

**Lee County School System
Primary Assessment and Training Procedures**

System Testing Coordinator: Susan Manry

Special Education System Lead Teacher over GAA: Holly Strickland

Federal Program Director over ACCESS: Greg Byars

School Testing Coordinators

KPS-Brian Roberson

LCPS-Jaimie Murdock

LCES-Candice Smith

TOES-DeeAnn Owens

LCMSE-Erin Peavy

LCMSW-April Smith

9th Grade Campus-Ginger Lawrence

LCHS-Kevin Taylor

TLC-Kelley Hollowell

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

GADOE website for Testing/Assessment

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx>

Specific Testing GADOE Websites

- **Georgia Milestones**
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>
- **ACCESS**
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/ACCESS-for-ELLs.aspx>
- **GAA**
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA.aspx>
- **GKIDS**
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS.aspx>
- **NAEP**
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/NAEP.aspx>

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

- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>

Receipt & Verification of Materials

GAA

- The GAA is being redeveloped to ensure that students with the most 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.
- The GAA 2.0 will be comprised of standardized performance tasks with multiple access points. The intent is to reduce teachers' burden related to selecting or developing tasks; bring greater standardization to the administration; improve scoring reliability; and introduce an online task submission system. This assessment will be evaluated for student achievement and not progress.
- Educators across the state have been involved in the early stages of development as well as a pilot which was administered in May of 2018. Additional information will be provided beginning late summer or early fall. There will be only one Spring testing window which has been scheduled for March 25 – May 3, 2019.

ACCESS

- 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.

MILESTONES

- 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.
- Testing materials, (Manuals-System Testing Coordinator/School Coordinator/Examiners) 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.
- 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.

GKIDS

- **No materials are sent for GKIDS due to the ongoing nature of the documentation that occurs throughout the school year in the GKIDS platform. <https://gkids.tsars.uga.edu>**

NAEP

- **See information on last pages of this document**

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.
- The System Testing Coordinator provides training to all School Testing Coordinators for 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 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 collects 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 in Georgia Schools (PSC document) to discuss the testing ethics and consequences of violations [Code of Ethics](#)
 - GaDOE Student Assessment Handbook for current year [SAH](#)
 - Examiner “Must Do” and “Must Not Do” page from the GaDOE Student Assessment Handbook and sign off pages 25-27. [SAH](#)
 - Examiner’s Certification of Adherence to Prescribed Test Administration Procedures page 117-[SAH](#)
 - Principal’s Certification Form page 112 [SAH](#)
 - Student Accommodations Manual for current year [SAH](#)
 - GaDOE and DRC training webinars for Main Administration Training [GADOE Testing/Assessment Website](#)
 - GADOE Testing Irregularities Report Form and Testing Irregularities Report Form Statement Report, pp 113-114. [SAH](#)

- Superintendent/System Test Coordinator/System Title III-ESOL Coordinator/System Special Education Coordinator/System Technology Coordinator//Principal/School Test Coordinator/Examiner/Proctor Roles and Responsibilities pp.28-35 [SAH](#)
- 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.
- 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.
- 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.
- 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

- **See Detailed Training Information regarding GAA following the NAEP procedures.**

ACCESS

- **See Detailed Training Information regarding ACCESS towards the end of the document.**

Online Testing Set Up Procedures

- 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.
- School Coordinators 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.
- 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

Revised 7/30/18

- 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 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 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.
- 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.

Special Populations

- 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, 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.

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.
- 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 (SAH) on page 115 should be used. [SAH](#)
- 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 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 writing or marking answer documents. 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.)

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. For online assessments, 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.

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).

Homebound Students

- 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 teacher who has been trained to administer the test. To ensure test security, examiners must check out assessment materials from the School/System Test Coordinator, administer the test on the designated date, and return materials to the School/System Coordinator at the conclusion of testing each day. Test materials 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 School/System Test Coordinator 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 System Test Coordinator or appropriate system-level technology personnel prior to testing. The equipment used, and all other related materials, must be returned to the School/System Test Coordinator at the conclusion of testing each day.

Makeup Sessions

- 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.
- 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. 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.

Dealing with Emergency/Unexpected Situations

- **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, the system Testing coordinator should 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

Revised 7/30/18

- 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 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-scoreable materials and disposes according to DRC/GADOE procedures.
- GAA materials are delivered to the Central Office and verified by the System Testing Coordinator.
- Both the System Testing Coordinator and a Special Education Lead Teacher review the GAA portfolios prior to shipment.
- The System Testing Coordinator and Special Education Lead Teacher package all GAA materials to be scored and a final verification is completed by the System Testing Coordinator. Upon verification of materials, the System Warehouse Manager is contacted for pickup of materials.
- The System Testing Coordinator and The Federal Program Director package all scoreable 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.

- 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/>

Georgia Alternate Assessment(GAA) Testing Procedures and Training Information

- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA.aspx>

****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 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 prior to window
- Evidence for the portfolio is collected throughout the assessment window (March 25-May 5, 2019).

****Due to the redevelopment of the GAA for the 2018-2019 school year, the above procedures will be updated as information is received from GADOE.**

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.

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.
- The scores of newly-arrived ELs will be removed from all statewide accountability calculations based on coding in state-required data collections.
- During the second and all subsequent years of enrollment, the growth (i.e., progress) made by said students will be included in statewide accountability calculations.
- During the third and all subsequent years of enrollment, the achievement (i.e., content mastery) and growth (i.e., progress) made by said students will be included in statewide accountability calculations.
- For **Paper-Based** Grades 1-12, all test administrators (examiners) must complete the tutorial, the course, AND the *Paper Administration Quiz* along with the appropriate *Speaking Quiz, grades 1-5 or 6-12*, (80% score or above required). Georgia requires all test administrators (examiners) to complete training annually.
- For **Online** Grades 1-12, all test administrators (examiners) must complete the tutorial, the course AND the *Online Administration Quiz* (80% score or above required). Georgia requires all test administrators (examiners) to complete training annually.
- For **Kindergarten ACCESS for ELLs**, Georgia requires test administrators (examiners) to complete the online training course annually. There is a quiz at the end of the course that requires a score of 80% or above.
- For **Alternate ACCESS for ELLs**, Georgia requires test administrators (examiners) to complete the online training course annually. There is a quiz at the end of the course that requires a score of 80% or above.
- Students' performance on the online Listening and Reading tests will determine their placement for Speaking and Writing.
 - WIDA recommends that students take the **Listening and Reading** test. The **Writing** and **Speaking** should be administered third and fourth, in this specific order .
- 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.

- **In grades 1-3, on the Writing test**, a student testing online will see and respond to the Writing test on paper. All writing in grades 1-3 is completed on paper, in full.
- **In grades 4-12, on the Writing test**, a student is either an online test-taker or a paper-based test-taker. The modes of testing cannot be “mixed” for a student.
 - In grades 4 and 5, an online test-taker will see the Writing test on screen . . . and will handwrite response in a paper book. Paper booklets for online grade 4 and 5 students will arrive in LEA shipments in January based upon your enrollment count numbers entered in the WIDA AMS in November.
- No grades 6-12 **Writing** Response books will be sent in the initial shipment. If those books are needed, an order will need to be placed during Georgia’s materials ordering window that closes on November 30th.
- WIDA requires examiners/TAs to become “certified” by attending tutorials, completing online training, and passing quizzes with a score of 80% or higher.
 - The tutorials and online courses became available in September 2017.
 - The courses necessary will vary based upon the domains the examiner is administering:
 - Kindergarten (Paper-based only)
 - Alternate ACCESS for ELLs (Paper-based only)
 - Grades 1-12 (via Online) or,
 - Grades 1-12 (via Paper).
- Closely monitor the number of English Learners (ELs) in your systems to ensure an accurate order of any paper materials your system may require. **Systems will be invoiced for excessive paper-pencil orders that result in the return of unused materials.**
- Alternate ACCESS is unchanged for 2017-2018.
- 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 user name and password that STC create 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 that is open from January 16 through March 2, 2018.

Return of Materials

- All used and unused test materials, including Alternate ACCESS for ELLs materials, must be returned to DRC by **March 9, 2018**.

- 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

	<p>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.</p>
<p>WIDA Website (www.WIDA.us)</p>	<p>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.</p>
<p>WIDA Assessment Management System (AMS) User Guide</p>	<p>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.</p>
<p>DRC INSIGHT Technology User Guide (online only)</p>	<p>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.</p>
<p>Technology Readiness Checklist for WIDA Online Assessments</p>	<p>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.</p>

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.