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# Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

## Step I: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, 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 160-4-2-.48).

According to O.C.G.A § 20-2-281, school districts 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 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, 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 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?**<br>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**<br>○ **No** | ☐ Present Levels of Academic Achievement and Functional Performance<br>☐ Anecdotal Notes and Observations<br>☐ Benchmark Data<br>☐ Progress Monitoring Data<br>☐ Learning Characteristics Inventory<br>☐ Other_____ | |
| **2. Does the student have a significant cognitive disability?**<br>A significant cognitive disability is determined by the IEP team and must be based on evaluation information | ○ **Yes**<br>○ **No** | ☐ Results of Individual Cognitive Ability Test<br>☐ Results of Adaptive Behavior Skills Assessment | |


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| **Student Name** | | **Grade** | |
|---|---|---|---|
| **Eligibility Criteria** | | **Sources of Evidence (check if used)** | **Justification** |
| 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<br>☐ 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)?**<br>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**<br>☐ **No** | ☐ Results of Individual Cognitive Ability Test<br>☐ Results of Adaptive Behavior Skills Assessment<br>☐ Anecdotal Notes and Observations<br>☐ Benchmark Data<br>☐ Progress Monitoring Data<br>☐ Results of language assessments including English Learner (EL) assessments, if applicable<br>☐ Learning Characteristics Inventory<br>☐ Other_____ | |
| **4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?**<br>A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs. | ☐ **Yes**<br>☐ **No** | ☐ Results of Individual Cognitive Ability Test<br>☐ Results of Adaptive Behavior Skills Assessment<br>☐ Learning Characteristics Inventory<br>☐ Other_____ | |


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## 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, 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 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, district, and statewide assessment results. This decision is not based solely on the student's previous performance on statewide assessment. |
| The decision to administer GAA 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 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 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. |


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# Test Administration Manual

Georgia Alternate Assessment 2.0
Spring 2023

# Test Security

All test booklets and supporting materials associated with the Georgia Alternate Assessment 2.0 (GAA 2.0) are confidential and secure. No part of any student test booklet or test examiners booklet may be reproduced or transmitted in any form or by any means, including but not limited to electronic, mechanical, manual, or verbal (e.g., photocopying, photography, scanning, recording, paraphrasing—rewording or creating mirror items for instruction—and/or copying). Georgia Alternate Assessment 2.0 materials must remain secure at all times. Any breach in security is a direct violation of testing policies and procedures established by Georgia law (O.C.G.A. §20-2-281) and State Board of Education (SBOE Rule 160-3-1-.07(4)) in addition to copyright laws and the Georgia Code of Ethics for Educators. The Georgia Alternate Assessment 2.0 materials may not be provided to any persons except those conducting the test administration and those being tested. All test booklets (used and unused) and all supporting materials are considered secure and must be accounted for and returned at the completion of the test administration and in the manner prescribed in the *Test Administration Manual*.

## Source: 2022–2023 Student Assessment Handbook

Below is a list, although not all-inclusive, of educator actions that constitute a breach of test security:

- coaches examinees during testing, or alters or interferes with examinees' responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets/online testing forms;
- makes answers available to examinees;
- questions students about test content after the test administration;
- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test booklets constitute a breach of test security and will result in a referral to the Georgia Professional Standards Commission [GaPSC]);
- uses or handles secure test booklets or online testing logins/passwords for any purpose other than examination;
- fails to follow administration directions and/or test examiner script for the test;
- fails to properly secure and safeguard logins/passwords necessary for online test administration;
- alters responses on a Student Response Document or within an online test form; and
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.


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# About this Manual

This manual describes the pre-test, test administration, and post-test procedures that System and School Test Coordinators and Test Examiners must follow to administer the Georgia Alternate Assessment 2.0 (GAA 2.0).

The System and School Test Coordinators' and Test Examiner's responsibilities are clearly outlined in this manual and are designed to protect the integrity and security of the assessment.

It is the responsibility of each individual who handles the GAA 2.0 to know the content of this manual and to follow all procedures. System and School Test Coordinators and Test Examiners are required to read this manual carefully to become familiar with the tasks expected for administration of the GAA 2.0.

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# Roles and Responsibilities

**System Test Coordinators** ensure that all personnel have been trained in proper test administration and security procedures. They manage organization and user account information in the DRC INSIGHT Portal, and may, if necessary, help School Test Coordinators with test scheduling and the editing of student data (such as reporting testing irregularities). They monitor test administration, provide support for School Test Coordinators during testing, and verify that all tasks are completed at the end of testing. System Test Coordinators establish a system for a secure chain of custody for all secure test materials and monitor schools in complying with inventory and documentation of delivery, receipt, and return of all such materials.

**School Test Coordinators** add and edit student information in the DRC INSIGHT Portal, manage Registrations, and input students' Learner Characteristics Inventory data. They supervise and ensure that Test Examiners and Proctors have been trained in proper test administration procedures. They monitor testing to ensure that established administration and security procedures are followed. They should monitor and ensure test security protocols are followed regarding the handling of secure materials and access to the online test content. School Test Coordinators ensure that all secure test materials follow the established protocol for the secure chain of custody for all secure materials, before, during, and after test administration. They verify the receipt and return of all secure test materials during administration, and they return all secure materials to the System Test Coordinator when testing is complete.

**Test Examiners** must participate in all training in test security and test administration protocols. They should be familiar with this *Test Administration Manual* and secure test materials prior to administration of the GAA 2.0. Test Examiners must acknowledge the receipt and return of all secure test materials to the School Test Coordinator.


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# Test Security Procedures and Reminders

Maintaining test security is one of the most important responsibilities of System Test Coordinators, School Test Coordinators, Test Examiners, and other staff. District personnel must follow written procedures at all times.

- *Student Booklets* and other testing materials must be secured at all times.
- Unlike the general content assessments, the GAA 2.0 requires that Test Examiners review the test materials before administering the assessments to their students. However, it is unethical for any staff person to reproduce or disclose any secure material or to cause it to be reproduced or disclosed in any form.
- Each *Student Booklet* and online test form contains questions that will be used on future tests. Therefore, maintaining test security is critical to the viability of the testing program. Again, district personnel are responsible for ensuring the security not only of the physical test materials, but also of the content of those materials both online and on paper. These responsibilities extend beyond the opening and closing of the local and state testing window.

The security of the GAA 2.0 materials must be maintained before, during, and after each test administration. System and School Test Coordinators and Test Examiners **MUST** follow the procedures listed below to ensure the security and integrity of the tests.

All assessments must be administered by a GaPSC-certified educator.

Test Examiners are directly responsible for the security of test materials and must account for all materials while in the Test Examiner's custody.

Test materials must be kept secure at **ALL** times. While in the Test Examiner's custody, secure test materials must be kept in a locked storage area when not being used for actual administration to students. During test administration, materials and students must be supervised at all times.

At no time should a Test Examiner or other personnel keep test materials in a classroom or other unauthorized storage area overnight.

The testing environment should be designed and maintained to minimize the potential for cheating. Any sign of cheating must be handled immediately. Test Examiners must contact the School Test Coordinator if they have any questions or if cheating or security violations are suspected.

Instructional materials that are displayed/posted should be covered or removed in each test setting.

The use, or intended use, of an electronic device to photograph, post, retain, or share information/images from any portion of a secure test will result in invalidation.

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Test Examiners must account for all test materials before dismissing students from the testing room. At the conclusion of each administration, Test Examiners are responsible for immediately returning all test materials to the School Test Coordinator.

A failure to take these steps constitutes an irregularity that must be reported to the Georgia Department of Education (GaDOE).

Should it be confirmed that either a student brought information into a test setting through stored text or left the test setting with secure test information stored on a device, the student's test will be invalidated. Such an event must be reported to GaDOE.

In any unexpected situation, educators must first act to assure the safety of all children and adults and to protect property from damage. While test security is critical and must be maintained as much as possible, student safety is always the priority. Beyond that, and to the greatest extent practical, the integrity of the test being administered is to be maintained.

**ALL** individuals who have the responsibility for handling the GAA 2.0 materials are accountable for all test materials assigned to them before, during, and after the test administration. Any discrepancies should be documented and reported to the School Test Coordinator.


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# Georgia Alternate Assessment 2.0 Overview

## Introduction to the GAA 2.0

The GAA 2.0 is designed to meet the requirements of federal and state law. States are required to assess all students, including students with significant cognitive disabilities, and provide access to challenging academic standards. States are required to ensure that all students have the opportunity to learn.

The GAA 2.0 is also designed to ensure that students with significant cognitive disabilities are given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in grade-level standards. The GAA 2.0 is based on the Georgia Standards of Excellence (GSE) Extended Content Standards and are reduced in depth, breadth, and complexity. The GSE Extended Content Standards are aligned to the GSE.

The GAA 2.0:

- aligns to the Georgia Standards of Excellence;
- reduces teachers' burden related to selecting or developing tasks; and
- has standardized and scripted tasks with multiple access points with scaffolding, if needed.

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The GAA 2.0 is the state-provided alternate assessment.

For an overview of the GAA 2.0, please refer to information and resources found at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx.

## Students to be Assessed

For students with disabilities, each student's Individualized Education Program (IEP) team determines how the student shall participate in Georgia's student assessment program. If (and only if) a student's IEP team determines that a student cannot meaningfully access the general statewide assessments, even with maximum appropriate accommodations, then the student may participate in the GAA 2.0. The IEP team will use the Eligibility Criteria to guide and document its assessment decisions.

Students eligible to participate in the GAA 2.0 in Grades 3, 4, 6, and 7 are assessed only in English Language Arts (ELA) and Mathematics. Students eligible to participate in the GAA 2.0 in Grade 5 are assessed in ELA, Mathematics, and Science. Students eligible to participate in the GAA 2.0 in Grades 8 and High School are assessed in ELA, Mathematics, Science, and Social Studies.

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The instructional program for high school students with significant cognitive disabilities includes courses that align with the Georgia Milestones End of Course (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. This assessment is administered for high school students for the first time in Grade 11 and must occur prior to intended graduation.

| Grades | ELA | Mathematics | Science | Social Studies |
|---|---|---|---|---|
| 3 | x | x | | |
| 4 | x | x | | |
| 5 | x | x | x | |
| 6 | x | x | | |
| 7 | x | x | | |
| 8 | x | x | x | x |
| HS | x | x | x | x |

## Test Administration Key Dates

| **Prior to Testing** | |
|---|---|
| Pre-Administration and Test Setup Training Webinar<br>• DRC INSIGHT Portal Training | January 24, 2023 |
| Test Administration Training Webinar<br>• Final Test Preparation | February 2, 2023 |
| Student Management and Registration in the DRC INSIGHT Portal Opens | February 27, 2023 |
| Test Materials Arrive in Systems<br>• Preview Online Test Forms to Prepare for Test Administration | March 13, 2023 |
| **Test Window** | |
| Spring 2023 Test Administration | March 27–May 5, 2023 |
| Final Deadline to Enter Accommodations and Testing Irregularities into Student Management | May 5, 2023 |
| **After Testing** | |
| Final Deadline to Return Materials to DRC | May 12, 2023 |


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## GAA 2.0 Test Design

The GAA 2.0 contains three-part tasks. Tasks have been designed to allow for the flexibility required to meet the needs of the students taking the GAA 2.0, including students with communication challenges and students with the most significant cognitive disabilities. Each task is written to three levels of complexity, starting with the least complex part and increasing in complexity. A scenario or passage is provided at the beginning of each task and serves as an introduction.

### *Forms 1, 2, 3, 4*

Each grade has four forms per content area.

### *Task Components*

Tasks have been designed to allow for the flexibility needed to meet the needs of the diverse range of students taking the GAA 2.0, including students with the most significant cognitive disabilities.

### *Scenario*

The scenario introduces the topic and provides a brief reminder of prior learning. The purpose of the scenario is to engage the student and suggest the relevance of the topic.

### *Part A: Low Complexity*

The question in Part A represents the most basic presentation of the standard and may assess prerequisite skills. Basic text and simplified graphics help to support understanding at this level. Two answer options are provided at this level and most answer options include graphics.

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### *Part B: Moderate Complexity*

The question in Part B represents an entry-level skill and features simple text with some academic language. Three answer options are provided at this level and graphics may be more academic in nature than those provided for Part A.

### *Part C: High Complexity*

The question in Part C may require the student to make inferences or require the application of previous learning. Graphics are not always included in Part C.

### *Scaffolding*

Scaffolding is support that is built into the task to increase a student's ability to access various levels of complexity within a task. If the student does not respond as indicated in each task part, additional scaffolding will be provided. All scaffolding instructions are provided in the online test form and provide the student an additional opportunity to show what they know and can do.

## Training Requirements

System Test Coordinators must receive and verify all test materials and work with School Test Coordinators to distribute materials to appropriate schools.

System and School Test Coordinators must participate in all scheduled trainings prior to test administration. School Test Coordinators must ensure that Test Examiners are trained in test security and all GAA 2.0 administration protocols.

Prior to the test administration, School Test Coordinators must:

- create and manage Registrations;
- ensure student data, including demographics, is correct in Student Management;
- enter, edit, and view Learner Characteristics Inventory (LCI) forms;
- manage users and ensure Test Examiners can log in to the DRC INSIGHT Portal; and
- distribute test materials to Test Examiners.

School Test Coordinators must ensure that all Test Examiners are trained on the DRC INSIGHT Portal. Test Examiners must fully understand the administration of tasks and scaffolding using the Online Response Entry system.

Prior to the test administration, Test Examiners must:

- review test materials using the Online Response Entry system;
- work with the School Test Coordinator to schedule a time and location for the administration;
- plan for the most appropriate student presentation and response modes;


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- gather all needed supplementary materials; and
- provide the completed LCI to the School Test Coordinator.

After the test administration, Test Examiners must:

- ensure that student responses have been entered into the Online Response Entry system in the DRC INSIGHT Portal for each student; and
- return all test materials to the School Test Coordinator.

After the test administration, System and School Test Coordinators must:

- enter applicable accommodations and testing irregularities for students in Student Management;
- collect and verify the receipt of all test materials; and
- package and return all secure test materials, using appropriate boxes and labels, to DRC.

## GAA 2.0 Assessment Materials

### *Test Examiner Script*

Test Examiners will administer the GAA 2.0 to students using the Online Response Entry system in the DRC INSIGHT Portal. The online test form contains the "Say" and "Do" statements that provide a standardized script to follow when administering an assessment task. The information/script will only be seen by the Test Examiner and will not be seen by the student. Test Examiners must follow the script as written.

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.

The online test form also contains the "next page" icons: . These icons indicate when the Test Examiner should present the next page in the *Student Booklet* to the student.

Within the ELA test, there may be two tasks written to the same passage. The Test Examiner should be sure to read the passage when administering each individual task.

### *Student Booklet*

The *Student Booklet* contains student-facing assessment materials including graphics and answer choices. It has only the information and graphics that the student needs to answer the question and does not contain the Test Examiner's directions and administration information.

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The *Student Booklet* has perforations that allow individual pages to be pulled out as needed for the student. Response options should only be separated or cut apart if there is a disability-based need to do so and should be placed on the work surface exactly as they appear in the online test form. Response options can be placed from left to right for students with an eye gaze accommodation. The back cover with the intact barcode of the *Student Booklet* and all parts pulled out must be kept together and retained for secure inventory and return once testing has completed. See return procedures for further guidance and details regarding secure materials.

## GAA 2.0 Test Administration Policies

### *Test Examiner*

A Test Examiner is required to administer the tasks to students. Each Test Examiner must have completed the training requirements. Each student should be assessed by a special education teacher who holds a current, valid Georgia Educator certification, provides instruction to the assessed student on a regular basis, and has completed the required training. If that individual is not available to administer the test, another GaPSC-certified educator who meets the aforementioned Test Examiner requirements and training criteria may administer that component.

**Non-certified** staff members, student teachers, and substitute teachers are NOT allowed to administer the GAA 2.0.

### *Pausing and Resuming Administration*

The Test Examiner may pause the administration of the assessment if the student's behavior or medical needs prohibit the student from demonstrating optimal performance.

The Test Examiner may stop testing and resume later that day or on another day during the testing window. It may be possible to prevent some of these difficulties with proper planning. The following examples illustrate proper planning:

> *The Test Examiner scheduled testing for Student A on Tuesday. When Student A arrived, it was clear that he was more tired than usual. The Test Examiner learned that something occurred the night before that interfered with Student A's sleep. The Test Examiner made the decision to postpone testing for a few days.*
>
> *The Test Examiner was administering the assessment to Student J when something occurred that upset her. She began throwing things across the room. The Test Examiner made a decision to stop testing for the day and resume another day.*


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If the testing session is paused, the Test Examiner should input the student's response for the last administered task just prior to pausing the test session. The testing session can be paused in the Online Response Entry system by clicking "Save" to save progress and then "Cancel" to exit the test form.

Familiarity with the task sequence will help the Test Examiner determine where to pause the testing session if all tasks cannot be administered.

When scheduling testing, it may be helpful to consider:

- the best day of the week for testing;
- the best time of day for testing;
- when medications are given, and how they might affect testing;
- meeting the student's needs (e.g., food, physical activity) prior to testing so that the student is calm and ready to begin;
- avoiding "triggers" that could prompt behavioral issues; and
- planning for a quiet environment with few interruptions.

### *Homebound/Hospitalized Students*

Students who have been identified by their IEP team for assessment on the GAA 2.0, who are enrolled in a Georgia district, and who are hospitalized or homebound must participate in the GAA 2.0 test administration. The health and safety of the student must be considered at all times. Questions related to students in homebound or hospital settings should be directed to the GaDOE Assessment Specialist.

For students who will be assessed at home or in the hospital, the assessment should be administered during the state's GAA 2.0 testing window, adhering to the same administration procedures required in the school setting. With the assistance of the Special Education Coordinator, Test Examiners must inform the School/System Test Coordinator of students who will be assessed in hospital or homebound settings. This manual and all related materials must be returned to the School/System Test Coordinator immediately following the close of the assessment window. The Test Examiner must be a GaPSC-certified educator who has been trained to administer the GAA 2.0.

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# Directions for System Test Coordinators

## Before Testing

System Test Coordinators are responsible for ensuring that all School Test Coordinators and Test Examiners are trained in proper test administration and test security procedures. GaDOE and DRC will conduct training webinars covering both the technical and administrative aspects of the GAA 2.0. System Test Coordinators should schedule selected staff for these training sessions and monitor their attendance.

### *Receive, Verify, and Distribute Test Materials*

Prior to receiving test materials, System Test Coordinators can preview their GAA 2.0 test materials shipment by accessing electronic versions of the Security Checklists using the Report Delivery system in the DRC INSIGHT Portal.

Test materials will be packed in boxes by school and shipped to the System Test Coordinator. GAA 2.0 test material boxes can be identified by a pink label on the outside of the boxes stating "Georgia Alternate Assessment 2.0 Open Immediately and Inventory". The System Test Coordinator must inventory and store materials in a secure location until distributing them to schools.

System Test Coordinators will receive:

- School Packages
- System Packing List
- Test Material Overage:
  - *Student Booklets*
- System Security Checklist
- Copy of School Packing Lists
- District Return Kit:
  - Material Return Poster
  - DRC Return Box Labels (white)
  - UPS Return labels

The School boxes will contain:

- School Packing List
- *Student Booklets*
- School Security Checklist
- Clear Poly Bags
- Material Return Poster


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Upon receiving materials, System Test Coordinators must inventory the materials using the Packing Lists provided in the shipment. If the contents do not match the Packing Lists, contact DRC GAA 2.0 Customer Support to report the missing materials.

- System and School Test Coordinators must store materials in a secure location at all times except when they are being prepared/used for administration by Test Examiners.
- System and School Test Coordinators must provide a schedule for Test Examiners to review and prepare materials for administration following receipt of those materials by the district.
- Test Examiners must participate in all test security and test administration training prior to reviewing any secure test materials for any purpose.

### *Ordering Additional Materials*

If additional testing materials are required, these can be ordered through the DRC INSIGHT Portal.

**NOTE:** The System Test Coordinator (or District-Level User) is the only role allowed to order additional materials.

### *Transfer of Students Within District*

If a student transfers within the district, the student's record in Student Management must be updated to the new school and their Registrations updated as necessary. The forms used are the same within districts, so testing may resume at the new school using the new school's *Student Booklets*.

### *Transfer of Students Out of District*

If a student transfers out of district, the System Test Coordinator of the original district must call DRC GAA 2.0 Customer Support to have the student transferred. The receiving district's System Test Coordinator must provide new testing material to the student.

### *Managing User Profiles*

System Test Coordinators are responsible for managing the user profiles of all personnel who will participate in the administration of the GAA 2.0: School Test Coordinators and Test Examiners. Specific directions on how to add, edit, or inactivate a user in your system are located in the *DRC INSIGHT Portal Georgia Alternate Assessment 2.0 User's Guide*.

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### *GNETS Teachers*

GNETS teachers have a unique role within the Georgia Education System. GNETS teachers work with students in multiple schools and potentially across multiple districts. GNETS teachers working as Test Examiners for the GAA 2.0 must have a DRC INSIGHT Portal user profile for the same school as the students they need to assess. The System or School Test Coordinator is responsible for setting up GNETS teacher profiles and registering students to the correct GNETS teachers.

## During Testing

### *Monitoring Test Administration*

To support School Test Coordinators, System Test Coordinators should be thoroughly familiar with the student registration and data management tasks performed in the DRC INSIGHT Portal. Additional information about the Student Management and Registration systems can be found in the *DRC INSIGHT Portal Georgia Alternate Assessment 2.0 User's Guide*.

System Test Coordinators should also be available during the test administration period to answer questions and help with the reporting and recording of testing irregularities (as directed by GaDOE). System Test Coordinators should monitor each school involved in testing to ensure that test administration and security procedures are being followed.

If questions arise or if situations occur that could cause any part of the test administration to be compromised, the System Test Coordinator should call the GaDOE Assessment Specialist at (470) 579-3244.

Technical issues should be reported to DRC GAA 2.0 Customer Support at (866) 282-2249.

### *Stopping Rule*

**Test Examiners are expected to follow the script from beginning to end for all students.** It is important that each student have an opportunity to attempt the assessment, even if the Test Examiner believes the student will not respond. All students must be registered for the GAA 2.0 by the School Test Coordinator or School-Level User. Careful consideration should be given to using the most accessible presentation and response modes for the student.

If, after administering all parts of the first two tasks to a student who does not have an established communication system, the student does not respond, the Test Examiner may stop testing. The Stopping Rule should not be applied based on a student's behavior, frustration level, or knowledge of the content. The test can be paused as appropriate.


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The Stopping Rule is applied per content area by the Test Examiner in the Online Response Entry system. Test Examiners are responsible for communicating to the School Test Coordinator when a Stopping Rule has been applied. School Test Coordinators will review the forms with the Stopping Rule applied within the Online Response Entry system and approve or deny each application.

### *GAA 2.0 Accessibility*

Tasks may be accommodated to meet the needs of the diverse range of students participating in the GAA 2.0 test administration. All accommodations should be documented in the student's IEP, Section 504 Individual Accommodation Plan, or English Language Learner Testing Participation Committee Plan (EL/TPC). Accommodations and administration procedures must be based on what the student uses in daily instruction, including:

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

**NOTE:** Utilizing a scribe is not considered an accommodation but rather a standard administration procedure. All Test Examiners will be acting as scribes by recording the student's responses.

Test Examiners should become familiar with the tasks and should practice using any accommodations with the student on sample tasks found on the GaDOE website at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx prior to administering the assessment. If using any assistive technology, practice with sample tasks to ensure technology is functioning properly. Secure test materials must not be stored in the device when not actively testing.

#### Manipulatives

The Test Examiner should ensure the student uses the identified manipulatives in daily instruction throughout the year and that the manipulatives allow the student to participate meaningfully in both instruction and assessment. Manipulatives should not be solely used during assessment. The manipulatives should not in any way impact the integrity of the assessment and should allow the student to independently show what they know and can do.

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Students with visual impairments who need tactile materials may access the assessment using a Braille test form. Braille Test Kits can be ordered by calling (470) 579-3244.

**Sign Language**

The Test Examiner and sign language interpreter should review the test forms prior to administration, making appropriate notes as needed. The interpreter should not use clueing inflection and 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 is permitted.

### *Entering a Student Irregularity or Invalidation*

Irregularity Status codes are entered by the System or School Test Coordinator prior to the end of the test administration window. Irregularity Status codes must be selected per content area on the student's record in the Student Management system.

Irregularity Status codes include:

- Invalidation (IV)
- Participation Invalidation (PIV)
- Irregularity (IR)
- Medical Emergency (ME)

All irregularities and invalidations must be reported to GaDOE. For additional questions regarding irregularities and invalidations, contact the GaDOE Assessment Specialist at (470) 579-3244.

## After Testing

System Test Coordinators must verify and document the utilization of the Security Checklists and the collection of all test materials by School Test Coordinators after testing is complete. Test materials consist of the Security Checklists, *Student Booklets*, and Braille Test Kits.


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### *Return Materials at the School Level*

Using the same DRC boxes in which materials arrived, pack the materials to be returned in the following manner:

1. Place all *Student Booklets* (used and unused) in the box.
   a. Place cut up or disassembled *Student Booklets* in a poly bag, one book per bag.
   b. Each security barcode must be visible through the bag for scanning upon return.
   c. *Student Booklets* still intact should not be placed in a poly bag.
   d. Additional poly bags can be ordered through Additional Materials, if needed.
2. Return box(es) to the System Test Coordinator for required verification checks.

### *Return Materials at the System Level*

1. Complete final verification checks and locate the return materials provided in the original shipment.
2. Place a white DRC Return Box label on each box of materials being returned to DRC and indicate Box __ of __ for entire system on the box.
3. Seal the box(es) with shipping tape (top and bottom).
4. Place one UPS Return label on the top of each box. Arrange your UPS pickup. If you have a daily pickup or regular deliveries from UPS, give the box(es) to your UPS driver or leave the box(es) where the driver would normally deliver or pick up your box(es). If UPS is not at your location on a daily basis, call (866) 857-1501 to schedule a pickup and indicate you are a DRC customer.
5. Ship materials back to DRC as soon as testing is complete for your system or no later than May 12, 2023.

Questions regarding packing of materials or arranging a pickup should be directed to DRC GAA 2.0 Customer Support.

After receiving returned test materials, DRC will contact any districts with missing secure materials. System Test Coordinators will be responsible for locating and returning any materials that DRC inquires about.

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## *Material Return Poster*

# Georgia Alternate Assessment (GAA) 2.0 Test Material Returns

## Packing and Shipping Used and Unused Materials

### At The School Level

**1**

**Using the same DRC boxes in which your materials arrived, place all materials in the box in the following order from top to bottom:**

- **Clear poly bags containing used disassembled *Student Booklets***
- **Used assembled *Student Booklets***
- **Unused *Student Booklets***
- **All materials from Braille Kits, if applicable**

**NOTE: Each cut up or disassembled *Student Booklet* must be placed in a clear poly bag, including any pages that were removed or response options that were cut out. Only one disassembled *Student Booklet* should go in each clear poly bag. The security barcode for the *Student Booklet* must be visible through the clear poly bag. If *Student Booklets* are intact, they do NOT go into a clear poly bag.**

### At The System/District Level

**2**

**Place one WHITE return label on the top of each box of materials AND indicate BOX ___ OF ___ being returned for the entire district.**

**3**

**Place one UPS return shipping label on the top of each box.**

**Questions about collection of materials:**
**Call DRC GAA 2.0 Customer Support at (866) 282-2249**
**or e-mail DRC GAA 2.0 Customer Support at GAHelpDesk@DataRecognitionCorp.com.**


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# System Test Coordinators Checklist

## Before Testing

- ❑ Notify School Test Coordinators of the dates for the training sessions.
- ❑ Work with School Test Coordinators to schedule secure test material preparation sessions with Test Examiners.
- ❑ Become familiar with all testing procedures by reading this *Test Administration Manual*.
- ❑ Using the information in the *DRC INSIGHT Portal Georgia Alternate Assessment 2.0 User's Guide*, assign school-level user roles to appropriate personnel.
- ❑ Make adjustments to user profile information in the DRC INSIGHT Portal, as necessary.
- ❑ Using the information in the *DRC INSIGHT Portal Georgia Alternate Assessment 2.0 User's Guide*, work with appropriate personnel to ensure that student profiles and demographics are complete and that accommodations have been appropriately assigned. **Note: Braille accommodation must be assigned prior to registering the student for the assessment in the Registration system.**
- ❑ Receive shipment of test materials from DRC.
- ❑ Retain DRC boxes to use for return shipment of materials.
- ❑ Locate the System Box containing the return materials and set aside to use once the test administration is completed.
- ❑ Locate the School Packing Lists and check it against the original order to ensure sufficient materials have been received.
- ❑ Provide Security Checklists at the system and school level for internal use and tracking.
- ❑ Distribute secure test materials to School Test Coordinators, adhering to security guidelines.
- ❑ Establish a system for the School Test Coordinator to pack and return materials to the System Test Coordinator.
- ❑ Work with the System Technology Coordinator and School Test Coordinators to ensure Test Examiners have access to a testing device throughout the testing window and reliable internet access.
- ❑ Implement procedures to ensure all students are assessed and accounted for as required.

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## During Testing

- ❑ Monitor test administration and ensure that prescribed administration procedures are followed at all schools.
- ❑ Be available to answer questions from School Test Coordinators.
- ❑ Report and record in the DRC INSIGHT Portal's Student Management system any testing irregularities and invalidations as directed by GaDOE.

## After Testing

- ❑ Verify that School Test Coordinators have returned all specified test materials after testing is complete.
- ❑ Ensure all used and unused test materials are returned. Materials must be packed in the original shipping boxes. Return test materials to DRC.


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# Directions for School Test Coordinators

## Preparing Test Examiners

School Test Coordinators are responsible for making sure that all Test Examiners and Proctors, if needed, are trained in proper test administration and test security procedures. GaDOE and DRC will conduct training webinars covering both the technical and administrative aspects of the GAA 2.0. School Test Coordinators are responsible for attending and/or participating in all district-sponsored test security and test administration training. School Test Coordinators should schedule selected staff for local Test Examiner training sessions as well as monitor and document attendance for all participants.

The GAA 2.0 must be administered by a GaPSC-certified educator. During test administration, Test Examiners are directly responsible for the security of the test and must account for all test materials at all times. All instances of test security breaches and irregularities must be reported to the School Test Coordinator immediately.

Test Examiners must be trained in proper testing procedures prior to the actual administration of tests. The thoroughness and quality of this training are critical to the success of the program. Test Examiners should be thoroughly familiar with this *Test Administration Manual*. All tests must be administered in a uniform manner. For this purpose, detailed directions are found in the online test form in the Online Response Entry system. Test Examiners must follow the directions and script provided exactly as written to ensure a standardized administration.

The School Test Coordinator must schedule and manage the activities of Test Examiners during the testing window, monitor the test administration, maintain the security of test materials, and assemble/return test materials to the System Test Coordinator.

## Before Testing

### *Receive Test Materials*

*Student Booklets* arrive from the System Test Coordinator. School Test Coordinators must document and verify that all secure materials have been received as well as report any missing materials to the System Test Coordinator immediately.

### *Ensure the Security of Assessment Materials*

The GAA 2.0 *Student Booklets* are secure materials. Maintaining security of all student materials is crucial to obtaining valid and reliable assessment results.

Test security is critical to ensuring an efficient and accurate assessment process throughout all stages of the administration window.

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Access to secure materials must be restricted to authorized individuals only. It is the direct responsibility of all individuals who administer the assessment to follow security procedures and protect the integrity of the assessment process. Test materials may not remain in the testing location overnight. All test materials must be checked in to the School Test Coordinator and placed in a secure, locked location following each testing session.

### *Plan for the Time and Location of the Administration*

Consider the student's needs when 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. The Test Examiner may pause and resume the administration as often as necessary during the whole administration window. The administration should take place in an area that is free from distractions.

Test Examiners may determine the order that content area tests are administered; however, tasks must be administered sequentially within a content area.

### *DRC INSIGHT Portal*

Refer to the *DRC INSIGHT Portal Georgia Alternate Assessment 2.0 User's Guide* for instructions on how to manage student data, create and manage Registrations, and review student statuses in the DRC INSIGHT Portal. The *DRC INSIGHT Portal Georgia Alternate Assessment 2.0 User's Guide* is available under Documents on the DRC INSIGHT Portal.

### *GNETS Teachers*

GNETS teachers have a unique role within the Georgia Education System. GNETS teachers work with students in multiple schools and potentially across multiple districts. GNETS teachers working as Test Examiners for the GAA 2.0 must have a DRC INSIGHT Portal user profile for the same school as the students they need to assess. The System or School Test Coordinator is responsible for setting up GNETS teacher profiles and registering students to the correct GNETS teachers.

### *Completing the Learner Characteristics Inventory (LCI)*

The LCI is an important student-specific inventory that goes beyond typical student demographics. The LCI must be completed for each student before the beginning of the test administration. The LCI form can be found under Documents in the DRC INSIGHT Portal and printed to distribute to Test Examiners. The Test Examiner must either complete this form and provide it to the School Test Coordinator or work directly with the School Test Coordinator to provide the information. Completed paper copies of the

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LCI must be kept in a secure location and maintained until student scores have been received.

The LCI form will be included with each student's Registration for the GAA 2.0. The Online Response Entry system will not allow the Test Examiner to begin test administration until the LCI is completed. The School Test Coordinator must enter the LCI information into the LCI form in the Online Response Entry system. The LCI form can be accessed by Test Examiners and School Test Coordinators throughout the testing window but can only be edited by the School Test Coordinator.

### *Distribution of Test Materials to Test Examiners*

Prior to the administration of the test, School Test Coordinators may sign out secure test materials to Test Examiners for the purpose of identifying what preparation, including manipulative(s), will be needed for individual student responses. The Test Examiner's scripts in the online test forms can be accessed in the Online Response Entry system starting two weeks prior to the testing window to preview tasks and prepare for test administration. It is essential that the Test Examiner thoroughly prepare for all tasks prior to administration.

Thorough preparation helps to ensure that the test is administered correctly and students have all the materials they need to show what they know.

Under no circumstances should secure test materials be used to prepare instructional materials for students during this preparation period. **Any attempt to pre-teach items or tasks would be considered a breach of test security and may be reported to the GaPSC as an ethics violation.**

All secure materials must be signed out by the Test Examiner during the test sessions. All secure materials must be securely returned to the School Test Coordinator following the test sessions and may not remain in a test location overnight.

## During Testing

During test administration, the School Test Coordinator should monitor testing sessions both in the classroom and using the status page in Online Response Entry and be available to answer any questions that may arise during the administration.

School Test Coordinators should be thoroughly familiar with the student registration and data management tasks performed in the DRC INSIGHT Portal. Additional information about the Student Management and Registration systems can be found in the *DRC INSIGHT Portal Georgia Alternate Assessment 2.0 User's Guide*.

School Test Coordinators should work with the System Test Coordinator on the reporting and recording of testing irregularities (as directed by GaDOE).

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If questions arise or if situations occur that could cause any part of the test administration to be compromised, the System Test Coordinator should call the GaDOE Assessment Specialist at (470) 579-3244.

Technical issues should be reported to DRC GAA 2.0 Customer Support at (866) 282-2249.

### *Stopping Rule*

It is important that each student have an opportunity to attempt the assessment, even if the Test Examiner believes the student will not respond. Careful consideration should be given to using the most accessible presentation and response modes for the student. If, after administering all parts of the first two tasks, the student does not respond to any of the prompts, the Test Examiner may stop testing and should apply the Stopping Rule in the Online Response Entry system.

In order to stop testing, complete the following steps:

1. The Test Examiner reports the situation to the School Test Coordinator.
2. The School Test Coordinator will log into the Online Response Entry system and locate the student's record with the Stopping Rule applied.
3. The School Test Coordinator will review the student's LCI form, other appropriate instructional information, and the test form with the Stopping Rule applied and determine if the application of the Stopping Rule is appropriate.
4. If the application of the Stopping Rule is appropriate, the School Test Coordinator will confirm the Stopping Rule and complete the assessment. If it is not appropriate, the Stopping Rule must be removed by clicking the "Remove Stopping Rule" button when reviewing the student's test form in the Online Response Entry system.

Please see page 14 for additional Stopping Rule guidelines.

### *Entering a Student Irregularity or Invalidation*

Irregularity Status codes are entered by the System or School Test Coordinator prior to the end of the test administration window. Irregularity Status codes must be selected per content area on the student's record in the Student Management system.

Irregularity Status codes include:

- Invalidation (IV)
- Participation Invalidation (PIV)
- Irregularity (IR)
- Medical Emergency (ME)

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All irregularities and invalidations must be reported to GaDOE. For additional questions regarding irregularities and invalidations, contact the GaDOE Assessment Specialist at (470) 579-3244.

## After Testing

Test Examiners are responsible for returning all test materials to the School Test Coordinator immediately after completion of testing sessions.

The Test Examiners should place each cut up or disassembled *Student Booklet* in a clear poly bag, including any pages that were removed or response options that were cut out. Only one disassembled *Student Booklet* should go in each clear poly bag. The security barcode for the *Student Booklet* must be visible through the clear poly bag. If *Student Booklets* are intact, they do NOT go into a clear poly bag.

The School Test Coordinator will collect all test materials and return the specified materials to the System Test Coordinator.

The School Test Coordinator will return secure testing materials in the appropriate boxes to the System Test Coordinator for required verification checks.

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# School Test Coordinators Checklist

## Before Testing

- ❑ Notify Test Examiners and Proctors, if needed, of the dates for the training sessions.
- ❑ Work with System Test Coordinator to schedule secure test material preparation sessions with Test Examiners.
- ❑ Become familiar with all testing procedures by reading this *Test Administration Manual*.
- ❑ Attend all local training sessions on the administrative aspects of the GAA 2.0, and make sure that Test Examiners attend test security and test administration training sessions. Maintain an attendance record of all participants in scheduled trainings.
- ❑ Manage and supervise the secure storage area for all GAA 2.0 test materials.
- ❑ Make sure test materials are kept secure prior to testing.
- ❑ Make adjustments to user profile information in the DRC INSIGHT Portal, as necessary.
- ❑ Complete student Registrations in the DRC INSIGHT Portal. Ensure students are registered to the correct Test Examiner per content area.
- ❑ Using the information in the *DRC INSIGHT Portal Georgia Alternate Assessment 2.0 User's Guide*, work with appropriate personnel to ensure that student profiles and demographics are complete and that accommodations have been appropriately assigned. **Note: Braille accommodation must be assigned prior to registering the student for the assessment in the Registration system.**
- ❑ Enter the LCI information for all students to be assessed in the Online Response Entry system.
- ❑ Inventory all materials to confirm test materials received and document on the Packing List.
- ❑ Retain DRC boxes to use for returning test materials to the System Test Coordinator.
- ❑ Ensure all Test Examiners have access to the *Test Administration Manual*.
- ❑ Work with the System Test Coordinator and System Technology Coordinator to ensure Test Examiners have access to a testing device throughout the testing window and reliable internet access.
- ❑ Distribute test materials to Test Examiners, adhering to security guidelines.


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## During Testing

- ❑ Monitor test administration and ensure that prescribed administration procedures are followed.
- ❑ Review student records with Stopping Rule applied and confirm when appropriate.
- ❑ Be available to answer questions from Test Examiners.
- ❑ Report and record any testing irregularities and invalidations as directed by GaDOE.

## After Testing

- ❑ Verify that Test Examiners have returned all specified test materials after testing is complete.
- ❑ Ensure any cut up *Student Booklets*, including all pieces, have been placed in a clear poly bag with the security barcode on the back cover visible. Intact *Student Booklets* do not need to be placed in a clear poly bag.
- ❑ Compile all used and unused test materials, pack them in the original shipping boxes, and return to the System Test Coordinator.

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# Directions for Test Examiners

## Receive Test Materials

School Test Coordinators will provide Test Examiners with the materials needed to administer each test. Test Examiners must sign out materials to prepare for testing or to administer the test and return them to School Test Coordinators at the end of each day. Secure test materials cannot stay in the classroom overnight.

Each content area has its own associated color:

- ELA: Yellow
- Mathematics: Orange
- Science: Green
- Social Studies: Blue

Each grade-specific *Student Booklet* Kit will contain all content areas to be assessed at that grade. School Test Coordinators will provide Test Examiners with the *Student Booklets* they need for that day's test administration. Each *Student Booklet* must be signed out and signed in by the Test Examiner each day.

## Scheduling

The tests can be administered at any time during the testing window (March 27–May 5, 2023). As the individual who is most familiar with and connected to a student's instructional program, the Test Examiner must carefully consider scheduling options to allow students to do their best.

## Before Testing

### *Complete the Learner Characteristics Inventory (LCI)*

The LCI is an important student-specific inventory that goes beyond typical student demographics. The information will identify the range of characteristics of students taking the GAA 2.0. The LCI must be completed for each student before the beginning of the test administration. The LCI form is located under Documents in the DRC INSIGHT Portal. The form may be printed and completed by appropriate personnel and then submitted to the School Test Coordinator for input into the Online Response Entry system prior to testing.

### *Preparing Testing Materials*

It is essential that the Test Examiner thoroughly prepare for all tasks prior to administration. Thorough preparation helps to ensure that the test is administered correctly and any needed manipulatives have been prepared.

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### *Plan for the Time and Location of the Administration*

Consider the student's needs when 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. The Test Examiner may pause and resume the administration as often as necessary during the entire administration window. The administration should take place in an area that is free from distractions.

Test Examiners may determine the order content area tests are administered; however, tasks must be administered sequentially within a content area.

### *Accommodations*

Tasks may be accommodated to meet the needs of the diverse range of students participating in the GAA 2.0 test administration.

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 tasks prior to administering the assessment. The Test Examiner's scripts in the online test forms can be accessed in the Online Response Entry system starting two weeks prior to the testing window to preview tasks and prepare for test administration.

If using any assistive technology, practice with sample tasks to ensure technology is functioning properly. Secure test materials must not be stored in the device when not actively testing.

Please review information found in the section entitled "GAA 2.0 Accessibility" on page 15 for additional information regarding accommodations.

The list of allowable accommodations can be found on page 132 of the *Student Assessment Handbook*.

### *Plan for the Student's Presentation Mode*

The presentation mode needed by the student should be determined prior to the administration of each task. Tasks may be accommodated to vary the presentation mode in order to meet the needs of the diverse range of students participating in the GAA 2.0 test administration.

Presentation modes include any combination of the following:

- Auditory/ASL – the Test Examiner may read/sign all parts of the task to the student
- Visual – the Test Examiner references the pages in the *Student Booklet*

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- Tactile – the Test Examiner incorporates familiar manipulatives or tactile materials into the presentation of the task, such as counters

### *Plan for the Student's Response Mode*

The student's method of responding should be determined prior to the administration of each task. If the student requires anything other than the *Student Booklet* to respond, it is important to make sure it is available during testing. Student access needs should also be considered in planning for how the student will respond. Students may respond in any of the following ways:

- Student selects a response (circles, stamps, checks, or in some other way marks an answer).
- Student gives a verbal or signed response.
- Student produces a written response.
- Student points, gestures, or touches an answer option.
- Student hands the Test Examiner a manipulative.
- Student uses assistive technology (AT) or alternative augmentative communication (AAC), such as switches or eye gaze.

Refer to the "Student Response Strategies" section on page 33 of this manual for further information.

### *Plan for Supplemental Materials and Have Them Ready*

Supplemental materials may include manipulatives, paper, writing utensils, etc., that are typically used as part of classroom instruction.

### *Strategies for Students with Complex Sensory Needs*

Test Examiners may use the strategies described in this section for students who have complex sensory needs, including students who are blind, deaf, or deaf-blind. Test Examiners should review the procedures outlined in this section and select those that are appropriate for GAA 2.0 participants.

#### Visual Impairment with Braille

Students who are identified as visually impaired and require Braille material for their instructional program qualify for the Braille version of the GAA 2.0 assessment. Each student requiring a Braille version will receive a Braille Test Kit, which will include all of the materials necessary to complete the GAA 2.0 assessment. Test Examiners can utilize the paper *Test Examiner Booklets* included in the Braille Test Kits to administer the test, or they can use the online test forms in the Online Response Entry application. Test Examiners assessing a student using the Braille forms will utilize the *Test Administration Notes* and *Table of Contents* to ensure they are presenting the student the correct page in the Braille *Student Booklet*. These tools are included in the Braille Test Kits and give references to graphics and page numbers to guide the Test Examiner.

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All responses for students who test on Braille must be recorded in the Online Response Entry system. For students who will test using the Braille Test Kit, the Braille accommodation must be marked on their student record in the Student Management system in the DRC INSIGHT Portal **prior to registering the student for the assessment in Registration system**.

**Braille** forms should be ordered for students who use Braille during daily instruction. Braille forms contain alternate text descriptions for all pictures and graphics. Alternate text provides (to the greatest extent) the same information to the students with visual impairments that students without visual impairments obtain visually. For example, the basic descriptive text that immediately follows an image would be read aloud to all students. An even more detailed picture description might accompany the same image and be read aloud to students who receive the Braille form.

**Tactile Graphics and Tactile Symbols** are raised versions of a print graphic that is adapted for the sense of touch (*Guidelines and Standards for Tactile Graphics, 2010 Braille Authority of North America*). They may be used when the student is unable to see graphics that are needed to answer the task. Tactile graphics are included in the Braille test forms.

Plan for graphics that are essential for understanding the task by providing tactile graphics already available in the student's communication system and that match the referents in the tasks. Test Examiners may read text that appears in graphics and illustrations from top to bottom, left to right.

When previewing test materials, Test Examiners of visually impaired students should:

- Determine which graphic(s) are inadequate for the student.
- Add visual contrast to graphics for a student with low vision.
- Add tactile qualities to the graphic(s) using available tools.

Present the tactile graphic(s) whenever a referent is read/signed in the tasks. Help the student explore the entire graphic with one or both hands and locate key information.

**Object Replacement** may be used when the visual and/or tactile graphics do not provide optimal accessibility for the student. Test Examiners may use an object or part of an object to represent a person, place, object, or activity contained in a GAA 2.0 task. Symbolic representations of objects should be familiar to the student and close matches to the referents in tasks. These objects should be paired with the term it is representing in print, using Braille, sign language, or verbal instruction.

- Use the actual objects specified in the task whenever feasible (e.g., use blocks with counting a quantity of blocks or actual materials).
- Use objects or parts of objects that can be easily manipulated by the student (e.g., a plastic spoon vs. ladle to represent a spoon).

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- Use objects that stand for things (such as using blocks or other counters for quantities).
- If several of the same objects are required to understand a task or to select/construct an answer, make sure that all objects provided are as similar as possible.
- If geometric shapes are required to understand or answer a task, make sure shapes are accurate. For example, rectangles should have straight, parallel sides and four right angles.
- Shape dimensions should be the same (or at minimum proportional) to those in the task.
- All shapes specified in a task should match in terms of texture, material, and color. For instance, if a task requires the student to have access to a circle, a square, and a triangle, all the shapes should be similar in size (e.g., around 3 square inches), the same material (e.g., 3/8-inch foam board), and the same color (e.g., red).

**American Sign Language (ASL)**

Review the student's accessibility needs and language use as described in the student's IEP.

- Determine if the student has additional communication needs (e.g., tactile sign, close vision) that affect interpreting and prepare appropriately.
- Note the student's fluency in sign language to appropriately adjust rate of signing and sign choices.

Preview instructions and tasks carefully to prepare for ASL accommodation.

- Determine how to interpret tasks so as not to cue an answer (e.g., do not include the definition of the word in the interpretation if the task is asking for the definition).
- For multiple-meaning words that are not being assessed as vocabulary, use the word that has the appropriate meaning for the context of the passage or scenario.
- During the test, interpreters may find it helpful to preview test material before interpreting to the student. This may be done to ensure the interpreter does not cue the answer while signing part of a task.

Pay attention to vocabulary phrases where English word order is necessary to maintain the intent of the task (e.g., sign English idioms word for word to maintain the meaning of the idiomatic phrase).

In instances where scenarios or tasks include names of people who do not have established sign names, fingerspell the names the first time and assign each person a sign name. Interpreters may use only the sign names for the remaining occurrences of each person's name.


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### *Student Response Strategies*

If the student uses oral speech or ASL, Test Examiners should follow these steps:

- Allow the student to identify the answer choice by naming/signing the response option (e.g., "dog"); providing the location of the answer (e.g., top, middle, bottom); or providing an associated letter (e.g., A, B, or C).
- Mark the student's response.

If the student uses a hand or finger response, consider these steps:

- Allow student to point to the answer.
- Place response options near the student's dominant hand.
- Place response options in the same order as indicated in the Test Examiner's script. Response options can be placed vertically or horizontally.
- Ensure the response options are far enough apart so that the student's response is clear.

If the student uses eye gaze, consider these steps:

- Position the response options on a clear surface in a clockwise order or from left to right (i.e., A in upper left-hand corner, B in upper right-hand corner, and C in the lower center position. Leave an empty space in the center to center the student's gaze before indicating a response).
- Direct the student to look in the empty space to center his or her gaze, as needed, so that when he or she indicates a response, the observer can clearly see the student's choice.

If the student uses an AAC system, make sure the AAC system is available, programmed for the individual student when needed, and is operable. Response options can be programmed into the AAC but must be removed when not actively testing.

Contact the School Test Coordinator if there are any questions.

## During Testing

### *The Use of Prompting*

Prompting is not permitted on the GAA 2.0. It provides additional content or information that may cue or be advantageous to answering a question. This does not allow students to independently show what they know and can do.

The use of any directive prompting, including hand-over-hand that leads the student to the correct answer, is not permitted. 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., a student who is blind). Physical support is permitted as

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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.

### *Redirections and Reinforcement*

Redirection strategies are permitted when:

- they are a part of the student's daily instruction;
- they are used to redirect or refocus the student; and
- they do not cue the correct answer.

Test Examiners are allowed to encourage a student to persist. However, encouragement should never cue the correct answer. Convey interest in how the student responds, not the correctness of the response.

### *Appropriate Testing Techniques*

Appropriate testing techniques include:

- encouraging the student to do his or her best on the tasks;
- using the appropriate accommodations;
- accepting all modes of discriminate responding and communication;
- starting administration at the beginning of each task;
- moving on to the next part of the task regardless of the student's response;
- repeating test questions and directions as necessary; and
- reinforcing student effort, using specific language (e.g., "You are being a good listener." or "Good job — you are working hard.").

## After Testing

At the conclusion of administering Task 11 for a content area, the test administration witness should enter his or her name into the Observer field and click "Complete Assessment" in the Online Response Entry system. If an observer is not present, the Test Examiner must enter their own name into the Observer field. The Student Status page can be used to ensure all content areas have been submitted for a student.


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The Test Examiner should place each cut up or disassembled *Student Booklet* in a clear poly bag, including any pages that were removed or response options that were cut out. Only one disassembled *Student Booklet* should go in each clear poly bag. The security barcode for the *Student Booklet* must be visible through the clear poly bag. If *Student Booklets* are intact, they do NOT go into the clear poly bag. All materials must be returned to the School Test Coordinator. No secure materials may be retained by the Test Examiner.

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# Test Examiners Checklist

## Before Testing

- ❑ Ensure you have a testing device available to you throughout the testing window and reliable internet access.
- ❑ Receive testing materials. Confirm receipt of the appropriate *Student Booklet* Kits.
- ❑ Review all testing materials and plan for the student's presentation and response mode. Prepare supplemental materials, if necessary.
- ❑ Review this *Test Administration Manual* and all other resources that are available on the GaDOE GAA 2.0 website at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx
- ❑ Ensure you can log in to the DRC INSIGHT Portal and have access to the Online Response Entry system. If not, contact the School Test Coordinator.
- ❑ Verify that your students are correctly registered to you using the Student Status page in the Online Response Entry system. Ensure that all students are showing the correct grade and content areas.
- ❑ Provide the LCI information to the School Test Coordinator.
- ❑ Schedule an appropriate testing time and testing location (testing window is March 27–May 5, 2023).

## During Testing

- ❑ Provide accommodations documented in the student's IEP to ensure student access to the assessment.
- ❑ Administer the tasks from Part A to Part C. Once a student has provided a response, move on to the next part of the task.
- ❑ Accept all modes of purposeful response and communication.
- ❑ Pause the assessment and take breaks as necessary for your student.
- ❑ Repeat questions and directions as necessary.
- ❑ Notify the School Test Coordinator of any applications of the Stopping Rule.

## After Testing

- ❑ Place cut up *Student Booklets*, including all pieces, in a clear poly bag with the security barcode on the back cover visible. Intact *Student Booklets* do not need to be placed in a clear poly bag.
- ❑ Return all secure test materials to the School Test Coordinator.


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# Contact Information

If you have questions regarding the administration of the GAA 2.0, assistance is readily available by contacting the divisions below.

**To schedule a pick-up of test materials:**
Call UPS at (866) 857-1501.

**Questions about test administration and procedures:**
Call the GaDOE Assessment and Accountability Division at (470) 579-6353.

**Questions about the DRC INSIGHT Portal or distribution and collection of materials:**
Call DRC GAA 2.0 Customer Support at (866) 282-2249.
E-mail DRC GAA 2.0 Customer Support at GAHelpDesk@DataRecognitionCorp.com.

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Georgia Department of Education

**Richard Woods, State School Superintendent**
***Educating Georgia's Future***

9/22/2022

# GAA 2.0 Online Administration and Response Entry Overview

September 22, 2022



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9/22/2022

## Welcome!

**Teams Toolbar Options**

2



9/22/2022

## Chat Expectations

**A PDF of the PowerPoint presentation will be posted in the Chat at the beginning and end of the presentation.**

- Questions will be addressed at the end of sections or at the end of the presentation.
- Questions directly related to a specific district or school scenario will be responded to by email or phone.
- Questions not related to the purpose of the meeting should be addressed by email or phone.
- Webinar recordings and PDF version of the PPT will be in the GaDOE PL Catalog within a week.



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9/22/2022

## Purpose

To help educators understand the process for administering GAA 2.0 in the online testing environment.

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9/22/2022

## Agenda

- Overview of Spring 2023 Test Administration
  - New Online Response Entry Application
  - Sequence of Steps and Process Flow
- System/School Test Coordinator
  - Sequence of Responsibilities
  - User Management
  - Registration
  - Online Response Entry Navigation
- Teacher/Test Examiner
  - Sequence of Responsibilities
  - Assigned Role and Permissions
  - Online Response Entry Navigation
- Closing and Questions



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9/22/2022

## Participants

- Students with Significant Cognitive Disabilities
- Alternate Content Standards
- Eligibility Criteria
- Alternate Diploma



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9/22/2022

## Test Administration and Design

- Alternate Achievement Standards
- Individualized Test Administration
- Task Parts of Increasing Complexity accompanied by Scaffolding
- Entry of Online Student Responses



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9/22/2022

## What's New

**Test Examiners**

- View the script, passages, items, and answer choices in DRC INSIGHT Portal
- Enter student responses during test administration
- Preview test content 2 weeks before the opening of test window

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9/22/2022

## What's New

**School Test Coordinator**

- **Enhanced Test Security**
  - Real-time monitoring of Student Progress
  - Stopping Rule alerts
  - No transcription of student responses

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## Learning Targets

**Participants will understand their roles.**

**System Test Coordinators**

- Sequence of Responsibilities
- User Management
- Registration
- Online Response Entry Navigation

**Test Examiners**

- Sequence of Responsibilities
- Assigned Roles and Permissions
- Online Response Entry Navigation



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## Sequence of Steps and Process Flow

NEW

| Registration | Test Administration | Reporting |
|---|---|---|
| **Who:** System and/or School Test Coordinators<br><br>**What:** Create registrations for Students for each assessment being administered<br><br>**Where:** DRC INSIGHT Registration App<br><br>**When:** February - March 2023 | **Who:** Test Examiners and School Test Coordinators<br><br>**What:** Complete and submit LCI, access test administration scripts and enter student responses<br><br>**Where:** DRC INSIGHT Online Response Entry App<br><br>**When:** March 27 - May 5, 2023 | **Who:** School and System Test Coordinators<br><br>**What:** Access, view, and download reports for student results<br><br>**Where:** DRC INSIGHT Interactive Reporting App<br><br>**When:** June 2023 |



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# DRC INSIGHT Portal

User Management

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## DRC INSIGHT Portal

https://ga.drcedirect.com

- System Test Coordinator (STC) creates new user (Teacher) profiles and assigns permissions
- New users will receive an email with temporary login credentials
- New users will access the DRC INSIGHT Portal and be directed to accept the Security Agreement and create a new password

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## User Management

**System/School Test Coordinator**

Options to add new users:

- **Add Single User**
  - Manually create a new user profile and assign permissions
- **Upload Multiple Users**
  - Upload a file of new users
  - Permissions can be mass assigned after users have been loaded to the application.

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## User Management

**System and School Test Coordinator**

NEW

- Permissions **for System/School Test Coordinators** are provided in the table.
- Permissions for each user role can be found in the DRC INSIGHT Portal User Guide, found under General Information > Documents > Manuals.

| System/School Test Coordinator Permissions | |
|---|---|
| **Online Scoring – View** | Allows user basic view capabilities in Online Response Entry app |
| **Online Scoring – Edit** | Allows user to enter responses in Online Response Entry app |
| Registration – Add/Edit | Allows user to add, edit, and delete registrations (formerly test sessions) |
| Registration – Search/View | Allows user to search/view registrations (formerly test sessions) |
| Students – Add/Edit | Allows user to add/edit/delete rosters and reassign teacher |
| Students – Search/View | Allows user to search/view rosters and download search results |
| Teachers – Search/View | Allows user to search/view teacher data and download search results |
| DRC IRS – Access | Allows user to access DRC Interactive Reporting app |
| DRC IRS – School | Allows user to have access to school-level reports |
| DRC IRS – Teacher | Allows user to have access to teacher-level reports |



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## User Management

**System/School Test Coordinator**

These permissions are required for SchTC to enter Learner Characteristics Inventory (LCI) data, review Stopping Rule alerts, and monitor test progress.

NEW

| Teacher Role and Permissions: | |
|---|---|
| **Online Scoring – View** | Allows user basic view capabilities in Online Response Entry app |
| **Online Scoring – Edit** | Allows user to enter responses in Online Response Entry app |



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## System/School Test Coordinator

Sequence of Responsibilities

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## System/School Test Coordinator

**Sequence of Responsibilities:**

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## System/School Test Coordinator

### Pre-, During, and Post-Test Responsibilities

| Phase of Assessment | Responsibilities | Action |
|---|---|---|
| Pre-Test Window | Manage Secure Materials | • Distribute secure materials |
| | Manage Portal Users | • Create new user profiles and add/assign permissions |
| | Setup and Review Registrations | • Create new student registrations<br>• Add/Edit teachers |
| | Complete LCI | • Access Online Response Entry to complete LCI |
| Assessment Window | Add/Edit Registrations | • Modify or delete student registrations |
| | Monitor Progress | • Review the student progress<br>• Confirm approver name has been added |
| | Manage Stopping Rule | • Review and approve applied Stopping Rule<br>• Enter your name in approver field<br>• Remove Stopping Rule flag |
| Post-Test Window | Manage Secure Materials | • Collect and return all secure materials |
| | Access Reports | • Access student results |



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## System/School Test Coordinators

### Registrations

System/School Test Coordinators will assign students to the assessment and Test Examiner through **Registrations** in the DRC INSIGHT Portal. This action will generate the student record in the Online Response Entry app.

**Bulk Registration Upload** –
- Upload file with all students to auto-assign students to the assessments to be administered.

**Manual Creation** –
- Manually create each registration for students and assign to the Teacher.

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## System/School Test Coordinator

### Online Response Entry – General Navigation

DRC INSIGHT Portal > My Applications > Online Response Entry

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## System/School Test Coordinators

### Online Response Entry – General Navigation

- Tab navigation
  - Not Started
  - In Progress
  - Ready to Submit
- Search and sort available to locate student records
- Active links provided with each student record

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## System/School Test Coordinators

### Online Response Entry – Completing the LCI

- Locate and access student LCI record in '**Not Started**' list
  - Click on link for student LCI record
  - Student LCIs will only be available after Registration is complete
- Click '**Begin Assessment**' to begin filling out the LCI for the student



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## System/School Test Coordinators

### Online Response Entry – Completing the LCI

- Click '**Complete Assessment**' to lock responses from further updates
- Click '**Save**' to come back and complete the LCI form

**DO NOT submit**

All LCI responses will be automatically submitted at the end of the state window.

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## System/School Test Coordinators

### Online Response Entry – Completing the LCI

- To allow LCI data to remain available throughout the administration window, **DO NOT submit** LCI form in Ready to Submit tab.
- To view the LCI responses when the Stopping Rule is applied, locate student's LCI record in '**Ready to Submit**' tab
  - Click on link for the LCI and you will be brought to the completed LCI

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## System/School Test Coordinators

### Online Response Entry – In Progress Tab

- **View** task completion and progress
- **Locate** Stopping Rule alert
- **Access** student record

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## System/School Test Coordinators

### Online Response Entry – Review and Approve Stopping Rule

- **Indicator** at the top of the screen confirms the Stopping Rule was applied
- **Review** the student responses/progress
- **Enter** approver's First and Last Name
- **Click** 'Complete Assessment'

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## System/School Test Coordinators

### Online Response Entry – Removing Stopping Rule

- **Click** 'Remove Stopping Rule'
- **Click** 'Remove Stopping Rule' in confirmation message
- **Direct** TE to resume test administration

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## Test Examiner



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## Test Examiner

### Sequence of Responsibilities

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## Test Examiner

### Responsibilities

| Phase of Assessment | Responsibilities | Actions |
|---|---|---|
| Pre-Test Window | Manage Secure Materials | • Maintain security of secure materials |
| | Review LCI | • Access Online Response Entry to review |
| Assessment Window | Administer Assessment | • Begin assessment<br>• Record student responses<br>• Enter name (Test Examiner or Observer) after complete |
| | Apply Stopping Rule | • Apply Stopping Rule<br>• Notify School Test Coordinator |
| Post-Test Window | Manage Secure Materials | • Return all secure materials |



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## Test Examiner

### DRC INSIGHT User Management

System/School Test Coordinators will create new Teacher user profiles.

NEW

| Teacher Role and Permissions: | |
|---|---|
| Online Scoring – View | Allows user basic view capabilities in Online Response Entry app |
| Online Scoring – Edit | Allows user to enter responses in Online Response Entry app |

Teachers will receive an email notification of their profile assignment.



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## Test Examiners

### Online Response Entry – Actions

- Tab navigation
  - Not Started
  - In Progress
  - Ready to Submit
- Search and sort available to locate student records
- Active links provided with each student record

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## Test Examiner

### Online Response Entry – Viewing the LCI

- **Locate and access** student LCI record in 'Ready to Submit' list
- **View** LCI responses



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## Test Examiner

### Online Response Entry – Assessment Navigation

Information is provided to confirm the correct student assessment has been selected:
- Registration Window
- Name of Assessment
- Assessment Status
- Student Name
- Student ID
- Grade

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## Test Examiner

### Online Response Entry – Assessment Navigation

**Tasks**
- Tasks are separated into individual tabs for easy navigation

**Panels**

**Left Panel**
Test parts with active link
Answer options & Scaffolding

**Right Panel**
Scenario
Part **Script, Items and Images**

**Scrolling**
Used to navigate to next part or script/item within panels

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GAA 2.0 Online Administration and Response Entry

## Test Examiner

### Online Response Entry – Scenario and Part A

- Click on '**View Part A Script**'
- Script and answer options appear
- **Select the answer** given by the student
  - Follow Scaffolding instructions/script, if presented
- **Move to Part B**
  - Use the scroll bar for the Left Panel, if needed to bring you to Part B – 'View Part B Script'

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GAA 2.0 Online Administration and Response Entry

## Test Examiner

### Online Response Entry – Navigating Part B and C

- Click on '**View Part B Script**'
  - Script and answer choices appear
- **Select the answer** given by the student
  - Follow scaffolding, if presented
- **Move to Part C and repeat steps above**
  - Use the scroll bar in the Left Panel to navigate answer response options

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GAA 2.0 Online Administration and Response Entry

## Test Examiner

### Scaffolding

Embedded Script

- If the answer selected is correct, the TE is moved to the next Part within the Task.
- If the answer selected is incorrect or no response, a second response area is presented.

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GAA 2.0 Online Administration and Response Entry

## Test Examiner

### Online Response Entry – Pause and Resume a Task

After all parts have been responded to (A, B & C), the task is considered complete.

To move to the next task:

- **Click** Go To Task #
- **To pause – Click Save**
  - Opens back where they left off

**Or**

- **Click on next Task Tab**
  - Found at the top of the Left Panel
- **Begin** Next Task

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GAA 2.0 Online Administration and Response Entry

## Test Examiner

### Online Response Entry – Stopping Rule

Students who do not have an identified communication system and do not respond to all parts within Task 1 and Task 2, the TE should do the following:

1. Click '**Apply Stopping Rule**' at top of page
2. Click '**Apply Stopping Rule**' in confirmation message
   - This action will close the assessment
3. Notify the School Test Coordinator for review

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GAA 2.0 Online Administration and Response Entry

## Test Examiner

### Online Response Entry – Completing the Assessment

Once all student responses have been captured, the Test Examiner will:

- Enter **Observer** name
  If an observer is not present at the time of testing, enter Test Examiner name (Required entry)
- Click **Complete Assessment**
  This action will close the assessment

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## Test Examiner

**Online Response Entry – Assessment Navigation – Action Buttons**

- **Apply Stopping Rule**
  - Flags student test with Stopping Rule
- **Complete Assessment**
  - Locks the assessment once all tasks have been completed
- **Resume Assessment**
  - Click 'Resume Assessment' to resume testing where previously saved
- **Cancel**
  - Click 'Cancel' to exit assessment
- **Save**
  - Click 'Save' when the assessment needs to be paused and resumed at a later time

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## Training and Test Administration Resources



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9/22/2022

New

## Training Resources

- GAA 2.0 Online Administration Overview – September 22, 2022
- Pre-Administration/Test Setup Training – January 24, 2023
- Test Administration Procedures Training – February 2, 2023

- Coming Soon – GAA 2.0 Sandbox
  - Individuals can access the GAA Sandbox to learn to navigate the Online Response Entry application using a sample form.
- Coming Spring 2023 – Training Videos
  - DRC will be providing training videos to watch and learn how to navigate within the application.



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## Contact Information

**Questions**

Mary Nesbit-McBride, Ph.D., Assessment Specialist,
470-579-6345,mmcbride@doe.k12.ga.us

Sandy Greene, Ed.D., Director Assessment Administration
470-579-5395, sgreene@doe.k12.ga.us



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**testing.gadoe.org**

@georgiadeptofed

youtube.com/user/GaDOEmedia

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# Georgia Alternate Assessment 2.0 Test Setup and Pre-Administration Training



## Georgia Alternate Assessment 2.0 Test Setup and Pre-Administration Training

January 24, 2023



1



## Welcome!

Teams Toolbar Options

2



## Expectations

- Questions will be addressed at the end of sections or at the end of the presentation.
- Questions not related to the purpose of the meeting should be addressed by email or phone.
- Webinar recordings and PDF version of the PPT will be in the GaDOE PL Catalog within a week.



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## Agenda

- Test Security
- Roles and Responsibilities
- Assessment Overview
- Test Setup
- Online Response Entry
- Preparing Test Examiners
- Reporting



4

## Test Security



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## Prevention of Test Security Breaches

SAH pp. 35-36

| | |
|---|---|
| **Prevention of Test Security Breaches** | Development and implementation of security training and related materials for all personnel involved in the testing process |
| | Use of security, confidentiality, attestation, and nondisclosure agreements |
| | Defining and implementing security plans for administration of assessments |
| | Protection of student assessment records and other sensitive personal student data |



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## Roles and Responsibilities

**Test Security – SAH pp. 19-29**

| | |
|---|---|
| Superintendent/ Charter Superintendent | Superintendent has ultimate responsibility for all testing activities within the local school system. |
| System Test Coordinator (STC)/ Charter Administrator | STC is responsible for managing all testing activities and training within the local school system. |
| System Technology Coordinator | Establishes a technology plan for statewide testing including system requirements, devices, and testing schedules. |
| Principal/Administrator/ Charter Administrator | Principal has ultimate responsibility for all testing activities within the school. |
| School Test Coordinator (SchTC) | Must hold a GaPSC-issued certificate and manages all testing activities and training for the school. |
| Test Examiner | Must hold a current, valid GaPSC-issued certificate (minimum clearance certificate) and participate in all test security, administration protocols, and procedures related training. |
| Student | Follows directions from the Test Examiner and works diligently during all test sessions |



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## Testing Code Definitions

**Irregularity**
- Testing anomaly that warrants reporting and coding of the anomaly but does not warrant nullifying student scores
- **Requires the completion of a TIF in the MyGaDOE portal.**

**Invalidation**
- Testing anomaly that warrants reporting and coding of the anomaly and nullifying student scores.
- **Requires the completion of a TIF in the MyGaDOE Portal.**

**Participation Invalidation**
- A testing anomaly that warrants reporting and coding of the anomaly, nullifying student scores and student participation.
- **Requires the completion of a TIF in the MyGaDOE Portal.**

**Present, Test Not Attempted** New
- Used for instances where a student was present for testing but was unable to test. Parental refusal for student testing is not an allowable use of PTNA.
- **Requires the completion of a TIF in the MyGaDOE portal.**

**Significant Medical Emergency** New
- A rare medical event that prevents a student who otherwise would have participated in an assessment from participating throughout the duration of the state testing window, including make-up opportunities.
- **Requires the completion of a TIF in the MyGaDOE portal.**



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## Managing Irregularities

Test Examiner
↓
School Test Coordinator
↓
System Test Coordinator
↓
GaDOE
↓
TIF Approval and Code Assignment

| Testing Irregularity Dropdown Options |
|---|
| Accommodation Error<br>Accommodation Error – TTS/Oral Reading<br>Accommodations Error – Student Refusal |
| Examiner Not Certified/Trained |
| Mishandling of Test Materials |
| Possible Ethical Violation |
| Scheduling Flexibility Request |
| Student Cheating/Sharing Test Content |
| Test Administration Error – Adult<br>Test Administration Error – Student |
| Testing Interruption |



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## Monitoring of Assessment and Student Accommodations

- Participating in training
- Reviewing test administration Manual and scripts
- Reviewing class registrations
- Coding accommodations in online platforms
- Monitoring test environment
- Monitoring for test completion

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## Test Examiner Roles and Responsibilities

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**The Test Examiner must be a special education teacher who holds a valid Georgia Educator certificate.**

- Familiar with the participant's communication system
- Complete all test administration and test security training
- Provide instruction to the student on a regular basis



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## Test Examiners are responsible for the security of test materials and must account for all materials while in their custody.

- Log-in Credentials
- Online Script
- Student Test Booklets
- Braille Kit
- Scratch paper



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## Test Examiners must administer the test with fidelity.

- Administer each content area test, even if the Stopping Rule was applied in the prior session.
- Recite the script as written and record student responses as provided.
- Complete the Validation Form for Transcription of Answer Documents and Observer's Field.



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## Find opportunities to support new Test Examiners.

**Strategies**

- Proctors
- Observers
- Practice in pairs

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## Code of Ethics for Georgia Educators

**SAH p. 31 Code of Ethics for Georgia Educators**

**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.

GaPSC Ethics Division (January 2022)

GaPSC Video Training Resources
https://www.gapsc.com/Ethics/Ethics_Resources.aspx



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## Sequence of Test Activities

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## Sequence of Steps and Process Flow

NEW

| Registration | Test Administration | Reporting |
|---|---|---|
| **Who:** System and/or School Test Coordinators<br>**What:** Create registrations for students for each assessment being administered<br>**Where:** DRC INSIGHT Portal Registration app<br>**When:** February 27 – May 5, 2023 | **Who:** Test Examiners and School Test Coordinators<br>**What:** Complete and submit LCI, monitor testing progress, access test administration scripts, and enter student responses<br>**Where:** DRC INSIGHT Portal Online Response Entry app<br>**When:** March 27 – May 5, 2023 | **Who:** School and System Test Coordinators<br>**What:** Access, view, and download reports for student results<br>**Where:** DRC INSIGHT Portal Interactive Reporting app<br>**When:** June 2023 |



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Today's slide deck.

1/24/2023

## System/School Test Coordinator

**Pre-Testing**

1. Manage Secure Materials
2. Create & Manage Users
3. Setup & Review Registrations
4. Complete LCI

**During Testing**

5. Add/Edit Registrations
6. Monitor Progress
7. Manage Stopping Rule

**After Testing**

8. Manage & Return Secure Materials
9. Access & Distribute Reports



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Today's slide deck.

1/24/2023

## Test Examiner

**Pre-Testing**

1. Manage Secure Materials
2. Complete LCI

**During Testing**

3. Administer Assessment
4. Apply Stopping Rule

**Post-Testing**

5. Return Secure Materials
6. Review Reports



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Today's slide deck.

## GAA 2.0 Overview



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Today's slide deck.

1/24/2023

## Overview

- Alternate Achievement Standards
- Individualized Test Administration
- Task Parts of Increasing Complexity Accompanied by Scaffolding
- Online Response Entry and Examiner Script



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Today's slide deck.

1/24/2023

## Learners Characteristics Inventory

- Assessment validity
- Stopping Rule decisions
- Assessment placement discussions

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Today's slide deck.

1/24/2023

## Content Area Tests

| Grade | ELA | Math | Science | Social Studies |
|---|---|---|---|---|
| 3 | X | X | | |
| 4 | X | X | | |
| 5 | X | X | X | |
| 6 | X | X | | |
| 7 | X | X | | |
| 8 | X | X | X | X |
| HS* | X | X | X | X |



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Test Administration Manual

Georgia Alternate Assessment 2.0
Spring 2023

- Outlines the procedures that must be followed during the testing window
- Defines Roles and Responsibilities
- Must be understood by Test Examiners and School and System Test Coordinators



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## Materials

Packaging and Delivery



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## Student Booklets Kits

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## Braille Kits

- Braille Test Kits include
  - Braille versions of the Student Booklets
  - Test Examiner Booklets
  - Test Administration Notes
- Braille Test Kits will be included in the initial shipment for those schools where braille was indicated during the Enrollment window
- If additional Braille Test Kits are needed, email mmcbride@doe.k12.ga.us



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## School Test Coordinators must inventory, distribute, and return all secure materials.

**Delivery**

- School Packing List
- School Security Checklist
- Student Booklet Kits
- Braille Kits
- Clear Poly Bags
- Material Return Poster

**Return**

- Place disassembled Student Booklets in a poly bag, one book per bag
- Barcode must be visible through the bag for scanning
- Student Test Booklets
- Braille Kits
- Use DRC boxes



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## System Test Coordinators must track and return all secure materials.

**Delivery**

- School Packages
- System Cover Memo
- Overage
- Security Checklist
- Copy of School Packing List
- District Return Kit:
  - Return Kit Content List
  - Return Instructions
  - Materials Return Poster
  - DRC Return Box Labels
  - UPS Return labels

**Return**

- All Student Test Booklets
- All Braille Test Kits
- Poly bags containing disassembled booklets- barcodes must be visible
- Affix white DRC Return Label and UPS label

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## Additional Orders

- Additional Student Booklet Kits and return materials can be ordered via Additional Materials in the DRC INSIGHT Portal.
- Only district-level users can order Additional Materials.

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## The DRC INSIGHT test engine and COS Service Device are not used for GAA 2.0.

Applications used to setup and administer the GAA 2.0 are accessed in the DRC INSIGHT Portal (ga.drcedirect.com).

System and School Test Coordinators and Test Examiners require user accounts in the DRC INSIGHT Portal.

Test Examiners require a testing device with reliable internet access and the Google Chrome browser installed.



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## DRC INSIGHT User Management



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## User Management – Responsibilities

- All district and school personnel involved in setting up or administering the GAA 2.0 **must have a user account in the DRC INSIGHT Portal**.
- **System Test Coordinators** are responsible for setting up user accounts and assigning the appropriate permissions in User Management.

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## User Management – Responsibilities

Only GaDOE validated System Test Coordinators will be added by DRC for new administrations.

**System Test Coordinators** are responsible for managing district/school users as follows:

- Adding new users.
- Managing existing users by providing access/permissions to new administrations.
- ⚠ Inactivating all users who no longer require access to the Portal.

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## User Management – Permissions

- Reference the Permissions Matrix in the *Georgia Alternate Assessment 2.0 INSIGHT Portal User Guide*.
- Users are assigned a set of permissions (district/school/teacher level) **per administration**.
- System Test Coordinators (STC) **create new user** (School/Teacher) profiles and assign permissions or **add new permissions** to existing users.
- New users will receive an email with temporary login credentials.
- New users will access the DRC INSIGHT Portal and be directed to accept the Security Agreement and create a new password.

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## User Management – New Users

Two ways to add new users

- **Upload Multiple Users**
  - Upload a file of new users
  - Permissions can be mass assigned after file has been loaded
- **Add Single User**
  - Manually create a new user profile and assign permissic

Adding Single User

Adding Multiple Users



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## User Management – New & Existing Users

**Option 1**: Upload Multiple Users to a New Administration

- **Step 1**:
  - From the Upload Multiple Users tab, review the sample file and layout instructions to create the multiple user file.
  - Once the file is created, select the **GAA 2.0 Spring 2023** administration, add your file, and click **Upload**.
  - The results will indicate if the upload was successful or what errors need to be resolved.

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## User Management – New & Existing Users

**Option 1: Upload Multiple Users to a New Administration**

**Step 2**: Once the user upload is successful, user results will display.

- Click on the action icon to assign permissions per role.
- When the Assign Permissions pop-up displays, select the appropriate Permission Set.
- Permission Sets are designed to assign the correct permissions based on role.
- Repeat Steps 1-2 for each administration the users need access to.

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## User Management – New & Existing Users

**Option 1**: Upload Multiple Existing Users to a New Administration

- Tip: If the upload multiple users file is not available from a previous administration, then export existing users.
- From the **Edit User** tab, use the search options to find the appropriate users and click Find User. Select the user **Profiles** tab, then click on **Export All to Excel**. Then easily update the export's file columns to match the Upload Multiple Users File Layout.

Video



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## User Management – Creating a Single New User

- **Option 2**: Create a New User
  - **Step 1:** From the **Add Single User** tab, enter in all required fields and select the appropriate permissions from the **Available Permissions**.
  - **Step 2:** Click **Save** to add the new user.
  - Repeat as needed to create new users.

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## User Administration – Finding Existing Users

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## User Management – Add to an Existing User

To add permissions to an Existing User -

- **Step 1:** On the **Edit User** tab, use the search fields to find your user.
- **Step 2:** Click the **View/Edit** button.
- **Step 3: Edit User** screen will appear.
- **Step 4:** Click **Add.**

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## User Management – Add to an Existing User

- **Step 5: Add Permissions** screen will appear.
- **Step 6:** Applicable permissions can be added using the arrow buttons.
- **Step 7:** Click **Save** when finished.

- Reminder: A user can only assign their available permissions to other users.

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## User Management – Permission Sets

- Utilize the **Permission Sets** dropdown to select the appropriate permissions for the user role.
- Select the **single arrow** to add the highlighted permissions to the user.

| User Role | Permission Set |
|---|---|
| District | System Test Coordinator |
| School | School Test Coordinator |
| Teacher | Teacher |

- Note: School must be selected when creating School or Teacher users.

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## User Management

### System and School Test Coordinator

NEW

- Permissions for **System/School Test Coordinators** are provided in the table.
- Permissions for each user role can be found in the *GAA 2.0 DRC INSIGHT Portal User Guide*, found under General Information > Documents > Manuals.

| System/School Test Coordinator Permissions | |
|---|---|
| Online Scoring – School | Allows district- and school-level access to Online Response Entry. |
| Registration – Add/Edit | Allows user to add, edit, and delete registrations. |
| Registration – Search/View | Allows user to search/view registrations. |
| Students – Add/Edit | Allows user to add/edit/delete students. |
| Students – Search/View | Allows user to search/view students and download search results. |
| Teachers – Search/View | Allows user to search/view teacher data and download search results. |
| DRC IRS – Access | Allows user to access DRC Interactive Reporting app. |
| DRC IRS – School | Allows user to access school-level reports. |
| DRC IRS – Teacher | Allows user to access teacher-level reports. |



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## User Management

### Test Examiner

- This permission is required for a Test Examiner to access the Online Response Entry system to administer the GAA 2.0 and apply the Stopping Rule.

NEW

| Test Examiner Permissions | |
|---|---|
| Online Scoring – Teacher | Allows teacher-level access to Online Response Entry. |



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## User Management

### Test Examiners – GNETS Teachers

- STCs must obtain email addresses for any GNETS Teachers assessing GAA 2.0 students.
- STCs must create a user account for those GNETS Teachers and assign the Test Examiner permission for the school(s) their student(s) are associated with.
  - For example, if a GNETS Teacher is assessing a student who attends Sample School (9999), the GNETS Teacher would need permissions for Sample School.

| Test Examiner Permissions | |
|---|---|
| Online Scoring – Teacher | Allows teacher-level access to Online Response Entry. |



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# DRC INSIGHT
# Student Management

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## DRC preloaded GAA 2.0 participants into the DRC INSIGHT Portal.

- GaDOE sent the student Pre-ID file to DRC in November.
- Districts marked these students ACS = Yes during the October FTE Count.
- System and SchTCs can update student information from the Student Management application.
  - Student Details
  - Accommodations
  - Demographics
  - Testing Codes/Irregularities



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## Student Management – Find Students

After logging into the DRC INSIGHT Portal and selecting **Student Management** from the My Applications menu, click **Manage Students.**

To Find Students –

- **Step 1:** Select **GAA 2.0 Spring 2023** from the Administration dropdown.
- **Step 2:** Select **District** and **School**.
  - Use other search filters as appropriate.
- **Step 3:** Click **Find Students.**

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## Student Management – View/Edit Students

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## Student Management – View/Edit Students

- **Step 4:** Clicking the **View/Edit** button brings up the Edit Student screen.
- Required fields are –
  - First Name/Last Name
  - GTID
  - Date of Birth
  - Grade
  - Gender
  - Ethnicity
  - Race
  - Primary SRC
- **Step 5:** Click **Save** after making updates or **Cancel** to close the window.

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## Student Management – Adding New Students

To Add a New Student –

- **Step 1:** Select the **Administration**, **District**, and **School**.
- **Step 2:** Click **Add Student** at the bottom of the screen.
- **Note: All GAA 2.0 students must have a record in Student Management.**

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## Student Management – Adding New Students

In the Add Student window –

- **Step 3:** Enter all required fields on the **Student Detail** and **Demographics** tabs.
  - Required fields are marked with an **asterisk *.**
  - Student cannot be saved until all required fields are completed.

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## Student Management – Adding New Students

- **Step 4:** Click **Save** to add the student and close the Add Student window.
  OR
- Click **Save & Add Another** to add the student and re-open a new Add Student window.
  OR
- Click **Cancel** to close the Add Student window without saving.

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## Student Management – Accommodations

After test administration, certain accommodations must be captured in Student Management for reporting purposes.

To Add Accommodations –

- **Step 1:** Use the search filters to find your student.
- **Step 2:** Click **View/Edit.**
- **Step 3:** On the Edit Student screen, click the **Accommodations** tab.
- **Step 4:** Add accommodations as applicable per content area.
- **Step 5:** Click **Save**.

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## Student Management – Braille

- Braille Test Kits will be sent to schools who indicated they have students requiring Braille during the Enrollment window.
- Students who will test on Braille must have **Braille** marked as an accommodation for each content area **BEFORE** registering the students for the GAA 2.0 in the Registration system.

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## Student Management – Irregularity Codes

Testing irregularities must be marked on the student's record in Student Management.

To Add an Irregularity –

- **Step 1: Notify GaDOE** of a testing irregularity and get the corresponding irregularity code.
- **Step 2:** Use the search filters to find your student.
- **Step 3:** Click **View/Edit.**
- **Step 4:** On the Edit Student screen, click the **Testing Codes** tab.
- **Step 5:** Use the dropdowns to select the appropriate **Irregularity Status** and **Irregularity Code** per content area.
- **Step 6:** Click **Save.**

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## DRC INSIGHT Registration



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## System/School Test Coordinators

### Registration

System/School Test Coordinators will assign students to the GAA 2.0 and their Test Examiners through **Registration** in the DRC INSIGHT Portal. This action will generate the student record in the Online Response Entry app.

**Pre-ID Students** –

- DRC will upload all students included in the PreID file and auto-assign all assessments to be administered.

**Manual Creation** –

- Manually create each registration for students and assign to the Test Examiner/Teacher.

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## Registration – View Registration(s)

Select **View Registrations** to begin reviewing the list of auto-generated registrations. The Registration Name will be the Student Name.

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## Registration – View Registration(s)

To search for a participant or registration, use the provided search fields (GTID, Participant Name, Teacher, Registration Name, or Assessment).

Easily find registrations that require a Teacher assignment, by checking **No Teacher** from the list of filters.

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## Registration – Teacher Assignment

**Add Teachers – Single or Multiple Registrations**

Teachers **must** be assigned to each student registration to be accessible within the Online Response Entry application. This can be done individually or by selecting a group of registrations.

**NOTE:** Only Test Examiners that have a profile setup in **User Management** with a **Teacher** role will be provided in the Teacher list.

**From View Registrations:**

**STEP 1:** Select registration(s) to assign teacher(s).

**STEP 2:** Click **Assign Teachers**.

**STEP 3:** Select **Teachers** from list and click **Add**.



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## Registration –Teacher Assignment

**Add Teachers – Single Registration**

- Click on **Registration Name**.
- Click on the **Teacher** tab to view assigned Teacher(s).
- Click **Add Teacher(s).**
- Select the Teacher(s) in the Available Teacher(s) list.
- Click **Add.**

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## Registration – Teacher Assignment

**Remove Teachers**

This must be done when the Teacher assigned to administer the student's assessment(s) has changed.

To REMOVE a previously assigned Teacher, within the Registration Details screen -

- Click on **Registration Name.**
- Click on the **Teacher** tab.
- Click **Remove Teacher(s).**

A **warning/confirmation message** will appear. Click **Submit** to continue with removing selected Teacher.

**IMPORTANT:** All content area registrations should have only ONE Teacher assigned.

The Teacher may be different for each content area, but only assign ONE.



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## Registration – Create

Select **Registration Window,** then **Create Registration** to assign a student/participant to all applicable assessments.

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## Registration – Create

**Step 1:** Enter **Registration Name**.

Enter the Student Name the registration(s) are being created for.

**Step 2:** Click **Select Participant(s)**. Select the student for which to create the registration(s).

**Step 3:** Click **Add**.

**Note:** Only one participant/student can be added to each registration.



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## Registration – Create

**Step 4:** Click **Add Assessment(s).**

**Step 5:** Select all available **Assessments** the student is eligible to be registered for.

**Step 6:** Click **Add**.

**Step 7:** Click on **Register** to complete the registration. **Registration Confirmation** pop-up will indicate the registration is created.

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## Registration – Create

**Step 8:** Click View Registration tab and find the registration you just created.

**Step 9:** Click **Registration Name** to open the Registration Details.

**Step 10: Remove** the auto-assigned Teacher.

**Step 11:** Assign a Teacher by clicking **Add Teacher(s).**

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## Registration – Create

Create Registration is needed for two reasons:

**Reason 1 –** A **new student** moves into the district/school.

**Reason 2 –** A student requires the **Braille** accommodated form.

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## Registration – Create/New Student

**REASON 1 -** A new student moves into the district/school and needs to be registered:

**Step 1 –** Manually add the student in **Student Management**.

**Step 2 –** In **Registration**, go to **Create Registration** and populate the registration details:

- Enter the Registration Name
- Select the Participant
- Select Assessment(s)
- Click Register

**Step 3 –** Go to **View Registrations,** remove the auto-assigned Teacher, and assign a **Teacher** to ALL registrations for the student.

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## Registration – Create/Braille Accommodation

**REASON 2 -** A student requires the Braille accommodated form.

**The Braille accommodation** must be added manually for all students that require this accommodation.

**Step 1 – Cancel** ALL registrations for the student(s).

**Step 2 –** Add the **Braille** accommodation in **Student Management.**

**Step 3 –** In **Registration**, go to **Create Registrations** and create registration(s).

**Step 4 –** Ensure the correct Teacher is assigned within **View Registrations** to ALL new registrations.

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## DRC INSIGHT
## Online Response Entry



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## Online Response Entry – What Is It?

Online Response Entry is an application in the DRC INSIGHT Portal that will be used to administer the GAA 2.0.

**System and School Test Coordinators**
- **Input** a student's Learner Characteristics Inventory (LCI)
- **Monitor** testing progress
- **Review and approve** the Stopping Rule

**Test Examiners**
- **View** Test Examiner Script
- **Enter** student responses
- **Apply** the Stopping Rule



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## Online Response Entry – General Navigation

To access Online Response Entry in the DRC INSIGHT Portal, a user will log in and select **Online Response Entry** from the My Applications menu at the top of the page.

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## Online Response Entry – General Navigation

**Site Selection for System Test Coordinators**

The site selection is required for Sys/SchTCs to access the available student registrations.

**Step 1 –** Click on **'Select a Site'**
**Step 2 – Type and select** the **district** name or code

(NOTE: There may be only one option to select from.)

**Step 3 – Type and select** the **school** name or code

(NOTE: There may be only one option to select from.)



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## Online Response Entry – General Navigation

Select the **Registration Window** to view the student assessment records.

The **Not Started tab** is the landing page when first opening Online Response Entry.

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## Online Response Entry – General Navigation

- Tab navigation
  - Not Started
  - In Progress
  - Ready to Submit
- Search and sort to locate student records
- Active links provided with each student record

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## Online Response Entry – Monitoring

- System and School Test Coordinators can **monitor testing progress** using each status tab
- Each **Status** tab shows a count of student test forms in each status
- Testing progress per form can be monitored using the **Progress** column (only visible on In Progress tab)

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## Online Response Entry – LCI

- The LCI form must be completed for each student **before** testing can begin.
  - In Online Response Entry, other test forms cannot be started until the LCI form is in Completed status.
- The LCI form is automatically added for each student when they are registered for the GAA 2.0.
- The LCI form can be **edited and viewed** by users with the Online Scoring – School permission (System and School Test Coordinators).
- The LCI form can be found on the GAA 2.0 Resources webpage.



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## Online Response Entry – Completing the LCI

- Locate and access student's LCI record in '**Not Started**' list
  - Click on the **GTID** link for student's LCI record
  - Student LCIs will only be available after Registration is complete
- Click **Begin Assessment** to begin filling out the LCI for the student

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## Online Response Entry – Completing the LCI

- Click **Complete Assessment** to lock responses from further updates
  - Click **Save** to come back and complete the LCI form

**DO NOT Submit the LCI**

- To exit the LCI without submitting, click the **In Progress** link to return to the Student Status page
  - NOTE: All LCI responses will be automatically submitted at the end of the state testing window

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## Online Response Entry – Completing the LCI

**System/School Test Coordinators**

- To view the LCI responses when the Stopping Rule is applied, locate student's LCI record on **Ready to Submit** tab
  - Click on the **GTID** link for the LCI and you will be brought to the completed LCI

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## Online Response Entry – Assessment Navigation

Upon opening an assessment form, information is provided to confirm the correct student/ assessment has been selected:

- **Registration Window**
- **Name of Assessment Form**
- **Assessment Status**
- **Student Name**
- **GTID**
- **Grade**

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## Online Response Entry – Assessment Navigation

**Tasks -**
Tasks are separated into individual tabs for easy navigation

**Panels -**
**Left Panel**
Task parts with active script links
Answer options & Scaffolding

**Right Panel**
Scenario
Part Script, Items and Images

**Scrolling -**
Used to navigate to next part of script/item within each panel

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## Online Response Entry – Scenario and Part A

Test Examiners will complete the following actions:

- Click on **Begin Assessment**
- Click on **View Part A Script**
  - Part A's script and answer options enable
- After following the **Say and Do directions** in the right panel, **select the answer** given by the student in the left panel
  - Follow **Scaffolding** instructions/script, if presented
- **Move to Part B**
  - Use the scroll bar for the left panel, if needed, to bring you to Part B and **click 'View Part B Script'**

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## Online Response Entry – Navigating Parts B & C

- Click on **View Part B Script**
  - Script and answer choices enable
  - All applicable responses for Part A must be entered before you can enable Part B
- **Select the answer** given by the student
  - Follow scaffolding, if presented
- **Move to Part C and repeat steps above**
  - Use the scroll bar in the left panel to navigate response options

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## Online Response Entry – Scaffolding

**Embedded Script -**

- If the answer selected is correct, the TE is moved to the next Part within the Task.
- If the answer selected is incorrect or no response, a second response area is presented.

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## Online Response Entry – Pause and Resume a Task

After all Parts have been responded to (A, B & C), the task is considered complete.

**To move to the next task:**

- Click **Go To Task #.**

**Or**

- Click on next **Task tab.**
  - Found at the top of the left panel.
- **Begin** next task.

To pause, click **Save.**

- When returning, the form opens where they left off.

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Today's slide deck.

## Online Response Entry – Completing the Assessment

Once all student responses have been captured, the Test Examiner will -

- Enter **Observer** name. If an observer is not present at the time of testing, enter Test Examiner's name (required entry).
- Click **Complete Assessment.** Click **Submit to Scoring.** This action will close the assessment.

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Today's slide deck.

## Online Response Entry – Apply Stopping Rule

**Test Examiner**

For students who do not have an identified communication system and who do not respond to all parts within Task 1 and Task 2, the TE should do the following:

- Click **Apply Stopping Rule** at top of page
- Click **Apply Stopping Rule** in confirmation message
  - NOTE: This action will close the assessment
- Notify the School Test Coordinator for review

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## Online Response Entry – Locating Stopping Rule

**System/School Test Coordinators**

- Navigate to the **In Progress** tab
- Locate Stopping Rule alert in the **Stopped** column
- Access student record using the **GTID** link

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## Online Response Entry – Review and Approve Stopping Rule

**System/School Test Coordinators**

- **Indicator** at the top of the screen confirms the Stopping Rule was applied
- **Review** the student's responses/progress
- Click **Resume Assessment**
- Enter **Approver's** First and Last Name
- Click **Complete Assessment**

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## Online Response Entry – Remove Stopping Rule

**System/School Test Coordinators**

- Click **Remove Stopping Rule**
- Click **Remove Stopping Rule** in confirmation message
- Direct Test Examiner to resume test administration

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## Online Response Entry – Action Buttons

**Apply Stopping Rule**
- Flags student test with Stopping Rule

**Complete Assessment**
- Locks the assessment once all tasks have been completed

**Cancel**
- Click Cancel to exit assessment form

**Save**
- Click Save when the assessment needs to be paused and resumed at a later time

**Resume Assessment**
- Click Resume Assessment to resume testing where previously saved

**Submit to Scoring**
- Submits the form for scoring, and the form can no longer be accessed

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## Preparing Test Examiners

Educating Georgia's Future by graduating students who are ready to learn, ready to live, and ready to lead.

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## Preparing Test Examiners

**System/School Test Coordinators**

System and School Test Coordinators must setup Test Examiners with permissions to log in to Online Response Entry and preview the online scripts.

- **Setup** Test Examiners with **a teacher profile** in User Management and assign the **Online Scoring – Teacher** permission.

**IMPORTANT NOTE:** If a Test Examiner is assessing students at multiple schools, they must have permissions set up for each school.

- **Assign** the Test Examiners to their students in Registration.

These actions must be taken BEFORE Test Examiners will see their students in Online Response Entry.

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## Preview Window

**Test Examiners**

To access the online script in Online Response Entry, Test Examiners must –

- Log in to the **DRC INSIGHT Portal**
- Select **Online Response Entry** from the My Applications menu

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## Preview Window

**Test Examiners**

- The content area forms for previewing will be in a **Not Started** status
- Test Examiners will access the forms by clicking the **GTID** link

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Georgia Alternate Assessment 2.0 Test Setup and Pre-Administration Training

Today's slide deck.

1/24/2023

## Preview Window

**Test Examiners**

- To only preview the assessment, **Test Examiners** will enable each part of the tasks by clicking the '**View Part A/B/C Script**' links.
- Test Examiners will scroll through each panel to preview the content of the tasks.

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Georgia Alternate Assessment 2.0 Test Setup and Pre-Administration Training

Today's slide deck.

1/24/2023

## Preview Window

**Test Examiners**

- Test Examiners can navigate from **Task 1** through **Task 11** using the links at the top of the left panel.
- To exit the form, click the **Not Started** link to return to the Student Status page.

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Georgia Alternate Assessment 2.0 Test Setup and Pre-Administration Training

Today's slide deck.

## Test Administration Practice

Educating Georgia's Future by graduating students who are ready to learn, ready to live, and ready to lead. 103

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Georgia Alternate Assessment 2.0 Test Setup and Pre-Administration Training

Today's slide deck.

1/24/2023

## The Test Administration Practice site opens January 24.

Users can interact with practice forms in the **Online Response Entry** application to become familiar with navigation before the assessment window.

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Georgia Alternate Assessment 2.0 Test Setup and Pre-Administration Training

Today's slide deck.

1/24/2023

## Test Administration Practice - Access

- Log in to the **DRC INSIGHT Portal**
- Navigate to **Online Response Entry** from the My Applications menu.
- Select **'Test Administration Practice'** from the Registration Window dropdown.

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Georgia Alternate Assessment 2.0 Test Setup and Pre-Administration Training

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1/24/2023

## Test Administration Practice

- Sample records for 5 students will display.
  - One form per content area and one LCI form
- Click the **GTID** link to open the sample form.

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## Test Administration Practice

- Click **Begin Assessment.**
- Click **View Part A Script.**
  - The script and response options for Part A will enable.
- All functionality is available for practice (Scaffolding, Stopping Rule, Save/Cancel, etc.).

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Georgia Alternate Assessment 2.0 Test Setup and Pre-Administration Training

Today's slide deck.

1/24/2023

## Test Administration Practice - Reset

Practice forms can be reset to be used again.

To reset practice forms:
- Navigate to the **Not Started** tab.
- Click **Reset Data.**

Forms can be used and reset as many times as needed.

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# DRC INSIGHT Reporting



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## Reporting – Available Reports

**System/School Test Coordinators Only**

- Reports for the Spring 2023 GAA 2.0 will be available in the DRC INSIGHT Portal in June 2023
- Available reports include
  - Individual Student Reports
  - Class Rosters
  - Summary Reports
  - System Data Files
- Reports can be accessed and downloaded via the **Report Delivery** system in Interactive Reports



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## Reporting – Report Delivery

**System/School Test Coordinators**

- To access reports for the GAA 2.0, select **Interactive Reports** from the My Applications menu
- Report options are driven by user permissions:
  - Users with both Milestones and GAA 2.0 permissions will see all available reports
  - Users with only GAA 2.0 permissions will just see Report Delivery
- Select **Report Delivery**

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## Reporting – Report Delivery

**System/School Test Coordinators**

- To access reports, click the dropdown in the upper righthand corner
  - Select **District** and **School**
  - Select **GAA 2.0 Spring 2023** for Administration
  - Click **Save**
- Use the buttons to toggle between district- and school-level reports.
- Reports can be filtered and sorted using the search options and column headers.

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## Trainings & Resources

- Upcoming training webinar
  - GAA 2.0 Test Administration Procedures Training – February 2, 2023
- GAA 2.0 Test Administration Practice
- Training Videos
  - Available under Documents in the DRC INSIGHT Portal.
- *Test Administration Manual*
  - GAA 2.0 Resources
- *GAA 2.0 DRC INSIGHT Portal User Guide*
  - Available under Documents in the DRC INSIGHT Portal.



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## Reminders

- System and School Test Coordinators must provide a schedule for Test Examiners to prepare test material and preview the online script.
- During this time, Test Examiners should plan for and begin preparing manipulatives and other materials needed for administering the GAA 2.0.
- Online Response Entry will be available for previewing the online scripts starting two weeks before the testing window (March 13, 2023).



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Georgia Alternate Assessment 2.0 Test Setup and Pre-Administration Training
Today's slide deck.
1/24/2023
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Questions
GaDOE Attestation of Attendance
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# GAA 2.0 Test Administration Procedures

February 2, 2023



1



## Welcome!

Teams Toolbar Options

2



## Expectations

- Questions will be addressed at the end of sections or at the end of the presentation.
- Questions not related to the purpose of the meeting should be addressed by email or phone.
- Webinar recordings and PDF version of the PPT will be in the GaDOE PL Catalog within a week.



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## Agenda

- Overview
- Test Examiner Roles and Responsibilities
- Secure Test Materials
- DRC INSIGHT Online Response Entry
- Test Administration Practice
- Test Examiner Preview Window
- Administration Procedures
- Supporting Students with Complex Sensory Needs
- Test Security
- Available Resources



4

## GAA 2.0 Overview



5



## Participation Requirements

Georgia Law O.C.G.A. § 20-2-281; SBOE Rule 160-3-1-.07

Measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards

GAA 2.0 is the state-provided alternate assessment

Gives participants the opportunity to demonstrate grade-level achievement



6

## Participants must meet GAA 2.0 eligibility criteria.

1. Require intensive, individualized instruction in a variety of instructional settings
2. Have a significant cognitive disability
3. Require specialized support to access and participate in the grade-level state-adopted standards that require modifications based on the student's PLAAFP
4. Require specialized supports to demonstrate age-appropriate adaptive behavior

✓ GAA 2.0 Eligibility Criteria

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## Assessment Components

- Alternate Achievement Standards
- Individualized Test Administration
- Task Parts of Increasing Complexity Accompanied by Scaffolding
- Online Response Entry and Examiner Script



8



## Learners Characteristics Inventory

- School Test Coordinators must enter LCI data before assessments begin.



9



## Content Area Tests

| Grade | ELA | Math | Science | Social Studies |
|---|---|---|---|---|
| 3 | X | X | | |
| 4 | X | X | | |
| 5 | X | X | X | |
| 6 | X | X | | |
| 7 | X | X | | |
| 8 | X | X | X | X |
| HS* | X | X | X | X |

*Administered for the first time in grade 11 and must occur prior to intended graduation.



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## Key Dates

| Ehiruh#Whvwqj | |
|---|---|
| GAA 2.0 Test Administration Procedures Training | February 2, 2023 |
| Test Administration Practice Site Available | January 24 – May 5, 2023 |
| Preview Window in Online Response Entry | March 13 – 24, 2023 |
| **Test Window** | |
| Spring 2022 Test Administration | March 27 – May 5, 2023 |
| **After Testing** | |
| Final Deadline to Return Materials to DRC | May 12, 2023 |



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## Check-In

Teachers can write down students' responses on a piece of paper and transcribe them into the testing platform later.

True

False



12

Today's slide deck.

## Test Examiner Roles and Responsibilities

13



Today's slide deck.

2/2/2023

## The Test Examiner must be Georgia PSC certified educator.

- Familiar with the participant's communication system
- Complete all test administration and test security training
- Provide instruction to the student on a regular basis



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Today's slide deck.

2/2/2023

## Test Examiners are responsible for the security of test materials and must account for all materials while in their custody.

- Log-in Credentials
- Online Script
- Student Test Booklets
- Braille Kit
- Scratch paper



15



Today's slide deck.

2/2/2023

## Test Examiners must administer the test with fidelity.

- Administer each content area test, even if the Stopping Rule was applied in the prior session.
- Recite the script as written and record student responses as provided.
- Complete the Validation Form for Transcription of Answer Documents and Observer's Field.



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Today's slide deck.

2/2/2023

## Code of Ethics for Georgia Educators

**SAH p. 31 Code of Ethics for Georgia Educators**

**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.

GaPSC Ethics Division (January 2022)

GaPSC Video Training Resources
https://www.gapsc.com/Ethics/Ethics_Resources.aspx



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Today's slide deck.

## Secure Test Materials

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## Test Administration Manual

- Outlines the procedures that must be followed during the testing window
- Defines Roles and Responsibilities
- Must be understood by Test Examiners and School and System Test Coordinators



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## Student Booklets

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## Test Examiners must enter responses in real-time in the Online Response Entry application.

- Must be assigned a DRC User Account
- Must have a testing device with reliable internet access
- Must use Google Chrome Browser.

The System Test Coordinator must use each teacher's school email address to create Test Examiner User Accounts.

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## DRC INSIGHT Online Response Entry



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## What is the Online Response Entry Application?

Online Response Entry is an application in the DRC INSIGHT Portal that will be used to administer the GAA 2.0.

**Test Examiners**
- **View** Test Examiner Script
- **Enter** student responses
- **Apply** the Stopping Rule, if appropriate



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## Online Response Entry – General Navigation

To access Online Response Entry in the DRC INSIGHT Portal, a user will log in and select **Online Response Entry** from the My Applications menu at the top of the page.

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## Online Response Entry – General Navigation

Select the **Registration Window** to view the student assessment records.

The **Not Started tab** is the landing page when first opening Online Response Entry.

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## Online Response Entry – General Navigation

- Tab navigation
  - Not Started
  - In Progress
  - Ready to Submit
- Search and sort to locate student records
- Active links provided with each student record

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## Online Response Entry – Tracking Progress

- Test Examiners can see testing progress using the Status tabs.
- Each **Status** tab shows a count of student test forms in each status.
- The **Progress** column shows number of completed tasks out of 11 (only visible on In Progress tab).

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## Online Response Entry – LCI

- The LCI form must be completed for each student **before** testing can begin.
  - In Online Response Entry, other test forms cannot be started until the LCI form is in Completed status.
- The LCI form is automatically added for each student when they are registered for the GAA 2.0.
- The LCI form can be **edited and viewed** by users with the Online Scoring – School permission (System and School Test Coordinators).
- The LCI form can be found on the GAA 2.0 Resources webpage.



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## Online Response Entry – Assessment Navigation

Upon opening an assessment form, information is provided to confirm the correct student/ assessment has been selected:

- **Registration Window**
- **Name of Assessment Form**
- **Assessment Status**
- **Student Name**
- **GTID**
- **Grade**

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## Online Response Entry – Assessment Navigation

**Tasks -**
Tasks are separated into individual tabs for easy navigation

**Panels -**
**Left Panel**
Task parts with active script links
Answer options & Scaffolding
**Right Panel**
Scenario
Part Script, Items and Images

**Scrolling -**
Used to navigate to next part of script/item within each panel

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## Online Response Entry – Scenario and Part A

Test Examiners will complete the following actions:

- Click on **Begin Assessment**
- Click on **View Part A Script**
  - Part A's script and answer options enable
- After following the **Say and Do directions** in the right panel, **select the answer** given by the student in the left panel
  - Follow **Scaffolding** instructions/script, if presented
- **Move to Part B**
  - Use the scroll bar for the left panel, if needed, to bring you to Part B and **click 'View Part B Script'**

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## Online Response Entry – Navigating Parts B & C

- Click on **View Part B Script**
  - Script and answer choices enable
  - All applicable responses for Part A must be entered before you can enable Part B
- **Select the answer** given by the student
  - Follow scaffolding, if presented
- **Move to Part C and repeat steps above**
  - Use the scroll bar in the left panel to navigate response options

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## Online Response Entry – Scaffolding

**Embedded Script** -

- If the answer selected is correct, the TE is moved to the next Part within the Task.
- If the answer selected is incorrect or no response, a second response area is presented.

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## Online Response Entry – Pause and Resume a Task

After all Parts have been responded to (A, B & C), the task is considered complete.

**To move to the next task:**

- Click **Go To Task #.**

**Or**

- Click on next **Task tab.**
  - Found at the top of the left panel.
- **Begin** next task.

To pause, click **Save.**

- When returning, the form opens where they left off.

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## Online Response Entry – Completing the Assessment

Once all student responses have been captured, the Test Examiner will -

- Enter **Observer** name. If an observer is not present at the time of testing, enter Test Examiner's name (required entry).
- Click **Complete Assessment.** Click **Submit to Scoring.** This action will close the assessment.

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## Online Response Entry – Apply Stopping Rule

**Test Examiner**

For students who do not have an identified communication system and who do not respond to all parts within Task 1 and Task 2, the TE should do the following:

- Click **Apply Stopping Rule** at top of page
- Click **Apply Stopping Rule** in confirmation message
  - NOTE: This action will close the assessment
- Notify the School Test Coordinator for review

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## Online Response Entry – Stopping Rule

- After a Test Examiner has applied the Stopping Rule and notified the School Test Coordinator, the School Test Coordinator will review and approve or deny the Stopping Rule.
- If approved, the School Test Coordinator will complete the student's form and submit it for scoring.
- If denied, the School Test Coordinator will remove the Stopping Rule, and the Test Examiner must continue assessing the student in that content area.



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## Online Response Entry – Begin Assessment

- To begin assessing a student, the Test Examiner must click **Begin Assessment**.
- This enables the script and response options and changes the status of the form from **Not Started to In Progress**.

**This action cannot be undone, so be certain you are ready to start testing before clicking Begin Assessment.**



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## Online Response Entry – Action Buttons

**Apply Stopping Rule**
- Flags the assessment form with the Stopping Rule

**Complete Assessment**
- Only enables once all 11 tasks are complete
- Locks the assessment form from editing

**Cancel**
- Closes the assessment form

**Save**
- Click Save to save your progress
- Ensure you save when the assessment form needs to be paused and resumed later
- You will still need to click Cancel to close the form



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## Online Response Entry – Action Buttons

**Resume Assessment**
- Upon re-entering an assessment form, clicking Resume Assessment will enable the form.

**Submit to Scoring**
- Enables after clicking Complete Assessment.
- Submits the assessment form for scoring.
- The assessment form can no longer be accessed.



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## Test Administration Practice

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## Test Administration Practice Site

The Test Administration Practice site opened January 24, 2023.

Users can interact with practice forms in the **Online Response Entry** application to become familiar with navigation before the assessment window.

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## Test Administration Practice – Access

- Log in to the **DRC INSIGHT Portal.**
- Navigate to **Online Response Entry** from the My Applications menu.
- Select **'Test Administration Practice'** from the Registration Window dropdown.

43



## Test Administration Practice

- Sample records for 5 students will display.
  - One form per content area and one LCI form.
- Click the **GTID** link to open the sample form.

44



## Test Administration Practice

- Click **Begin Assessment.**
- Click **View Part A Script.**
  - The script and response options for Part A will enable.
- All functionality is available for practice (Scaffolding, Stopping Rule, Save/Cancel, etc.).

45



## Test Administration Practice – Reset

Practice forms can be reset to be used again.

To reset practice forms:
- Navigate to the **Not Started** tab.
- Click **Reset Data.**

Forms can be used and reset as many times as needed.

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## Test Examiner Secure Preview Window

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## Reminders

- System and School Test Coordinators will provide a schedule for Test Examiners to prepare test material and manipulatives.
- Test Examiners will be able to preview the online scripts starting March 13, 2023.
- Secure test materials must not be copied or reproduced (e.g., texting, posting, or other electronic communications) for any purpose.



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## Secure Preview Window

**Test Examiners**

To access the online script in Online Response Entry, Test Examiners must –

- Log in to the **DRC INSIGHT Portal.**
- Select **Online Response Entry** from the My Applications menu.

49



## Secure Preview Window

**Test Examiners View**

- The content area forms for previewing will be in a **Not Started** status.
- Test Examiners will access the forms by clicking the **GTID** link.

50



## Secure Preview Window

**Test Examiners**

- **Test Examiners** will enable each part of the tasks by clicking the '**View Part A/B/C Script**' links.
- Test Examiners will scroll through each panel to preview the content of the tasks.

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## Secure Preview Window

**Test Examiners**

- Test Examiners can navigate from **Task 1** through **Task 11** using the links at the top of the left panel.
- To exit the form, click the **Not Started** link to return to the Student Status page.

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## Check-In

Teachers must not log into the Secure Preview Window at home.

True

False



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## Administration Procedures



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## Scheduling Sessions

- Preview and prepare test material.
- Use entire test window to complete a content area test.
- Provide unlimited pause and resume opportunities.
- Provide individualized response time.
- Administer all content area tasks sequentially.



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## Read-Aloud Guidelines

**Graphics and Illustrations**

- Examiners may read text that appears in graphics and illustrations from top to bottom, left to right.

**Repeat Items**

- Examiners may repeat questions, as necessary.



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## Reinforcing and Refocusing

- Reinforcing and refocusing strategies cannot add language about the content of the test question.
  - Examiners can ask students to pay attention.
  - Examiners can give the students a snack when they have completed a section.

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## 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 a switch to select a response



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## Use of Physical Prompting

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



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## Use of Physical Prompting

- Physical **support** is permitted if 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 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.



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## Manipulatives

When selecting and using manipulatives on the GAA 2.0, examiners should ensure:

- students use the identified manipulatives in daily instruction throughout the year;
- the objects allow students to participate meaningfully in both instruction and classroom assessments;
- the objects help students to produce an independent response; and,
- the objects do not hint or clue the answer.

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## Stopping Rule

- Test Examiners may implement the Stopping Rule after **ALL PARTS of the first two tasks** have been administered to those students who do not have an established communication system.
  - Complete the following steps:
    1. Click **Apply Stopping Rule** on the student's assessment form in Online Response Entry.
    2. Report the situation to the School Test Coordinator.
    3. If approved by the School Test Coordinator, that form is submitted for scoring.
    4. If removed, the Test Examiner must continue testing the student.



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## Stopping Rule Considerations

- The absence of a communication system must be documented.
- The Stopping Rule should not be applied based on a student's behavior, frustration level, or knowledge of the content.
- Each content area assessment must be administered, even if the Stopping Rule was applied in the previous test session.



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## Supporting Students with Complex Sensory Needs

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## Braille Kits

- Braille Test Kits include
  - Braille versions of the Student Booklets
  - Test Examiner Booklets
  - Test Administration Notes
- Braille Test Kits will be included in the initial shipment for those schools where braille was indicated during the Enrollment window.
- If additional Braille Test Kits are needed, email mmcbride@doe.k12.ga.us



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## Plan for Graphics

66

## Use of Graphics

Include tactile representation and pair with the image with the student booklet

Must be related to the task and meaningful to the student

Objects must resemble as much as possible graphics in the Student Test Booklet and be oriented the same way as in the Student Test Booklet.



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## Pairing Objects with Tasks

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## Hearing Impairments

- The Test Examiner/sign language interpreter must not use cluing inflection.
- The Test Examiner/sign language interpreter must use consistent facial expressions.
- 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 is permitted.



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## Hearing and Visual Impairments

- Passages, Scenarios, and graphic descriptions may be signed.
- Interpreters may use underhand signing as appropriate.
- Students may use familiar objects or manipulatives to access test content.
- The use of **directive physical prompting**, including hand-over-hand that leads the student to the correct answer, is not permitted.



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## Object Replacement

- Use actual objects specified whenever possible.
- Use objects that can easily be manipulated.
- Use objects that stand for things like blocks.
- When several object are needed, ensure they are similar.
- Ensure shapes are accurate.



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## Test Security
## Before, During and After Testing

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## Plan for Hospital/Homebound and Incarcerated Students.

**Follow**
Security protocol
Standard procedures
Training requirements

**Communicate**
Student needs
Test schedule
Needs for district equipment

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## Special Accommodations Requests

IEP Team → STC/Special Ed Director → System Test Coordinator → GaDOE

Identify circumstance when student requires accommodation not on approved list

Determine unique student need

Submit requests through MyGaDOE Portal 6 weeks before window opens

Review requests and submits questions or approvals

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



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## Irregularity Response Process

- All personnel in the local system must follow protocol as they become aware of testing irregularities
- Signs of any testing irregularity must be dealt with immediately
- All irregularities must be reported to the Assessment Specialist by completing the Testing Irregularity Form (TIF) in the MyGaDOE Portal.

Test Examiner → School Test Coordinator → System Test Coordinator → GaDOE

Keep Principal Informed

Testing Irregularity Form User Guide



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## Irregularity Prevention

**Understanding the Responsibility to Minimize Risks – Adults**
- Know what accommodations students are scheduled to receive prior to testing
- Read directions and script from Online Response Entry system word-for-word
  - This does not include words directions for the examiner (e.g., "Say" and "Do.")

**Understanding the Responsibility to Minimize Risks – Students**
- Accommodations must be based on what the student uses in daily instruction.
- Students should be familiar with the test format and test administration procedures.



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## Test Security

1. Do not photograph content
2. Do not discuss secure test content
3. Do not access secure content away from school
4. Do not access secure content after regular school hours and no later than 5:00 p.m.



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## Before Testing: Understand Procedures

| | |
|---|---|
| Attend | Attend all training. |
| Confirm | Confirm receipt of the Test Administration Manual. |
| Read | Read the Test Administration Manual. |
| Understand | Understand the Stopping Rule as articulated by GaDOE. |

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## Before Testing: Prepare Materials

| | |
|---|---|
| Gather | Gather relevant tactile symbols, graphics, and manipulatives.. |
| Prepare | Prepare test materials according to guidance provided by the GaDOE |
| Provide | Provide LCI to School Test Coordinator |

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## Before Testing: Student Plans

Determine the best positioning for the student.

Provide the student practice in selecting an answer from two or three choices

Verify you see the correct students and all applicable content areas in Online Response Entry.



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## During Testing

- Implement Student Plan
  - Provide accommodations.
  - Accept all purposeful responses.
  - Organize response choices from left to right for students with eye gaze accommodation.
  - Arrange student seating.
- Use customary response times
- Notify the School Test Coordinator of situations involving the Stopping Rule.



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## After Testing

- Ensure all parts of disassembled Student Booklets are placed in clear poly bags with the security barcode visible.
- Intact booklets should not be placed in polybags.
- Return all secure test materials to School Test Coordinator.

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## Resources

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## Resources

GAA 2.0 Assessment

Significant Cognitive Disabilities

84

Today's slide deck.

## Contact Information

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**Questions**

Richard Woods, Georgia's School Superintendent
*"Educating Georgia's Future"*

# Learner Characteristics Inventory

The Learner Characteristics Inventory (LCI) was developed by the National Alternate Assessment Center (NAAC) in order to investigate the learning characteristics of students participating in alternate assessments based on alternate achievement standards (AA-AAS). The students who participate in AA-AAS represent a highly diverse population with varying levels of communication and other complex characteristics that impinge on the assessment design and the interpretations that we want to make about the assessment results. The LCI is designed to enhance the demographic data collection for the test and when used appropriately, provides additional data to consider in the validity evaluation for AA-AAS. It is important to note, the LCI is not meant to be used to classify or diagnose students, and should not be used as the basis for decision making about student placement or instruction.

**Please Note**: The responses **must** be transcribed into the DRC INSIGHT Portal online assessment system under the individual account for each student. System Test Coordinators or School Test Coordinators will need to enter the LCI information provided by each Test Examiner for each of their students.

| | |
|---|---|
| Student Name | |
| Student ID | |
| Testing Grade | |

# Learner Characteristics Inventory (LCI)

---

**Expressive Communication** (check the best description)

- ☐ Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- ☐ Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- ☐ Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

**Receptive Language** (check the best description)

- ☐ Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
- ☐ Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
- ☐ Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
- ☐ Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

**Reading** (check the best description)

- ☐ Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).
- ☐ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- ☐ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- ☐ Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
- ☐ No observable awareness of print or Braille.

**Mathematics** (check the best description)

- ☐ Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- ☐ Does computational procedures with or without a calculator.
- ☐ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- ☐ Counts by rote to 5.
- ☐ No observable awareness or use of numbers.

**Augmentative Communication System**

Does your student use an augmentative communication system in addition to or in place of oral speech?

- ☐ Yes
- ☐ No

**Health Issues/Attendance** (check the best description)

- ☐ Attends at least 90% of school days.
- ☐ Attends approximately 75% of school days; absences primarily due to health issues.
- ☐ Attends approximately 50% or less of school days; absences primarily due to health issues.
- ☐ Receives Homebound Instruction due to health issues.
- ☐ Highly irregular attendance or homebound instruction due to issues other than health.

**Engagement** (check the best description)

- ☐ Initiates and sustains social interactions.
- ☐ Responds with social interaction, but does not initiate or sustain social interactions.
- ☐ Alerts to others.
- ☐ Does not alert to others.