

Resources

GAA Presentations Page

Presentations and recordings are available at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Presentations.aspx>

GAA Resources Page

The Entry Sheet, Examiner's Manual, Binder Forms, and Student Sample Resources are available here:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Resources.aspx>

GAA Resource Board (login required)

A comprehensive resource for assisting teachers with designing instructional tasks and activities for students with significant cognitive disabilities:

<http://admin.doe.k12.ga.us/gadoe/sla/agps.nsf>

Standards and Frameworks

<https://www.georgiastandards.org/Frameworks>

Contact Information

Deborah Houston, GaDOE Assessment Division

Dhouston@doe.k12.ga.us

(404) 657-0251

Kayse Harshaw, Division for Special Education Services

Kharshaw@doe.k12.ga.us

(404) 463-5281

Questar GAA Customer Support Hotline

GA@QuestarAI.com

(866) 997-0698 (Toll-free)



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Georgia Alternate Assessment (GAA) Information and Resources for 2016-2017

Administration Window
September 6, 2016–March 24, 2017

Reminders for 2016-2017

GAA Blueprint and Standards

- ❖ Grades Kindergarten, 3–8, and High School: **use the Blueprint and Standards included in the *GAA Examiner's Manual, 2016-2017***

Student Demographic Information Forms (SDIFs)

- ❖ **Blue:** Grades K, 3-8
- ❖ **Orange:** High School

Entry Sheet

- ❖ Remember to download and save to your desktop or local drive before entering student data.
- ❖ One Entry Sheet for each required content entry shall be submitted in the portfolio for each student being assessed.

The GAA in High School

- ❖ The instructional program for students with significant cognitive disabilities includes courses that align with the general education courses associated with the Georgia Milestones End of Course (EOC) measures. This ensures that content from each EOC-assessed course is included in the GAA portfolio. In this manner, the GAA in high school serves as the alternate assessment for the high school assessment program. The assessment shall be administered for the first time in Grade 11 and submitted for scoring in March.
- ❖ A student who is retained in/is repeating grade 11 is NOT required to be assessed again using the GAA.
- ❖ The contents of the portfolio are the original work of the student being assessed.

High School Mathematics

- ❖ Two entries will be required in Mathematics. Based upon the High School Mathematics courses offered by their districts, local systems have the option to assess Mathematics on the following standards in 2016–2017:

- Coordinate Algebra and Analytic Geometry

OR

- Algebra I and Geometry

Prerequisite Skills

To determine if a skill is truly a prerequisite to learning the targeted skill, the following questions should be asked:

1. Is the skill essential to understanding the intent of the standard and element/indicator?
2. Will working on this skill eventually lead to the skill targeted by the standard and element/indicator (at a less complex level)?
3. Is the skill a preliminary skill that will prepare a student **prior** to assessment (e.g., identifying + and = signs)? If so, it should **not** be submitted as an assessment task for the entry.

Validation Check for Alignment

Have opportunities for teaching and learning, aligned to the assessed content, been provided?

- ❖ When looking at the assessment task in isolation, can you identify the content standard/academic domain?
- ❖ Could a curriculum content expert link the task back to the specific state standard?
- ❖ Have the distinct essential components of the standard and element/indicator been addressed?
 - Teachers may choose to work on part or one of the skills in the standard and element/indicator in order to access the standard.
 - Focus on the language/terminology as written.
- ❖ Do all four assessment tasks align to the intent of the element/indicator as it applies to the specified content standard?
- ❖ **Note:** In the absence of an element/indicator, alignment of all tasks must go directly to the standard.

Effective Documentation

The teacher and peer reviewer shall attend to the following questions to ensure clearly documented evidence:

1. What, specifically, was the student asked to do as it aligns to the standard and element/indicator?
 2. What were the actual questions/actions asked of the student?
 3. What were the student's answers? How did he/she respond?
 4. Were the answers/responses correct? Has evaluation of student performance by the teacher been clearly documented?
 5. What was the **type and frequency** of prompting required for the student to successfully complete the task?
- ❖ Accuracy or correctness of the student response should be documented **separately** from the type and frequency of prompting that led the student to the response.
 - ❖ It is very important that documentation be clear and concise.
 - ❖ Contradictory or unnecessary annotations can lead to lower scores.

Portfolio Review

Considerations for teachers and peer reviewers:

- ❖ Portfolio evidence and annotations are best reviewed by someone who was not present while the student performed the tasks and has received no prior explanation of what the student did.
- ❖ Review each of the four assessment tasks to be certain that all align to the standard and element/indicator as it applies to the standard.
- ❖ Review each piece of evidence to determine that **all requirements for evidence have been met**.
- ❖ Review to ensure that all necessary documentation has been provided. It is very important that documentation be **clear and concise**.