration Manual (TAM)  | PDF / Nextera Help Tab   | System Testing Coordinators;<br>Special Education Directors |
| Nextera Quick Reference Guides:<br>Brief job aids for common tasks      | PDF / Nextera Help Tab   | System Testing Coordinators;<br>Special Education Directors |
| Nextera Quick Tips:<br>Brief video tutorials demonstrating common tasks | Video / Nextera Help Tab | System Testing Coordinators;<br>Special Education Directors |

# Materials Ordering

- Paper materials shipped based on Pre-ID file provided by GaDOE to Questar in December
- Braille materials shipped per survey response
- There will be an Additional Material Order (AMO) window in January 2019 for all materials.



# GAA 2.0 Resources

## Available on the GA Dept. of Ed - GAA 2.0 website

- Eligibility Criteria for Participation on GAA 2.0 (posted)
- Blueprints (posted)
- Extended Standards (posted)
- Sample Tasks (coming soon)
- Accommodations Manual and Information

[http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA\\_2.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx)

# Teacher Resources



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## Additional Resources

|                             |   |
|-----------------------------|---|
| Teacher Resource Link (TRL) | <a href="http://bit.ly/AccessOneNote">http://bit.ly/AccessOneNote</a>   |
| PowerPoint to the TRL       | <a href="http://www.gadoe.org/Technology-Services/SLDS/Pages/GAA-Resources-In-TRL.aspx">http://www.gadoe.org/Technology-Services/SLDS/Pages/GAA-Resources-In-TRL.aspx</a> |
| Resource Board              | Requires a password   |

# GAA 2.0 Waiver Status

- Georgia submitted an ESSA waiver request to exclude GAA 2.0 results from accountability calculations in 2018-2019 as a precautionary measure given the newness of the GAA 2.0 and the unfamiliarity that students and teachers have with the redesigned assessment format.
- USED expressed concerns about excluding results for this population of students in accountability calculations.
  - However, USED has agreed to place this waiver request on hold until after the spring 2019 administration.
  - At that time, we can submit an addendum to the waiver request using information and data from the spring 2019 administration in support of the waiver if needed.
  - If this step is needed, USED has agreed to expedite review of the waiver request.

# Contact Information

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# Thank You!

~

# Questions?

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