



Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”

Middle School Guidance Document

Grades 6-8

Revision 1

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**Georgia Department of Education
Middle School Guidance Document**

Revision History

December, 2012—Initial Release

College and Career Ready Performance indicators:

- Percent of students completing 2 or more state defined career related assessments/inventories by the end of grade 8
- Percent of students with a complete state defined Individual Graduation Plan (IGP) by the end of grade 8

Introduction

The Individual Graduation Plan (IGP) is a four-year plan for students and their parents/guardians for use in grades 9-12. The student's IGP is developed by the end of grade 8 based on self-awareness and educational and career explorations. Once the student reaches high school, every effort should be made to assist the student with his/her future planning to include all possible options to reach education and career goals, including dual enrollment and virtual school. To minimize limitations on the student's effort to explore his/her options, the entire course catalog should be available for students to consider course selections while in the middle grades and continuing on in high school. Local schools should determine a delivery method for completion of the IGP which includes two career-related assessments. Data is collected at the end of grade 8 for the IGP. Local schools maintain a paper copy of the IGP as a form of documentation.

As a result of previous legislation (HB 400) and Georgia Department of Education State Board Rule 160-4-08-.09, Georgia has identified specific tasks at grades 6, 7, and 8 to assist students and their parents/guardians in the educational and career planning process. This process will guide students in the development of the Individual Graduation Plan.

For accountability purposes, the College and Career Ready Performance (CCRPI) indicators are identified in the list below with recommended timelines to meet requirements:

- All 6th graders should complete one (1) career-related assessment from the approved list (see page 4) and record his/her scores in their electronic portfolios (CCRPI Indicator)
- All 7th graders should complete one (1) career-related assessment from the approved list (see page 4) and record his/her scores in their electronic portfolios (CCRPI Indicator)
- All 8th graders should complete an Individual Graduation Plan by the end of the second semester and record in their portfolios prior to the transitional parent/student conference or student-led parent conference (CCRPI Indicator)

NOTE: The College and Career Ready Performance Indicators require that the two (2) career related assessments listed in grades 6 and 7 must be completed by the end of 8th grade.

Other tasks identified by the legislation listed above are as follows:

- All 6th graders should have accounts/portfolios created in a system selected career-information system
- All 7th graders should identify three (3) clusters/concentrations of interest and record in their electronic portfolios
- All 8th graders should explore at least three (3) occupations and record the occupational information in their portfolios prior to the transitional parent/student conference or student-led parent conference

A completed Individual Graduation Plan (IGP) includes the following required items:

- *The Individual Graduation Plan includes a pathway/focus area of study.*

Students who enrolled in the 9th grade in the fall of 2008-2009 will select coursework based on Georgia's CTAE career pathways and/or fine arts and/or modern world language focused areas of study. (See [High School Graduation Requirements IHF \(6\) 160-4-2-.48](#)) Beginning in fall of 2013-2014, first year freshmen will follow the same requirements as outlined in the rule. However, they will choose from the newly-defined career pathways which are aligned to the seventeen career clusters. These pathways will be finalized and adopted by the State Board of Education during Spring 2013.

- *The Individual Graduation Plan includes provisions of a student's Individualized Education Program (IEP), where applicable.*

Students with disabilities should receive assistance, if applicable, when completing the Individual Graduation Plan that includes appropriate assessments and coursework as reflected in their Individual Education Plan (IEP). The IGP should act as a companion piece to the IEP during the annual evaluation with approval of parents/guardians. Parents may approve the individual graduation plan during that session. (See page 5 for more information)

- *The Individual Graduation Plan includes educational and broad career goals and contains both academic and career pathway coursework including advanced academic, fine arts, and modern world languages focused area of study.*

Students will begin to define and re-define their choices in the narrowing process from clusters, to pathways including advanced academic, fine arts and modern world languages, to specific occupations. In addition, the plan should include the students' coursework required for postsecondary admissions.

- *The Individual Graduation Plan should include flexibility to change a career focus, but continue to meet graduation requirements for graduation and postsecondary admissions.*

For students who enrolled in the school year 2008-2009, the plan should have at least 23 units recorded and/or the system's required units for graduation. Local systems should review and edit, if needed, the plan at one time each year in grades 9-12. Students and their families should be made aware of postsecondary admission requirements and HOPE scholarship requirements and encouraged to plan accordingly for transition to postsecondary education, including two years of the same foreign language in order to attend University System of Georgia Institutions. For additional information regarding postsecondary admissions at University System of Georgia institutions, access *Staying on Course* at http://www.usg.edu/student_affairs/documents/Staying_on_Course.pdf. See the admissions requirements for Technical System of Georgia institutions at <https://tcsge.edu/admissions.php> In addition, students and their families must be made aware of dual credit opportunities that earn both high school and college credit simultaneously while in high school and HOPE Scholarship Rigor requirements can be found at http://www.gsfc.org/main/publishing/pdf/2011/hope_rigor_requirements.pdf.

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- *The Individual Graduation Plan should be completed in consultation with a counselor/advisor.*

The counselor/advisor should consult and approve the plan to ensure all grade 8 students have a completed Individual Graduation Plan. The counselor/advisor should acknowledge approval electronically on the selected career information system.

- *The Individual Graduation Plan should be approved by the parent/guardian.*

The parent/guardian should have the opportunity to analyze, question and/or edit the plan. The parent/guardian should indicate approval of the plan electronically on the selected career information system.

Students should complete at least two (2) Georgia defined career-related assessments before the end of grade 8.

The local school system is responsible for administering two (2) career-related assessments at the middle school level. This task will assist students educational and career planning that culminates in the Individual Graduation Plan by the end of grade 8. A completed assessment has the student's recorded scores in the electronic portfolio in the system-selected comprehensive career-information system. Data is collected at the end of grade 8.

Gacollege411 Assessments FREE	Georgia Career Information System Assessments (GCIS)	Career Cruising Assessments
State-Defined Career-related Assessments for 6th and/or 7th grades:		
Career Cluster Survey	Career Cluster Inventory (by Careers)	Learning Style
Interest Profiler	O*Net Interest Profiler	Career Matchmaker
Additional Assessments to Enhance the Program		
Career Keys	Work Importance Locator	My Skills
Basic Skills Survey	Reality Check	Abilities Profiler
Transferable Skills Checklist		
Work Values Sorter		

Additional Information for Career-Related Assessments

- Georgia has “defined” specific career-related assessments based on vendor calculations of Lexile scores at the middle school level; “additional” assessments may be utilized to enhance the local school program as needed (see the chart above).
- Local systems should select assessments from the “defined list.” Students should complete one assessment at grade 6 and one at grade 7.
- Student assessment data should be posted to the electronic portfolio if the information does not save automatically.

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- Local systems should utilize the data reporting process of the system's career-related information system to manage and analyze student data results from the assessments.
- For each assessment at grades 6 and 7, local schools should determine a delivery method utilizing the electronic format in the system's electronic career-information system.
- Students with significant disabilities, designated GAA, who cannot be assessed using the assessments on the approved list, may be assessed through identified Georgia alternate assessments. Local school case managers should work with local data collectors to record assessment completion at grade 6 and grade 7 for designated GAA students. Additional information on selection of appropriate transition assessments, including sample instruments, can be found on the National Secondary Transition Technical Assistance Center (NSTTAC) website at: http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit#how_to_select_instruments.

DISCLAIMER

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