



ATLANTA
PUBLIC
SCHOOLS

2019-2020

TESTING + ASSESSMENT GUIDE & TESTING SECURITY PLAN



ATLANTA PUBLIC SCHOOLS
DATA + INFORMATION GROUP
We dig data.

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DOCUMENT OVERVIEW & PURPOSE

The *Atlanta Public Schools Testing + Assessment Guide & Testing Security Plan* sets forth the general practices, policies, procedures, and responsibilities that the Atlanta Public Schools (APS) has established for the secure and successful implementation of the district's testing program. It is intended for use by all APS personnel, including contractors and suppliers, as appropriate. These policies and procedures were collected following an extensive security audit conducted, for the purpose of evaluating and refining APS's test security procedures, by Caveon Test Security in 2010. Practices and procedures have been revised and updated in subsequent years as both the state and local assessment programs have changed and been refined. Among the changes has been a significant transition to online test administration in many of Georgia's state-mandated programs – a transition that the Atlanta Public Schools has fully embraced. This transition to online testing has allowed the district to continue its efforts toward strengthening test security while also making the move to online testing well ahead of the state's required timeline. This document, in order to ensure consistency with state directives and expectations, includes language and several excerpts taken directly from the Georgia Department of Education's (GaDOE) Student Assessment Handbook (GSAH), an annual publication. Where appropriate and necessary, details and enhancements specific to APS have been added. The language and procedures set forth in this document do not supersede any requirements in GSAH. This Handbook, as a locally-developed supplement, largely derived from the GSAH, is intended to provide guidelines that will help ensure a secure and successful assessment program – *inclusive of state and federal assessments along with district-level, college readiness, and other program-specific tests*. Adherence to the practices and procedures outlined in this document will protect the valuable intellectual property each assessment represents, reduce the opportunity for inappropriate actions on the part of staff, students, or others, and help to maintain the highest standards of ethics and test security. Further, this handbook, coupled with resources provided by the state and others, will inform the training of staff and assist in providing structure and clear expectations for those involved in the district's testing program. Importantly, test administration manuals, provided by the state and/or testing vendors, are the source of detailed guidance, procedures, and script for each test administration and must be followed to ensure a standard administration of each test. A failure to follow the procedures and scripted language in test administration manuals and/or related documents may constitute an irregularity that can result in unfortunate impacts upon students, including invalidation, and may also hold consequences for the staff member(s) involved.

This document has been approved by the district's leadership and will be reviewed (and revised if necessary), at a minimum, each year.

THE IMPORTANCE OF STUDENT ASSESSMENT

Standardized tests have become a central component of accountability for students, teachers, administrators, schools and school systems in Georgia and other states. Given the role of the City of Atlanta as the namesake of the nation's ninth largest metropolitan area, the testing program of Atlanta Public Schools has a significant degree of impact and importance. Communities rely on their schools' standardized test scores to measure the success of their schools and to compare their schools to those in other communities. Test scores also have a major impact on the economic life of communities and, rightly or

wrongly, how those communities and their quality of life are perceived. New businesses and industries view test scores as a major factor in selecting locations for new facilities. In addition, few things impact residential real estate values to the degree that school test scores and accountability ratings do. When standardized tests are properly administered, stakeholders can have confidence that their results are valid and that they provide an accurate reflection of student achievement and the academic progress made by the district. Moreover, accuracy is vital for policymakers as they make decisions that can impact communities for years to come. Above all else, the proper assessment of students, and the data that results, can help to affirm and guide student success while also speaking for those students who are at-risk and in need of assistance and support.

Simply put, a good testing program provides the following benefits:

- **Students and parents**, based on individual test scores, will know which skills and knowledge have been mastered and where more work is needed.
- **Teachers** can determine if students have mastered the skills and knowledge needed to advance to the next level or course and, if not, where improvement is needed.
- **Community members and policymakers** can review interpretable information that serves as one indicator, among many, of student achievement and the status of education at the school, system, and state levels.

LAW & POLICY: STUDENT ASSESSMENT

The State Board of Education (SBOE) is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. Among other requirements, this law specifically mandates the assessment of Georgia’s public school students using instruments that measure achievement at the end of each grade 3 – 8 and at the end of designated high school courses as follows:

. . . the State Board of Education shall contract for development of end-of-grade assessments to measure the content standards. As part of the comprehensive summative assessment program, end-of-grade assessments in English language arts/reading and mathematics shall be administered annually to students in grades three through eight, and such tests in science and social studies shall be administered annually to students in grades five and eight. . .

Further, as part of the comprehensive summative assessment program, the State Board of Education shall adopt and administer, through the Department of Education, end-of-course assessments for students in grades nine through 12 for all core subjects, as determined by the state board . Writing performance shall be assessed, at a minimum, for students in grades three, five, eight, and 11 and may be assessed for students in additional grade levels as designated by the State Board of Education. Such required writing performance assessment may be embedded within the assessments included in the comprehensive summative assessment program.

SBOE Rule 160-3-1-.07 is based upon this statute and outlines specific requirements for student assessment in Georgia. The rule can be located at: <http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-3-1-.07.pdf>.

In addition, state law (O.C.G.A. §20-14-26) requires that the Governor's Office of Student Achievement (GOSA) serve as the reporting and accountability agency for education in Georgia. As such, it is charged with inspecting academic records of Georgia's P-16 schools to ensure that education institutions are faithful to performance accountability requirements. In 2008, the Governor's Office of Student Achievement (GOSA) launched its academic auditing program as an extension of its statutory role to report student progress and school completion in Georgia's public schools. Through an academic audit, GOSA reviews student assessment data and other school records reported to the Georgia Department of Education to confirm accuracy and explore the effectiveness of local school initiatives in improving achievement. These requirements affirm the state's belief, one that is held by APS as well, that valid data are crucial for improvement planning, education policy development, school funding, and determining the performance status of schools.

Rooted in state law and SBOE rule, and in recognition of the important role student assessment plays as one part of an effective instructional program, the Atlanta Board of Education has instituted Policy with regards to its system-wide standardized testing program as follows:

APS POLICY 5(II). System-wide Standardized Testing Program

Atlanta Public Schools (APS) implements and maintains a system-wide standardized assessment program that incorporates standardized tests required by the Georgia Department of Education, state or federal law, and any other assessments required by the school system. The school system shall implement the statewide testing program as required by the State Board of Education.

The school system testing program should fulfill the following purposes:

- 1. To assess the academic progress of individual students and assist them in educational career planning*
- 2. To determine the effectiveness of instructional programs*
- 3. To assist teachers in individualizing instruction by providing diagnostic information about students*
- 4. To facilitate the planning of appropriate curriculum and instructional programs*
- 5. To provide the parents and the general public with interpretable information concerning the status of education at the system and school levels.*

The school system will comply with State Board Rules and State law governing the administration of all tests. All state mandated assessments will be administered by educators currently certified by the Georgia Professional Standards Commission (GaPSC). All personnel involved directly or indirectly in the administration or processing of assessments shall be appropriately trained. Staff development shall be available annually to instruct teachers on the use of tests within the instructional program to improve student achievement.

Under the direction of the Superintendent, the District test coordinator should develop procedures for test administration and test security consistent with State requirements. School administrative staff shall develop and implement procedures that secure the integrity of the testing process including test security.

Standardized test scores should be posted to the student's record as soon as possible after testing results are received by the school. Each school shall be responsible for offering the opportunity for interpretation of test results to parents/guardians and students. School administrative staff shall be responsible for developing and implementing procedures that secure parental and student rights to privacy in assessment results consistent with state and federal laws.

Employees shall comply with all Atlanta Public Schools policies and Georgia Professional Standards Commission rules with regard to testing ethics and the confidentiality of student information. Employees who violate these provisions shall be subject to disciplinary action, up to and including termination.

The Superintendent is authorized to develop regulations to implement this policy.

ATLANTA PUBLIC SCHOOLS TESTING + ASSESSMENT PROGRAM OVERVIEW

The Atlanta Public Schools testing program is a combination of Federal, State, and District level assessments. The measured outcomes of each assessment and the curriculum assessed vary. The assessments are utilized to determine the academic strengths and needs of individual students as well as inform the district's instructional programming and efforts to improve student achievement. The program's district-level assessments are specifically intended to assist educators, students, and parents in checking student progress at various points of the school year and in guiding the delivery of daily classroom instruction. The district also administers tests to meet the purposes and requirements of various instructional programs.

All of Georgia's state-mandated assessments are criterion-referenced tests (CRTs) at the elementary, middle, and high school levels. CRTs are designed to measure student performance against a fixed set of criteria – which in the context of public education are the required content standards for a grade level or course. As defined in GaDOE publications, CRTs are “designed to provide information about how well a student has mastered the state-adopted content standards within a grade level and content area. It allows its users to make score interpretations of a student's performance in relation to a specified performance standard or criteria, rather than in comparison to the performance of other test takers.” In short, on a CRT, every student taking the exam could theoretically fail if they don't meet the expected standard. On the other hand, it is also true that every student could earn the highest possible score. Students who perform at or above the established standard, for example, by answering a certain percentage of questions correctly, will pass the test, meet the standard, or be deemed proficient. Most APS students will take other CRTs in addition to Georgia's state tests including the National Assessment of Educational Progress (NAEP) and Advanced Placement (AP) exams. In addition, the district's local benchmarking program is also criterion-referenced in nature.

While CRTs are the most common type of test that APS students will take, there are norm-referenced tests (NRTs) that many APS students will experience as well. NRTs are designed to rank test takers on a distribution of scores that resembles, when graphed, the outline of a bell (the so-called “bell curve”). The distribution, by definition, results in a small percentage of students performing poorly, most performing average, and a small percentage performing well across a large (national or, in some cases, international), representative norm group. Test items are carefully designed during the item development process to *accentuate performance differences amongst test takers* – not to determine if students have achieved highly specific learning standards (i.e., criteria). The “norms” derived from this process are then applied to students who take each particular NRT. APS students participate in the both the Star universal screener and Northwest Evaluation Association’s Measures of Academic Progress (MAP) assessments (see pgs. 12 & 14 of this document) over the course of their school career. Both of these instruments provide norm-referenced scores. Many APS students will also take other NRTs, such as the ACT, SAT, ASVAB, and/or ACCUPLACER as they prepare for admission to post-secondary opportunities

MANDATED ASSESSMENTS

State Assessments

Testing materials, security guidelines, and administration procedures are provided by the State of Georgia for the following assessments. Comprehensive information can be found in the GaDOE Student Assessment Handbook related to each assessment listed below.

- **ACCESS for ELLs 2.0 in grades K-12 and Alternate ACCESS for ELLs in grades 1-12 (ACCESS 2.0)**
 - **Reading, Writing, Speaking, Listening**
- **Georgia Alternate Assessment 2.0 (GAA 2.0)**
 - **English Language Arts, Mathematics, Science, and Social Studies in grades 5, 8, and high school**
 - **English Language Arts and Mathematics in Grades K, 3, 4, 6, and 7**
- **Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS)**
- **Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness Check**
- **Georgia Milestones Assessment System (Georgia Milestones)**
 - **English Language Arts, Mathematics, Science, and Social Studies in grades 5, 8, and high school**
 - **English Language Arts and Mathematics in Grades 3, 4, 6, and 7**

Federal Assessments

As required by Georgia law, the Atlanta Public Schools testing program includes the administration of the National Assessment of Educational Progress (NAEP) in grades 4, 8 and 12. NAEP, also referred to as the Nation’s Report Card, is an assessment of student performance administered across the nation by the National Center for Educational Statistics (NCES). Since 2002, the Atlanta Public Schools has voluntarily participated in the NAEP Trial Urban District Assessment (TUDA) and has its NAEP results, along with nearly thirty other TUDA districts from across the United States, individually reported. The list of TUDA districts can be found at this link: <https://nces.ed.gov/nationsreportcard/about/district.aspx>. Other school districts participate in NAEP, but their scores are only included in the overall state NAEP results. These assessments are funded by the U.S.

Congress and are directly administered and monitored by NCEC staff. If selected, the district may have the opportunity from time to time to have a school/schools participate in the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). PISA is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy every three years. Also an international assessment, TIMSS is administered every four years and measures the mathematics and science achievement of fourth, eighth, and twelfth grade students.

DISTRICT-LEVEL, COLLEGE READINESS, AND PROGRAM SPECIFIC ASSESSMENTS

Screeners & Benchmarks

Atlanta Public Schools offers district level assessments including the Star Universal Screener, Fountas and Pinnell Benchmark and Assessment System, and local benchmark and flexible formative assessments which are designed to support the quality of the district's instructional program and identify students who may benefit from additional instruction and/or support.

APS' benchmarks and flexible formative assessments are designed to equip schools with relevant, value-added data to inform practice. The data obtained from district benchmarks is intended to provide specific information related to the addressed in actual classroom instruction.

Benchmarks and flexible formative assessments measure a set of standards that were taught in a given timeframe. Teachers should use assessment data to inform classroom instructional decisions. Our benchmarks and flexible formative assessments inform whether adjustments must be made in order for individual students, an entire class, or a grade level to gain mastery of specific objectives.

Benchmarks and flexible formative assessments take place in a different testing environment, have different intended purposes, and generate information that is used differently from high-stakes test data. As a result, benchmark/formative assessment administrations are not held to the same level of testing security as other mandated assessments outlined in the Atlanta Public Schools Testing + Assessment Guide and Security Plan. The Principal is responsible for establishing and communicating building expectations and procedures regarding benchmarks and flexible formative assessments.

College Readiness & Program Specific Assessments

The district also administers tests to meet the purposes and requirements of various instructional programs – such as ACCUPLACER, End-of-Pathway Assessments (EOPAs), MAP for gifted program identification, AP, and International Baccalaureate (IB).

In the interest of students, and to ensure that the information provided by the above-mentioned non-state/non-federal assessments is reliable and valid, appropriate test security protocols, as defined by the district-level assessment program owners and/or testing product vendor(s), must be implemented with fidelity. The district reserves the right to apply, when deemed appropriate, the standards established by the GaPSC and the guidance provided by this Handbook to any case where it is determined the integrity and/or security of these assessments have been compromised.

DISTRICT TESTING TEAM






The Testing + Assessment (T+A) Team, as part of the Data + Information Group (DIG), communicates testing procedures and protocols, develops and implements assigned testing programs, and provides analysis of data to inform instruction for schools within APS, while acting as liaison between schools, the district and GaDOE. The district’s testing program informs the work of the Data + Information Group and its efforts to apply the *Student Data Life Cycle* as a mechanism to create beneficial change for the district and in the lives of APS students.



APS DATA + INFORMATION GROUP
STUDENT DATA LIFE CYCLE (integrated)

The Data and Information Group for APS captures, validates, reports and translates student data, passing the information “hand-to-hand” within the group to ensure accuracy and integrity.

Working in assigned school-facing teams, the goal is to create a clear process for our education-side partners that yields meaningful, usable data for schools and students.

-  RESEARCH + EVALUATION
-  STUDENT INFORMATION SYSTEMS
-  TESTING + ASSESSMENT
-  DIG TOUCHPOINTS
-  APS AND GOVERNMENT TOUCHPOINTS



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The district’s T+A team is led by a Director, referred to in GSAH as the System Test Coordinator (STC), and houses other staff with expertise in the assessment, data/research, leadership, or teaching fields. Some of the district’s testing programs are administered by district personnel who are assigned to divisions/offices other than T+A. Tables that summarize the district’s overall testing program, and the district-level owners of each assessment follow beginning on the next page:

OVERVIEW OF ATLANTA PUBLIC SCHOOLS TESTING PROGRAM 2019 - 2020

| Universal Screening Process | |
|---|---|
| Purpose—Identify students in need of support services and advanced enrichment. | |
| Assessment | Grades K-10 STAR Screener |
| OUTCOME | <p><u>Reading & Math</u>: Identification of present levels of performance and growth over time</p> <p>Used to determine needs and to identify students who may require intervention or place in special programs (gifted, etc.)</p> <p>Provides norm-referenced scores</p> <p>Informs placement in RTI and other programs</p> |
| GRADE LEVELS | PreK, Gr. 1-8 Select students in Grades 9-10 |
| SUBJECTS ASSESSED | Reading and Math |
| FREQUENCY | 2-3 times per year 1st administration: August 12 – September 11 2nd administration window: December 2 –December 20 3rd administration window: March 2 – April 1 |
| MODE OF ADMINISTRATION | Online |
| STAR is an assessment that will provide formative assessment data aligned to standards to be used for RTI purpose. STAR 360 information is available at https://www.renaissance.com/products/assessment/star-360/ . | |
| Owner: Testing + Assessment | |

| Comprehensive Local Assessment Program | | |
|--|---|---|
| Purpose | | |
| Benchmarks: Measure student progress on standards-based units of instruction; identify where follow-up instruction is needed; inform unit development process. | | |
| Fountas & Pinnell: Determine students' independent and instructional reading levels; identify where reading interventions are needed. | | |
| Assessment | District Benchmark Assessments | Fountas & Pinnell |
| OUTCOME | Identification of student mastery of Georgia standards (District created) | Determination of student independent and instructional reading levels |
| GRADE LEVELS | K-12 | K-5 |
| SUBJECTS ASSESSED | K-2: Math Gr. 3-8: ELA, Math, Science, & Social Studies HS: EOC courses | Reading |
| FREQUENCY | Gr. 1 - 2: 3 times per year K, Gr. 3-12: 2 times per year | 3 times per year 1st administration: August 12 – September 11 2nd administration window: December 2 – December 20 3rd administration window: March 2 – April 1 |
| MODE OF ADMINISTRATION | Online (Phoenix 2.0) | One to one administration |
| Fountas & Pinnell BAS information is available at https://www.fountasandpinnell.com/assessment/ | | |
| Owners: District Benchmarks: Kelly Day , Director, Curriculum & Instruction; Testing + Assessment (Phoenix 2.0) Fountas & Pinnell: Kelly Day, Director, Curriculum & Instruction | | |

| National Assessment of Educational Progress (NAEP) |
|--|
| Purpose—NAEP is the largest nationally representative and continuing assessment of what America's students |

| State Assessment Program |
|--|
| Purpose—Measure student achievement of the state-adopted content standards and inform efforts to improve teaching and learning |

| know and can do in various subject areas. | |
|--|--|
| Assessment | NAEP |
| OUTCOME | Serves as a common metric for all states and selected urban school districts |
| GRADE LEVELS | 4, 8, 12 |
| SUBJECTS ASSESSED | Reading, writing, mathematics |
| FREQUENCY | MS Window: October 14 – December 20 ES Window: January 6 – March 13 HS Window: March 16 – May 22 |
| MODE OF ADMINISTRATION | Online |
| NAEP information is available at https://nces.ed.gov/nationsreportcard/ . | |
| Owner: Testing + Assessment | |

| Assessment | Grade Levels | Mode of Administration |
|---|---------------|---|
| ACCESS for ELLs Alternate ACCESS for ELLs | K- 12 1-12 | Online (1-12) Paper-pencil for K and special cases |
| GAA 2.0 | K, 3-8, 11 | Online submission No science and social studies for K, 3, 4, 6, 7 |
| GKIDS 2.0 GKIDS Readiness | K | Online submission |
| Georgia Milestones | 3-12 | Online submission No science and social studies for 3, 4, 6, 7 |
| Visit the GADOE Assessment website for more information about state tests http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx . | | |
| Owner: Testing + Assessment | | |

| Gifted Achievement Assessment | |
|---|---|
| Purpose—To measure achievement level for gifted eligibility | |
| Assessment | NWEA MAP |
| OUTCOME | Reading & Math: Identification of present levels of performance |

| CTAE Assessments | | |
|---|---|--------------------------------------|
| Purpose— To measure mastery of academic and technical concepts in preparation for post-secondary options (e.g. college/university or the workforce) | | |
| Assessment | ACCUPLACER | EOPA |
| OUTCOME | Identification of student mastery of reading, | Identification of student mastery of |

| | |
|---|---|
| | Used to determine needs and to identify students who may require intervention or place in special programs (gifted, etc.) Provides nationally normed scores Informs RTI, gifted, and other programs |
| GRADE LEVELS | K-12 |
| SUBJECTS ASSESSED | Reading and Math |
| FREQUENCY | January 6 – February 14 |
| MODE OF ADMINISTRATION | Online |
| NWEA MAP is an adaptive assessment that will provide NRT data to be used in the Comprehensive Local Assessment Program. Information regarding MAP can be found at https://www.nwea.org/map-skills/ . | |
| Owner: Dr. Quail Arnold , Coordinator, Gifted & Talented Education | |

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| | writing and mathematical skills needed to be successful in technical schools (College Board created) | technical standards in a state approved CTAE pathway (Created by various companies) |
| GRADE LEVELS | 9-12 | 11-12 |
| SUBJECTS ASSESSED | Reading Writing Mathematics | All CTAE pathways found in high schools |
| FREQUENCY | September 16 – 27, February 3 - 14 Makeup October 7 – 11, March 2 - 6 | December 3 – 4, March 23 - 30 Retest December 16 – 20, April 13 - 17 |
| MODE OF ADMINISTRATION | Online | Online |
| EOPA (End of Pathway Assessment) is administered to students have completed three (3) courses in a CTAE pathway. Information on EOPA can be found at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/CTAE-Georgia-Assessments.aspx . Information on ACCUPLACER can be found at https://accuplacer.collegeboard.org/student/taking-the-test . | | |
| Owners: EOPA: Dr. Dwionne Freeman , Coordinator, Career Education; ACCUPLACER: Dr. Shaundra Fears , Program Administrator, Career Education | | |

| IB Assessments | |
|--|--|
| Purpose—To measure student mastery of Advanced Placement college | |
| Assessment | IB Diploma Program |
| OUTCOME | Measure mastery of IB DP content Used towards earning HOPE scholarship and college credit |

| PSAT/SAT/AP Assessments | | | |
|---|---|---|---|
| Purpose— To measure mastery of academic and technical concepts in preparation for post-secondary options (e.g. college/university or the workforce) | | | |
| Assessment | PSAT/NMSQT | SAT | AP |
| OUTCOME | Measures what you learn in school Identifies what students need for college Used to counsel students on | Measures what you learn in high school Identifies what students need for college | Measure mastery of IB DP content Used towards earning HOPE scholarship |

| | |
|--|----------------------------|
| | |
| GRADE LEVELS | 9-12 |
| SUBJECTS ASSESSED | IB Courses |
| FREQUENCY | April 30 – May 22 |
| MODE OF ADMINISTRATI ON | Paper (online coming soon) |
| IB Diploma Program assessments provide data to be used for preparing for college and/or earning IB DP credit | |
| Owner: Thea Murphy , Coordinator, College and Career Readiness | |

| | | | |
|--|--|-----------------------------------|----------------------|
| | pathways towards college | | p and college credit |
| GRADE LEVELS | PSAT/NMSQT Grade 11 PSAT/NMSQT Grade 10 PSAT 8/9 Grade 8 | SAT Grade 11 | 9-12 |
| SUBJECTS ASSESSED | Reading, Writing, Language & Math | Reading, Writing, Language & Math | AP Courses |
| FREQUENCY | October 30 | March 4 March 25 (Makeup) | May 4 - 15 |
| MODE OF ADMINISTRATI ON | Paper | Paper | Paper |
| PSAT, PSAT 8/9, SAT, and AP are College board assessments that provide data to be used for preparing for college and/or earning college credit Information on College Board Assessments can be found at https://www.collegeboard.org/ . | | | |
| Owners: PSAT/PSAT 8/9/AP: Dr. Kenya Gilliard , Coordinator, College and Career Readiness SAT: Dr. Isaac Sparks , Program Director, Office of High Schools Testing & Assessment (Pre-ID Labels) | | | |

SCHOOL TESTING TEAM

The principal has the ultimate responsibility for testing within the school. In order to help fulfill this important and labor-intensive responsibility, the principal must identify an individual who holds an educator's certificate issued by (GaPSC) to act as Lead School Testing Coordinator (LSTC). The person assigned must be an assistant principal. Beyond the requirement that the LSTC hold a GaPSC-issued certificate, the person identified as the LSTC should exhibit the following proficiencies:

- manages calendar/time efficiently; prioritizes and acts upon those priorities;
- reviews email, voice mail, and other forms of communication on a timely basis and in a thorough manner; acts upon information received; seeks answers when necessary;
- reviews administrative and technical documents/manuals on a timely basis and in a thorough manner; acts upon information provided; seeks answers to questions when necessary;
- meets multiple, often competing, deadlines;
- anticipates challenges and problem-solves during periods of high demand and applies lessons learned to future events;
- manages various electronic and paper materials, many of which are confidential/secure in nature, as prescribed;
- maintains a high degree of confidentiality; discretely investigates issues when necessary;
- discerns the strengths of staff members and assigns roles accordingly;
- delivers information/training to staff in a timely, engaging and thorough manner;
- communicates with staff, students, and other stakeholders in a clear and timely manner;
- collaborates well with others; skillfully fosters collaboration.

Additionally, the principal is required to identify a Secondary School Test Coordinator (SSTC), who also holds an educator's certificate with the GaPSC, that will serve as "back-up" and support to the LSTC. The SSTC should only act as the primary test coordinator in instances where the LSTC is unavailable or otherwise prevented from fulfilling their responsibilities. The district's intent in having schools assign a SSTC is not for that person to supplant the LSTC – instead they are intended to *support* the LSTC. The LSTC is required to attend all district-level trainings provided by Testing + Assessment and redeliver the training to the SSTC and other staff where applicable. Only in cases where the principal deems it absolutely necessary (such as the LSTC being on leave, an emergency, etc.) should the SSTC be the only school representative who attends required district trainings. Given state requirements and the importance of training, attendees are expected to arrive on time and remain for the duration of each session.

Beginning with the 2017-2018 school year, the principal must also identify a Testing Accommodations Coordinator (TAC) and Assessment Matching/Data Accountability Specialist (AMAS). These members of the team are responsible for ensuring the accuracy/provision of prescribed student accommodations and assessment data accuracy and quality respectively.

At the start of each school year, the principal must complete an *APS Testing Team Identification Form* identifying the LSTC, SSTC, TAC, and AMAS, identifying a designated secure location for test materials, designating individuals with access to the secure location, and agreeing to uphold a high level of integrity in the school's testing program. Schools with more than one campus site may assign an LSTC and SSTC for each campus. If there is any change in the LSTC

and/or the SSTC during the year, the principal must immediately submit a *Test Coordinator Change Form* to the T+A Director. The APS Safety & Security Office provides badge access reports to the T+A team and Research + Evaluation team for monitoring purposes.

The APS T+A team will provide all parties with GaDOE's Student Assessment Handbook (GSAH), GaDOE's Accommodations Manual and this guide. The principal, LSTC, and SSTC are responsible for receiving and reviewing all manuals. To document this stage, LSTCs are required to attend the district's Annual Test Security Training. He/she is required to redeliver the training to the school leadership including the principal and the SSTC. Each individual is required to complete and submit via email an *Acknowledgement of Participation in Annual Test Security Training Form* to be kept on file with the T+A office.

ROLES AND RESPONSIBILITIES

The following section outlines the roles and responsibilities for school level personnel according to GaDOE and GSAH. Please be aware that the outline below may not encompass all school specific roles and responsibilities. In order to verify the adherence to these roles and responsibilities all examiners must complete an *Examiner Certification of Adherence to Prescribed Test Administration Procedures Form* and *District Test Examiners Receipt and Acknowledgement Form* for each assessment day and cycle. The principal and LSTC must complete the *State Principals's Certification Form* and/or the *District Certification Form* certifying adherence to all state and system expectations. Finally, the Superintendent is required twice per year to certify the district's adherence to GaDOE's expectations regarding state-mandated testing.

Georgia Student Assessment Program Responsibilities (Source for most roles that follow: GSAH pages 28-35)

Superintendent

1. Has ultimate responsibility for all testing activities within the local school system.
2. Appoints the STC.
3. Supervises principals and STC to ensure that they fulfill their specific responsibilities for the administration of tests.
4. Maintains contact with the STC to become thoroughly informed of all testing activities.
5. Conducts investigations of reported testing irregularities (e.g., student cheating, unethical professional conduct). Reports unethical professional conduct to the Educator Ethics Division of the Professional Standards Commission.
6. Monitors testing activities in the local school system to guarantee compliance with regulations established by the State Board of Education and current legislation.
7. Informs local board members, parents, and other citizens about requirements pertaining to statewide testing.
8. Ensures that appropriate local personnel attend GaDOE workshops concerning state assessment programs.

9. Ensures that the appropriate personnel complete all necessary readiness checks for online testing.
10. Ensures that personnel enforce prescribed calculator, cell phone, and electronic device guidelines.
11. Reviews and returns certification/verification forms to the Office of Assessment and Accountability at GaDOE by the due dates.
12. Ensures that Principal's Certification Forms are completed after each test administration and retained as required.
13. Approves all special administrations.
14. Informs citizens residing within the local system's area concerning the collective achievement of enrolled students by school and system.
15. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar.

System Test Coordinator (STC)

1. Coordinates all test administration activities within the school system including collaboration with the Technology Director and/or technical staff, Special Education Director and/or designated staff, principals, and School Test Coordinators.
2. Coordinates with System Technology Director or Coordinator for the appropriate implementation of technology-based test administrations including scheduling, training, system and device requirements, and other communication.
3. Serves as liaison between the system and GaDOE for all test administration activities.
4. Coordinates all training plans related to test administration activities (online and paper), ethical behavior of personnel, and test security for personnel and students.
5. Coordinates with various local system divisions to ensure successful test administrations (Special Education, Technology, Title III, etc.)
6. Assumes responsibility for carrying out the approved plan for administration of all tests.
7. Furnishes all information and submits all forms required by GaDOE by specified dates.
8. Ensures principals complete the Principal Certification Form for each administration and maintains these forms for five years.
9. Orders special format tests (Braille, large print, advanced reading aids).
10. Receives test materials from GaDOE at a designated time and place and maintains them in a secure location.
11. Reviews and follows all procedures in all administration manuals and is familiar with administrators' roles and proctors' roles.
12. Ensures that appropriate security provisions and technology readiness checks are in place/completed relative to online testing environments including, but not limited to, security of log-ins, passcodes, seating arrangements, etc.
13. Adheres to test dates, time schedules, and specified instructions set by GaDOE and returns all materials to GaDOE and/or its contractors as specified and by the prescribed date(s).
14. Ensures that each test setting (room) is suitable, has an assigned examiner, and has the appropriate number of proctors.
15. Ensures that prescribed calculator, cell phone, and electronic device guidelines are applied in each school.
16. Accounts for all test materials delivered to the school system and for the disposition of specific materials.
17. Attends statewide testing program meetings/webinars and redelivers to local school coordinators.
18. Arranges schedule for staff to monitor schools during testing sessions.
19. Trains all system/school personnel involved in test administration, including School Test Coordinators, examiners, proctors, the system Special Education Coordinator (on the administration of the GAA), the

system ESOL Coordinator (on the administration of ACCESS for ELLs/Alternate ACCESS), and any others who have responsibilities related to testing and/or testing materials.

20. Ensures that principals and LSTCs are aware of and follow the protocols/procedures prescribed in the *Student Assessment Handbook, Accommodations Manual*, testing manuals, and other ancillary materials.
21. Maintains a portfolio of all training session materials and rosters of attendees.
22. Answers questions of all LSTCs and principals and makes decisions regarding testing, when appropriate.
23. Ensures that LSTCs account for all students in terms of testing requirements.
24. Ensures strict test security and reports to the Superintendent concerning testing irregularities (e.g., student cheating, unethical professional conduct).
25. Communicates to the Assessment Division when testing irregularities occur.
26. Distributes test results to the Superintendent and to the schools in a timely manner and ensures that students are informed of the expected date for the return of the test results.
27. Interprets test results to school personnel and appropriate others.
28. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar that provides testing dates for the current and future academic years.
29. Ensures that students, parents, and the general public have access to information concerning all test administrations and utilization of test results.
30. Works with system personnel to communicate to parents of students with IEPs, IAPs, and ELL/TPC plans pertinent information regarding all statewide tests.
31. Facilitates the transfer of GAA portfolios when students withdraw from or enrolls in the school system.
32. Monitors each GAA test administration for school or system-level errors and data corrections that may result in the local system being invoiced for additional costs.

System Technology Coordinator

1. Acquires and maintains current information on the statewide testing program, including technology requirements for testing programs, training manuals, and testing schedules.
2. Coordinates with the STC for the appropriate implementation of computer-based test administrations.
3. Attends or views GaDOE assessment technology trainings and webinars.
4. Works with the STC to ensure that all schools have technology ready for online testing.
5. Performs readiness checks for the system and local testing devices.
6. Coordinates with schools so local software is installed and ready for use with testing administration.
7. Coordinates with schools so that test content is available on servers and student responses can properly send to the testing vendor.

8. Verifies that district network security including firewalls and content filters are configured to work with the testing vendor to allow for test content and student responses to pass through the district network.
9. Verifies that wired and wireless bandwidth is appropriate for testing as defined in the system requirements documentation and training sessions.
10. Monitors district resources during test administrations for quality assurance.
11. Troubleshoots technology issues as they arise prior to and during test administration.
12. Completes all post-testing tasks as stated in technology manuals, handbooks, and guides.

System Special Education Coordinator

1. Acquires and maintains current information on the statewide testing program, including the section for Students with Disabilities, which is found in the Assessing Special Populations section of the *GSAH* and the *Accommodations Manual*.
2. Acquires and maintains current information of IDEA, state rules, and waiver process for students with disabilities.
3. Provides technical assistance to special education teachers on test administration.
4. Ensures that all due process rights pertaining to the testing programs are provided for students with disabilities.
5. Ensures that IEP teams understand the appropriate selection of approved accommodations and the selection of the Georgia Alternate Assessment for state-mandated tests.
6. Ensures that appropriate documentation is maintained for all students with disabilities.
7. Ensures that students with disabilities have the appropriate test-taking experience or have been taught test-taking skills prior to taking the tests.
8. Informs STC of the number of special format tests (i.e., Braille, state-approved assistive technology, or large print) needed to test students with disabilities for all test administrations.
9. Informs the STC of the number of students who must receive each accommodation allowed by state regulations.
10. Acquires and maintains current information about the Georgia Alternate Assessment (GAA).
 - a. Discuss the GAA with students and parents/guardians.
 - b. Informs parents and students of participation in the GAA.
11. Ensures that the following activities are completed by special education personnel in preparation for all state-mandated assessments.
 - a. Discusses the state-required tests with the students and parents/guardians.

- b. Informs IEP students and their parent(s)/guardian(s) of pertinent test information and the role of the IEP team in identifying test accommodations, if any, which the student may require in order to participate.
 - c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment (such as promotion/retention requirements, EOCs constituting 20% of the final course grade, and any relevant local policies). Documents the occurrence of this discussion.
12. Ensures that all special education teachers have been trained to administer the GAA.
 13. Collaborates with Title III/ESOL colleagues to train the appropriate teachers to administer the Alternate ACCESS for ELLs.
 14. Coordinates with the System Technology Coordinator for the successful implementation of technology-based assessments including technology-related requirements for students with disabilities, scheduling, training, system requirements, and other communications.

System Title III/ESOL Coordinator

1. Ensures that all assessments and, in certain cases, conferences relating to a student's ESOL eligibility (Rule 160-4-5-.02) are documented prior to assigning EL or EL-M status.
2. Acquires and maintains current information on the statewide testing program, including the section on accommodations for EL or EL-M students which is found in the Accommodations section of the SAH.
3. Acquires and maintains current information of state rules and the deferment/ accommodation process for EL or EL-M students.
4. Provides technical assistance to teachers on test administration.
5. Ensures that appropriate documentation is maintained for all EL or EL-M students.
6. Ensures that EL or EL-M students have appropriate test-taking experience or have been taught test-taking skills prior to taking the tests. **EL-M students must not be administered the ACCESS.**
7. Informs the STC of the number of students who must receive each accommodation allowed by state regulations.
8. Ensures that the following activities are completed by EL/ESOL personnel in preparation for all state-mandated assessments:
 - a. Discusses the state-required tests with the students and parents/guardians.
 - b. Informs EL or EL-M students and their parent(s)/guardian(s) of pertinent test information and the role of the EL/TPC in identifying test accommodations, if any, which the student may require in order to participate.
 - c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment (such as promotion/retention requirements, EOCs constituting 20% of

the final course grade, and any relevant local policies). Documents the occurrence of this discussion.

9. Train Title III/ESOL teachers to administer ACCESS for ELLs and collaborates with special education colleagues to train the appropriate teachers to administer the Alternate ACCESS for ELLs.

School Level Personnel

Principal

1. Has ultimate responsibility for testing activities in the local school.
2. Ensures proper environment for test administration.
3. Ensures that all testing sites are appropriately prepared: adequate student workspace, proper lighting, good ventilation, sufficient number of desks in good repair, instructional materials (e.g., posters, word walls, etc.) removed or covered, etc.
4. Ensures that the appropriate personnel complete all necessary readiness checks for online testing.
5. Ensures that personnel apply prescribed calculator, cell phone, and electronic device guidelines to each test setting.
6. Ensures that the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans are provided for each student as specified.
7. Ensures that testing sites are free of interruptions during test administration (e.g., intercom messages, visitors, wandering students, entry into test settings by a person/persons not serving as the examiner or proctor unless necessitated by emergency/time-sensitive need) and that sites do not have content-related materials posted that could advantage one group of students over others.
8. Designates a School Test Coordinator to coordinate the testing program. The School Test Coordinator must hold a GaPSC-issued certificate.
9. Assigns personnel to serve as Examiners and Proctors.
10. Arranges appropriate schedules for teachers who will be Proctors and Examiners and for those who will be teaching other students not involved in testing.
11. Informs students and parents/guardians about the purpose of testing, dates and times for testing, and expected dates for return of test results (see Test Preparation section).
12. Creates an atmosphere in which all staff members know that their cooperation is needed and expected for successful test administration.
13. Advises School Test Coordinator, Examiners, and Proctors if emergency situations arise.
14. Monitors the administration of tests.
15. Supervises all testing activities to ensure strict test security.

16. Maintains test materials in a secure location, with restricted access.
17. Ensures that only staff members who have been trained on the proper management of secure test materials handle such materials.
18. Notifies STC of testing irregularities and provides explanation of circumstances.
19. Ensures that the school calendar is planned so that all tests are administered according to the system's testing calendar.
20. Monitors test preparation activities to ensure that secure testing materials are not misused.
21. Verifies all special education teachers have been trained to administer the GAA.
22. Verifies all ESOL teachers have been trained to administer the ACCESS.
23. Verifies all kindergarten teachers have been trained to administer the GKIDS.
24. Validates the content and procedures of students' portfolios by signing the GAA validation form.
25. Reviews and returns the Principal's Certification Form to the STC after each administration.

Lead School Test Coordinator (LSTC)

1. Prepares all testing sites.
2. Assists principal in assigning Examiner(s).
3. Assigns Proctors appropriately in accordance with state guidelines.
4. Personally attends all required district-level trainings related to testing (except when absent from work, on leave, emergency, etc.).
5. Conducts orientation and training sessions related to test administration, test security, and ethical behavior for all personnel expected to be in direct contact with the test administration process, including Examiners and Proctors.
6. Coordinates with various local school and/or system divisions to ensure successful test administrations (Special Education, Technology, Title III, etc.)
7. Ensures that students have only one opportunity to test during each window.
8. Adheres to system testing schedule.
9. Accounts for all students in terms of testing requirements, including special populations and those requiring testing accommodations.
10. Determines the number of test booklets to be assigned to each testing site and accounts for material distribution and return.
11. Receives test materials from STC and verifies numbers received.
12. Ensures that only staff members who have been trained on the proper management of secure test materials handle such materials.

13. Ensures that appropriate security provisions are in place relative to online testing environments and materials including, but not limited to, security of log-ins, passcodes, conducive seating arrangements, etc.
14. Accounts for the security of all test materials during the time the materials are in the building.
15. Under supervision, ensures the accuracy of student FTE and GTID numbers on each answer document.
16. Provides each Examiner with a list of student FTE and GTID numbers.
17. Ensures all materials are stored in a secure, locked location with restricted access, confirms access is restricted by accounting for keys.
18. If applicable, determines the number of paper test booklets and answer documents to be assigned to each testing site and accounts for materials distribution and return.
19. Gives Examiners extra No. 2 pencils, pens for writing tests, and resource materials, if appropriate.
20. Ensures that personnel apply prescribed calculator, cell phone, and electronic device guidelines to each test setting.
21. Ensures that testing sites are free of interruptions during test administration (e.g., intercom messages, visitors, wandering students, entry into test settings by a person/persons not serving as the examiner or proctor unless necessitated by an emergency/time-sensitive need) and that sites do not have content-related materials posted that could advantage one group of students over others.
22. Counts materials returned from Examiners each day and accounts for all materials distributed each day of testing.
23. Distributes test materials to and collects from each Examiner on the testing days.
24. Ensures Examiners sign out (date and time) materials each testing day shortly before testing begins each day.
25. Ensures Examiners return (sign, date, and time) materials immediately after testing each day.
26. Maintains dated student sign-in/sign-out sheets for each test administration.
27. Ensures that a minimum of one certified administrator is present and witnesses the transcription of student responses when/where necessary (e.g. such as when a student has the accommodation of marking answers in the test booklet). Documentation of this process must be retained. Confirms that all necessary transcriptions are completed when necessary.
28. Notifies principal and STC of any emergency situation and helps to decide what action needs to be taken.
29. Conducts, coordinates, and supervises inspection of all completed answer documents before delivering them to the STC for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning.
30. Packages and returns materials to STC according to directions and time line.
31. Notifies Principal and STC of any testing irregularities and provides explanation of circumstances.

32. Ensures that for any students not currently enrolled in their local school, the following protocol is applied:
- a. contacts students' schools for verification of test eligibility and
 - b. requires photo ID and maintains photocopy record.
 - c. The decision to test out-of-system students is a local one. The burden of identification, establishment of eligibility, and record-keeping ensuring score reports are returned to the appropriate school must be borne by the administering school/system. Systems should collaborate and discuss such cases prior to test administration.

Examiner

1. Participates and completes all training related to test administration, test security, and ethical behavior.
2. Holds a valid GaPSC certificate.
3. Reviews and follows all procedures in handling all administration materials.
4. Counts materials prior to testing and after testing to verify accuracy.
5. Ensures the security of test booklets while they are in the testing site before, during, and after testing.
6. Provides No. 2 pencils, erasers, pens for writing tests, and resource materials (if appropriate).
7. Follows procedures for testing as given in the *Examiner's Manual*, including reading all directions to students.
8. Confirms that all assigned students have entered and bubbled in the test form number correctly if one is required.
9. Maintains control of testing situation and keeps students on task. **Examiners should actively circulate and monitor students throughout the testing session(s).**
10. Monitors test administrations and communicates with the School Test Coordinator and/or the Technology Coordinator or designee when test administration, technology, and/or student issues arise.
11. Applies and enforces prescribed calculator, cell phone, and electronic device guidelines.
12. Observes students during testing to monitor that they are marking answers completely and correctly and using only specified test materials. Reports student actions to School Testing Coordinator immediately.
13. Allows no student to leave the test room unless there is an emergency/health/restroom need.
14. Counts and verifies all testing materials each day prior to dismissing students.
15. With direct administrator supervision, at the conclusion of testing, inspects answer documents for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning.
16. Returns all test materials to School Test Coordinators immediately after testing each day, including special format tests, such as Braille or large print.

17. Documents the daily receipt (date, time, and number received) of test materials and the daily return of test materials.
18. Ensures that no content-related instructional materials are displayed in the testing site. Charts, diagrams, and posters should not be visible. Chalkboards/whiteboards should be free of any writing except for test procedure information.

As required by State Board Rule 160-3-1-.07, certified educators (**teachers, counselors, administrators, and paraprofessionals**) must administer all state-mandated assessments. The term **Certified Educator** in this statement is defined as those educators directly involved with the instruction of students, and who must hold a **clearance certificate** as defined by the Georgia Professional Standards Commission (GaPSC). Educators without Georgia certification from the GaPSC must not administer state assessments. Local systems must be mindful of certificate expiration dates and ensure that all examiners possess a valid/unexpired certificate at the time of test administration.

The term **Examiner** refers to the person administering the assessment.

Proctor

1. Participates and completes all training related to test administration, test security, and ethical behavior.
2. Assumes responsibility for assigned students.
3. Monitors a specific area if a large testing site is used.
4. Monitors online test administrations and communicates with Examiner when test administration, technology, and /or student issues arise.
5. With Examiner supervision, assists in preparing test materials for distribution to students in a classroom on days of testing.
6. Ensures that desks are clear of everything except test materials.
7. Assists the examiner in applying and enforcing prescribed calculator, cell phone, and electronic device guidelines.
8. With examiner supervision, assists in distributing and collecting classroom test materials.
9. With examiner supervision, answers questions regarding test procedures but does not explain items or answer any questions regarding the content of the test.
10. Remains in testing site during entire testing time.
11. Observes students during testing to monitor that they are marking answers completely and correctly and using only specified test materials. Reports student actions to School Testing Coordinator immediately.
12. Reports any unusual circumstances to Examiner immediately (e.g., suspicion of cheating).
13. Circulates among students during testing to discourage misconduct and to be available to answer student questions.
14. Avoids standing by a student's desk too long or touching a student, as this may be distracting.

15. Monitors students with disabilities, 504 students, or EL students who may require closer observation than other students or who need special assistance.
16. With examiner supervision, assists in accounting for all classroom test materials (Test materials should be returned to the School Test Coordinator by the Examiner).
17. Assists the Examiner in maintaining strict test security.

Testing Accommodations Coordinator (TAC)

1. Maintains current information on the statewide testing program, including the section for Students with Disabilities, which is found in the Assessing Special Populations section of the Student Assessment Handbook and the Accommodations Manual.
2. Manages student accommodations for all testing programs; meets all related deadlines
3. Reviews accommodation-related paperwork for accuracy and compliance (IEP, 504, and ELL-TPC Plans); meets all related deadlines
4. Assists LTSC with the development of testing groups for students with accommodations and assigning examiner and proctors to those groups to ensure an optimal testing environment.
5. Provides guidance to administration and staff in the development of support plans as appropriate to minimize instances of testing disruptions and/or irregularities.
6. Provides guidance in ensuring accommodations are appropriate based on the student disability and/or language proficiency and used in the instructional setting on an ongoing basis.
7. Assists in collecting and analyzing data on the use and effectiveness of accommodations to ensure meaningful participation of students in state assessments.
8. Collaborates well with parents, teachers, and administration, and district-level support personnel.
9. Maintains a high degree of confidentiality.

Assessment Matching/Data Accountability Specialist (AMAS)

1. Ensures that all records for an assessment administration is completely matched with the student record and CCRPI data collection (course, assessment, purpose of EOC, and non-participation record)
2. Maintains a high degree of confidentiality.
3. Researches, inputs, formats, organizes and edits relevant data as needed or requested.
4. Ensures district and state-level reports are submitted accurately and timely as required.
5. Able to communicate with school-level administrators, support personnel, and teachers on timelines and reporting needs.
6. Demonstrates proficiency with Excel and SIS programs.
7. Exhibits problem-solving and process skills during periods of high demand.
8. Shows high levels of thoroughness and attention to detail.

IT support staff

1. Completes hardware and test engine system checks and adherence to online testing requirements.
2. Supports school and district IT needs during assessment windows.
3. Conducts systems check for more than one session per day (such as AM and PM).

4. Contributes to the planning of “cycling” students through test settings where technology is housed; shares seating/space considerations.
5. Adheres to securing log-ins, passwords, etc.
6. Collaborates with school test coordinator in increasing proficiency of staff and students with technology.
7. Collaborates with IT Director in keeping an update of contingency planning for both expected and unexpected events such as power outages, monitoring weather during testing windows, Internet Service Provider (ISP) interruptions, construction in or near a school, etc.

RESOURCES & TOOLS FOR TEACHERS & STUDENTS/TEST PREPARATION

GaDOE publishes brochures and other documents to help familiarize stakeholders with the state’s testing program and to provide teachers with insight into the assessment program. These documents are available on GaDOE web site at [GaDOE Testing/Assessment Division](#). Teachers should be aware of these materials and become familiar with them. Below are some of the available resources related to the Georgia Milestones Assessment System, and in some cases other programs, and the intended purpose of each:

| Resource Name | Description & Intended Purpose |
|--|---|
| <p style="text-align: center;">Georgia Milestones Achievement Level Descriptors (ALDs)</p> | <p>ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level/course by committees of Georgia educators. ALDs are based on the state-adopted content standards. The ALDs are intended to give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.</p> |
| <p style="text-align: center;">Georgia Milestones Assessment Guides</p> | <p>Assessment Guides are provided to acquaint educators and other stakeholders with the structure of the tests and content assessed. Georgia educators provided input into the development of these guides. These guides are not intended to inform day-to-day instructional planning though it is appropriate to use them to gain an overall sense of the content standards assessed. The guides are a supplemental resource and are provided to complement, but not replace, the content standards, district curriculum, and other instructional resources.</p> |

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| <p>Georgia Milestones Item & Scoring Samplers</p> | <p>Item and Scoring Samplers provide examples of the type of constructed-response items included in the assessment system. The items in the samplers are appropriate for use during day-to-day classroom instruction. Teachers may use the rubrics and sample student responses as a guide to score responses written by their own students. As with the Assessment Guides, these samplers are a supplemental resource and are provided to complement, but not replace, the content standards, district curriculum, and other instructional resources.</p> |
| <p>Score Interpretation Guides</p> | <p>These guides, provided for several state assessment programs, provide essential information to help various stakeholders interpret reports, scores, and data related to various Georgia state-mandated assessments. The intended users of these guides are educators as well as parents. The guides are designed to assist stakeholders in understanding how to interpret and use the various scores for improving student attainment of the knowledge and skills assessed. In most cases, the guides detail individual student reports and other reports that are provided for district and school staff to use in evaluating student learning and making decisions about improving instruction.</p> |
| <p>Georgia Milestones Study/Resources Guides for Students & Parents</p> | <p>These guides are intended as a resource for parents and students and were informed by the input of Georgia educators. They contain practice questions and learning activities for each content area/course. The standards identified in each guide address a sampling of the state-mandated content standards. The sample questions provided are fully explained and describe why each answer is either correct or incorrect. In addition, the guides include</p> |

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| | activities that students can try to help them better understand the concepts addressed. |
| Test Blueprints | Test blueprints, commonly provided for any large-scale assessment program, are designed to communicate the structure of an assessment. Frequently, and this is the case in Georgia, they are developed with input from teachers. Blueprints typically outline the domains, which are reporting categories, and the associated content standards. The approximate percentage of points allocated to each domain is provided. Importantly, blueprints are not intended to be used for day-to-day instructional planning purposes. Instructional plans and decisions should be based upon the state-adopted content standards for each content area and/or course. |

State tests, many times by design and out of necessity, do not measure the full breadth of the content and skills addressed by the state’s content standards. As a result, teaching only “to the tests” limits instruction that is desirable and necessary for a complete and relevant instructional program. Instructional activities, including classroom teaching, should go well beyond the skills measured on a particular test. Furthermore, limiting student exposure to only concepts or skills assessed will likely adversely impact student achievement as measured by the tests and, importantly, the overall quality of the academic program.

To foster interest rather than anxiety, teachers should use various activities throughout the school year to prepare students for testing and to establish a relaxed atmosphere. For students who will test online, chief among these is to acquaint students with the online practice tools made available for those tests that will be delivered using an electronic device or computer. Students should never experience online testing, and the many tools housed within those applications, for the first time on test day. This is important for all students, but it is especially important for students with special needs who may require specific accommodations that are delivered through the online interface. Principals and LSTCs are responsible for ensuring that their school exposes students, and their parents to the extent practical, to these online practice tools.

While it is critically important for educators to prepare students for the assessment of their learning through both quality instruction and appropriate practice opportunities, it is never appropriate to engage in actions that constitute a violation of test security. Examples, though not an all-inclusive list, of unacceptable activities include the following:

- Secure test items or prompts from Georgia’s state assessments must not be taught to students. Moreover, test tickets that provide access to secure, unreleased test content should not be used for purposes other than test administration.
- This restriction includes any manner of teaching test items during the school day and/or through homework assignments. Unauthorized access to specific test items ranges from teachers remembering a single test item to school personnel manually or mechanically copying/saving images [of] actual test items.
- A test item from any form of state tests in which only a word, phrase, or distracter has been changed must not be used with (or given to) students. The use of any form or item, which is similar to actual test items on the statewide tests, is a violation of appropriate test preparation procedures.
- Tests must not be copied and then distributed. All state-mandated tests given in Georgia are secure. Test items, student responses, and/or answer documents that are copied (by hand, photocopying, photograph) or distributed violate test security and render the results of the test invalid.
- Test forms from the state testing program that have not been released must not be used as practice materials or to gain insight into characteristics and content of the tests. At no time, should any individual be in possession of such materials.

The activities listed above reflect not just security violations and testing irregularities but they also represent unethical professional conduct as regulated by the Georgia Code of Ethics for Educators, Standard 11.

GEORGIA CODE OF ETHICS FOR EDUCATORS

GaPSC adopted an updated CODE OF ETHICS FOR EDUCATORS effective 2009. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as the guide to ethical conduct. While the entire Code of Ethics for Educators is critical, the following standard addresses testing specifically:

Standard 11: Testing - An educator shall administer state-mandated assessments fairly and ethically.

Unethical conduct includes but is not limited to:

1. ***committing any act that breaches Test Security; and***
2. ***compromising the integrity of the assessment.***

Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.). The Commission notifies local and state officials of all disciplinary actions.

The Code of Ethics for Educators can be found at this link: <https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

As stated in APS Board Policy, employees shall comply with all APS policies and GaPSC rules with regard to testing ethics and the confidentiality of student information. Employees who violate these provisions shall be subject to disciplinary action, up to and including termination. All APS employees are required to complete an online ethics course annually and the district maintains an Ethics Portal at:

<https://www.atlantapublicschools.us/ethics>. Ethics concerns can be anonymously reported by phone at (877) 801-7754 or online at www.tnwinc.com/atlantapublicschools.

The district reserves the right to apply the standards established by the GaPSC and the guidance provided by this Handbook to non-state mandated assessments when it is determined the integrity and/or security of such an assessment has been compromised.

TEST SECURITY (adapted from pages 15 and 25 of the GSAH)

The need to be vigilant regarding test security is critical. Test coordinators should be certain that they are aware of their responsibilities and have made everyone who assists them with test administration aware of his/her responsibilities. Staff members who are not involved in testing should also be aware of the school's responsibility for test security. Paraprofessionals, custodial staff, and others in the school who may be in classes during testing or may be in the area where tests are stored, even though they do not have direct access to tests, should be aware of security rules. Situations may arise which call for unplanned reactions. New questions may arise about what can and what cannot be done in relationship to testing issues. Therefore, test coordinators may have to make decisions on what actions should result. Attempting to analyze each situation by asking the following questions may help to decide the proper action to take:

- Could this possibly give one student an improper or unfair advantage over others?
- Could this possibly give one teacher's class an improper or unfair advantage over others?
- Could this possibly give a student or teacher advance knowledge of the test?
- Could this possibly be considered as teaching a child a small amount of information that is known to be on the test, or is very likely to be on the test, rather than teaching skills and the entire curriculum/standards for the subject area to be tested?
- Could this possibly be considered unethical or a violation of board rule, professional teaching practices, the provisions in the GSAH, or the instructions in the Examiner's Manual?

If the answer to any of the above was yes, then the action would be improper and should not be taken.

Any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores will be viewed by the APS and GaDOE as inappropriate use or handling of tests and will be treated as such. Below are guidelines to assist system personnel in determining which activities might compromise test security or validity. The guidelines apply, where applicable, to both paper and online test administrations and environments. Please note that this list is not exhaustive and includes acts that could be

committed by staff and/or students. Any concern regarding test security must be reported by the STC to GaDOE immediately. APS T+A staff members are available to help school personnel develop and implement appropriate test security procedures.

It is a breach of test security if anyone performs any of the following:

- coaches the examinees during testing, or alters or interferes with examinees' responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets/online testing forms;
- makes answers available to examinees;
- reads, reviews, notates, photographs, shares, transmits test questions before, during (unless specified in the IEP, IAP, or EL/TPC), or after testing, this is applicable to both paper and online test forms;
- questions students about test content after the test administration;
- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test booklets constitute a breach of test security and will result in a referral to GaPSC);
- uses or handles secure test booklets, answer documents, online testing logins/passwords/test forms for any purpose other than examination;
- fails to follow administration directions for the test;
- fails to properly secure and safeguard pass codes/usernames necessary for online test administration;
- erases, marks answers, or alters responses on an answer document or within an online test form.
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts;

Failure to safeguard test materials or to comply with test administration procedures could adversely affect an individual's certification status. Such must be reported to the APS T+A team and may be referred to the Educators Ethics Division of the GaPSC as failure to adhere to established policies and procedures. Under no circumstances may any tests be reproduced or duplicated for individual or group use unless authorized by GaDOE. Failure to comply with the U.S. Copyright Laws protecting these materials could result in legal action. Any instance of violation of copyright laws must be reported immediately to GaDOE.

MANAGING TEST ADMINISTRATION

A successful test administration requires diligent preparation and training. Schools must have a Testing Plan that includes procedures and protocols for training staff, managing testing materials, preparing secure testing locations, administering tests (both paper and online), and managing incidents.

TEST ADMINISTRATION MANUALS

Manuals are typically provided by GaDOE and/or testing vendors/publishers. All involved in test administration are required to review manuals (non-secure portions) before, during, and after testing and adhere to the directions/script provided. Failure to do so can result in testing irregularities and possibly in invalidation. In some cases, not following guidance provided by test administration manuals can result in a violation of the Code of Ethics.

TRAINING

All personnel involved directly or indirectly in the administration or processing of assessments shall be appropriately trained. The principal has the ultimate responsibility for testing within the school and must ensure that staff participate in required assessment trainings. In addition to test-specific trainings, principals must also ensure that the APS-required online ethics course is completed annually by all individuals before they engage in any assessment-related work.

Training for GaDOE state-mandated assessment program is delivered through a train-the-trainer model. The GaDOE Assessment Division provides trainings to STCs and/or their designees who are then required to redeliver the content, supplemented as needed with specific local procedures and requirements, to local district and/or school-level staff. School-level leadership is charged with training all examiners, proctors, support staff, and volunteers where applicable. If the school anticipates a need for well-qualified, certified substitute teachers to serve as examiners or proctors, they must be trained in the same fashion and with the same depth as with full-time staff.

Training for local (non-state) assessments stems from requirements defined by the applicable testing vendor/organization and/or local district staff. External entities, such as the College Board, International Baccalaureate, and NWEA, define the procedures that apply to their testing programs.

Assessment Handbook and Programs Overview Training. LSTCs are required to attend the Assessment Handbook and Test Security Overview training offered by the members of the T+A team at the beginning of the year. SSTCs are encouraged to attend the training in order to support the LSTC with test administrations during the school year. A portfolio of all presentations, handouts, resources, and sign-in sheets will be kept as documentation. While access to resources are available through the T+A SharePoint site, it is not a substitute for participation in the required testing trainings. LSTCs are required to redeliver the training to their school leadership team, including the principal.

Pre-Administration Workshops. All LSTCs must attend the Pre-Administration Workshop(s) prior to the administration of each state mandated assessment. SSTCs are encouraged to attend the training in order to support the LSTC with test administrations during the school year. These sessions provide a comprehensive overview of processes and procedures specifically related to individual assessments and will review ethics policies related to testing and assessment. They also provide information on the use of Assessment platforms, guidelines for managing secure information, and steps for troubleshooting technology issues during testing. Samples of all handouts, presentations, and sign-in sheets are available through the T + A SharePoint site.

School-Level Pre-Administration Training. The LSTC is responsible for training all personnel within their school

including all proctors, examiners (certified educators), and monitors. Training must include information on test procedures and security, including administering assessments to students with accommodations and/or EL/TPC Plans. The Georgia Department of Education also recommends that all staff members (including paraprofessionals and others) who may be in classes during testing or who may be near the area where tests are stored, even though they do not have direct access to tests, be made aware of security rules.

At the conclusion of testing each day, all examiners must sign the Test Examiner Assurance document to certify that they have followed all procedures covered in the training and reported any irregularities. The LSTC must retain a copy of all handouts, presentations and sign-in sheets for their records as well as provide the T + A with the originals of the above materials at the time of check-in.

Test Security Training for IT Support Staff. The transition to online testing has resulted in the need for test security training for IT support staff. All school based IT support staff are required to participate in the annual Test Security training for IT support staff. The training includes topics such as test security, administration, access to testing resources, and ethics.

District Monitor Training. The district employs a robust monitoring regimen during the annual winter and spring Georgia Milestones administrations, and for other test administrations as necessary. Training is provided for identified staff before they are assigned to monitor testing at the school level. Monitors are required to share their observations with the district's T + A team at the conclusion of each day of testing in their assigned location(s).

MANAGING SECURE TEST MATERIALS/SECURE CHAIN OF CUSTODY

LSTCs shall directly manage the security of test materials and security incidents including testing misconduct, breaches and mishandling of secure testing material, coaching, and other testing improprieties. The following guidelines should be used in conjunction with those set forth by GaDOE in the GSAH.

Receipt of Testing Materials from State Vendor: All paper materials for testing administrations are shipped by the state's vendor to the Brewer Test Center (Brewer) in boxes packaged by school. Upon arrival at Brewer, the individual boxes are counted by the T + A staff and remain in the secure testing warehouse unopened until distribution to schools via the Department of Logistics Supply Services (LSS).

A limited number of make-up and retest assessments (Georgia Milestones) materials arrive in one bulk shipment to the district. Upon receipt of these materials, the T + A staff will inventory and package the materials to be released to specific test coordinators from the Brewer. In order to distribute additional requested testing materials, boxes must be opened. However, opening of shrink wrapped materials will be limited to meet the required need.

Distribution to Schools: The T + A Office and Logistic and Supply Services (LSS) develop a calendar and work plan for delivering test materials to schools. LSS drivers are approved to only release the secure materials into the custody of the principal, LSTC and/or SSTC. If none of the aforementioned individuals are available to accept the delivery, the LSS driver will return the materials to the Brewer. The T + A Office will contact the school and arrange for re-delivery and notify the appropriate principal and/or Associate Superintendent of this additional delivery attempt. Test materials may not be signed for by any APS employee other than the pre-

identified designees.

Receiving Materials at Schools: The principal, LSTC and/or SSTC must receive and immediately secure testing materials. The principal, and LSTC and/or SSTC must immediately complete the *Acknowledgement of Receipt of Testing Materials Form* in its entirety and fax to (404) 802-9081.

Inventory and Request for Additional Test Materials: The contents of the boxes must be inventoried and certified by the LSTC and/or SSTC via the *Verification of Inventory Form* within 24 hours of receipt. The completed form should be faxed to (404) 802-9081 or scanned to Seketha Wilson, Testing + Assessment Research Assistant.

An electronic link for reordering test materials is provided for each assessment. All requests for additional materials must be submitted by the date specified at the pre-administration workshop. Once requested materials are available for pick-up at the Brewer, an email indicating availability will be sent to the LSTC. Only the principal, LSTC, and SSTC may pick-up the requested materials from the Brewer. All reorders will have a secure method of packaging to ensure non-tampering during transport to schools.

Storage of Secure Materials: As outlined in the Georgia Department of Education's GSAH, all test materials must be kept in a secure location. The recommendation is to use a vault or cabinet in a room that does not have a dropped ceiling that would allow access from adjoining rooms or hallways without entering through a secured door. Importantly, online testing tickets and used scratch paper are considered secure materials.

APS has implemented "Safe Rooms" in each elementary, middle and high schools. If the materials arrive in the school while the Safe Room is not operational, the materials should be secured in a location meeting the recommendations outlined by the state with limited access. After securing materials, please reach out to 404.802.2050 to determine next steps to request assistance with access to the Safe Room.

Safe Rooms must only be accessible to the principal, LSTC, or SSTC. Access must be locked at all times. If the door requires badge access, this must be used for entrance. However, if badge access is not working/available, a sign-in and sign-out sheet must be used to document visits. This documentation must be provided to T + A during the check-in process. Under no circumstance should access be granted to other school staff.

The Pre-Administration training for each assessment will outline specifics related to handling of test materials prior to distribution. The principal, LSTC, SSTC are required to prepare test materials to accommodate the number of students tested in each section within each grade. However, when not in use, these materials and all other testing materials must be stored in the secure location. Each bundle of paper test documents is to remain shrink-wrapped to ensure security until the district designated preparation window.

During the Testing Window/Period: Individual packets of materials are removed from the secure location within the schools and are distributed to examiners prior to each testing session (as close to the start time as possible). Using the *Testing and Assessment School Security Management Form* for accountability, the LSTC, SSTC, or principal must count all materials before disseminating to examiners. Additionally, the examiners must verify count upon receipt, record time, and initial to confirm accuracy of the information. Upon returning to the testing environment, examiners distribute test materials (booklets, online test tickets, and answer documents) to the students, based on directions found in the specific assessment's Examiner's Manual. The testing process in each school is supervised by the principal, LSTC, SSTC, and, if present, is

monitored by central office staff. All examiners are instructed to precisely follow directions from the Examiner's Manual.

Following each test session, the examiner must account for all materials before dismissing students. The LSTC, SSTC, or principal must count all materials as examiners check in at the end of each testing session. The information must be recorded and verified for accuracy on the *Testing and Assessment School Security Management Form*. Additionally, each Test Examiner must certify appropriate test administration by signing an *Examiner Certification of Adherence to Prescribed Test Administration Procedures, Test Examiner's Receipt and Acknowledgement Form, and Must Do – Must Not Do Form* after each administration. Once the counts are verified and the Adherence, Acknowledgement, and Must Do – Must Not Do forms are completed, materials are stored in the secure location. **All examiners** must complete this process and be held accountable for any test materials in their possession.

The red security crates MUST be used to secure answer documents and test tickets of students tested daily. Upon placing the answer documents and test tickets in the security crate, a tamper proof easy lock MUST be used to secure its contents. The tamper proof easy locks are numbered and MUST be entered on the serial log each day.

Data Accountability and Document Coding. As outlined by the Georgia Department of Education, the LSTC must examine answer documents and/or student online testing accounts for necessary coding. The LSTC may assign the examiner or Assessment Matching/Data Accountability staff to assist with this verification process but the following tasks must be completed under direct administrator supervision:

- inspect answer documents and/or online Student Detail pages to ensure that all student identification information is correctly bubbled/or entered in the appropriate places.
- inspect answer documents and/or online Student Detail pages to ensure that student identification information is accurate and correctly bubbled/or entered, that necessary coding/labeling is complete, and that documents (if applicable) are in good condition for scoring.

After the Testing Window: Following the testing period, the LSTC, SSTC, and/or the principal is required to count and verify the return of all testing materials and package all scorable documents and non-scorable materials for delivery to the Brewer by the LSTC, SSTC, or principal.

Test Check-in Process: Each school is given a designated time for scorable documents check-in at the Brewer. During check-in, all answer documents are counted and checked for the accuracy of demographic information by the LSTC, SSTC, or principal under the supervision of Assessment staff. The check-in process is considered complete when all documents are accounted for and all demographic information has been verified. When this process is validated by the Assessment team, the individual school-level scorable materials are bundled, labeled, boxed, and sealed by Assessment staff for pick-up by the state's processing vendor for scoring.

Return of Non-Scorable Test Materials: All non-scorable materials are packaged by the school and returned to the Brewer as directed by the T + A team. Every test booklet must be inventoried, logged using the secure test management form, and packaged in separate boxes for delivery to Brewer by the LSTC, SSTC, or principal. Unused/voided answer document, examiner's manual, and scratch paper must be accounted for at the school prior to return to the Brewer. T + A staff receives the non-scorable materials and bundles, labels, and seals

the shipment for return to the processing vendor by the assigned date.

Lost Testing Materials. Schools are expected to return all scorable and non-scorable testing materials after the completion of the testing window. If test materials are lost or misplaced, immediate contact must be made with Assessment Office. In turn, Assessment Office staff will work with the school and the state department to determine next steps.

ASSESSING SPECIAL POPULATIONS & TESTING ACCOMMODATIONS

Federal and state laws require that all students participate in the state-mandated assessment program, including students with disabilities and English Learners (EL). Specific guidance concerning the inclusion and assessment of students with disabilities and EL students is provided by GaDOE in the GSAH with additional guidance outlined in each test's administration manual.

Each student's IEP/IAP and/or EL-TPC team must review each assessment being given at a particular grade and determine student participation in the assessment and necessary accommodations, if any. The decision to participate in a particular assessment and the accommodations needed, if any, for each assessment must be documented in the IEP/IAP and/or EL-TPC. Allowable/approved accommodations are provided in the GSAH. **If an accommodation is recommended that is not included in the list of allowable accommodations, approval MUST be sought, through T + A, from GaDOE prior to the inclusion of the accommodation in the student's IEP and its use.**

Most students with disabilities can and should participate in the regular assessment program, with standard accommodations, if needed. Accommodations are changes in the administration of an assessment in terms of how the student takes or responds to the assessment. Broad categories of accommodations include setting, scheduling, presentation, and response. Accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage, and serve to level the playing field for students with disabilities. When used appropriately, they reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. Importantly, accommodations provide equitable access during instruction and assessments for students with disabilities. Research consistently indicates there should always be a direct link between classroom instructional accommodations and assessment accommodations. Long-standing Georgia policy mandates that any accommodation provided to a student must be the same for classroom instruction, classroom assessments, and state assessments. Accommodations must be specified in the student's IEP, EL-TPC or IAP/504 Plan. No accommodations should be considered for the first time during a state assessment.

Simply because a student needs an accommodation does not mean he/she will know how to use it.

Students need training and practice in using accommodations. Informed decision making regarding accommodations is critical in ensuring successful and meaningful participation of students with disabilities in the assessment process. IEP, EL-TPC, and IAP/504 teams should carefully consider what each assessment requires the student to do in order to take the test. Different tests serve different purposes and may measure content and skills through slightly different means; therefore a specific accommodation may be allowed for one test, but not for another. IEP, EL-TPC, and IEP/504 teams should always consider the purpose of the assessment and consult the GSAH to determine if an accommodation is allowed for the assessment under

consideration. Accommodations must be considered and discussed individually for each state and local assessment mandated for the student's grade level and may not be broadly assigned across all assessments. Only accommodations needed by the student, due to the disability, to access the assessment should be considered. Providing accommodations that are not required by the student to access the test may interfere with student performance and adversely impact student achievement as measured by the assessment. Additional information and guidance on the appropriate use of accommodations for students with disabilities is provided in the publication entitled, *Accommodation Manual: A Guide to Selecting, Administering, and Evaluating the Use of Test Administration Accommodations for Students with Disabilities*, posted on the GaDOE web site (<http://www.gadoe.org/Curriculum-Instruction-andAssessment/Assessment/Pages/default.aspx>; under the link labeled 'For Educators').

When the student is unable to participate in the regular assessment program, the Georgia Alternate Assessment (GAA 2.0) must be administered for state-required assessments and the reason why the student cannot participate in the regular assessment must be documented. Guidelines for participation in the GAA 2.0 are included in GSAH; the IEP team must ensure the student meets the eligibility requirements to participate in the GAA 2.0 and the district must monitor the overall level of student participation in the GAA 2.0, per federal and State Board requirements.

An English Learner (EL) is a student whose native language is not English and who is eligible for services based on the results of the state-approved English language screening instrument and, if warranted, additional assessments as specified in State Board Rule 160-4-5-.02 *Language Assistance: Programs for English Learners*. All public-school students identified as EL must be coded EL whether or not the language assistance provided is state or federally funded under the ESOL Program. They must also participate in the state-adopted English language proficiency assessment until they exit as provided for in the above-referenced Rule. For assessment purposes, students who have been defined as English Learner shall participate in all assessment programs as specified in State Board Rule 160-3-1-.07. These students shall be coded EL on each assessment. If a student has exited the ESOL program in the past four years, the student shall be coded EL-M on each test. A student who has been exited for more than four years from the ESOL program shall not be coded as EL or EL-M on each assessment.

TRANSCRIPTION GUIDANCE FOR STATE ASSESSMENTS

Local schools must adhere to the guidelines published in the GaDOE's GSAH when transcription is required for a student with disabilities or in a case where a scorable document has been damaged/impacted in a way that would prevent scoring.

MONITORING TEST ADMINISTRATION

The principal, assistant principal, and designated central office staff must monitor all testing sessions. This is especially necessary when testing is being conducted in multiple locations within a building.

All state-level assessments are monitored across the district. Twice per year, the Superintendent is required to certify to GaDOE that building and/or system administrative personnel monitor testing sites. A random moment monitoring approach is used to ensure schools are following appropriate testing protocols and security requirements. The following are the tiers of monitoring employed for all state-level assessments in APS:

1. **School Monitors:** principals are responsible for developing an internal monitoring and proctoring plan for each school. These must be included in the School Test Security Plan. As suggested in the GSAH, it is recommended that schools rotate examiners by assigning them to classes/courses other than the ones they teach. A proctor is assigned for classes with 30 or more students or other situations as determined by school or district leadership.
2. **District-Level Monitors:** District-level monitors must attend the Testing Monitoring training prior to their assignment. District-level monitors will use a random moment monitoring approach where they monitor testing during specific times of the day for assigned schools. During the visit, monitors will actively observe adherence to testing protocols and procedures in the testing environment, secure material storage area, and test material distribution area. They will report any potential issues to the principal and/or LSTC, and the T + A Office. District-level monitors must complete the district monitor form and submit to the T + A Office at the end of the testing each day.
3. **Online Testing Monitors:** Members of the T + A Office and IT Department monitor the progress of online testing using district online testing dashboards.
4. **State-Level Monitors:** State-level personnel reserve the right to monitor the administration of state-mandated assessments in Georgia's public schools.

USE OF ELECTRONIC DEVICES

Importantly, examiners and proctors must be vigilant regarding test materials, test security, and the risks associated with electronic devices in the testing environment. While this has always been important, it has become increasingly important given the existence of social media and various smartphone applications. Students and staff are not permitted to use, or bring into the testing environment, any electronic device that could allow them to access, retain, or transmit information (e.g., cell phone, smartphone, tablets, PDA, electronic recording, camera, or playback device, etcetera). Example test security irregularities include, but are not limited to, having phone conversations, taking screenshots, sending emails, sending texts, posting to social media, etc. during test administration and during the time they possess secure materials. **This does not apply to a need that a staff member may have to use such a device in the event of an emergency/urgent situation.**

Each electronic device incident will vary and will be handled on an individual basis. LSTCs must report all electronic device test irregularity to the T+A staff. Students who receive, from another party, messages/posts/texts that contain secure test information may have their test invalidated if the information received is used by them to gain an advantage. Students and staff are expected to report all instances where they receive electronic information from another person containing secure test content/materials published by the GaDOE. Once the information has been evaluated, the GaDOE will determine if the assessment should be invalidated.

Local systems should be aware, and may make students aware, that the GaDOE monitors various websites/social media sites in search of instances where individuals may have posted secure test information. GaDOE works with websites/social media sites to identify the source of any such posting that

becomes known. Such actions may result in invalidation and disciplinary action in accordance with the system's code of conduct.

In addition to the state process, T+A Office review irregularities to determine which cases require further review and possible investigation. The review process will happen continually during all test administration windows and throughout the year as necessary.

STUDENT ACADEMIC DISHONESTY/SUSPENSION

As stated in the APS Student Handbook:

MAKING UP MISSED ASSIGNMENTS OR TESTS: At the discretion of the school principal, any student who receives an out-of-school suspension that interferes with his/her ability to participate in standardized testing, may be granted an opportunity to participate in partial suspension and attend school during the testing time only. Any student who receives an out-of-school suspension, but presents as a safety concern to the school community may be denied an opportunity to return to his/her zone school and participate in standardized testing during the suspension period.

ACADEMIC DISHONESTY: It is the responsibility of every student and employee to exhibit honesty, trust, fairness, respect, and responsibility in academic work at all times to support a positive learning environment in the school. Cheating, plagiarism and other acts of academic dishonesty are strictly prohibited. Students who cheat on standardized testing or are repeatedly dishonest can face expulsion or increased consequences. Examples of violations of this rule include, but are not limited to: copying or "borrowing" from another source and submitting it as one's own work; seeking or accepting unauthorized assistance on tests, projects or other assignments; fabricating data or resources; providing or receiving test questions in advance without permission; or working collaboratively with other students when individual work is expected.

CALCUATOR ALLOWANCES & RESTRICTIONS (Georgia Milestones)

Schools and students must adhere to the guidelines provided below. It is incumbent upon System and School Test Coordinators, and Test Examiners, to ensure that all calculator policies are implemented and followed. Given that technology changes rapidly, these guidelines may change at any time. The state does not issue a list of state-approved calculators. Calculators may not be shared by students.

By design, calculators are not required for any Georgia Milestones test item. Instead, calculators are an allowable tool for student use as noted below.

Allowable Calculators for Georgia Milestones:

- Grades 3 – 5 EOG: No calculators allowed
- Grade 6 EOG: Basic four-function calculator with square root and percentage functions
- Grade 7 – 8 EOG: Scientific calculator or basic Calculator
- Coordinate Algebra EOC: Graphing calculator or Scientific Calculator
- Analytic Geometry EOC: Graphing calculator or Scientific Calculator

- Algebra I EOC: Graphing calculator or Scientific Calculator
- Geometry EOC: Graphing calculator or Scientific Calculator
- Physical Science EOC: Scientific or basic calculator
- Economics EOC: Scientific or basic calculator

The following devices/features are NOT allowed:

- For basic and scientific calculators, devices that store text and/or that have QWERTY keyboards or typewriter-like keyboards.
- Calculators that have programs stored in the memory other than those that are factory installed.
- No cell phones, personal laptops, minicomputers, pocket organizers, iPods, and personal tablets.
- Calculators with beaming capabilities
- Calculators with wireless communication technologies and/or Internet access.
- Calculators with built in Computer Algebra System (CAS) – including those that allow CAS to be disabled
- Calculators that make noise, have paper tape, or that have voice (note: does not apply to talking calculators for students who may require that functionality per an IEP/IAP).

In grades 6 – high school, calculators are allowed for all students on certain sections of the mathematics test. All students may use a calculator on these sections. For the no-calculator subsection of the mathematics tests at these grades, it is not permissible to assign a calculator as an accommodation. No student may use a calculator on the designated no-calculator subsection in grades 6 – high school. It is not permissible to prescribe use of a calculator as an accommodation for the no-calculator subsection in grades 6 – high school. Use of a calculator in the no-calculator subsection may result in invalidation. Additionally, the School Test Coordinator and Test Examiner must ensure that all calculators being used for the assessment have no programs stored in memory other than those that are factory installed. Any non-factory programs or applications must be removed or disabled prior to testing. For specific assistance in effectively preparing calculators for use during testing, please contact the calculator manufacturer. All questions regarding calculator usage should be directed to the school’s assigned APS Assessment Administrator.

CONSIDERATIONS FOR HAND-HELD CALCULATORS

One (1) allowable hand-held calculator is permitted and will be made available in state testing environments during the 2018 – 2019 school year. This allowance will be revisited for future years. LSTCs and Test Examiners must ensure that all calculators being used for state assessments have no programs stored in memory other than those that are factory installed. Any non-factory programs or applications must be removed or disabled prior to testing. For specific assistance in effectively preparing calculators for use during testing, please contact the calculator manufacturer.

All questions regarding calculator usage should be directed to the LSTC who can then contact the APS T+A Team who will contact the GaDOE Assessment Division if necessary.

Specific Directions for Graphing Calculators: Graphing calculators are allowed for student use on the mathematics EOCs only. Given that many models of graphing calculators possess the ability to store text, it is

required that School Test Coordinators, and Test Examiners confirm prior to testing and immediately after testing (before dismissing students), and that all graphing calculators are cleared of any stored text. Should it be confirmed that a student either brought information into the test setting, or left the test setting with secure test information, the student's test will be invalidated. Further, a failure to confirm that text is cleared prior to, and after, testing may raise security concerns with all test administrations within a school, and possibly across the entirety of the local system. Please note that Georgia Milestones provides an online graphing tool, where appropriate, for student use on the EOCs. Any concerns regarding the requirement to ensure that each device is cleared of text and other non-factory installed programs can be eliminated by testing students online. Please note that the above provisions and requirements also apply to any other type of calculator, either basic or scientific, where applicable.

INCIDENT RESPONSE GUIDANCE

Much of this section is taken directly from the Georgia Department of Education's Student Assessment Handbook (pages 76-78).

In any unexpected situation, educators must first act to assure the safety of all children and adults, and to protect property from damage, and then contact the T + A Office immediately. While test security is critical and must be maintained if at all possible, student safety is always the priority. Beyond that, and to the greatest extent practicable, the integrity of the test being administered is to be maintained. Below are some examples of situations where unexpected interruptions of the testing session could occur. If handled appropriately, testing can be resumed without compromising the integrity of the test. Importantly, note that the instances listed below do not represent an all-inclusive list of occurrences that can disrupt/interrupt test administrations. Principals, or their designee, should always contact T + A in the event they believe an event has impacted, or has the potential to impact, test administration.

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 should not take the test 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 evaluation, if possible, to ensure students have the allotted time to complete the testing session upon return. When students and Examiners area cleared to reenter 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, T + A contacts 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 and 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, 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, T + A contacts 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 test administration window, if at all possible. If the 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. 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, allowing students that 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, T + A contacts 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.

Power Outage (Paper/Pencil). If it is feasible to continue testing, that is permissible. However, should testing be suspended, tests should be kept secure initially within the test setting. 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. 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 that requires the suspension of testing for the day, T + A contacts 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.

Power/Network Outage (Online Testing). Please follow all instructions that address loss of power and/or network connectivity in the online testing manual(s). It may also be necessary to contact the district support line. Students should not be permitted to talk about testing during the period during which testing is suspended. Examiners should note the time of the event in order to determine the amount of time students have to complete the testing session once power is restored. 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 requiring the suspension of testing for the remainder of the scheduled session or for the day, the T+A will contact GaDOE for further direction regarding plans to resume testing.

Student Illness during the Test. The health and wellness of students must be assessed by the Examiner prior to the start of testing. Each illness 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. If a student does not complete a section due to illness, that section may not be finished the following day or during make-up. If extenuating circumstances exist that might warrant consideration for a student to complete the unfinished section, T + A will contact the appropriate GaDOE Assessment Specialist.

Climate Control/HVAC Concerns or Failure. If it is apparent prior to the start of testing that climate/temperature in the school/testing location is uncomfortable, the LSTC should contact T + A for guidance. If the failure occurs after testing has started, testing can continue if it is feasible to do so. However, should testing be suspended, tests should be kept secure initially within the test setting. 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 in order to determine the amount of time students have to complete the testing session. 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 that requires the suspension of testing for the day, T + A contacts 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.

REPORTING TESTING IRREGULARITIES

All allegations/confirmed instances of testing irregularities must be documented and processed at the school and district level. The Georgia Department of Education outlines a process for reporting irregularities which begins at the school and/or district- level. The GSAH lists the following steps for reporting testing irregularities (page 18).

School Test Coordinator:

- Communicate with the STC about a possible testing irregularity.
- STC will provide guidance to investigate the possible testing irregularity.
- Written narrative must be provided by all parties involved in the irregularity.
- Return all documentation to the STC.

System Test Coordinator (STC):

- Collect Testing Irregularity Forms and documentation from School Test Coordinators.
- Compile documentation for each incident reported.
- Call the assessment specialist in the Assessment Administration Division to determine appropriate coding for student answer documents.
- The Assessment Administration Division will inform the local district if it is required to report the irregularity to the Professional Standards Commission.
- Contact LSTC for required coding for student answer documents.

The STC is not required to call for guidance on irregularities concerning common place interruptions (e.g., alarms, sickness, cell phones/texts ringing, power outage, etc.). All events that may/do constitute irregularities must be coded and documentation completed and submitted to the GADOE Assessment Administration Division. Once the irregularity code is received, it may be used on future common place irregularities without calling GaDOE. **Only GaDOE may invalidate assessments.** Additional clarification on the coding of irregularities for the specific testing programs and the use of the surveys on the MyGaDOE Portal will be provided during pre-administration trainings.

DISTRIBUTION OF STUDENT-LEVEL TEST RESULTS

Standardized test scores should be posted to the student's record as soon as possible after testing results are received by the school. Each school shall be responsible for offering the opportunity for interpretation of test results to parents/guardians and students. With regard to assessment results, school administrative staff shall be responsible for developing and implementing procedures that provide for parental and student rights to privacy in a manner consistent with state and federal laws.

Once received from the state (and dependent upon any state-imposed embargoes), it is the responsibility of the district to ensure that test scores are available to schools in a timely manner. Score reports received by the district via the Georgia Department of Education's Portal, will be distributed electronically to principals via the school-level T + A network drive. Communication regarding the documents in the file will be sent via email. Also, individual student reports, rosters, school level summary reports, and system level reports are made available to principals and LSTCs.

It is the responsibility of the local school to ensure that test scores become a part of students' records as soon as possible after testing, and that such records follow students in the case of a transfer or summer school enrollment. Schools are responsible for reporting all student test scores – a function that is especially important when scores are used to determine final course grades and/or promotion to the next grade. In addition, schools are responsible for developing procedures that allow for parents/students to obtain available test scores during the summer months and for student non-reporting days when APS remains open.

SCORE INTERPRETATION RESOURCES

Given the role that testing plays in teaching and learning, it is important that educators gain for themselves, and in order to help students and parents, an understanding of the types of tests administered and the scores tests produce. Each of Georgia's state-mandated assessments provide *Score Interpretation Guides* that can be located on the GaDOE Assessment Division's home page <https://testing.gadoe.org>. APS educators are also welcome to contact the T + A team for assistance with score interpretation for these tests as needed.

Programs aside from state tests also typically provide score interpretation resources. Contact the program owner, as indicated on pgs. 11-14 of this document, for further information.

RETENTION OF FILES/RECORDS

Georgia Archives', *Retention Schedule for Local Government Records* and the *APS Records Retention Schedule* defines test files and specifies the retention schedule for school test score reports. The APS Retention Schedule can be found at:

<https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/27/20140521%20AtlantaPublicSchoolsRetentionSchedule%20-%20Approved.pdf>.

As stated in the GSAH, this information implies that any criterion-referenced reports containing summary data for schools or systems are retained 10 years. Reports such as class lists, achievement rosters, diagnostic summaries, etc., fall into the four-year category. Reports that extend beyond the retention dates may be destroyed. Individual student reports may be destroyed if there are records of scores in the student's permanent record (e.g., labels). The district will maintain online test tickets may be maintained securely until scores are received for students. The district will securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding online test administrations. The district will also retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies/irregularities for a minimum of four years.

APPENDIX

Testing Calendar 2019-2020 School Year

Elementary Schools (PreK – 5th grades)

| | |
|--------------------------|--|
| August 12 – September 20 | Georgia Kindergarten Inventory of Development Skills Readiness Check |
| September 3 – May 1 | Georgia Kindergarten Inventory of Development Skills (GKIDS) |
| January 6 – February 14 | NWEA Measures of Academic Progress (MAP), Cognitive Abilities Test (CogAT), Gifted Rating Scales (GRS) for Gifted Identification |
| January 10 | GKIDS Mid-Year Checkpoint |
| January 15 – March 6 | ACCESS for ELLs/Alternate ACCESS for ELLs |
| January 6 – March 13 | NAEP Window for participating schools |
| March 23 – May 1 | Georgia Alternate Assessment 2.0 (GAA 2.0) Administration |
| April 29 – May 14 | Georgia Milestones EOG Tests in grades 3 through 5 |
| June TBD | Georgia Milestones EOG Retest in grades 3 & 5 |

Middle Schools (6th – 8th grades)

| | |
|--------------------------|--|
| October 14 – December 20 | NAEP Window for participating schools |
| October 30 | PSAT (Grade 8) |
| December 3 – 16 | Georgia Milestones EOC tests Winter Administration (for identified 8 th grade students) |
| January 6 – February 14 | NWEA Measures of Academic Progress (MAP), Cognitive Abilities Test (CogAT), Gifted Rating Scales (GRS) for Gifted Identification |
| January 15 – March 6 | ACCESS for ELLs/Alternate ACCESS for ELLs |
| March 23 – May 1 | Georgia Alternate Assessment 2.0 (GAA 2.0) Administration |
| April 20 – May 7 | Georgia Milestones EOC Tests (for identified 8 th grade students) |
| April 29 – May 14 | Georgia Milestones EOG Tests in grades 6 through 8 |
| June TBD | Georgia Milestones EOG Retest in grade 8 |

High Schools (9th – 12th grades)

| | |
|-------------------------|--|
| August 19 – 23 | Georgia Milestones EOC Tests Mid-Month |
| September 9 – 13 | Georgia Milestones EOC Tests Mid-Month |
| September 16 – 27 | ACCUPLACER Assessment for Atlanta College and Career Academy |
| October 7 – 11 | Georgia Milestones EOC Tests Mid-Month |
| October 7 – 11 | ACCUPLACER Make-up Assessment for Atlanta College and Career Academy |
| October 30 | PSAT (Grades 10 and 11) |
| November 4 – 8 | Georgia Milestones EOC Tests Mid-Month |
| December 3 – 4 | Career, Technical and Agricultural Education (CTAE) End-of-Pathway Assessments |
| December 3 – 16 | Georgia Milestones EOC Tests Winter Administration |
| December 16 – 20 | Career, Technical and Agricultural Education (CTAE) End-of-Pathway Assessments retest |
| January 6 – February 14 | NWEA Measures of Academic Progress (MAP), Cognitive Abilities Test (CogAT), Gifted Rating Scales (GRS) for Gifted Identification |
| January 13 – 17 | Georgia Milestones EOC Tests Mid-Month |
| January 15 – March 6 | ACCESS for ELLs/Alternate ACCESS for ELLs |
| February 3 - 14 | ACCUPLACER Assessment for Atlanta College and Career Academy |
| February 10 – 14 | Georgia Milestones EOC Tests Mid-Month |
| March 2 – 6 | ACCUPLACER Make-up Assessment for Atlanta College and Career Academy |
| March 4 | District SAT Day for 11 th graders |
| March 9 – 13 | Georgia Milestones EOC Tests Mid-Month |
| March 16 – May 22 | NAEP Window for participating schools |
| March 23 – 30 | Career, Technical and Agricultural Education (CTAE) End-of-Pathway Assessments |
| March 23 – May 1 | Georgia Alternate Assessment 2.0 (GAA 2.0) Administration |
| March 25 | District SAT Make-up Day for 11 th graders |
| April 13 – 17 | Career, Technical and Agricultural Education (CTAE) End-of-Pathway Assessments retest |
| April 20 – May 7 | Georgia Milestones EOC Tests |
| April 30 – May 22 | International Baccalaureate (IB) Exams |
| May 4 – 15 | Advanced Placement (AP) Exams |
| June 22 – 25 | Georgia Milestones EOC Summer Administration |

District Benchmark Assessments Window

Please note that district benchmarks are flexible formative assessment tools and administration windows may vary by school.

| | Kindergarten (Math only) | Grades 1 & 2 (Math only) | Grades 3-8 | High School (4x8) | High School (4x4 Semester 1) | High School (4x4 Semester 2) |
|---------------|-----------------------------|-----------------------------|------------------|----------------------|---------------------------------|---------------------------------|
| Benchmark #1 | Jan. 6 – 17 | Oct. 21 – Nov. 8 | Oct. 21 – Nov. 8 | Nov. 4 – 15 | Sep. 23 – 27 | Feb. 10 – 14 |
| Benchmark #2: | May 11 – 19 (Summative) | Feb. 10 – 28 | Feb. 10 – 28 | Mar. 9 – 23 | Oct. 28 – Nov. 1 | Mar. 23 – 27 |
| Benchmark #3: | | May 11 – 19 (Summative) | | | | |

Universal Screener/Formative Assessment Window

| | Pre-Kindergarten | Kindergarten | Grades 1 and 2 | Grades 3-5 | Grades 6-8 | Grades 9-10 (identified students) |
|--|---------------------|-----------------------------|--|--|---|---|
| Fall Window: August 12 – September 11 | Star Early Literacy | Fountas & Pinnell (Reading) | <ul style="list-style-type: none"> Fountas & Pinnell (Reading) Star Math | <ul style="list-style-type: none"> Fountas & Pinnell (Reading) Star Reading Star Math | <ul style="list-style-type: none"> Star Reading Star Math | <ul style="list-style-type: none"> Star Reading Star Math |
| Winter Window: December 2 – December 20 | Star Early Literacy | Fountas & Pinnell (Reading) | <ul style="list-style-type: none"> Fountas & Pinnell (Reading) Star Math | <ul style="list-style-type: none"> Fountas & Pinnell (Reading) Star Reading STAR Math | <ul style="list-style-type: none"> Star Reading Star Math | <ul style="list-style-type: none"> Star Reading Star Math |
| Spring Window March 2 – April 1 | Star Early Literacy | Fountas & Pinnell (Reading) | <ul style="list-style-type: none"> Fountas & Pinnell (Reading) Star Math | <ul style="list-style-type: none"> Fountas & Pinnell (Reading) Star Math* | Star Math* | |

*The Spring Star Mathematics assessment is required for accelerated mathematics eligibility for grades 3-8.

ACT & SAT Saturday Administrations

Students must register by the prescribed deadlines using the ACT and/or SAT website. Questions can be answered by consulting the ACT/SAT websites or by contacting your school counselor.

| SAT | ACT |
|------------|--------------|
| August 24 | September 14 |
| October 5 | October 26 |
| November 2 | December 14 |
| December 7 | February 8 |
| March 14 | April 4 |
| May 2 | June 13 |
| June 6 | July 18 |

Helpful Links

Testing Acronyms

[Testing Acronyms Defined](#)

Georgia State Assessment Program/Georgia Department of Education
[GaDOE Testing/Assessment Division](#)

Atlanta Public Schools (APS) Testing + Assessment
[APS Testing + Assessment Home Page](#)

APS Insights

[APS Insights Data Tool](#)

ACT

[ACT Tests](#)

College Board (AP, PSAT, and SAT)

[College Board Home Page](#)

International Baccalaureate (IB)

[IB Assessments & Exams](#)

COMMON TESTING-RELATED ACRONYMS

ACCESS for ELLs 2.0: Assessing Comprehension and Communication in English State to State for English Language Learners

AP: Advanced Placement

EL: English Learner

EL-M: English Learner – Monitored

EL/TPC English Learner/Test Participation Committee

EOC: End-of-Course (Georgia Milestones)

EOG: End-of-Grade (Georgia Milestones)

ESOL: English to Speakers of Other Languages

ESSA: Every Student Succeeds Act

FTE: Full-Time Equivalent

GAA: Georgia Alternate Assessment

GaDOE: Georgia Department of Education

GKIDS: Georgia Kindergarten Inventory of Developing Skills

GOFAR: Georgia Online Formative Assessment Resource

GTID: Georgia Test Identification (Number)

IB: International Baccalaureate

IEP: Individualized Education Program

MAP: Measures of Academic Progress

NAEP: National Assessment of Educational Progress

NRT: Norm-Referenced Test

PSAT: Preliminary SAT

RTI: Response to Intervention

SAT: Scholastic Aptitude Test

SWD: Students with Disabilities

GLOSSARY OF COMMON TESTING-RELATED TERMS

Source Georgia Student Assessment Handbook

accommodations: A change in a test administration that alters how a student takes or responds to the assessment. The accommodations allowed on the state assessments are grouped into four broad categories: Presentation, Response, Setting, and Scheduling. Accommodations do not change what the assessment is designed to measure, nor do they dilute the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage, and serve to level the playing field for students with disabilities and English Learners. When used appropriately, they reduce or even eliminate the effects of a student’s disability. They do not, however, reduce learning expectations.

There are two types of accommodations:

- standard accommodations provide access to the assessment without altering the construct measured by the assessment.
- conditional accommodations are more expansive accommodations that provide access for students with more severe disabilities or limited English proficiency that would not be able to access the assessment to demonstrate their achievement without such assistance. Conditional accommodations may only be provided to students who meet specified eligibility criteria. State Board Rule restricts this accommodation to a small percentage of students.

achievement level descriptors: Levels used to describe the knowledge and skills students have mastered. The four achievement levels on Georgia Milestones are Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner.

achievement test: A test that measures the extent to which a student has acquired certain information or has mastered certain skills.

criterion-referenced test (CRT): A test that measures individual student performance *as compared to an established criterion or standard*.

domain: A domain is a group of related curricular standards within a content area. Providing information at the domain level helps educators determine the relative strengths and weaknesses of individual students and their classes.

English Learner (EL): Refers to students whose first language is other than English and whose command of English is limited. Term is used interchangeably with limited English proficient.

English Learner-Monitored (EL-M): Refers to students who have exited the English to Speakers of Other Languages (ESOL) program (or an appropriate alternative) for no more than four years.

equating: Equating is a statistical process by which scores earned on two different versions of a test

are made comparable. Often, there are multiple forms within a single administration as well as different forms from one administration to another. These forms differ by containing different items, and therefore one form may be slightly more or less difficult. While test forms are constructed to be similar in content and difficulty as specified in the test blueprint, equating allows tests developers to adjust scores on test forms so that the scores on the forms can be used interchangeably. Equating adjusts for any small differences in difficulty in the forms that may occur. To be able to make accurate comparisons between scores from the forms, it is necessary to equate the forms.

field testing: A test administered to check administration procedures, response patterns, scoring, and reporting. Generally, a field test is more extensive than a pilot test.

formative assessment: A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. They are not intended as “practice tests” in advance of large-scale, state-mandated assessments. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post-tests, curriculum based measures (CBM), portfolios benchmark assessments, quizzes, teacher observations, student self-checklists, teacher/student conferencing, and teacher commentary and feedback.

grade equivalent score (GE): A score expressed in years and months, which represents the average performance of students at that given level. A second grader who scores 4.0 on a test intended for second graders is not doing fourth grade work. Such a score indicates that the student is performing at a superior level for a second grader.

GTID: Georgia Testing Identifier or GTID is a unique number assigned to each student in the state to link the student’s performances on various tests.

item banks: Collections of assessment items. Generally, these are used for constructing tests that measure selected learning objectives. With sufficient numbers of items, multiple test forms that assess the same objectives can be constructed.

English language proficiency assessment: Under ESSA, an English language assessment must be given annually to all English Learners to measure proficiency. The test must measure competence in both social and academic language.

proficiency: Competence in the areas of listening, speaking, reading, writing, and comprehension.

norm group: The sample of students to whom a test has been given to estimate how well the student population, in general, would perform on the measure. A norm group should be as representative as possible of the variation expected within the general population. Key dimensions to be represented in a norm group include ethnicity, socioeconomic, and other elements.

norm-referenced test (NRT): A test that is designed to provide information on how well a student performs *in comparison to other students*. The scores on a norm-referenced test have meaning in terms of their relation to the scores made by an external reference group (see norm group.)

percentile rank: An indication of a student's standing in comparison with all students in the norm group who took the same test. Percentile ranks range from a low of 1 to a high of 99. A percentile rank stands for the percentage of students who obtained scores equal to or less than a given score.

pilot testing: A test given to a representative sample of students to check specific aspects of the test such as items, instructions, response formats, etc.

portfolio: A compilation of evidence, including original student work and supporting information, which documents, measures, and reflects student performance and progress in standards-based knowledge and skills over time.

present, test not attempted (PTNA): A coding used for instances in which a student was present for testing and provided the opportunity to do so, but was unable to test. A parental/student refusal to take a state assessment is not an allowable use of PTNA.

reliability: The extent to which a test can be depended upon to provide consistent information. Reliability is usually reported as a correlation coefficient, with the closer the coefficient to +1.00, the higher the reliability.

rubric: A set of rules or guidelines used to categorize a student's performance on an assessment task or constructed response item.

scaled score: A score that expresses the results of a test for all forms and levels on a single common scale. Scaled scores provide a uniform interpretation of performance and allow comparisons to be made from year to year with the same test.

standardized (or uniform) assessment procedure: Clearly described assessment procedures for assessment administration.

standard error of measurement: The standard error of measurement is the amount an examinee's observed score (the score the examinee receives on the test) may vary from his or her "true" score, based on the reliability of the test.

standardized test: A test designed with specific psychometric properties which is administered and scored following a prescribed procedure so that resulting scores carry the same meaning.

stanine: A single digit derived score ranging from 1 to 9. Stanine scores follow a normal distribution with a mean of 5 and a standard deviation of 2.

statistical significance: The extent to which findings differ from chance alone. It must be understood that results of statistical analyses are dependent on the number of students tested. The smaller the number of scores analyzed, the larger the difference required for statistical significance. For this reason, many educators talk about both statistical and ecological (or substantive) significance when referring to test scores.

student growth percentile (SGP): A student growth percentile (SGP) describes the amount of growth a student demonstrates relative to academically-similar students from across the state.

summative assessment: A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the state-adopted content standards.

test specifications: A description of a test often referred to as a blueprint that describes the number of items per content area, item format, item statistics, and scoring procedures.

test irregularity: A testing irregularity is any deviation from standard test administration procedures or test security protocols.

validity: The degree to which the intended inferences/interpretations made for test scores are supported and accurate.

There are several types of validity:

- concurrent validity: the relationship between the test score and an alternate current measure or criterion.
- construct validity: the extent to which the test measures a hypothetical construct or trait.
- content validity: the extent to which the items on a test are representative of the content the test purports to measure.
- criterion-related validity: the relationship between the test score and another criterion. There are two types of criterion related validity.
- face validity: the extent to which the test appears to measure what is intended content validity: the extent to which the items on a test are representative of the domain the test intends to measure.
- predictive validity: the relationship between the test score and a future criterion.

**Benchmark Test Security Guidance
2019-2020 School Year
Frequently Asked Questions**

Q: How long is the administration time? Is it different by content and/or grade level?

Students are generally given 60 minutes to complete each benchmark assessment. The exception would be for students with an extended time accommodation within their IEP/IAP/EL-TPC plan. Any exceptions to the administration time for an assessment will be communicated by Kelly Day.

Q: What if a student cannot finish an assessment in one sitting, due to the following: illness, check-out, lunch, end of day?

The school testing team, in collaboration with teachers, should schedule benchmark administrations to adhere to the communicated time limits without major interruption (i.e. lunch break, end of school day). When scheduling, the team should be mindful of extended time accommodations for students with IEP/IAP/EL-TPC plans.

Students unable to complete testing in one sitting are able to continue where they left off. Phoenix continuously captures student responses; upon login, students will be able to resume their test. The teacher should keep track of the amount of time left to complete the benchmarks.

Q: What concerns should I call Kelly Day (x2687) for?

- Questions regarding the test window or test content
- Questions regarding non-technical testing processes

Q: What concerns should I call Testing + Assessment (x3526) for?

- Adding users to Phoenix 2.0 who are not a teacher-of-record (i.e. Instructional Coaches, instructional certified staff)
- Special situations in which Education Incites requires the authorization of the STC

Q: If technical difficulties occur during testing, who should I call?

The Test Coordinator should contact Education Incites directly at (678) 610-6721.

Q: What is the student electronic policy during testing?

Students should not use any electronic device that could allow them to view, access, retain, or transmit information (i.e., cell phone, smartphone/watch camera, PDA, or playback device, etc.). Announcements should be made prior to testing that prohibited devices are not allowed to be used

during the testing administration and that possession or improper use of such devices during testing may result in disciplinary action.

Q: What reading supports can I provide to students, especially K-2 test takers?

- Passages or questions may not be read to a student in grades 3 and above, unless those accommodations are specified within a student's IEP/IAP/EL-TPC.
- Reading assessments should not be administered in smaller chunks that may actually prevent students from developing stamina for reading in a testing environment in grades 3 and above.

**School Test Plan
2019-2020
Spring 2020 Georgia Milestones End-of-Grade (EOG) Test
Winter 2019/Spring 2020 Georgia Milestones End-of-Course (EOC) Test**

Name of School
Principal
Lead Test Coordinator
Secondary Test Coordinator
Testing Accommodations Coordinator
Assessment Matching/Data Accountability Specialist

This School Test Plan was reviewed and approved by _____
(name, position, signature)

I. Pre-Administration

A. Pre-Administration training schedule

| Name of Test | Date/Time | Location | Audience |
|--------------|-----------|----------|----------|
| | | | |
| | | | |
| | | | |

Describe the test administration training at the school. Is differentiated training provided for the different test formats (paper and pencil, online, small group, accommodations, etcetera)?

B. Managing Accommodations

List support staff who support the management of accommodations in technology and paper/pencil settings.

| | |
|--|--|
| | |
| | |
| | |

HS only: Submit your Accommodations Matrix for the Winter EOC testing administration with this plan.

Please note all schools will be asked to submit a Matrix for the Spring EOC testing administration later in the school year.

C. Storage of Secure Test Materials

| | |
|---|--|
| Safe Room Location | |
| Name and title of individuals with access | |

| | |
|----------------------------|--|
| Access times (7 am – 7 pm) | |
| Distribution Times | |
| Collection Times: | |
| | |

Describe how tests are distributed and collected at the school daily (central location, by cart, etcetera).

D. Assessment Matching Verification

Describe how you verify that students are scheduled to take the right test for the right course (as assigned in Infinite Campus) and that participation codes are entered correctly on the assessment platform(s).

II. Test Administration

HS only: Submit your Examiner and Proctor Assignment Plan for the Winter EOC testing administration with this plan.

Please note all schools will be asked to submit a plan for the Spring EOC testing administration later in the school year.

A. Testing Schedule

How are tests administered for each subject and grade level (paper and pencil, online, or combination of both)?

B. Examiner and Proctor Assignment

Do teachers administer tests to students in their current classrooms? Do you rotate examiners to avoid instances where they had to administer exams for courses taught? Describe how proctors are used during test administration.

Describe your troubleshooting plan (use of hall monitors, how to contact test coordinator, technology support staff, etc.)

C. Electronic Device Management Plan

Students are not permitted to use, or bring into the testing environment, any electronic device that could allow them to access, retain, or transmit information (e.g., cell phone, smartphone, smartwatch, PDA, electronic recording, camera, or playback device, etc.). How do you manage the collection and distribution of electronic devices?

III. Post-Administration

Describe your process for verifying student online status and correcting In Progress cases.

Describe your process for managing the return of scorable and non-scorable materials (including secure test tickets) and other required testing forms.



Testing Irregularity Form

General Information

If you become aware of a testing irregularity at any time during the testing window, immediately contact the Program manager for the specific testing program at the Testing and Assessment division. Explain the details of the irregularity. Testing and Assessment may ask you to provide written documentation using this form. This form must be completed in its entirety.

| | | |
|------------------------------|--|--|
| Assessment Year: | <input type="text" value="Select..."/> | |
| Assessment Cycle: | <input type="text" value="Select..."/> | |
| Assessment: | <input type="text" value="Select..."/> | |
| Content Area: | <input type="text" value="Select..."/> | |
| Mode of Administration: | <input type="text" value="Select..."/> | |
| School: | <input type="text"/> | |
| School Code: | <input type="text"/> | |
| School Test Coordinator: | <input type="text"/> | |
| Number of students affected: | <input type="text"/> | |

Irregularity Section

| | | |
|-----------------------|--|--|
| Irregularity: | <input type="text" value="Select..."/> | |
| Other (Explanation): | <input type="text"/> | |
| Date of Irregularity: | <input type="text"/> | |
| Comments: | <input type="text"/> | |

Students (New)

| | | | | | | | | |
|-------|----------------------|-------------|----------------------|------------|----------------------|--------|-------------------------------------|--|
| GTID: | <input type="text"/> | First Name: | <input type="text"/> | Last Name: | <input type="text"/> | Grade: | <input type="text" value="Select"/> | |
|-------|----------------------|-------------|----------------------|------------|----------------------|--------|-------------------------------------|--|

Insert item

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