

The goal of this newsletter is to share information with teachers about the Georgia Student Assessment Program in order to deepen understanding of the program, its purpose, and its uses.

## Test Development

### Educator Involvement

Over the summer, 184 Georgia educators convened for a variety of test development activities, including:

- GAA 2.0 Item & Data Review
- Georgia Milestones English Language Arts Test Design & Expectations
- Georgia Milestones Item & Data Review



The activities completed during Test Design & Expectations and Item Review are described in the [Spring 2023](#) edition of News for Teachers. Below you can learn more about Data Review, as well as how data is used when building operational tests.

### Data Review

After items have been field tested with Georgia students, the data for each item are analyzed. Items that are flagged during this process for certain statistical properties are taken to a Data Review meeting for a closer look by committees of Georgia educators.

Data review is a crucial step in the item development process, as field-test analyses provide quantitative information regarding how well each item measures achievement. These analyses help answer questions such as:

- Is the item too difficult?
- Is the item functioning properly?
- Is there any evidence of potential bias?

To answer these questions, student performance data from field testing are analyzed for various statistical properties, including:

- **Item difficulty** (p-value)
  - the proportion of students selecting the correct response for an item
- **Item discrimination** (item-total correlation)
  - the relationship between performance on a specific item and performance on the overall test
- **Differential Item Functioning (DIF)**
  - quantifies the difference in item performance between two groups, after matching group performance on the overall test



During field test analyses, items with extreme statistics or odd response patterns are flagged for review by the Data Review committee. The committee uses the item statistics, along with the content and context of the item, to guide decisions.



Some flagged items may be entirely appropriate to include on an operational assessment, given the content standards and the expectations set forth within the assessment. Evaluation by the Data Review committee focuses on the quality of the

item in measuring the intended content standard, rather than simply meeting given statistical criteria.

Ultimately, each item reviewed by the Data Review committee is either accepted or rejected. Only accepted items may be used on future test forms.

## Building Operational Tests

Test items that are accepted by the Data Review committee are eligible for operational use on test forms. “Operational” means that the items count toward a student’s score.

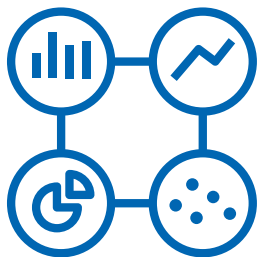
There are several content considerations when test forms are built. Operational test forms must cover the scope of each content area and grade level blueprint.



Forms must meet the specified weight or approximate number of points assigned to each reporting category or domain, item type, and level of cognitive complexity.

In addition to considerations which ensure the content assessed on each form is equivalent, there are technical considerations which ensure important statistical properties of the form are consistent as well. These considerations apply at the item level and the test level.

Item-level statistics are considered to ensure items included on the test measure achievement well. For example, items must be free of bias. They must also be of appropriate and varying difficulty and differentiate between levels of achievement, in order to provide meaningful information about student ability.



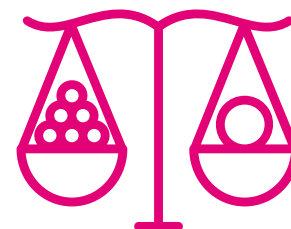
To ensure results are comparable across years, anchor items appear on test forms across multiple years. In addition, linking items appear on test forms administered within the same year to ensure the results of the forms are equivalent.



Once a form is built with items which have measured achievement well, the total test form is evaluated to ensure that the overall form has certain statistical properties making it equal to other forms. Some of these properties include:

- **Equal total test difficulty**
  - to ensure forms are equivalent within and across years of administration
- **Equal total test information**
  - to ensure each form measures achievement with similar precision, including the achievement of higher and lower performing students
- **Equal properties for certain subsets of items**
  - for example, total difficulty of reading items for Georgia Milestones is also considered when building the English language arts assessment, to ensure that reading status remains comparable across forms and years

While forms are built to be equivalent, a process called equating takes place after the test is administered and before scores are reported to ensure the forms are adjusted to be equal and support comparable scores.



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## English Language Arts Assessments



New English Language Arts (ELA) content standards have been adopted by the State Board of Education and will be implemented beginning in the 2025-2026 school year. All state ELA assessments will be revised to align with the new standards. Below are development timelines for each assessment.

### Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)

- Revision of big ideas and learning progressions - Fall 2023
- Revision of performance tasks - Spring/Summer 2024
- Revision of GKIDS platform, training materials, and other resources - Fall 2024/Spring 2025

### Keenville

- Revision of ELA content in all games - Fall 2023/Spring 2024
- Revision of training materials and other resources - Fall 2024/Spring 2025

### Georgia Milestones

- Survey & Focus Groups - Jan/Feb 2023
- Text Specifications meeting - March 2023
- Test Design & Expectations meeting - July 2023
- Cognitive Labs - October 2023
- Item Review meeting - Summer 2024
- Pilot Testing - Fall 2024
- Rangefinding & Scoring for pilot - Jan/Feb 2025
- Embedded Field Testing - Spring 2025
- Operational Testing - Winter 2025/Spring 2026
- Standard Setting - Summer 2026

### Georgia Alternate Assessment 2.0

- Test Design & Expectations meeting - Sept 2023
- Cognitive Labs - Fall 2024
- Item Review meeting - Summer 2024
- Embedded Field Testing - Spring 2025
- Operational Testing - Spring 2026
- Standard Setting - Summer 2026

## Georgia Milestones Mathematics Assessments

Due to the implementation of Georgia's K-12 Mathematics Standards, [standard setting](#) will occur for Georgia Milestones mathematics assessments in summer 2024. This means that score reporting for 2023-2024 mathematics assessments will be delayed until late summer/early fall 2024. Scores will not be available in time for promotion decisions and course grades.

**DID YOU KNOW?**

The State Board of Education approved a **waiver of promotion requirements for grades 5 and 8 and EOC course grade requirements for mathematics for the 2023-2024 school year.**

Given that EOG mathematics scores will not be used in promotion decisions, **the EOG Retest for mathematics will not be administered in 2024.**

### Questions about the revised Georgia Milestones mathematics assessments?

Watch the recording of our webinar: [Understanding Georgia Milestones - Mathematics 2023-2024](#)



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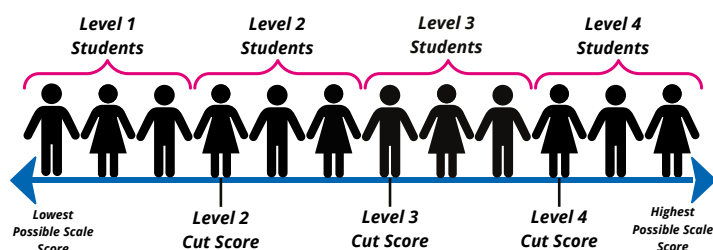
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## Assessment Resources

### Achievement Level Descriptors (ALDs)

Achievement levels describe student mastery and command of the knowledge and skills outlined in the state content standards and give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level. Cut scores separate students into achievement levels on the test scale.



Achievement level descriptors (ALDs) describe the expectations for students in each achievement level. For example, what does a student need to know to be considered a Level 3 Student?

See the [ALDs infographic](#) for tips on how ALDs can be used in the classroom!

There are four types of ALDs:

- **Policy ALDs** briefly describe the intended interpretation of the achievement levels. These ALDs are very high-level and not specific to any grade or content area assessment.
- **Range ALDs** are grade- and content-specific descriptors that describe the cognitive and content rigor that is encompassed within particular achievement levels.
- **Threshold ALDs** describe the minimum performance required for meeting a particular achievement-level expectation.
- **Reporting ALDs** are often condensed and simplified versions of the Range ALDs to help parents and students better understand students' performance.

ALDs for mathematics have been revised to align with the new mathematics content standards. These ALDs are provided as drafts for the 2023-2024 school year and are subject to revisions during the standard setting process which will occur in summer 2024.

### Georgia Milestones Reporting Resources

Two new resources are available related to Georgia Milestones reporting:

- A new [Georgia Milestones results dashboard](#) is now available to share achievement results of the Georgia Milestones assessments with Georgia stakeholders. Users can select the desired grade, content area, and student subgroup and filter results by test administration period, RESA, system, and school.
- The [Parent Guide to Interpreting the Georgia Milestones Student Report](#) provides guidance to help parents understand student test scores.

**DID YOU KNOW?**

If activated by their district, teachers can view Georgia Milestones results for their students in a dynamic [reporting system](#). Ask your school or system test coordinator if this feature can be made available in your district!

## Professional Learning

Visit our [Professional Learning](#) webpage to learn about offerings from the Assessment Division available in the [GaDOE Professional Learning Events](#) catalog.

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