Appendix B: Item Development

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Georgia Alternate Assessment 2.0
ELA Grade 3
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students comprehend text in increasingly complex ways.		**50%**
Target 1: Ask and answer questions about details in the text.	ELAGSE3.RL.1	10%
	ELAGSE3.RI.1	10%
Target 2: Determine the main idea or central message/lesson/moral of a text and explain it, recounting key details.	ELAGSE3.RL.2	10%
	ELAGSE3.RI.2	10%
Target 3: Describe characters and explain their actions.	ELAGSE3.RL.3	10%
Students produce writing for a range of purposes and audiences.		**20%**
Target 1: Write informative/explanatory texts.	ELAGSE3.W.2	10%
Target 2: Write narratives about experiences or events.	ELAGSE3.W.3	10%
Students demonstrate an understanding of the function and meaning of language.		**30%**
Target 1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.	ELAGSE3.L.1a	10%
Target 2: Distinguish literal and non-literal meanings of words and phrases in context.	ELAGSE.L.5a	10%
Target 3: Identify real-life connections between words and their use.	ELAGSE3.L.5b	10%

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Georgia Alternate Assessment 2.0
Mathematics Grade 3
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students demonstrate increasingly complex understanding of number sense.		**50%**
Target 1: Use place value understanding and properties of operations to perform multi-digit arithmetic.	MGSE3.NBT.1	10%
	MGSE3.NBT.2	20%
	MGSE3.NBT.3	10%
Target 2: Develop understanding of fractions as numbers.	MGSE3.NF.1	10%
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles, measurement, data, and analytic procedures.		**30%**
Target 1: Understand concepts of area, and relate area to multiplication and addition.	MGSE3.MD.7	10%
Target 2: Understand shapes and their attributes.	MGSE3.G.1	10%
Target 3: Understand and use measurement principles and units of measure.	MGSE3.MD.2	10%
Students solve increasingly complex mathematical problems using algebraic thinking.		**20%**
Target 1: Represent and solve problems involving multiplication and division.	MGSE3.OA.1	10%
	MGSE3.OA.2	10%

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Georgia Alternate Assessment 2.0
ELA Grade 4
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students comprehend text in increasingly complex ways.		**50%**
Target 1: Explain what the text says explicitly, and draw inferences from the text.	ELAGSE4.RL.1	10%
	ELAGSE4.RI.1	10%
Target 2: Determine a theme or main idea of a text, explain the main idea using key details, and summarize the text.	ELAGSE4.RL.2	10%
	ELAGSE4.RI.2	10%
Target 3: Answer questions about story elements (i.e., characters, setting, and events).	ELAGSE4.RL.3	10%
Students produce writing for a range of purposes and audiences.		**20%**
Target 1: Write informative/explanatory texts.	ELAGSE4.W.2	10%
Target 2: Write narratives about experiences or events.	ELAGSE4.W.3	10%
Students demonstrate an understanding of the function and meaning of language.		**30%**
Target 1: Form and use prepositional phrases.	ELAGSE4.L.1e	10%
Target 2: Explain the meaning of simple similes and metaphors in context.	ELAGSE4.L.5a	10%
Target 3: Demonstrate understanding of words by relating them to words with opposite and similar meanings.	ELAGSE4.L.5c	10%

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Georgia Alternate Assessment 2.0
Mathematics Grade 4
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students demonstrate increasingly complex understanding of number sense.		**50%**
Target 1: Generalize place value understanding for multi-digit whole numbers.	MGSE4.NBT.2	20%
Target 2: Use place value understanding to perform multi-digit arithmetic.	MGSE4.NBT.4	10%
Target 3: Extend understanding of fractions and compare decimal fractions.	MGSE4.NF.1	10%
	MGSE4.NF.7	10%
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles, measurement, data, and analytic procedures.		**30%**
Target 1: Draw and identify lines and angles.	MGSE4.G.1	10%
Target 2: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	MGSE4.MD.1	10%
Target 3: Understand concepts of area and perimeter.	MGSE4.MD.3	10%
Students solve increasingly complex mathematical problems using algebraic thinking.		**20%**
Target 1: Multiply or divide to solve word problems.	MGSE4.OA.2	10%
Target 2: Generate and analyze patterns.	MGSE4.OA.5	10%

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Georgia Alternate Assessment 2.0
ELA Grade 5
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students comprehend text in increasingly complex ways.		**50%**
Target 1: Explain what the text says explicitly, and draw inferences from the text.	ELAGSE5.RL.1	10%
	ELAGSE5.RI.1	10%
Target 2: Determine a theme or at least two main ideas of a text, explain the main ideas using key details, and summarize the text.	ELAGSE5.RL.2	10%
	ELAGSE5.RI.2	10%
Target 3: Compare and contrast characters, settings, or events.	ELAGSE5.RL.3	10%
Students produce writing for a range of purposes and audiences.		**20%**
Target 1: Write informative/explanatory texts.	ELAGSE5.W.2	10%
Target 2: Write narratives about experiences or events.	ELAGSE5.W.3	10%
Students demonstrate an understanding of the function and meaning of language.		**30%**
Target 1: Revise sentences by expanding, reducing, and combining.	ELAGSE5.L.3a	10%
Target 2: Explain the meaning of simple similes and metaphors in context.	ELAGSE5.L.5a	10%
Target 3: Demonstrate an understanding of words by using word relationships (e.g., synonyms, antonyms, homographs).	ELAGSE5.L.5c	10%

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Georgia Alternate Assessment 2.0
Mathematics Grade 5
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students demonstrate increasingly complex understanding of number sense.		**40%**
Target 1: Understand the place value system.	MGSE5.NBT.1	10%
	MGSE5.NBT.3	10%
Target 2: Apply and extend previous understandings of multiplication to multiply fractions.	MGSE5.NF.4	10%
	MGSE5.NF.6	10%
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		**20%**
Target 1: Graph points on the coordinate plane to solve real world and mathematical problems.	MGSE5.G.1	10%
	MGSE5.G.2	10%
Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.		**20%**
Target 1: Represent and interpret data.	MGSE5.MD.2	10%
Target 2: Understand concepts of volume, and relate volume to multiplication and addition.	MGSE5.MD.4	10%
Students solve increasingly complex mathematical problems using algebraic thinking.		**20%**
Target 1: Generate simple expressions and numerical patterns to solve problems.	MGSE5.OA.2	10%
Target 2: Generate and analyze patterns.	MGSE5.OA.3	10%

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Georgia Alternate Assessment 2.0
Science Grade 5
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students show an understanding of the processes involved in the production of Earth's surface features, by explaining and modeling how surface features are formed.		**20%**
Target 1: Describe the processes that cause the formation of Earth's surface features.	S5E1a	10%
Target 2: Develop a model that shows the formation of one or more of Earth's surface features.	S5E1b	10%
Students explain the difference between a physical change and a chemical change.		**20%**
Target 1: Plan and carry out investigations that demonstrate a physical change.	S5P1a	10%
Target 2: Plan and carry out investigations to determine whether a physical or chemical change has occurred.	S5P1c	10%
Students use information to investigate electricity.		**20%**
Target 1: Construct a complete simple circuit given the necessary components.	S5P2b	10%
Target 2: Identify common materials to determine whether they are insulators or conductors of electricity.	S5P2c	10%
Students group organisms using scientific classification procedures.		**20%**
Target 1: Develop a model that illustrates how animals are sorted into groups of vertebrates and invertebrates.	S5L1a	10%
Target 2: Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers).	S5L1b	10%
Students identify and communicate information to compare and contrast the parts of plant and animal cells (nucleus, cell membrane, cell wall).		**20%**
Target 1: Develop a model that identifies and labels parts of a plant cell and an animal cell.	S5L3b	10%
Target 2: Explain the difference between the structure of plant and animal cells.	S5L3c	10%

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Georgia Alternate Assessment 2.0
ELA Grade 6
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students comprehend text in increasingly complex ways.		**50%**
Target 1: Analyze and draw inferences from the text, citing textual evidence as support.	ELAGSE6.RL.1	10%
	ELAGSE6.RI.1	10%
Target 2: Determine a theme and/or central idea of a text, explain how it is conveyed using details, and summarize the text.	ELAGSE6.RL.2	10%
	ELAGSE6.RI.2	10%
Target 3: Describe how a plot develops and how characters respond or change over the course of a story/drama.	ELAGSE6.RL.3	10%
Students produce writing for a range of purposes and audiences.		**20%**
Target 1: Write informative/explanatory texts.	ELAGSE6.W.2	10%
Target 2: Write narratives about experiences or events.	ELAGSE6.W.3	10%
Students demonstrate an understanding of the function and meaning of language.		**30%**
Target 1: Use context to determine the meaning of words and phrases.	ELAGSE6.L.4a	10%
Target 2: Use reference materials to determine or clarify the precise meaning of a word.	ELAGSE6.L.4c	10%
Target 3: Demonstrate an understanding of words by using word relationships (e.g., cause/effect, part/whole, item/category).	ELAGSE6.L.5b	10%

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Georgia Alternate Assessment 2.0
Mathematics Grade 6
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students demonstrate increasingly complex understanding of number sense.		**40%**
Target 1: Understand ratio concepts, and use ratio reasoning to solve problems.	MGSE6.RP.1	10%
Target 2: Understand rational numbers.	MGSE6.NS.5	10%
Target 3: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	MGSE6.NS.1	10%
Target 4: Find common factors and multiples.	MGSE6.NS.4	10%
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		**20%**
Target 1: Understand and use geometric properties of two- and three- dimensional shapes and figures.	MGSE6.G.4	10%
Target 2: Solve problems involving area, perimeter, and volume.	MGSE6.G.1	10%
Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.		**20%**
Target 1: Represent, interpret, summarize, and draw inferences from data displays.	MGSE6.SP.3	10%
	MGSE6.SP.4	10%
Students solve increasingly complex mathematical problems using algebraic thinking.		**20%**
Target 1: Solve one-variable equations.	MG5E6.EE.6	10%
	MGSE6.EE7	10%

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Georgia Alternate Assessment 2.0
ELA Grade 7
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students comprehend text in increasingly complex ways.		**50%**
Target 1: Analyze and draw inferences from the text, citing textual evidence as support.	ELAGSE7.RL.1	10%
	ELAGSE7.RI.1	10%
Target 2: Determine a theme or central idea(s) of a text, analyze its development over the course of the text, and summarize the text.	ELAGSE7.RL.2	10%
	ELAGSE7.RI.2	10%
Target 3: Analyze how elements of a story/drama interact.	ELAGSE7.RL.3	10%
Students produce writing for a range of purposes and audiences.		**20%**
Target 1: Write informative/explanatory texts.	ELAGSE7.W.2	10%
Target 2. Write narratives about experiences or events.	ELAGSE7.W.3	10%
Students demonstrate an understanding of the function and meaning of language.		**30%**
Target 1: Use context to determine the meaning of words and phrases.	ELAGSE7.L.4a	10%
Target 2: Use reference materials to determine a word's pronunciation, meaning, and/or part of speech.	ELAGSE7.L.4c	10%
Target 3: Demonstrate an understanding of words by using word relationships (e.g., synonym/antonym, analogy).	ELAGSE7.L.5b	10%

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Georgia Alternate Assessment 2.0
Mathematics Grade 7
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students demonstrate increasingly complex understanding of number sense.		**40%**
Target 1: Understand and use proportional relationships.	MGSE7.RP.2a	10%
	MGSE7.RP.2b	10%
Target 2: Compute accurately using mathematical operations.	MGSE7.NS.1a	10%
	MGSE7.NS.3	10%
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		**20%**
Target 1: Understand and use geometric properties of two- and three- dimensional shapes and figures.	MGSE7.G.3	10%
Target 2: Solve problems involving area, volume, and surface area of two- and three-dimensional figures.	MGSE7.G.6	10%
Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.		**20%**
Target 1: Represent, interpret, summarize, or draw inferences from data displays.	MGSE7.SP.1	10%
	MGSE7.SP.2	10%
Students solve increasingly complex mathematical problems using algebraic thinking.		**20%**
Target 1: Solve problems using algebraic expressions and equations.	MGSE7.EE.1	10%
	MGSE7.EE.4c	10%

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Georgia Alternate Assessment 2.0
ELA Grade 8
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students comprehend text in increasingly complex ways.		**50%**
Target 1: Analyze and draw inferences from the text, citing textual evidence as support.	ELAGSE8.RL.1	10%
	ELAGSE8.RI.1	10%
Target 2: Determine a theme or central idea of a text, analyze its development over the course of the text, and summarize the text.	ELAGSE8.RL.2	10%
	ELAGSE8.RI.2	10%
Target 3: Analyze how dialogue or events in a story/drama propel the action, reveal aspects of a character, or provoke a decision.	ELAGSE8.RL.3	10%
Students produce writing for a range of purposes and audiences.		**20%**
Target 1: Write informative/explanatory texts.	ELAGSE8.W.2	10%
Target 2: Write narratives about experiences or events.	ELAGSE8.W.3	10%
Students demonstrate an understanding of the function and meaning of language.		**30%**
Target 1: Use context to determine the meaning of words and phrases.	ELAGSE8.L.4a	10%
Target 2: Use reference materials to determine a word's pronunciation, meaning, and/or part of speech.	ELGSE8.L.4c	10%
Target 3: Demonstrate an understanding of words by using word relationships (e.g., antonym/synonym, analogy, cause/effect, part/whole, item/category).	ELAGSE8.L.5b	10%

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Georgia Alternate Assessment 2.0
Mathematics Grade 8
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students demonstrate increasingly complex understanding of number sense.		**20%**
Target 1: Understand that there are numbers that are not rational, and approximate them by rational numbers.	MGSE8.NS.1	10%
	MGSE8.NS.2	10%
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.		**20%**
Target 1: Understand congruence and similarity of two-dimensional figures through transformations in the coordinate plane.	MGSE8.G.1	10%
	MGSE8.G.2	10%
Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.		**20%**
Target 1: Represent, interpret, summarize, or draw inferences from data displays.	MGSE8.SP.1	10%
	MGSE8.SP.2	10%
Students solve increasingly complex mathematical problems using algebraic thinking.		**40%**
Target 1: Work with radicals and solve linear equations.	MGSE8.EE.2	10%
	MGSE8.EE.7b	10%
Target 2: Understand and interpret functions.	MGSE8.F.1	10%
	MGSE8.F.3	10%

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Georgia Alternate Assessment 2.0
Science Grade 8
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students identify and describe the structure and properties of matter.		**20%**
Target 1: Develop and use a model to describe each state of matter.	S8P1b	10%
Target 2: Identify physical and chemical properties of matter and investigate their changes.	S8P1c	10%
Students describe energy transformations within a system.		**20%**
Target 1: Describe the factors that affect potential and kinetic energy, and investigate transformations between them within a system.	S8P2b	10%
Target 2: Investigate the effects of heat transfer.	S8P2d	10%
Students show an understanding of the relationships between force, mass, and motion of objects.		**20%**
Target 1: Identify the relationship between distance and speed and velocity and acceleration.	S8P3a	10%
Target 2: Use Newton's Laws to describe the effects of balanced and unbalanced forces on the motion of an object.	S8P3b	10%
Students explain why and how light waves behave differently than sound waves.		**20%**
Target 1: Describe the difference between a light and a sound wave and use a model to demonstrate the behavior of light and sound.	S8P4a	10%
Target 2: Develop and use a model to describe the relationship between wave properties and energy.	S8P4f	10%
Students use evidence to communicate information about gravity, electricity, and magnetism as major forces acting in nature.		**20%**
Target 1: Use evidence to support the claim that magnetic and electric fields exist between objects and exert forces on each other.	S8P5a	20%
Target 2: Use evidence to support the claim that gravitational fields exist between objects and exert forces on each other.		

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Georgia Alternate Assessment 2.0
Social Studies Grade 8
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students understand the connections between significant people, places, events, and government policies in the history of Georgia.		**30%**
Target 1: Explain the importance of key issues and events that led to the Civil War.	SS8H5a	10%
Target 2: Describe events leading to U.S. involvement in World War II.	SS8H9a	10%
Target 3: Describe the role of individuals, groups, and events in the Civil Rights Movement.	SS8H11b	10%
Students understand the geographic and economic characteristics of Georgia and its five regions.		**20%**
Target 1: Identify Georgia's location in the world.	SS8G1a	10%
Target 2: Distinguish among Georgia's five geographic regions.	SS8G1b	10%
Students understand civic responsibilities and processes that maintain the Georgia state government.		**20%**
Target 1: Examine the rights and responsibilities of Georgia citizens.	SS8CG1c	10%
Target 2: Explain the rights of juveniles in the justice system.	SS8CG5b	10%
Students understand the interaction of economic concepts.		**30%**
Target 1: Explain the reasons for a household budget.	SS8E3b	10%
Target 2: Explain the role of income in personal finance, the reasons for savings, and the benefits of savings.	SS8E3a SS8E3c	10%
Target 3: Describe the uses of debt and associated risks.	SS8E3d	10%

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Georgia Alternate Assessment 2.0
ELA High School
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students comprehend text in increasingly complex ways.		**50%**
Target 1: Analyze and draw inferences from the text, citing textual evidence as support.	ELAGSE11-12.RL.1	10%
	ELAGSE11-12.RI.1	10%
Target 2: Determine at least two themes or central ideas of a text, analyze their development over the course of the text, and summarize the text.	ELAGSE11-12.RL.2	10%
	ELAGSE11-12.RI.2	10%
Target 3: Analyze the impact of the author's choices regarding how to develop and relate literary elements.	ELAGSE11-12.RL.3	10%
Students produce writing for a range of purposes and audiences.		**20%**
Target 1: Write arguments to support claims.	ELAGSE11- 12.W.1	10%
Target 2: Write informative/explanatory texts.	ELAGSE11- 12.W.2	10%
Students demonstrate an understanding of the function and meaning of language.		**30%**
Target 1: Produce work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	ELAGSE11- 12.L.2c	10%
Target 2: Use context to determine the meaning of words and phrases.	ELAGSE11- 12.L.4a	10%
Target 3: Use reference materials to determine a word's pronunciation, meaning, and/or part of speech.	ELAGSE11- 12.L.4c	10%

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Georgia Alternate Assessment 2.0 Mathematics High School Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students demonstrate increasingly complex understanding of number sense.		**20%**
Target 1: Rewrite expressions and solve equations involving square roots.	MGSE.N.RN.2	10%
	MGSE.A.REI.4b	10%
Students demonstrate increasingly complex understanding of measurement, data, and analytic procedures.		**30%**
Target 1: Represent and interpret data displays.	MGSE.S.ID.1	10%
	MGSE.S.ID.6a	10%
	MGSE.S.ID.6c	10%
Students solve increasingly complex mathematical problems using algebraic thinking.		**50%**
Target 1: Use operations to simplify expressions and solve equations using algebraic properties and models.	MGSE.A.CED.1	20%
Target 2: Interpret graphs of functions.	MGSE.A.REI.6	10%
	MGSE.F.IF.4	10%
Target 3: Understand the relationship between two quantities.	MGSE.F.BF.1a	10%

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Georgia Alternate Assessment 2.0
Science High School
Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students explain or use models to demonstrate the role of cellular structures in maintaining homeostasis, the relationship between structure and function within a cell, and the cycling of matter through photosynthesis and respiration.		**30%**
Target 1: Recognize that cell structures interact as a system to maintain homeostasis and determine the role of cellular transport in maintaining homeostasis.	SB1a	10%
Target 2: Investigate the role of cellular transport in maintaining homeostasis (e.g., active, passive, and osmosis).	SB1d	10%
Target 3: Use a model to show the cycling of matter and flow of energy through photosynthesis and cellular respiration within a single-celled organism.	SB1e	10%
Students use models to explain common ancestry and differences across groups of organisms.		**30%**
Target 1: Use models to draw conclusions about common ancestry among major groups of organisms.	SB4b	10%
Target 2: Use evidence to explain the similarities and differences of viruses and other organisms.	SB4c	20%
Students describe the interrelationships between organisms and the environment within an ecosystem.		**40%**
Target 1: Develop and use a model to describe cycling of matter and flow of energy in an ecosystem.	SB5b	20%
Target 2: Predict an organism's ability to survive when an ecosystem changes and design a basic solution to reduce the impact of human activity on the environment.	SB5d	10%
	SB5e	10%

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Georgia Alternate Assessment 2.0 Social Studies High School Assessment Blueprint

Claim/Target	Standards Assessed	Weight
Students describe key events that contributed to the development of the United States.		**40%**
Target 1: Describe English settlement and colonization.	SSUSH1a	10%
Target 2: Examine the influence of key inventions on U.S. infrastructure including, but not limited to, the telegraph, telephone, and electric light bulb.	SSUSH11c	10%
Target 3: Describe the causes, including overproduction, underconsumption, and stock market speculation, that led to the stock market crash of 1929 and the Great Depression.	SSUSH17a	10%
Target 4: Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.	SSUSH17c	10%
Students explain key documents that contributed to the development of the United States.		**30%**
Target 1: Explain key features of the United States Constitution.	SSUSH5c	10%
Target 2: Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.	SSUSH5e	10%
Target 3: Explain the importance of the Reconstruction Amendments.	SSUSH10c	10%
Students evaluate conflicts that influenced the development of the United States.		**30%**
Target 1: Evaluate the growing economic disparity between the North and the South before the Civil War.	SSUSH9a	10%
Target 2: Analyze the origins of U.S. involvement in World War II.	SSUSH19a	10%
Target 3: Investigate the domestic impact of World War II including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.	SSUSH19d	10%

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GAA 2.0 Item Writer Training

December 18, 2019

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1

Passage/Task Development Process

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2

Materials for Passage Writers

- Passage Development Specifications
- Text Complexity Worksheets (1 per mode)
- Passage Templates
- Sample Tasks with passages
- Style Guide
- Topics and language inventory
- Handouts of the training PPT

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3

Materials for Task Writers

- Task Specifications
- Extended Content Standards
- Task Templates
  - A completed template with concept art is also provided for writers to use as a guide.
- Sample Tasks
- Style Guide
- Handouts of the training PPT
- Content-specific materials such as vocabulary lists, teacher notes, task limitations spreadsheets, etc.

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4

Guiding Assumptions

- Learning is valued for all students, including students with significant cognitive disabilities (SCD).
- Students with SCD can learn, develop competency, make progress in the general curriculum, and show learning of academic content.
- Setting a high standard for achievement is fair when students are given high quality educational opportunities to learn prioritized academic content, with appropriate supports.
- A range of ability and learning is expected among students participating in the GAA 2.0.

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5

Student Characteristics

There is a wide variability of learning characteristics within the tested student population.

Communication Needs	Sensory Impairment(s)	Motor Limitations
• Pre-symbolic, symbolic • Verbal, nonverbal • Augmentative communication devices • Eye-gaze • Picture or object communication systems • English learners	• Partial or complete loss of hearing • Partial or complete loss of vision • Simultaneous significant hearing loss and significant vision loss	• Physical limitation that impairs the ability to move or complete fine and/or gross motor activities

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6

Universal Design for Learning (UDL)

GAA tasks adhere to the principles of UDL, including:

- minimal to no barriers to student learning.
- accessible content for the widest range of students possible.
- questions/content framed within short sentences, with the most important ideas presented first.
- one idea, fact, or process introduced at a time.

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GAA Alignment & Administration

GAA Tasks are developed to extended standards that align to the Georgia Standards of Excellence.

- Tasks are developed for Science and Social Studies Grades 5, 8, and High School, and Grades K, 3-8, and High School for ELA and Math.
- Tasks are scripted and provide clear and intuitive directions for what the Test Examiners should SAY and DO during the administration.
- Tasks include scaffolding instructions that are provided to the student as needed.

Student responses are recorded on an answer document by the Test Examiner.

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Task Components

Each task consists of a scenario and 3 parts. Parts A, B, and C are interrelated, and are developed at varying levels of complexity.

The scenario:

- should engage student in the concept of the standard.
- should prime students for the activities to follow.
- should be a reminder of previous learning.
- may provide relevant and supporting graphics.
- is the passage, for ELA tasks.

Parts A, B and C:

- increase in complexity as the student proceeds through the task.
- include varying levels of scaffolding.

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Part A

Activities in Part A are developed for low content complexity/high support.

Part A activities:

- are the most basic presentation of the GSEs and Extended Standards.
- may assess pre-requisite skills.
- use basic text and simplified graphics.
- have only two answer options (most with graphics).

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Part B

Activities in Part B are developed for moderate content complexity/moderate support.

Part B activities:

- represent entry-level skills.
- feature simple text, with some academic language.
- include graphics that may be more academic in nature than those provided for Part A.
- have 3 answer options (some with graphics).
- have scaffolding that involves the removal of an answer option.

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Part C

Activities in Part C are developed for high content complexity/low support.

Part C activities:

- may include multiple parts, require the student to make inferences, or require the application of previous learning.
- may have graphics that require the student to interpret or make an inference.
- may not include any graphics.
- have 3 answer options.

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Task Specifications

The task specifications describe how the standards relate to Parts A, B, and C of the task.

Standard Assessed	ELAGSE8.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
	• General Guidelines	

	Part A	Part B	Part C
Content Guidelines	• Identify statements/sentences that describe an event and/or action of a character and describe the feelings of the character. • Identify dialogue statements/sentences for a character.	• Complete sentences that describe an event and/or action of a character and describe the feelings of the character. • Complete dialogue statements/sentence for a character.	• Develop sentences that describe an event and/or action of a character and describe the feelings of the character. • Develop dialogue for characters appropriate to a given situation.
		Sample/Example Stem: You are writing a story about … Complete this sentence with words that BEST describe an event in the story.	**Sample/Example Stem:** You are writing a story about … Which sentence BEST describes an event in the story? You are writing a story about… You want to add some dialogue to the story. What will xxx MOST LIKELY say to yyy and zzz when she . . . ? Or, What will xxx and yyy MOST LIKELY say to each other when . . . ?"
	DOK 1/2	DOK 2	DOK 2

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Task Set-Up & Templates

The template will guide item writers with the task set up.

Part A. Low complexity/High support

DO:

SAY:

…

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

SAY: (Provide the answer options, exactly as they should be spoken by the Test Examiner. Each answer option should appear as a complete sentence, with an initial capital letter and a final period.)

A
(Part A always has 2 answer options. Include answer option text below answer option graphic.)

B
(Include answer option text below answer option graphic.)

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Standard Scaffolding Text

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

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

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

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

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

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

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

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

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Graphic Considerations

When developing graphics, writers should consider the variability of student characteristics, particularly that students may have visual impairments (VI) in addition to SCD.

- Graphics should focus on relevant parts and omit extraneous details.
- Graphics should be rendered as simply as possible with black line drawings.
- Graphics should have minimal use of shading.

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Graphics and Text

Text can be utilized as a means of increasing accessibility to the concept of the graphic.

- The text may appear above, below, or within a graphic, e.g. graph, chart, or map titles; labels on a diagram; the word "Bank" on a building within a scenario scene.
- When a graphic has corresponding text, instructions are included in the test examiner's booklet to point to and read the text.
- Corresponding text for graphics within answer options, however, should be avoided.

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Captions and Labels

- Captions and labels should clearly and succinctly describe the visual information conveyed in the graphic.
- The needs of students with VI should be considered carefully when writing text for graphics.

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Example

Solar Energy

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Example

Solar Panels Storing Energy from the Sun

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Item Development: Content Review Checklist and Sign-Off

Content Review Checklist and Sign-Off

Program	Content	Grade	Batch	Reviewers		Date
GAA				CR1:		
				CR2:		

CR1	CR2	Element(s) to review
ALL Task Parts:		
Meet requirements for alignment to the extended content standards (ECS).		
☐	☐	Task parts align to the assigned ECS.
☐	☐	Tasks follow the guidelines within the task specifications for the progression of complexity across the three parts (stems, DOK, etc.).
Reflect best practices for technical quality.		
☐	☐	The language intended for the Test Examiner (TE) is clear and concise.
☐	☐	The key is correct, and no other choices are correct.
☐	☐	The source of rigor in the task parts derive from the knowledge and skills required to answer the item correctly (i.e., not from construct-irrelevant sources).
☐	☐	No answer option is conspicuous or grammatically incorrect. (Exception: when grammatical correctness is being assessed in ELA.)
☐	☐	Factual data and source are verifiable.
		Scenarios and items comply with the program style guide. • Directives to the TE (SAY, DO) are formatted correctly. • Emphasis words in stems (including BEST, MOST, MOSTY, MOST LIKELY) are in all caps.
Reflect best practices for universal design.		
☐	☐	Scenarios and items respect the diversity of the assessment population. • Avoids stereotyping any group • Is sensitive to students who are not native English speakers • Avoids language that may be considerably more familiar to some groups than others • Avoids language that might be offensive to a particular group • Is sensitive to the way a group has been represented over time • Is sensitive to students' physicality (i.e., weight, disability) • Is accessible to students from different geographical locations • Does not give unfair advantage to one group over another

Item Development: Content Review Checklist and Sign-Off

☐	☐	Items have concise and readable text. • Common words are used (except where vocabulary is tested) • Vocabulary is appropriate for the grade level • There is minimum use of unnecessary words • Technical terms and abbreviations are avoided (unless tested) • Sentence complexity is appropriate for the grade level
☐	☐	Items have a clear format for text. • Standard typeface (Verdana, for GAA) • Twelve (12) point minimum size for all print • High contrast between text and background • Sufficient blank space
☐	☐	Items have clear images. • Images are appropriate to the standard and task • Images have clearly defined features • High contrast between visuals and background • Images are clearly labeled
☐	☐	Item allows changes to format without changing meaning or difficulty (i.e. the item can be administered in Braille, sign language interpretation, oral presentation, via assistive technology, translation into another language).
☐	☐	References to art, passages, or other stimuli are precise (e.g., “the first paragraph” rather than “the beginning of the passage”).

ITEMS REQUIRING ART OR GRAPHICS		
☐	☐	Art is necessary and appropriate for the item, e.g. the art provides visual support, the art is helpful to student comprehension.
☐	☐	Parts A and B have graphics. (There may be some exceptions, such as items that assess vocabulary.)
☐		Art is ordered (for items requiring art).
☐		Art specification is clear and concise.
☐	☐	Art specification follows client style guide.

ITEM STIMULI/PASSAGES		
☐	☐	Reading passages are accompanied by both quantitative and qualitative analyses that justify the grade-level placement.
☐	☐	Passages or other stimuli are capable of supporting questions to specified standards or item types and are of sufficient quality.

Item Development: Content Review Checklist and Sign-Off

SCAFFOLDING/TIERING		
☐	☐	Scaffolding provides the most support in Part A, decreasing support through Part B, and the least amount of support in Part C.
☐	☐	The question/stem is the same both before and after the scaffolding provided.
☐	☐	Scaffolding for each task part is appropriate and accessible based on the standard being assessed.
☐	☐	Scaffolding provided for each task does not directly cue the answer.
☐	☐	Scaffolding improves content access without providing the answer.
☐	☐	The key is correctly listed in the scaffolding boxes.
☐	☐	The standardized wording within the scaffolding boxes is correct.

CR1 Notes	
CR1 Sign-Off:	Date:

CR2 Notes	
CR2 Sign-Off	Date