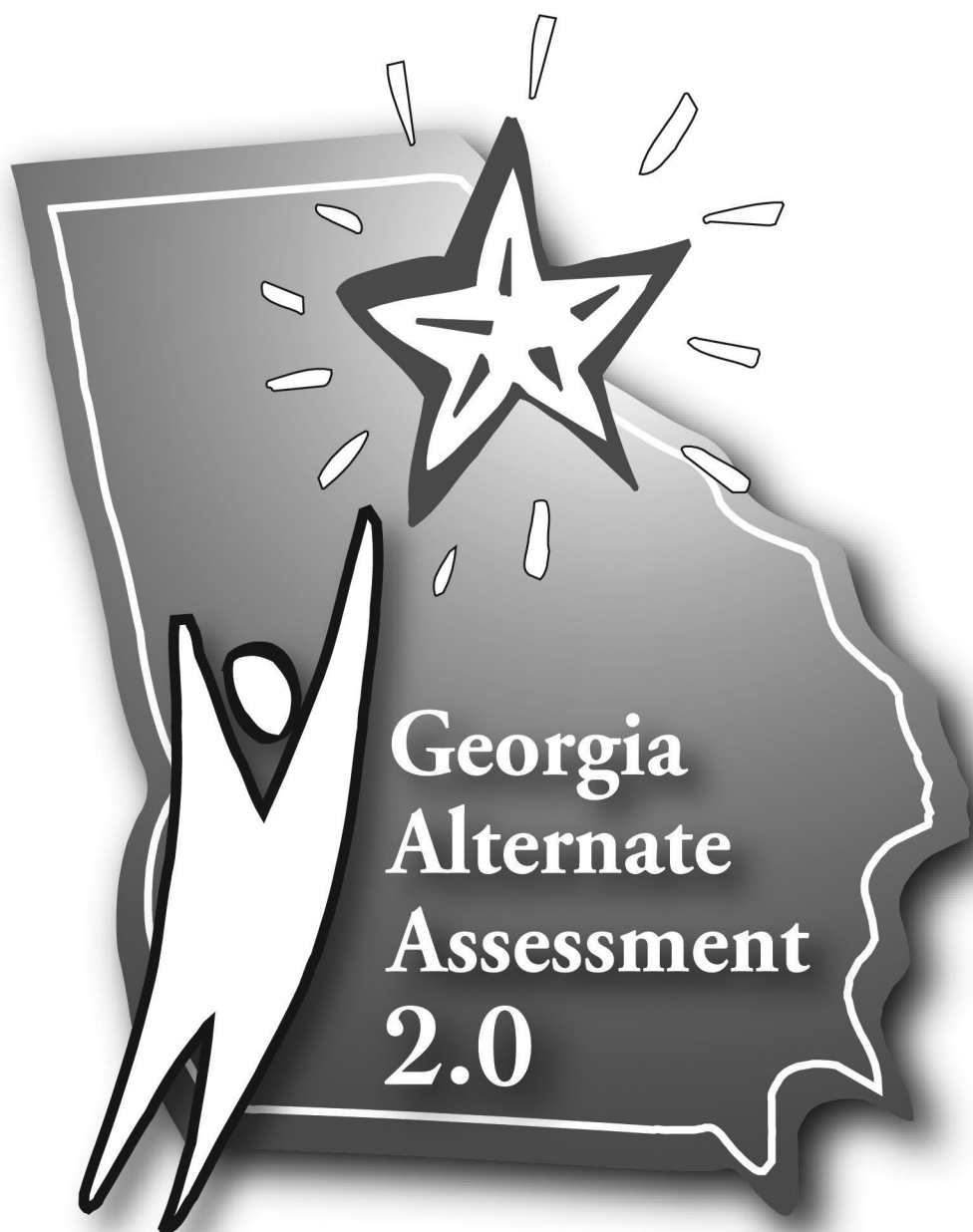


Test Administration Manual



| Georgia Alternate Assessment 2.0
| Spring 2024



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: 2023–2024 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.

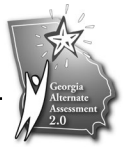
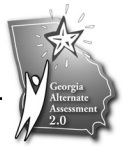


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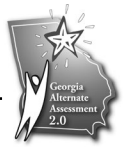
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About this Manual

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.



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.



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.



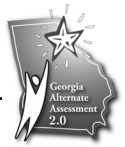
Test Examiners must account for all test materials before dismissing students from the testing room. At the conclusion of each administration, Test Examiners are responsible for immediately returning all test materials to the School Test Coordinator.

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.



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 Extended Content Standards and are reduced in depth, breadth, and complexity. The Extended Content Standards are aligned to the state-adopted content standards.

The GAA 2.0:

- aligns to the state-adopted content standards;
- 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.



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.

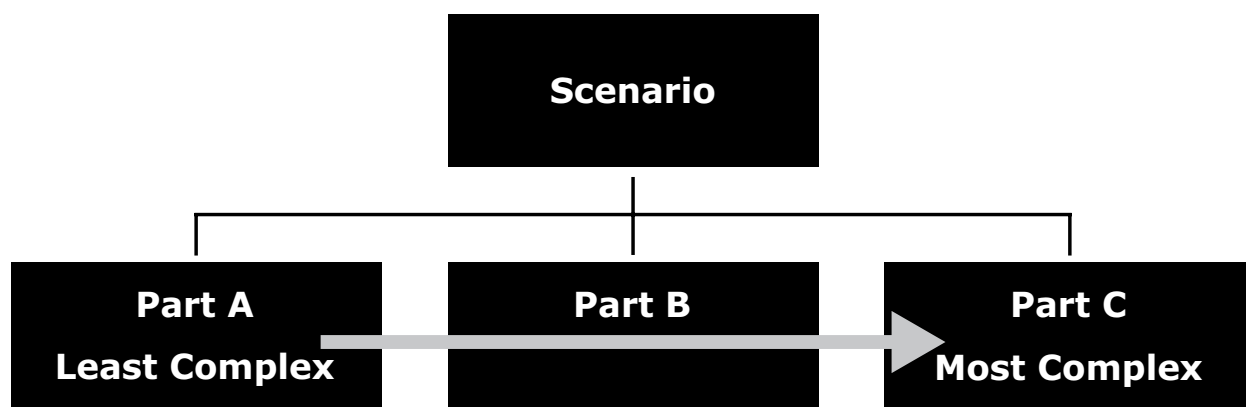
Grades	ELA	Mathematics	Science	Social Studies
3	x	x		
4	x	x		
5	x	x	x	
6	x	x		
7	x	x		
8	x	x	x	x
HS	x	x	x	x

Test Administration Key Dates

Prior to Testing	
Pre-Administration and Test Setup Training Webinar <ul style="list-style-type: none">DRC INSIGHT Portal Training	January 23, 2024
Student Management and Registration in the DRC INSIGHT Portal Opens	February 26, 2024
Test Materials Arrive in Systems <ul style="list-style-type: none">Preview Online Test Forms to Prepare for Test Administration	March 11, 2024
Test Window	
Spring 2024 Test Administration	March 25–May 3, 2024
Final Deadline to Enter Accommodations and Testing Irregularities into Student Management	May 10, 2024
After Testing	
Final Deadline to Return Materials to DRC	May 10, 2024

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.



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.

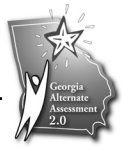
Prior to the test administration, School Test Coordinators must:

- assign Teachers to Registrations;
- 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;
- 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:

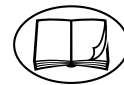
- enter applicable accommodations and testing irregularities for students in Student Management;
- collect and verify the receipt of all test materials; and
- package and return all secure test materials, using appropriate boxes and labels, to DRC.


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.



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.

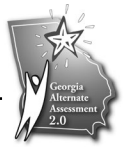
Pausing and Resuming Administration

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.



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 "Exit and Save" to save progress and 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.



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.

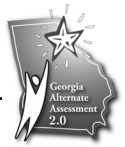
Test materials will be packed in boxes by school and shipped to the System Test Coordinator. GAA 2.0 test material boxes can be identified by a pink label on the outside of the boxes stating "Georgia Alternate Assessment 2.0 Open Immediately and Inventory". The System Test Coordinator must inventory 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*
- Braille Test Kits, if applicable
- School Security Checklist
- Clear Poly Bags
- Material Return Poster



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.

Before ordering additional materials, consider the following:

- *Student Booklets* can be reused if they are in pristine condition.
- All student registrations must be entered using the DRC INSIGHT Portal's Registration system for each school before submitting any additional orders.
- DRC will only ship materials for registered students.

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 the Registration system will update their Registrations as necessary, including the LCI. Transferred students will need to be re-registered for any content areas that they had not started testing. In progress Registrations will be moved to the new school by the Registration system. 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 receiving district must submit the Student Transfer Form in Student Management to request that DRC GAA 2.0 Customer Support transfer the student. The System Test Coordinator of the receiving district will be notified when the transfer is complete. Transferred students will need to be re-registered for any content areas that they had not started testing. The LCI and any in progress Registrations will be moved to the new school by the Registration



system. The receiving district's System Test Coordinator must provide new testing material to the student.

NOTE: If a student moves out of the district while their registration is still in progress, they are required to continue with the same test. The System Test Coordinator of the receiving district should contact DRC GAA 2.0 Customer Support. The purpose of this communication is to request the necessary *Student Booklet*. This will allow the student to continue their testing. If there are any questions or concerns about the process of transferring students with registrations in progress, please contact the GaDOE Assessment Specialist at (470) 579-3244.

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*.

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.

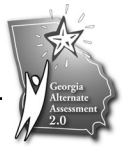
During Testing

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.

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.

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

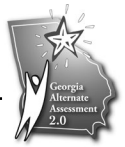
The Test Examiner and sign language interpreter should review the test forms prior to administration, making appropriate notes as needed. The interpreter should not use clueing inflection and must use consistent facial expression. All signs must be conceptually accurate, translating only the content 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.

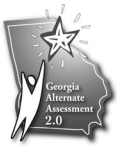
Return Materials at the School Level

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. If a *Student Booklet* is taken apart and the security barcode cannot be located, it may be considered lost and constitute a testing irregularity.
 - 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. When applicable, gather all materials included in Braille Test Kits and place them in the return box. Braille Test Kit materials to be returned include Braille *Student Booklets*, *Test Administration Notes*, and *Table of Contents*.
3. 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 10, 2024.

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.

Material Return Poster



Georgia Alternate Assessment (GAA) 2.0 Test Material Returns

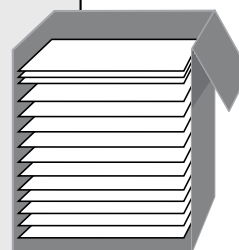
Packing and Shipping Used and Unused Materials

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



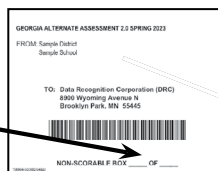
NOTE:

- 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

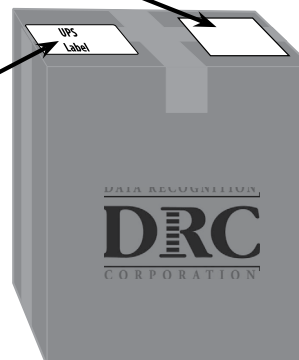
2

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.



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.
- ☐ Once the Test Setup window opens (February 26, 2024), work with School Test Coordinators to ensure student Registrations and Teacher assignments are completed in the Registration system.
- ☐ 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 in Student Management prior to the student beginning testing. Ensure the student is assigned the correct form (Form 1) in Online Response Entry.**
- ☐ 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.



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.



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.



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.

School Test Coordinators are responsible for correctly assigning Test Examiners to their students in the Registration system. If a Test Examiner is not assigned to a student's registration, the Test Examiner will not see that student's assessment forms in Online Response Entry and will not be able to begin testing.

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 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.

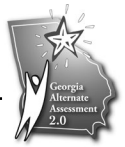
Thorough preparation helps to ensure that the test is administered correctly and students have all the materials they need to show what they know.

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).

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 15 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)

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

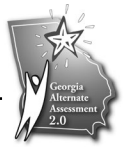
Test Examiners are responsible for returning all test materials to the School Test Coordinator immediately after completion of testing sessions.

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 a *Student Booklet* is taken apart and the security barcode cannot be located, it may be considered lost and constitute a testing irregularity. *Student Booklets* that are intact **DO NOT** go into a clear poly bag.

If any Braille Test Kits were distributed to Test Examiners, ensure all materials from the kits are collected and returned. Braille Test Kit materials to be returned include Braille *Student Booklets*, *Test Administration Notes*, and *Table of Contents*.

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.



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 in Student Management prior to the student beginning testing. Ensure the student is assigned the correct form (Form 1) in Online Response Entry.**
- ☐ 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.

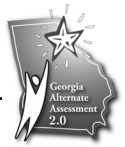


During Testing

- ☐ 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.
- ☐ Confirm all Braille Test Kit materials that were distributed have been collected and returned. Braille Test Kit materials to be returned include Braille *Student Booklets*, *Test Administration Notes*, and *Table of Contents*.
- ☐ Compile all used and unused test materials, pack them in the original shipping boxes, and return to the System Test Coordinator.



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.

Test Examiners will use the Online Response Entry system to access the online test forms and assess their students. Before beginning testing, the Test Examiners must ensure the appropriate students are assigned to them, their assessment forms are visible in Online Response Entry, and all students' grades and content areas are correct.

Scheduling

The tests can be administered at any time during the testing window (March 25–May 3, 2024). 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.

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.

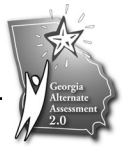
If using any assistive technology, practice with sample tasks to ensure technology is functioning properly. Secure test materials must not be stored in the device when not actively testing.

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 137 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*
- 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 34 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 will use the online test forms in the Online Response Entry application to administer the



test. 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.

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 beginning testing**. Ensure the student is assigned the correct form (Form 1) in Online Response Entry. If the student testing with the Braille Test Kit is not assigned Form 1, contact your School Test Coordinator and do not begin testing.

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. The symbols that represent objects should be easy for the student to recognize and

match with the real objects in the 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).
- 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.

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.

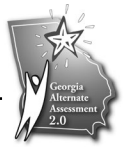
If the student uses an AAC system, make sure the AAC system is available, programmed for the individual student when needed, and is operable. Response options can be programmed into the AAC but must be removed when not actively testing.

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 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.



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 a *Student Booklet* is taken apart and the security barcode cannot be located, it may be considered lost and constitute a testing irregularity. *Student Booklets* that are intact **DO NOT** go into the clear poly bag. All materials, including Braille Test Kits, must be returned to the School Test Coordinator. No secure materials may be retained by the Test Examiner.



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 25–May 3, 2024).

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.
- ☐ At the end of each test session, return all *Student Booklets* to your School Test Coordinator. *Student Booklets* should be stored in locked, secure storage when not actively being used for testing.



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.
- ☐ Ensure all Braille Test Kit materials that were utilized have been returned. Braille Test Kit materials to be returned include Braille *Student Booklets*, *Test Administration Notes*, and *Table of Contents*.
- ☐ Return all secure test materials to the School Test Coordinator.



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) 579-3244.

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.



Georgia Department of Education

Richard Woods, State School Superintendent
Educating Georgia's Future