

Lee County School System

Primary State Assessment and Training Procedures

System Testing Coordinator: Susan Manry

Special Education System Lead Teacher over GAA 2.0 : Holly Strickland

Federal Program Director over ACCESS: Brooke Stenbridge

School Testing Coordinators

KPS-Rocky Ledford

LCPS-Jaimie Murdock

LCES-Candice Smith

TOES-Brian Holt

LCMSE-Erin Peavy

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LCHS-Kevin Taylor

TLC-Kelley Hollowell

**Procedures within this document apply to Primary Assessments
Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0)
Georgia Milestones Assessment System(EOC and EOG)
Georgia Alternate Assessment (GAA 2.0)
ACCESS for ELLs
National Assessment of Educational Progress (NAEP)**

[GaDOE Testing/Assessment Website](#)

Please refer to the links below for specific testing information.

- **[Georgia Milestones Assessment System](#)**
- **[ACCESS 2.0 and Alternate ACCESS for ELLs](#)**
- **[GAA 2.0](#)**
- **[GKIDS 2.0](#)**
- **[GKIDS Readiness Check](#)**
- **[NAEP](#)**

**Link to Current Georgia Student Assessment Handbook (SAH)/Accommodations
Manual/Accommodations FAQ**

- **[For Educators](#)**

Overview of 5 Primary Assessments and Receipt & Verification of Materials

GAA 2.0

The GAA 2.0 is designed to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.

This assessment will provide meaningful information about classroom instruction and help identify students' areas of strength and improvement through standardized tests. Unlike the original GAA, GAA 2.0 is not a portfolio-based assessment. Thus, it will measure students' achievement and not progress. The GAA 2.0 will be administered to all eligible students in the following areas:

- Grades K, 3-8, and 11 will be assessed in English language arts and mathematics.
- Grades 5, 8, and 11 will also be assessed in science and social studies.

Receipt of Materials

- The GAA 2.0 will include standardized items with multiple access points. The intent is to reduce the teacher's burden related to selecting or developing tasks; bring greater standardization to the administration; improve scoring reliability; and introduce an online task submission system.
- All GAA 2.0 materials are delivered upon arrival to the testing vault at central office. They System Testing Coordinator and SPED Lead Teacher over GAA2.0 accounts for all materials. The System Testing Coordinator and SPED Lead Teacher are responsible for distribution of materials to the school testing coordinators involved in the GAA 2.0 testing.
- The materials are then delivered to the schools.
- Checking in of materials at the district office is the responsibility of the System Testing Director. The packing slip from each school's shipment is used to check the accuracy of the delivery. Checks are made of confirmations and notations of inaccuracies.

ACCESS for ELLs 2.0

- ACCESS for ELLs 2.0 is administered, annually, to all English learners in Georgia. ACCESS for ELLs 2.0 is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains.
- All ACCESS materials are delivered upon arrival to the testing vault at central office. The System Testing Coordinator and Federal Program Director accounts for all materials upon arrival. The System Testing Coordinator and Federal Program Director are responsible for distribution of materials to the school testing coordinators involved in the ACCESS testing.

GEORGIA MILESTONES (GMAS)

- Georgia Milestones Assessment System (GMAS) is a comprehensive summative assessment program spanning grades 3 through high school.
- GMAS measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in ELA, Math, Science, and Social Studies.
- Grade 3-8 take an end of grade assessment in ELA and Math while students in grade 8 are also assessed in science and social studies. High School students take an end of course assessment for the four courses designated by the State Board of Education: American Lit, Biology, Algebra 1, and US History.
- Due to our Milestone testing being online, the materials received are primarily examiner and coordinator manuals. Only in one or two cases for the system do we order paper and pencil tests.

- If paper testing materials are shipped, they will arrive at the warehouse and then delivered to the central office for verification.
- Checking in of materials at the district office is the responsibility of the System Testing Director. The packing slip from each school's shipment is used to check the accuracy of the delivery. Checks are made of confirmations and notations of inaccuracies.
- The System Testing Coordinator delivers the testing materials to the School Testing Coordinators via interoffice mail.
- School coordinators will sign off on receiving materials. Date and time of delivery of manuals is via email to testing coordinators.
- Materials are delivered to the testing vault of each school. Only the testing coordinator and the principal have keys to the secure testing area.
- Materials are counted and verified immediately by the school testing coordinator. The system testing coordinator is contacted immediately if additional materials need to be ordered.
- If paper/pencil materials are requested for specific testing situations, packages are not opened until final stages of preparation for test day.
- The System Testing Coordinator will be notified of any discrepancies of inventory counts.
- ***Beginning 20-21, no testing examiner manuals will be shipped to schools.***

GKIDS 2.0 and GKIDS READINESS CHECK

- **GKIDS 2.0** is a progression-based formative assessment, integrated into classroom work, that is aligned to the Georgia Standards of Excellence (GSE). GKIDS 2.0 is organized around **big ideas** and **learning progressions**.
 - A **big idea** describes the integration of concepts and skills from the kindergarten standards that are most important for success in first grade.
 - A **learning progression** shows where the student is in the learning continuum of content and reasoning development regarding the big idea from the GSE.
 - Learning progressions provide the big picture of what is to be learned across the year, relate increased reasoning of standards within the grade and across grades, and support instructional planning.
- GKIDS 2.0 provides teachers with one source of real-time information to adjust instruction, by identifying what a student already knows, what the student needs next, and by allowing the teacher to monitor growth.
- The GKIDS Readiness Check is a new component of the Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0). It is designed to be administered during the first six weeks of the kindergarten year. The GKIDS Readiness Check is aligned to the [Georgia Early Learning and Development Standards \(GELDS\)](#) and correlated to the state mandated content standards for kindergarten. The goal of the assessment is to provide information about the skills of students entering kindergarten.
- **No materials are sent for GKIDS 2.0 or the GKIDS Readiness Check due to the ongoing nature of the documentation that occurs throughout the school year in the GKIDS platform.**
- [GKIDS 2.0 Platform](#)

NAEP

- For more than 40 years, information on what American students know and can do has been generated by the [National Assessment of Educational Progress \(NAEP\)](#). It is the first ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform and scientific manner. Commonly known as “The Nation’s Report Card”, NAEP is a congressionally mandated project of the U.S. Department of Education’s [National Center for Education Statistics \(NCES\)](#)
- NCES is responsible, by law, for carrying out the NAEP project and overseeing the administration of the assessment. NCES publishes the results of the assessments and releases them to the public.
- Reading and mathematics assessments with state results are given every two years. One other subject is usually assessed during the state years also. The other subjects have included science and writing. The alternate years have national results only.
- Grades 4, 8 and 12 are assessed however results are only calculated in Georgia for grades 4 and 8.
- Long term trend assessments are given every four years to students aged 9, 13 and 17. This assessment tracks changes in national achievement over time.
- The assessments are administered by contracted employees who are in possession of all test materials at all times.
- The assessment is given during one day and requires about 90 minutes of students’ time. There are two cognitive blocks which require 25 minutes each.
- Background questionnaire for students which gathers information about school and home instructional and academic experiences.
- See information on last pages of this document

KEENVILLE

- Keenville is a game-based formative assessment for students in first and second grades. This innovative assessment will provide educators an alternative to traditional assessment routines while providing an assessment platform that students will enjoy! Educators will also receive real-time feedback as students interact with the games.
- During game play, students will encounter the Keens, the fun-loving avatars, and their friends, the Peachlings, who all live and play in the world of Keenville. The Keens and Peachlings will encourage Georgia’s first and second grade students to navigate through challenging tasks aligned to English language arts (ELA) and mathematics standards. Students will receive engaging, motivational feedback as they progress through the games within the Keenville world.
- Keenville was designed to provide Georgia educators of first and second grade students a formative measure on essential literacy and numeracy skills gained in the early grades. As a classroom resource, Keenville was developed to promote teaching and learning, guide differentiated instructional practices, and maximize student learning.
- Keenville is developed to actively engage young learners through a series of interactive challenges that directly align to Georgia content standards. Teachers will be empowered with real-time data to help guide differentiated instructional practices for all students. Most

importantly, students will not realize they are being assessed because they are simply playing a fun, interactive game.

School/System Coordinator Training

- The System Testing Coordinator received training from GADOE for all primary assessments.
- Sign in sheets with date and time for each testing webinar will provide documentation for the GADOE training webinars. Certificates provided for realtime webinars are kept as documentation if time permits for webinars to be watched at live showing.
- The System Testing Coordinator provides training to all School Testing Coordinators for GAA 2.0, ACCESS, and Milestones training. State Webinars and Modules are used for NAEP, GKIDS 2.0 and Keenville primary assessments. Documentation is kept in the form of sign in sheets with date and time.
- The System Testing Coordinator and Special Education Lead Teacher provide training for all GAA 2.0 testing. Documentation is kept in the form of sign in sheets with date and time.
- The System Testing Coordinator and Federal Program Director train for ACCESS through the webinar training for ACCESS testing.
- The System Testing Coordinator and The Federal Program Director provide training to all teachers involved in ACCESS training and collect appropriate documentation in the form of sign in sheets with date and time.

Local School Training

- In order to maintain the integrity of the assessment program and its results, security must be established and maintained. The responsibility of the assessment program at the school level rests with the principal and his/her designated school test coordinator for Milestones. The following documents are used in training by the System Testing Coordinator and are used by all School Level Testing Coordinators for training with Milestones testing.
 - [Code of Ethics](#)
 - [For Educators GaDOE](#)
 - [2020-2021 GADOE Student Assessment Handbook \(SAH\)](#)
 - Accessibility & Accommodations Manual
 - Assessment Administration Protocol Manual
 - Assessment Update Newsletters with GaDOE and DRC training webinars for Main Administration Training are found within the Assessment Updates sent monthly
 - [Testing Training GADOE website](#)
 - SLDS modules for testing coordinators
- Prior to testing, each school testing coordinator trains all school personnel. All personnel involved in testing as examiners or proctors must be trained. All staff: Cafeteria, Custodial, etc. are notified of testing dates and the proper testing environment that must take place.
- State webinars are used for training of School Level Testing Coordinators throughout the year.
- All Testing coordinators meet together for the Main Spring Milestone Testing. The training is provided to school testing coordinators to indicate any special requirements from the district.

- School Level Trainings take place during planning times or after school.
- Handouts and/or power-point presentations from GaDOE and DRC are made available.
- DRC provides written and electronic examiner manuals for training within the portal.
- A sign in sheet for the training is kept at the school site with date, beginning time, and ending time for training indicated.
- At the end of testing, all training documents and sign offs will be sent to the System Testing Coordinator.
- All training documents and sign off sheets are kept for a period of five years.

GAA 2.0

- **See Detailed Training Information regarding GAA following the NAEP procedures in this document.**
- **Also refer to guidance within the [2020-2021 GADOE Student Assessment Handbook \(SAH\)](#)**

ACCESS

- **See Detailed Training Information regarding ACCESS in this document.**
- **Also refer to guidance within the [2020-2021 GADOE Student Assessment Handbook \(SAH\)](#)**

General Online Testing Pre Admin Procedures for Milestones, ACCESS 2.0 and GAA 2.0

- School test coordinators set up testing sessions within DRC with proper coding and prepare test tickets for distribution to examiners in the secure testing area for Milestones.
- The Federal Programs Director sets up testing sessions and tickets for ACCESS 2.0 testing.
- The SPED Lead Teacher sets up testing sessions and tickets for GAA 2.0 testing.
- School Coordinators, Federal Programs Director, and SPED Lead Teacher are responsible for checking the accuracy of student information.
- Testing rosters are prepared and small groups determined with the help of Special Education Teachers/ESOL teachers/504 Coordinators.
 - Testing Procedures are clearly articulated to ensure a smooth and problem-free test administration. Schedules, groups and location assignments, and special directions are distributed and explained before testing administration.
 - Accommodations are well documented by the Special Education Department. School coordinators carefully check to ensure students are provided the appropriate and accurate accommodations for each individual test.
- A separate accommodation spreadsheet is kept by each school's coordinator for documentation for Milestones testing.
- Correct forms are assigned by the testing coordinator/designee.
- Each testing day, test administrators will sign materials in and out with the testing coordinator or designee.

Communication with a Variety of Audiences for Milestones, GAA 2.0, and ACCESS 2.0

- Testing coordinators will communicate with administrators to avoid any interruption during testing (fire drills, intercom announcements, etc.).

- School schedules will be changed to accommodate testing.
- Students arriving late will be held in the front office or media center.
- Hall monitors/proctors will be used to assist testing administrators and examiners.
- Parents will be made aware of testing dates via a posted assessment calendar on the system website, school websites, IC Blasts, school newsletters, notes in students' weekly folders, brochures, notes on report cards, and/or an article in the county newspaper.

Security Procedures and Consequences for Violations

- Any testing incidents or irregularities should be reported immediately to the school testing coordinator or designee who should immediately contact the principal and then the system coordinator.
- The system coordinator will request a "write-up" for any incidents or irregularities as defined by the Student Assessment Manual provided by GaDOE. The forms from the Student Assessment Manual will be used should documentation be necessary. Information will be submitted within the GADOE portal by the System Testing Coordinator and documentation will be kept on file at the central office.
- The forms should be signed by the testing administrator, the testing coordinator, and the principal. Any witnesses (proctor, hall monitor, etc.) will be asked to write and sign a statement.
- All certified employees responsible for monitoring and/or administering local and state testing will be held accountable for any testing irregularities or violations of testing procedures.
- Appropriate consequences will be administered at the system, and if necessary, the state level for any and all violations of testing policy.
- The System Testing Coordinator discusses the procedural violations with the Superintendent.
- Upon determination of the consequences, the System Testing Coordinator and/or Superintendent will notify the School Testing Coordinator and Principal.
- Consequences are then decided upon and documented at the school and system level.
- Consequences may be but are not limited to written reprimand to be placed in personnel file, suspension, and/or resignation.

Testing Irregularities--see [2020-2021 GADOE Student Assessment Handbook \(SAH\)](#)

Special Populations

- Refer to the [2020-2021 GADOE Student Assessment Handbook \(SAH\)](#) for Allowable Accommodations for Students with Disabilities.
- Testing accommodations for students with an Individualized Education Program (IEP) are determined by the IEP committee.
- Testing accommodations for students with a 504 plan are determined at the time of the 504 meeting with the parent.
- The special education teacher will notify the school testing coordinator of accommodations for all students on his/her caseload with an IEP.
- Each school's 504 coordinator is responsible for making certain the accommodations for a student with a 504 plan are administered. Typically but not always, the 504 coordinator for each school is also the testing coordinator.

- The special education teacher will sign off on the Accommodations Document for the testing prior to testing. **It is important to note that any testing accommodation should be occurring throughout the year in the general/special education classroom(s).**
- Testing administrators (other than special education teachers) will also sign off on the Accommodations Document indicating he/she understands each accommodation the student will receive for the test. The 504 Coordinator will do the same for 504 students with testing accommodations.
- Testing examiners of special populations are provided with detailed training regarding “read aloud” procedures so that specific online testing accommodations can be provided without fault.
- Also see the [2020-2021 GADOE Student Assessment Handbook \(SAH\)](#) for Allowable Accommodations for EL students.

General Testing Protocol

- Each day certified personnel entering the “secure testing area” should sign in and out and indicate the reason for being in the area.
- There should be at least two people in the secure testing area – never one person alone in the area. One person should always be the testing coordinator, assistant coordinator, or principal.
- Principals or designees should check rooms for instructional materials 3-5 days before testing.
- All administrators should refrain from returning to the school building “after hours” while testing materials are in the school building. If someone must return, he should be able to explain the reason for returning (ballgame, meeting, etc.)
- **Examiners and/or proctors should not be at computers.** This could be viewed as a breach of test security.
- **Examiners and proctors must refrain from having phone conversations, sending emails, sending texts, taking photos, posting to social media, etc. during their administration of a test to students and during the time they possess secure materials. Taking photos of and/or notating/sharing/transmitting secure test content is a breach of test security that may result in referral to the GaPSC.**
- If necessary to transfer answers to another answer sheet or from a student book to an answer sheet, a witness will sign off the procedure was accurately followed. In addition, the Transcribing document from the [2020-2021 GADOE Student Assessment Handbook \(SAH\)](#) should be used.
- Testing coordinators train examiners and proctors on appropriate ways to address issues/incidents that are inappropriate in their testing site.
- All personnel involved in the administration must be trained; this includes all staff who are involved in the handling of secure test materials. **All school administrators** are trained with staff regarding testing protocols and procedures.
- **Volunteers should not handle test materials or manage testing logistics** but may assist in the administration in other ways. Each examiner will review the examiners manual prior to testing.
- Each examiner will review test tickets for accuracy prior to testing.
- Each examiner records the start and end time of each session.

- **Testing coordinators/administrators, examiners, and proctors will not administer or monitor testing in the site where any student who is a relative or for whom they are a guardian is testing.**
- **Doors should be unlocked and windows in the doors uncovered.** Preference is that doors are left standing open once testing begins, however each school coordinator should choose the most secure and effective testing environment for his/her school.

Scheduling

- Each school has the option of deciding whether students will be tested in their classrooms (i.e. where students normally receive instruction) or in a large-group setting. The classroom situation is strongly recommended, especially for elementary school students. However, if the large-group testing option is selected, all students must be able to hear the test instructions and have sufficient workspace for assessment activities. A sufficient number of proctors must be available to assist with test administration and monitor test security.
- Volunteers (non-employees) who assist in the school should not manage test materials or testing logistics but may assist in the administration in other ways (front office support, hall monitors, etc.)
- Testing dates are set for the district and each school must follow the designated schedule for testing.

Test Environment

- One proctor per 3-8 classroom is recommended. **At least one proctor must be assigned to a test setting that contains 30 or more students.** Volunteers who do not hold a PSC-issued certificate may serve only as proctors and only after being trained in the specific test administration.
- Volunteers (non-employees) who assist in the school should not manage test materials or testing logistics but may assist in the administration in other ways (front office support, hall monitors, etc.)
- Parents, other relatives, and guardians who serve as community volunteers must not proctor the class or grade level in which their child or a relative is a member. Likewise, parents who are school employees should not serve as the examiner for their child or a child of a close relative. Further, it is highly advisable that they should avoid serving as an examiner or proctor on the grade level(s) of their children, if at all possible. All proctors should have a thorough orientation to their duties prior to testing (See Test Security for a detailed description of responsibilities).
- If testing is conducted in self-contained regular education classrooms, it is suggested that the examiner be someone other than the regular classroom teacher assigned to those students. However, special education teachers and ESOL teachers may administer the tests to their students.
- The Principal, Assistant Principal, and/or designated central office staff must monitor all testing sessions. This is especially necessary when testing is being conducted in multiple locations within a building.
- Seating arrangements should ensure that each student has adequate workspace for all test materials required, with sufficient space between students to discourage copying and to permit them to handle materials comfortably. Measures should be taken so that students may not see adjacent computer screens to avoid the possibility of, or temptation, to cheat.

- The rooms should be well lit, adequate ventilation, a comfortable temperature, and freedom from interruption. Rooms should not be located near noisy areas, such as band rooms or play areas. A “Testing – Please Be Quiet” sign should be posted.
- Rooms should be free of curriculum material for the test being administered.
- **Examiners and proctors must refrain from having phone conversations, sending emails, sending texts, taking photos, posting to social media, etc. during their administration of a test to students and during the time they possess secure materials. Taking photos of and/or notating/sharing/transmitting secure test content is a breach of test security that may result in referral to the GaPSC.**

Pre-Administration Preparation

- Online testing administrations must include the completion of all technology and student online readiness checks prior to administration and as prescribed by GaDOE.
- For most of the state assessment programs, GaDOE will post Test Coordinator’s and Examiner’s Manuals to the GaDOE website in advance of testing. While these are copyrighted materials, they may be saved and reproduced if needed for local training and preparation purposes. They may also be reproduced if an unexpected shortage of manuals develops. These manuals should be treated similar to secure materials in that they must be disposed of as prescribed following the end of test administration. Manuals **must not be retained** for future use as subsequent versions may contain important changes that apply to future test administrations unless they are specifically written for multiple administrations.
- The School Test Coordinator must count all materials before disseminating to examiners. Examiners must verify count before testing begins. At the end of testing each day, the examiner must account for all materials before dismissing students. The School Test Coordinator must count all materials as teachers check in the materials at the end of testing each day of testing.

During Test Administration

- In the interest of test security, restroom visits should be monitored appropriately. Teachers will want to be certain that students, especially younger children, have an opportunity to go to the restroom before the test begins. There should also be ample planned and monitored breaks in the testing schedule.
- These breaks must be consistent with the administration procedures for each test.
- Given that the health and dignity of students should never be jeopardized, schools must have a plan in place for students who become ill during test administration. If a health/restroom related need develops that is urgent, a student may be escorted to the restroom/clinic and their materials secured. If the event is of a short duration, the student may return to testing and receive the time lost due to their need to exit the test setting. This should be documented by the school and reported to the System Testing Coordinator but does not have to be reported to the GaDOE as a testing irregularity. If the event becomes protracted and/or the student is unable to return to a test session, report this event as a testing irregularity in the MyGaDOE Portal. In general for an assessment with two or more “sections”, a student who did not return to testing may not reenter the section they previously had accessed. However, if the student had very minimal access to test content, please contact the GaDOE to discuss as/if needed. If the

student has not started the next section, they may be permitted to complete that next section during a make-up session (e.g.: A student can complete Section Two if they had to exit during Section One).

- **Examiners and proctors must refrain from having phone conversations, sending emails, sending texts, taking photos, posting to social media, etc. during their administration of a test to students and during the time they possess secure materials. Taking photos of and/or notating/sharing/transmitting secure test content is a breach of test security that may result in referral to the GaPSC.**

Homebound Students

- The goal of a school system with homebound students requiring state assessments is to provide an administration of the test that, as closely as possible, approximates the administration that is being conducted at the student's home or FTE enrolled school.
- If the student will be tested at home or in the hospital, the examiner should administer the test at the same time (if possible) and must use the same administration procedures being used in the school. The examiner must be a certified educator who has been trained to administer the test.
- To ensure test security, examiners must check out assessment equipment and materials from the SchTC/STC, administer the test on the designated date, and return materials to the SchTC/STC at the conclusion of testing each day. Test materials and equipment should not be checked out overnight. To do so, is considered a breach of test security. Test administration manuals and all related materials must be returned to the SchTC/STC immediately following the assessment.
- Online testing that is conducted in this manner must take place using equipment owned by the local system/school. The security of the network used to administer the test must be confirmed by the STC or appropriate system-level technology personnel prior to testing. The equipment used, and all other related materials, must be returned to the SchTC/STC at the conclusion of testing each day.

Makeup Sessions

- The system testing schedule, including make-up dates, must be established within the range of the state's testing dates for each assessment program. The SchTC should follow appropriate test administration procedures when scheduling make-up sessions. While local systems may choose whether to publish make-up dates, all systems must designate make-up days within their local testing window(s). Makeup tests are intended for students who are unavoidably and unexpectedly absent on the regularly scheduled testing day(s). Makeup tests are not intended to accommodate students whose activities conflict with local testing dates or student/family preferences or instances where a parent withdraws a student during a test session. The student may not make up the section during which the withdrawal occurred.
- Makeup tests are intended for students who are unavoidably and unexpectedly absent on the regularly scheduled testing day(s).
- School-sponsored activities that would require students to be away from school (e.g. field trips) must be scheduled so that they do not occur within the local testing window. School and

district-level planners must review state and local testing calendars well in advance of booking events to ensure there is no conflict with assigned testing dates.

- On a case-by-case basis and if conditions allow, GaDOE may assist local systems in scheduling make-up days, within the state window, that stem from events for which the local system has no control over scheduling (such as events sponsored by national or state-wide entities). This would include events whose participants are not determined until after the local system's testing calendar is established and the testing window open (e.g. competitive events and honors). Additionally, and on a case-by-case basis and where conditions allow, GaDOE may assist systems in a similar way with students who experience a medical emergency that may prevent them from testing on a designated date(s). However, GaDOE cannot extend the state window for such cases.
- If a student is or remains absent through the scheduled testing dates, he/she must wait until the next scheduled administration. If the system believes that there are extenuating circumstances that merit consideration, please contact the Assessment Administration Division of the GaDOE.

Unexpected Event Contingency Plan

In any unexpected situation, educators must first act to assure the safety of all children and adults and to protect property from damage. Beyond that, and to the greatest extent possible, the integrity of the test being administered is to be maintained. It is possible that testing may be resumed during the same day or on a subsequent day without compromising the integrity of the assessment. Any interruption that is protracted or involves a large number of students must be reported as a Testing Interruption irregularity in the MyGaDOE Portal for review by the GaDOE.

In the event of widespread school closures across the state, the following plan should be followed:

- Guidance will be monitored at the state and local levels to determine risk and formally to report to superintendents through the offices of the Governor and/or the State Superintendent. Ongoing guidance will be provided by the Governor's office and the State Superintendent's office for the duration of the emergency incident.
 - Information provided by GaDOE Assessment and Accountability will be reviewed and cleared through the State Superintendent's office prior to delivery to districts to ensure accurate and consistent messaging.
 - Any waiver requests to the United States Department of Education (US ED) will be submitted by the State Superintendent's office, if needed.
- Vendor Notification: Vendors are notified by the GaDOE of any statewide or regional testing interruptions for any reason. GaDOE works directly with the GaDOE IT Department and local districts in providing guidance for resuming the student assessment windows, when possible.
- District Notification: The STC and/or other identified district leader notifies the GaDOE assigned Assessment Specialist of the scope of the event and impact to students. GaDOE Assessment Specialists will determine a course of action that includes contact with the assessment vendor, and to create a customer service action plan, if possible. In the event of statewide school closures, notification and communication will be provided through the Governor's Office and/or the State Superintendent's Office directly to district superintendents. The Governor's Office and

State Superintendent's Office will maintain contact with appropriate public resources related to monitoring school closures and supportive of the safety and wellbeing of students and staff.

- GaDOE Notification: GaDOE Assessment Specialists monitor test session activity for assigned districts. STCs are contacted by the assigned GaDOE Assessment Specialists on a case-by-case basis to determine probable cause and impact to the student assessment experience. Action plans will include resources necessary to complete testing in a manner that maintains valid and reliable student assessment results, when and if testing may be resumed.

In the event of a widespread internet or power outage, the following plan should be followed:

1. Known or anticipated weather events should be monitored at both the local and state levels to determine risk. District-level outages must be reported to the GaDOE by the STC. GaDOE Assessment Specialists will contact assigned districts and state charter schools to determine if there are needs prior to anticipated events where possible. GaDOE Assessment Specialists will notify the Director of Assessment Administration of these events. The Director will contact GaDOE Information Technology (IT) Department and the assessment vendor to determine scope of the event, impact to students, and planned potential statewide actions.
2. Statewide testing interruptions/events follow a similar protocol to include:
 - a. Vendor Notification: Vendors are expected to contact the GaDOE of any statewide or regional testing interruptions due to online platform or assessment instability for any reason. A root cause analysis is required from the vendor to identify issues causing the interruption and to provide a timeline for correction or to itemize corrective action to reinstate the student assessment administration. GaDOE works directly with the GaDOE IT Department and local districts in providing guidance for resuming the student assessment windows.
 - b. District Notification: The STC and/or other identified district leader notifies the GaDOE assigned Assessment Specialist of the scope of the event and impact to students. GaDOE Assessment Specialists will determine a course of action that includes contact with the assessment vendor, and to create a customer service and technology problem-solving action plan. GaDOE works directly with the GaDOE IT Department and local districts in providing guidance for resuming student testing within the district.
 - c. GaDOE Notification: GaDOE Assessment Specialists monitor test session activity for assigned districts. STCs are contacted by the assigned GaDOE Assessment Specialists on a case-by-case basis to determine probable cause and impact on the student assessment experience. Action plans will include resources necessary to complete testing in a manner that maintains valid and reliable student assessment results. In all cases, GaDOE works closely with STCs, assessment vendors, and the GaDOE IT Department to provide guidance and resolve all issues in a timely manner to maximize the student assessment experience. Secure materials should be inventoried per normal processes and verified prior to resuming testing. Examiners must verify that students resume testing with the correct materials. The Examiner should take note of remaining test time to ensure students have the allotted time to complete the testing session upon resuming the assessment. Testing interruptions are determined an irregularity when

events become one of a lengthy duration and must be documented in the MyGaDOE Portal for review by the GaDOE.

Dealing with Emergency/Unexpected Situations

- In any unexpected situation, educators must first act to assure the safety of all children and adults and to protect property from damage. Beyond that, and to the greatest extent possible, the integrity of the test being administered is to be maintained. It is possible that testing may be resumed during the same day or on a subsequent day without compromising the integrity of the assessment. Any interruption that is protracted or involves a large number of students must be reported as a Testing Interruption irregularity in the MyGaDOE Portal for review by the GaDOE.
- **Unplanned fire drill/bomb threats:** Emergency drills should not be scheduled during a testing administration window; however, should an unplanned event occur, students should not take the test materials outside and should not be permitted to talk about testing during the event. Test materials should be kept secure (lock door when students have evacuated the room/building). If the school's safety plan permits for the testing group(s) to be kept together and under direct supervision, please do so. The Examiner should take note of the time of the evacuation, if possible, to ensure students have the allotted time to complete the testing session upon return. When students and Examiners are cleared to re-enter the building safely, testing should resume as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration, and once all considerations relative to student safety have passed, contact GaDOE for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Examiners need to make certain that students resume testing with the correct materials. In all cases student and staff safety is always the priority.
- **Sudden or severe weather event:** Districts should always monitor the weather during their local testing windows. Be mindful that online testing can be particularly vulnerable to severe weather due to the possibility of power/Internet disruptions. If it is feasible and safe to monitor weather conditions and continue testing, that is permissible. In the event weather causes an immediate need to stop testing, then students should not take the test materials outside of the classroom and should not be permitted to talk about testing during the event. Test materials should be kept secure (lock door when students have evacuated the room for designated safe areas). The Examiner should take note of the time, if possible, to ensure students have the allotted time to complete the testing session upon return. When students and Examiners are cleared to reenter the test setting safely, testing should resume as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration, once all considerations relative to student and staff safety have passed, contact GaDOE for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Examiners need to make certain that students resume testing with the correct materials.

- **Security Lockdown:** Security drills should be avoided during the test administration window, if at all possible. If an event is known to be a drill, and it is deemed feasible and proper to continue testing, that is permissible – though it may not be optimal. The need for a successful drill supersedes testing during the period of the drill. Ideally, of course, drills should not be conducted during testing if possible. Should conditions merit the suspension of testing, test materials should be kept secure within the test setting until the lockdown has been lifted and all students and staff are safe. Student and staff safety protocols should NOT be violated for the purposes of materials collection. Safety is the first priority. Students should not be permitted to talk about testing during the event. The Examiner should note the time of the event, if possible, to allow students the ability to complete the testing session when all is clear, with the allotted time. Testing should be resumed as quickly as possible, if appropriate, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration, once all considerations relative to student and staff safety have passed, contact GaDOE for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Examiners must ensure that students resume testing with the correct materials.
- **Power Outage (Online Testing):** Please follow all instructions that address loss of connectivity/power in the online testing manual(s). It may also be necessary to contact the support line for the testing contractor. Students should not be permitted to talk about testing during the period during which testing is suspended. Be sure to note the time of the event so that you can figure out how much time students have to complete the testing session. When you are able to resume testing, do so as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration requiring the suspension of testing for the remainder of the scheduled session or for the day, contact GaDOE for further direction regarding plans to resume testing.
- **Student becomes ill during the test** – Each situation must be considered independently. Remove the ill student from the testing environment as quickly as possible so that their needs can be attended to, and so that the other students are not disrupted. If cleaning the room is necessary to the extent that it will require the relocation of students, the test examiner must collect secure test materials while students transition to a new setting. Students may then be allowed to complete testing once relocated. If relocation is not possible, remove students from the room while the room is cleaned and secure all testing materials (or, if applicable, pause online testing as provided for in the test administration manual). Students should be kept in a location where they cannot discuss the test until the room has been restored. Resume testing as soon as it is feasible, allowing students the remainder of the testing time.

Post-Test Administration

- For security purposes, all Examiner’s Manuals, test booklets, answer documents, and scratch paper (if allowed) must be returned to the School Test Coordinator, then to the System Test Coordinator immediately after tests have been administered. The Examiner, School Test Coordinator and System Test Coordinator must account for all materials.
- Immediately after testing has been completed, appropriate personnel should perform the following tasks under the supervision of the local school/local system administrative staff.

- Count the test tickets, answer documents, and test booklets to account for the appropriate number.

Test Materials Pick Up

- At the end of testing each day, the examiner must account for all materials before dismissing students. The School Test Coordinator must count all materials(test tickets) as teachers check in the materials at the end of testing each day of testing.
- All materials are secured in the school's secure testing materials room.
- Once verified by the System Testing Coordinator, all scoreable materials (should we have any) are packaged and secured on site as specified by DRC directions for mailing.
- The System Warehouse Manager collects all scoreable packages and delivers to the warehouse for the scheduled pick up.
- Once counts of all non-scorable materials are verified, all packages and boxes are sent to the System Testing Coordinator at the central office.
- The System Testing Coordinator verifies all non-scorable materials and disposes according to DRC/GADOE procedures.
- Due to the change with GAA 2.0 being online, materials are NA.
- The System Testing Coordinator and The Federal Program Director package all scorable materials for ACCESS and a final verification is completed by the System Testing Coordinator prior to pick up by the System Warehouse Manager for the scheduled pick-up.

Distributing Results

- The preliminary test results are sent home with the students at the end of the year with the final report card.
- Results are placed within the student information system (Infinite Campus-IC).
- Students, who need to be retested, receive a letter from the school indicating scores, remediation, and retest dates. Parents of students who have the possibility of an appeal per the system promotion/retention policy (elementary, middle) are sent a letter or receive a phone call from the principal explaining this process.
- **It is important to note that at this time, LCSS does not retest for 3rd, 5th and 8th grade EOG. In addition, high school does not retest for EOC. We are a Strategic Waiver System and have waived retesting as part of our flexibility in the contract.**
- Testing results are shared in a system leadership team meeting in the fall. School leaders then share the results with their school staff. School improvement plans are revised based on these scores. School testing goals are set for the next year once all revisions of testing scores are received.

NAEP (National Assessment of Education Progress) Testing Procedures and Training Information

- District Superintendents notified of school selection in June
- System Test Coordinators notified of school selection and assessment dates in June
- Principals of sampled schools notified in August; school coordinator responsibilities sent by GADOE
- NAEP assessment – last week in January through first week of March
- Eligible schools in the state are randomly selected from groups of schools that have been stratified by variables such as:
 - Grades 4, 8, and 12
 - Region
 - Minority enrollment
 - Extent of urbanization
- Students within a selected school are sampled to select the list of students that will participate in the assessment.
- MyNAEP serves as your primary resource and action center for the NAEP assessment.
 - An assigned NAEP representative will contact you in early December.
 - A preassessment packet will arrive in your school in early December.
 - Shortly after, the NAEP representative will contact you to discuss how to complete the prepare for assessment activities
 - The NAEP representative will schedule a [Pre-assessment Review Call \(PRC\)](#).
 - **Only school coordinators and principals have full access to this menu.**
- Assign a location and time for each assessment session and answer logistics questions.
- The NAEP representative will meet with the school principal and ask if it's possible to use recommended strategies for informing students and teachers about NAEP.
- Your assigned NAEP representative will contact you in early December before the Prepare for Assessment activities begin.
- GaDOE will provide Instructions, video tutorials, and live help will be available for each task.
 - NAEP website
 - All previously released results
 - Assessment schedules and policies
 - <http://nces.ed.gov/nationsreportcard/>
 - NAEP Questions Tool
 - More than 2000 questions from previous assessments
 - Scoring guide
 - Actual student responses
 - Question performance data
 - <http://nces.ed.gov/nationsreportcard/itmrlsx/default.aspx>
 - NAEP Data Explorer
 - National, state, region, district, and subgroup results
 - Demographic survey data
 - <http://nces.ed.gov/nationsreportcard/naepdata/>

GAA 2.0

The GAA 2.0 is designed to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.

This assessment will provide meaningful information about classroom instruction and help identify students' areas of strength and improvement through standardized tests. Unlike the original GAA, GAA 2.0 is not a portfolio-based assessment. Thus, it will measure students' achievement and not progress. The GAA 2.0 will be administered to all eligible students in the following areas:

- Grades K, 3-8, and 11 will be assessed in English language arts and mathematics.
- Grades 5, 8, and 11 will also be assessed in science and social studies.

The GAA 2.0 will include standardized items with multiple access points. The intent is to reduce the teacher's burden related to selecting or developing tasks; bring greater standardization to the administration; improve scoring reliability; and introduce an online task submission system.

The [GAA 2.0](#) website will be updated as key information and resources are received and developed.

Factors for Consideration for Eligibility for GAA 2.0

- Factors for Consideration Each IEP team should consider multiple factors when determining that participation in the GAA 2.0 is appropriate for a student with significant cognitive disabilities. The following factors should be used as guidance:
 - Does the student require intensive, individualized instruction in a variety of instructional settings?
 - Does the student have a significant cognitive disability?
 - Does the student require specialized supports to access and participate in the grade-level GSEs that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)?
 - Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?

Training Procedures

- Georgia Alternate Assessment Training is conducted by both the System Testing Coordinator and the Special Education Lead Teacher utilizing webinars and powerpoints from the state. All teachers responsible for the administration of GAA during the school year participate in the training. Documentation is kept in the form of sign in sheets.
- GAA 2.0 presentations located [here](#) are used for training during the current school year.

Testing Security/Ethics

- Maintaining security of all student materials is crucial to obtaining valid and reliable assessment results.
- While the GAA materials themselves are not considered secure materials, student work and entries are secure once they have been chosen as assessment evidence and placed in the GAA portfolio binder.

Timeline

- Training Meeting is held prior to the testing window.

ACCESS -Assessing Communication and Comprehension in English STATE to STATE for English Language Learners (ACCESS for ELLs)

Training Procedures

- ACCESS training takes place with all examiners and school testing coordinators prior to the testing window utilizing webinars and powerpoints from WIDA and the state.
- Documentation is kept in the form of sign in sheets.
- The following are used for training for ACCESS 2.0
 - The Georgia ACCESS for ELLs 2.0 checklist is used for training purposes as well.
<https://www.wida.us/membership/checklists/GA-checklist.pdf>
 - <https://www.wida.us/assessment/ACCESS20.aspx> ACCESS 2.0 webpage
 - <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/ACCESS-for-ELLs.aspx> GADOE ACCESS webpage
 - <https://www.wida.us/> WIDA main webpage
 - <https://www.wida.us/assessment/access20.aspx#prep> Resources for ACCESS
 - Online Speaking Guidance: A short document that provides some guidance to educators on how to help students show their best skills on the ACCESS for ELLs 2.0 Speaking test. There is a version for Grades 1-3, 4-5 and 6-12. This resource can be found at <https://www.wida.us/assessment/ACCESS20.aspx>
 - Online Sample Items for the Public: Additional Sample Items for ELLs 2.0 Online have been released, and an enhanced Online User Guide to these Sample Items is also available. The User Guide will walk you through how to use these sample items with students so they can get even more practice. Links to the Sample items and User Guide can be found at [wida.us/ACCESSstudents](https://www.wida.us/ACCESSstudents).

ACCESS Specific Training Information

- All students designated as EL must take the ACCESS assessment.
- Any student who enrolls in the district during the ACCESS testing window and is identified as an EL must be administered ACCESS.
- **EL-M students MUST NOT** be administered ACCESS for ELLs 2.0
- **DO NOT OVER-ORDER PAPER TEST MATERIALS**
- Newly-arrived ELs (i.e., those enrolling in a U.S. school for the first time) *will participate* in all mandated assessments, with appropriate accommodations as needed, during their first year of enrollment.
- Georgia requires all test administrators (examiners) to complete training annually.
- The domains may be administered across multiple days in the manner that best works for scheduling purposes and the use of technology.
 - However, a single domain may not be broken into separate administrations.
 - The online platform will not have a limit on the number of students who can test at one time.
 - For Speaking, it is recommended that groups of 5-7 students (or fewer) test simultaneously so that headset microphones do not capture other voices. Students of

different grades may test in the same room at the same time – though it would be wise to consider the needs of the involved students before taking this approach.

- WIDA requires examiners/TAs to become “certified” by attending tutorials, completing online training, and passing quizzes with a score of 80% or higher.
- The state testing window for ACCESS is seven-weeks in length –systems may utilize the entire window as needed. The windows for ACCESS for ELLs and the Alternate ACCESS for ELLs are the same.
- To enter the WIDA website, where the tutorials, online course(s), and quizzes reside, educators will use the unique WIDA username and password that STC creates for them (or that they were assigned in a previous year).
 - The course(s) and quizzes are provided for educators to complete, individually, at their own pace. The course(s), and the required “certification” quiz/quizzes should be completed *individually*. These are **not** to be completed as a group activity.
 - The online course(s) and quizzes may take as little as 2 hours or as long as 6 hours (for first-time test-takers) to complete.
 - Educators in Georgia school districts are REQUIRED to complete their training requirements **prior to administering** the assessment during the state’s testing window.

Return of Materials

- All used and unused test materials, including Alternate ACCESS for ELLs materials, must be returned to DRC.
- Designated staff should pack and return the test materials to DRC in the boxes in which they were originally shipped.
- More detailed information on returning materials is available in the Test Administration Manual (TAM).

Resources

Resource	Description
Your State’s ACCESS for ELLs 2.0 Checklist	Enables you to assign and document completion of the range of tasks that are required to administer ACCESS for ELLs 2.0. The state checklist indicates who typically handles each task in your state, along with any state-specific guidance. More information about the checklist is found in the following section of the manual
Training Course	Contains training tutorials and resources for all WIDA assessments, including ACCESS for ELLs 2.0. The training course is used by Test Administrators to become certified to administer the ACCESS for ELLs 2.0 suite of assessments and by Test Coordinators to monitor certification progress. More information about the training course, including how to log in, is found in the following

	section of this manual.
ACCESS for ELLs 2.0 District and School Test Coordinator Manual (this document)	Explains all coordination responsibilities and tasks related to the implementation of the ACCESS for ELLs 2.0 suite of assessments.
ACCESS for ELLs 2.0 Test Administrator Manual	Focuses on all tasks and responsibilities of the Test Administrators, immediately before, during, and immediately after testing.
ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement	Highlights test administrative considerations, universal tools, and accommodations for individual ELLs, in order to produce valid assessment results. The supplement is intended for district and school-level personnel as well as decision-making teams, including Individualized Education Program (IEP) teams and 504 Plan teams, as they prepare for and implement ACCESS for ELLs 2.0. The information provided in the supplement applies to all ELLs who take ACCESS for ELLs 2.0 (Paper or Online), Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs. Please check with your state regarding specific accommodation policies for English language proficiency tests. The accessibility features and accommodations specified and described in the supplement are recommendations only and do not replace or amend state policies.
WIDA Website (www.WIDA.us)	Provides information and helpful resources educators can use before, during, and after ACCESS for ELLs 2.0 test administration. These resources include frequently asked questions, links to webinars and other online trainings, sample test items, and additional documents and handouts that may be useful for test preparation. For more information, visit the ACCESS for ELLs 2.0 page of the WIDA website, starting with the Preparation & Training tab at www.wida.us/accessprep .
WIDA Assessment Management System (AMS) User Guide	Covers the functionalities and capabilities of WIDA AMS, as well as detailed information on how to perform different tasks throughout testing. More information about WIDA AMS and the WIDA AMS User Guide is found in the

	following section of this manual.
DRC INSIGHT Technology User Guide (online only)	Describes how to configure, install, manage, and troubleshoot the DRC INSIGHT Online Learning System, the secure, Web-based, online testing interface. The Technology User Guide is designed primarily for the Technology Coordinators (TCs) who are responsible for setting up and managing online testing and ensuring their systems work effectively and securely.
Technology Readiness Checklist for WIDA Online Assessments	Designed to be used by Technology Coordinators and other educators within schools and districts who are involved in technology setup, as they prepare to administer ACCESS for ELLs 2.0 Online and/or WIDA Screener Online. The checklist is designed to identify various factors that a site should address to provide a positive student online testing experience. The checklist is organized by the timeframes and categories of the activities.

Test Security

- All materials for ACCESS for ELLs 2.0 are considered secure test materials during testing. Therefore, it is important to take the appropriate measures to maintain confidentiality of all testing materials. All users of the WIDA website will be prompted to read and sign a Non-Disclosure and User Agreement (NDUA) upon their first login. Use of the WIDA Assessment Management System (WIDA AMS) and INSIGHT test engine are also subject to the terms of use outlined in WIDA AMS. See the WIDA AMS subsection later in this section for more information about WIDA AMS. Users will be prompted to agree with the test security policy upon their first login.
- Test Security Reminders
 - Keep personal information and test materials secure.
 - Test Coordinators should track all secure booklets on the ACCESS for ELLs 2.0 Security Checklist.
 - Ensure that online test content does not remain open unattended on screens before or after testing.
 - Ensure that any paper material is secure and treated as secure test materials. Do not leave materials unattended before or after testing.
 - Ensure that no specific information about the content of the test or test materials are shared with students or their families prior to or after testing.
 - Collect all test materials from Test Administrators and place all secure material in locked storage.
 - Do not duplicate any secure test material.
 - Be aware that any breaches of test security or problems with test administration may result in the invalidation of student scores.

- Secure documents that must be returned to DRC should never be destroyed, except in cases of soiled material.
- District and school personnel must also adhere to state specific test security procedures.