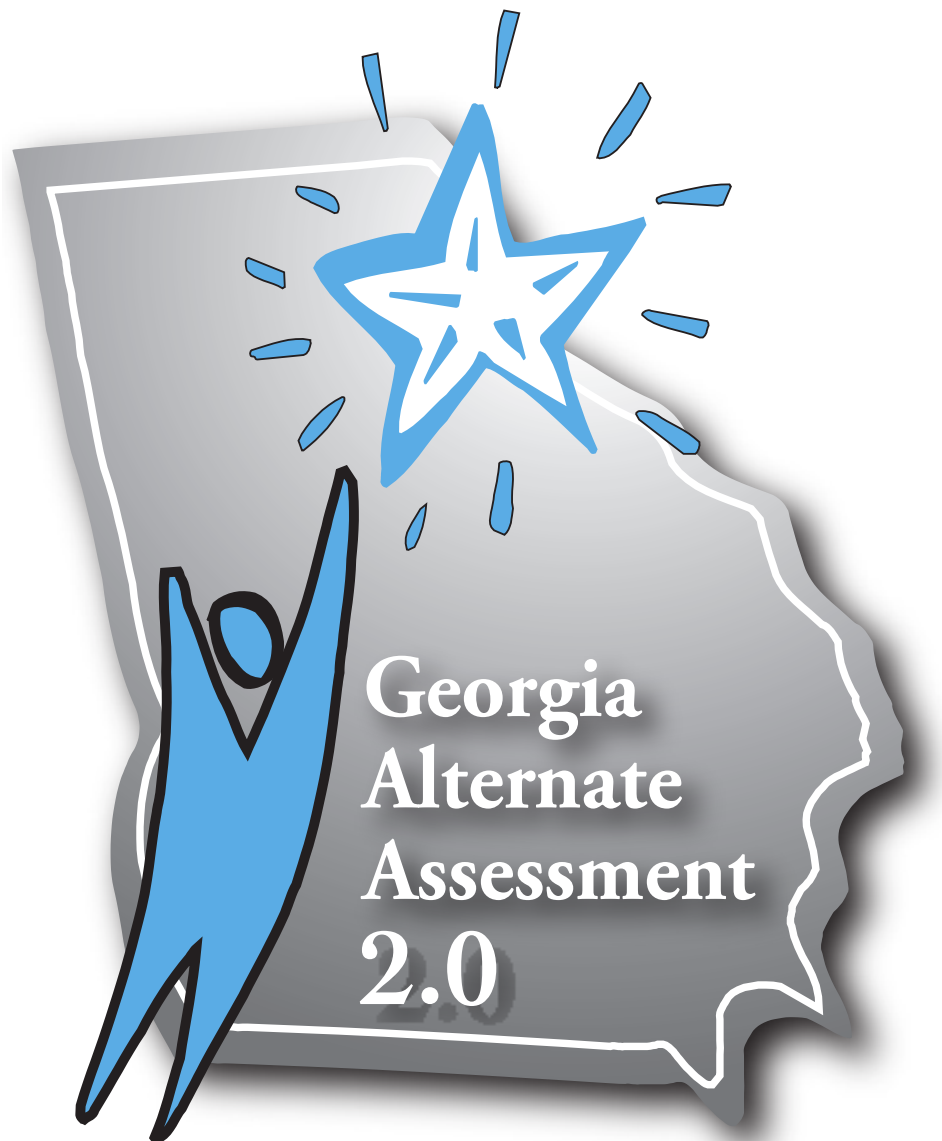


Social Studies Sample Tasks

Test Examiner Booklet



Guidelines for Administering the GAA 2.0

The Georgia Alternate Assessment 2.0 ensures that students with significant cognitive disabilities are given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the grade-level general education standards.

These guidelines include a brief description of important assessment features that you may utilize when presenting GAA 2.0 assessment tasks to a student.

Prior to administering this assessment, Test Examiners must also review the Test Administration Manual (TAM) for comprehensive and detailed assessment and administration information.

Key Terms

- **Test Examiner Booklet:** this provides a standardized script for Test Examiners to follow when administering an assessment task. The information in the Test Examiner Booklet is designed for the Test Examiner only, and should not be seen by the student.
- **SAY/DO:** these statements are instructions for the Test Examiner to follow.

SAY:

statements are in bold and provide the exact text that will be read aloud by the Test Examiner.

DO:

statements provide instructions for what the Test Examiner needs to do during the administration.



symbols provide instructions for the Test Examiner to present the next page in the Student Booklet.

- **Scaffolding:** this is support that is embedded in each 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 the Test Examiner Booklet or does not provide a response at all, additional scaffolding will be provided. All scaffolding instructions are included in this booklet and offer the student an additional opportunity to demonstrate what they know and can do.
- **Student Booklet:** this contains student facing assessment materials that include passages, graphics, and answer choices. The Student Booklet only contains the text and graphics that the student needs to answer the question. It does not contain the Test Examiner's directions and administration information.

- **Answer Options:** these are labeled with A, B, or C. The answer options in the Student Booklet correspond with answer options that are provided in the Test Examiner Booklet. The Test Examiner should present answer options to the student in the same order they are presented in the Test Examiner Booklet.
- **Stopping Rule:** for students who do not have an observable response mode, the stopping rule provides a standardized procedure for Test Examiners to stop testing. The procedure for implementing the stopping rule is outlined in the Test Administration Manual (TAM).

Using the Test Examiner Booklet to Administer a Task

All tasks must be administered sequentially within a content area, and the scripted "SAY" and "DO" statements must be followed exactly.

The Test Examiner Booklet is designed to directly correspond to the Student Booklet. The text and graphics are presented in the same order in each book, allowing the Test Administrator to simply turn the pages of the Student Booklet as the corresponding text and graphics are presented. Test Examiners may also remove the pages from the Student Booklet to use during the assessment.

The parts of the Student Booklet are listed below. Information is provided to explain more about each part of the Student Booklet.

- **Scenario/Passage**

Present and read the scenario or passage to the student.

Examiner Option: The Student Booklet pages associated with the **scenario** or **passage** can be removed from the Student Booklet and left on the student's work surface for reference during Part A, Part B, and Part C of the corresponding task.

After all parts of the task are administered, remove the scenario or passage from the work surface entirely.

- **Parts A, B, and C**

In the Test Examiner Booklet, any time there is a directive for the Test Examiner to point to something, particularly when administering the scaffolding, the corresponding graphic or text is to be presented to the student by turning the pages in the Student Booklet.

Examiner Option: The Test Examiner may also remove pages along the perforated edges from the Student Booklet to be laid out to view along with the answer options, as needed.

Examiner Guidance: All pages from the Student Booklet that correspond with a given task part (A, B, C) must be removed from the student's work surface before presenting the next part. For example, Student Booklet pages for Part A should be removed before introducing Part B.

Answer options should only be cut apart if there is a disability-based need to do so and the answer options must be shown to students in the order in which they appear (A, B, C) in the Test Examiner Booklet and in the Student Booklet. If answer options are cut from the Student Test Booklet, ensure that the answer option letters (A, B, C) and the identifier remain with each choice for accuracy in recording student responses and to closely track all materials for return.

- **Graphics and Illustrations**

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

- **Student Response**

Students may answer questions with any mode of communication. However, they should use the same response mode that they use in the classroom for this assessment. During test administration, the Test Examiner will record the student's responses on the Student Response Document. Once the assessment is complete, the Test Examiner will transcribe the student responses into the *Online Response Entry* application.

This page is intentionally left blank.

Scenario

SAY:

The differences between the North and the South led the country into a civil war.

DO:

Point to the title of the map.

SAY:

The title of the map is The United States During the Civil War.

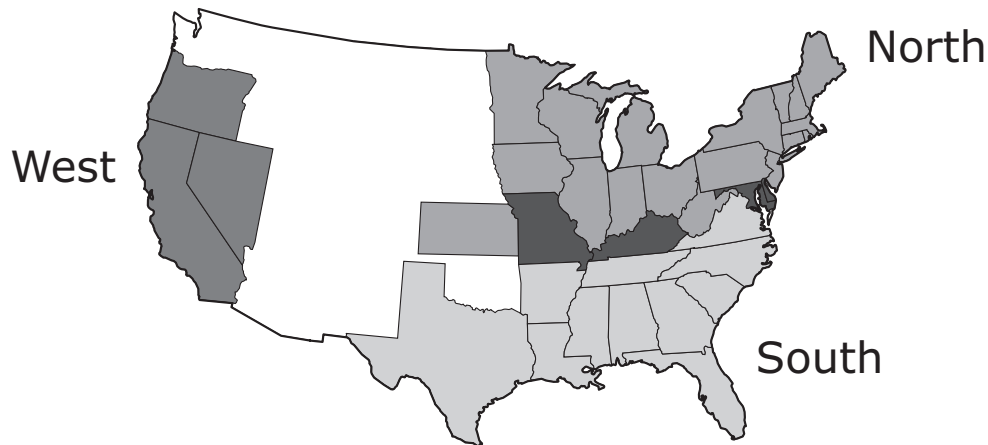
DO:

Point to the regional labels as you read them.

SAY:

This map shows how the United States was divided into the West, the North, and the South during the Civil War.

The United States During the Civil War

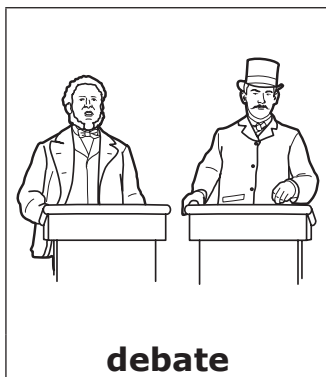


Part A. Low complexity/High support

SAY: What is it called when the good and bad parts of an idea are discussed?

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

SAY: Debate. Protest.

A**debate****B****protest**

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

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

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

SAY: The issue of slavery was a key reason for the start of the Civil War. The states discussed the issue many times, but could not agree.

What is it called when the good and bad parts of an idea are discussed?

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

SAY: Debate. Protest.

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

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

Part B. Moderate complexity/Moderate support

SAY:

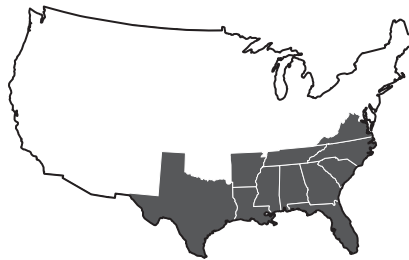
Which event occurred AFTER Abraham Lincoln was elected as President of the United States?

DO:

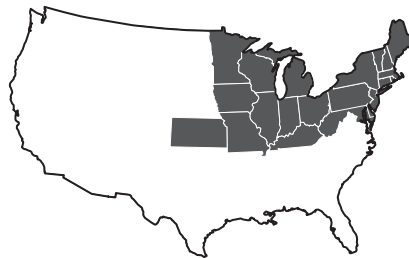
Point to the answer options as you read them.

SAY:

Southern states seceded from the Union. Northern states allowed slavery in some areas. Western states refused to accept the new president.

A

Southern states seceded from the Union.

B

Northern states allowed slavery in some areas.

C

Western states refused to accept the new president.

*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 B and then ask the question again.

DO:

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

SAY:

Which event occurred AFTER Abraham Lincoln was elected as President of the United States?

DO:

Point to the remaining answer options as you read them.

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

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

Part C. High complexity/Low support

SAY: Complete this sentence.

The issue of slavery was important because blank.



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

SAY: The Northern states used slavery to provide labor in the factories. The Western states used slavery to build railroads. The Southern states used slavery to support their economy.

A

The Northern states used slavery to provide labor in the factories.

B

The Western states used slavery to build railroads.

C

The Southern states used slavery to support their economy.

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

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

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

SAY:

One region of the United States depended on slavery more heavily because it focused mostly on farming.

Complete this sentence.

The issue of slavery was important because blank.

DO:

Point to the answer options as you read them.

SAY:

The Northern states used slavery to provide labor in the factories. The Western states used slavery to build railroads. The Southern states used slavery to support their economy.

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

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

Scenario

SAY:

Georgia's Constitution includes a Bill of Rights that describes the rights of every citizen of the state of Georgia. It has many of the same rights guaranteed by the United States Constitution.

DO:

Point to the picture.

SAY:

This is the official state seal for Georgia. It represents the Georgia government.



State Seal of Georgia



Part A. Low complexity/High Support

SAY: Which of these is a right and responsibility guaranteed by the Georgia State Constitution?

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

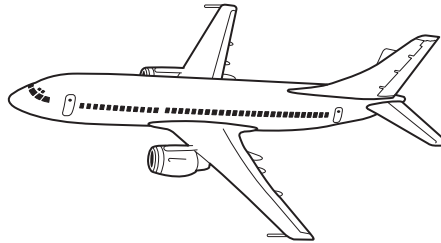
SAY: Trial by jury. Free plane tickets.

A



trial by jury

B



free plane tickets

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

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

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

SAY: The rights and responsibilities of a citizen help the government work more smoothly.

Which of these is a right and responsibility guaranteed by the Georgia State Constitution?

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

SAY: Trial by jury. Free plane tickets.

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

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

Part B. Moderate complexity/Moderate support

SAY:

Which right guarantees that all citizens are treated the same by the government and the law?

DO:

Point to the answer options as you read them.

SAY:

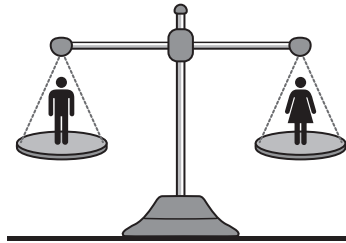
Freedom of speech. Equal protection. Right to assemble.

A



freedom of speech

B



equal protection

C



right to assemble

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

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

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

DO:

Cover the answer option selected by the student OR answer option A if the student did not respond.

SAY:

Which right guarantees that all citizens are treated the same by the government and the law?

DO:

Point to the remaining answer options as you read them.

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

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

Part C. High complexity/Low support

SAY:

Which of these describes the right to petition?

DO:

Point to the answer options as you read them.

SAY:

**To gather with other people. To respect the opinions of others.
To ask the government for changes.**

A

to gather with other people

B

to respect the opinions of others

C

to ask the government for changes

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

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

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

SAY: Petition means to make a formal request.

Which of these describes the right to petition?

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

SAY: To gather with other people. To respect the opinions of others.
To ask the government for changes.

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

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

Scenario

DO:*Point to the picture.***SAY:**

This picture shows the Bill of Rights. The Bill of Rights is the first ten amendments to the Constitution. It gives all people certain rights. For example, people have the right to speak freely and meet to discuss issues. It also limits some powers of the federal government.



Part A. Low complexity/High support

SAY: Complete this sentence.**DO:** Point to the sentence as you read.**SAY:** The Bill of Rights was written to protect people's freedom to blank.**DO:** Point to the answer options as you read them.**SAY:** Peacefully assemble. Buy goods for low prices.**A****peacefully assemble****B****buy goods for low prices**

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

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

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

SAY: The Bill of Rights gives rights to all people. People do not need a job or an education to have these rights.

Complete this sentence.

DO: Point to the sentence as you read.

SAY: The Bill of Rights was written to protect people's freedom to blank.

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

SAY: Peacefully assemble. Buy goods for low prices.

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

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

Part B. Moderate complexity/Moderate support

SAY:

The Constitution established the federal government. It did not protect people's rights.

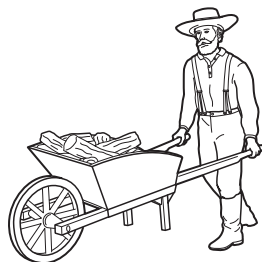
Which describes a protection people needed from the government?

**DO:**

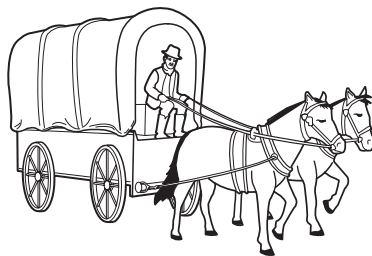
Point to the answer options as you read them.

SAY:

A job for everyone. Ability to travel westward. Freedom to express an opinion.

A

a job for everyone

B

ability to travel westward

C

freedom to express an opinion

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

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

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

DO:

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

SAY:

Many people like to share their ideas about how to make the government better.

Which describes a protection people needed from the government?

DO:

Point to the remaining answer options as you read them.

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

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

Part C. High complexity/Low support

SAY: Which issue did the Bill of Rights protect?

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

SAY: Who can attend college. What freedoms people have. Where the president lives.

A

who can attend college

B

what freedoms people have

C

where the president lives

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

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

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

SAY:

The Bill of Rights gave many protections to Americans. It kept the government from having too much power.

Which issue did the Bill of Rights protect?

DO:

Point to the answer options as you read them.

SAY:

Who can attend college. What freedoms people have. Where the president lives.

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

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



You have reached the end of the sample tasks.

