

# 2020-2021 Assessment Administration Protocol Manual

Georgia Student Assessment System  
Office of Assessment and Accountability

Supplement to the *Student Assessment Handbook*



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## OVERVIEW OF ASSESSMENT ADMINISTRATION PROTOCOL MANUAL

Content found in the *Assessment Administration Protocol Manual* reflects the Georgia Department of Education's (GaDOE) ongoing efforts to improve the security and monitoring procedures for the state's assessments. Data used to support these efforts include those collected from the GaDOE's testing irregularities audits, school site visits, testing administration trainings, and information collected from school districts. This manual also highlights the steps System Test Coordinators (STCs) and School Test Coordinators (SchTCs) should take to ensure that test security is maintained, and the required test procedures are implemented per guidance provided by the GaDOE. This document is not intended to replace the *Student Assessment Handbook (SAH)* or *Accessibility & Accommodations Manual* but should be used as a supplement to these documents. Specific policies, details, and clarifications regarding state assessments must include a thorough understanding by system and school personnel of the *Student Assessment Handbook*, *Accessibility & Accommodations Manual*, *Assessment Administration Protocol Manual* and any other accompanying test administration manuals and resources for each state assessment.

The primary goal of assessment security is to protect the integrity of the assessment and to assure that results are accurate and meaningful.

1. **Test Security** – The development of testing procedures for before, during, and after testing to ensure fair, accurate, and valid assessments of all students.
2. **Monitoring Procedures** – Guidelines for monitoring test administration and include irregularities, invalidations, and the use of accommodations for special populations to assure that results are accurate and meaningful.

### Use of the Assessment Administration Protocol Manual

The information contained in this manual is intended for use by GaDOE Assessment personnel, STCs, and assessment teams to establish best practices regarding test security and the monitoring of testing procedures for Georgia's state assessments. Defined test administration protocol and processes as well as consistent guidance for districts and state charters is contained in this document. Guidance will be monitored annually to promote consistency and to guide educators on appropriate ways to conduct testing in their schools and to support overall validity and fairness of the state assessment results.

### Roles and Permissions

Communication between GaDOE and districts or state charter schools regarding assessment security policies and test administration procedures follows a clear line exchange of information from the Office of Assessment and Accountability to locally identified individuals. Individuals identified as the Assessment Director/Charter School Administrator by the local Superintendent must follow an established protocol to ensure adequate training at each level as well as in maintaining assessment security. Each role is defined and detailed in the *Student Assessment Handbook* and should be reviewed carefully and included in all levels of training by appropriate personnel.

Secure access to student-level data files is managed through the assignment of STCs as Assessment Directors in the MyGaDOE Portal account. The MyGaDOE Portal serves as the repository for secure correspondence and assessment data for districts. Communications entered in the MyGaDOE Portal include student identifiable information as well as specific secure test information related to alerts generated from flagged student responses.

Districts and state charter schools are instructed to manage account access at least annually or when a change is made. Individuals with Assessment Director access must have Superintendent approval before receiving this role. Access to online assessment platforms is granted after the Assessment Director role has been approved and assigned. The role of Superintendent, STC, Principal/Administration, and SchTC are more fully outlined in the *Student Assessment Handbook*. These roles are required to document compliance with all test security policies and procedures following assessment administrations.

### **System Test Coordinator (STC) Identification**

Due to the confidential nature of student information, Superintendents must approve the appointment of personnel assigned by the Security Officer in the role as Assessment Director (Districts) or Charter School Administrator (State Charter Schools) in the MyGaDOE Portal. Assignment of this role must include a request for permission to view and add content to the Testing Irregularity Form also found in the secure MyGaDOE Portal. Once the role of Assessment Director/Charter School Administrator has been assigned, that individual assumes the roles and responsibilities of STC for the school district or State Charter School as outlined in the current *Student Assessment Handbook*. In addition, notice will be sent to vendors regarding the appointment of the STC to ensure new accounts are created in online assessment platforms for district and school monitoring of assessments.

### **School Test Coordinator (SchTC)**

The SchTC is generally appointed by the Principal/Administrator of a school. This individual works with the STC to prepare and to train all Test Examiners and Proctors as well as monitor test security and test administration protocols across the school. This individual must be Georgia Professional Standards Commission (GaPSC) certified and must participate in all district-led assessment trainings. The SchTC works with the STC to ensure the school testing calendar matches the district testing calendar and in no way is scheduled outside the state testing windows or guidelines articulated in the *Student Assessment Handbook* and/or GaDOE trainings and communications. The SchTC works directly with the building administrator and the STC to develop a School Assessment Plan for the building.

### **Test Examiner**

Test Examiners must hold GaPSC certification and comply with all training for all state assessments per the SchTC and STC. Examiners are expected to review and prepare for test administration through participation in trainings, review of Test Examiner manuals, follow all test security protocols and policies, and apply and enforce prescribed calculator, cell phone, and electronic device guidelines and policies. Test Examiners must be familiar with the *Student Assessment Handbook* and the GaPSC Code of Ethics ([See Appendix A](#)), particularly in the area of test security.

### **Proctor**

Proctors must comply with all training for all state assessments in which the proctor will participate. The Proctor must review all test security protocols and assist the Test Examiner in maintaining strict test security. In addition, proctors are expected to monitor online test administrations and communicate with the Test Examiner when test administration, technology, and/or student issues arise. Proctors must be familiar with the *Student Assessment Handbook* roles and responsibilities assigned to proctors and adhere to protocols and policies related to test security.

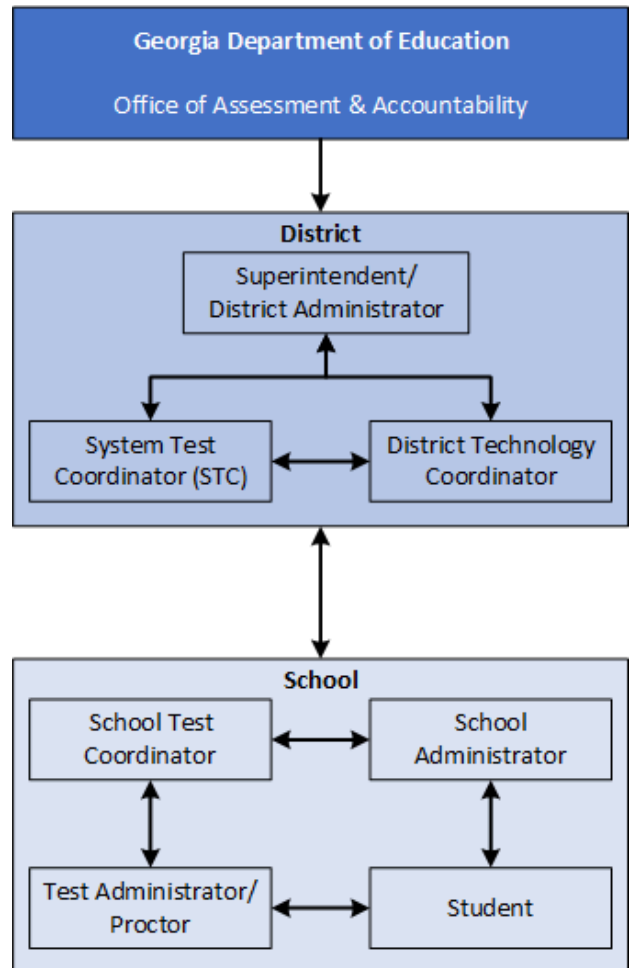
## Communication Protocol

Direct communications are established between the GaDOE and STCs as the assessment point of contact for the district or charter school. STCs are expected to deliver information to relevant members of the testing community in order to better impact policy decision-making as well as maintain consistency in messaging. The two-way communication exchange between each level is particularly important in maintaining assessment security.

Communications from the GaDOE are provided in the following formats:

1. **Student Assessment Handbook** – a policy document that includes specific guidance related to test security, assessment administration protocols, roles and responsibilities of testing teams, and allowable accommodations for students with disabilities (SWD) (See Appendix B) and English Learners (ELs) (See Appendix C).
2. **Accessibility & Accommodations Manual** – a policy document that includes detailed information regarding the selection and use of accessibility supports for instruction and assessment of all students, including SWD and ELs.
3. **Georgia Assessment and Training Calendar** – an interactive online calendar of state testing windows for all state-mandated assessments as well as key training dates and assessment tasks for specific assessments. This calendar is maintained across years and updated as new information is provided.
4. **Testing/Assessment Website** – [testing.gadoe.org](https://testing.gadoe.org) a comprehensive website of state assessment information and resources. STCs are directed to the [For Educators](#) link for specific resources intended for STCs.
5. **Assessment Update** – a monthly newsletter posted to the Testing/Assessment webpage from the GaDOE intended to provide STCs with policy updates, assessment guidance, announcements, training registration, assessment task reminders, and specific timely assessment protocols and guidance.
6. **Email Notifications** – provided as needed to notify STCs of reporting releases and secure data delivery to the MyGaDOE Portal. Most notices are delivered through the monthly Assessment Updates; however, notices that are timebound may be sent periodically when needed.
7. **Assessment Lunch and Learn Webinars** – Five (5) scheduled webinars during the months of October, November, January, February, and March that are provided to give STCs support for district assessment calendars and planning for assessments across the academic year.
8. **State-mandated Assessment Training Webinars** – as designated in the Georgia Assessment and Training Calendar, STCs are expected to participate in all training sequences for each state assessment.

Figure 1. Communication Protocol



## TEST ADMINISTRATION – STANDARD ADMINISTRATION

### System Test Coordinator (STC) Training

Each school year, the GaDOE provides various test administration trainings to STCs for all state assessments, via face-to-face meetings or webinars. These trainings are held immediately prior to each administration and are designed to ensure that STCs and other locally identified personnel are adequately prepared for test administration.

The following topics are generally addressed in these trainings:

- Test security;
- GaDOE test administration policies;
- Test administration protocol;
- Test administration resources;
- Testing protocol before, during, and after test administration;
- Scoring and reporting;
- Confidential student test records and student data; and
- GaDOE and vendor contact information.

STCs are expected to participate in three (3) general assessment training sessions to provide important information necessary for the successful administration of all assessments. Each Fall Assessment Conference has been designed to provide Georgia-specific policy and administration protocols identifying issues of test security, policy, and academic year planning.

Meeting Title
<b>Fall Assessment Conference Webinar Part 1</b> <ul style="list-style-type: none"><li>• GaDOE Policy</li><li>• General Overview of State Assessments</li><li>• <i>Student Assessment Handbook</i><ul style="list-style-type: none"><li>○ Test Security</li><li>○ Roles, Duties, and Responsibilities</li><li>○ Resources</li></ul></li></ul>
<b>Fall Assessment Conference Webinar Part 2</b> <ul style="list-style-type: none"><li>• District Assessment Planning<ul style="list-style-type: none"><li>○ Developing the District Testing Calendar</li><li>○ Technology and Site Readiness</li><li>○ Training Expectations</li><li>○ Local Communications Plan</li><li>○ Creating a School Assessment Plan</li></ul></li><li>• General Principals for Accessibility and Accommodations<ul style="list-style-type: none"><li>○ Accessibility &amp; Accommodations Manual</li><li>○ District Responsibilities</li><li>○ Process for determining accessibility supports for students with appropriate Individualized Education Plan (IEP), Individual Accommodation Plan (IAP/504), and EL/Test Participation Committee (TPC) plans<ul style="list-style-type: none"><li>▪ Universal Tools</li></ul></li></ul></li></ul>



Meeting Title
<ul style="list-style-type: none"> <li>▪ Allowable Accommodations Chart</li> <li>▪ Guidelines for assignment of accommodations with EL/TPC plans</li> <li>▪ Standard and Conditional Accommodations</li> <li>▪ Special Accommodation Requests</li> </ul>

In addition, STCs are required to participate in all program-specific trainings. Notification to STCs is found on the Test/Assessment website, For Educators link and is sent annually as a schedule of the mandatory Fall Assessment Conferences. A second memorandum is posted in the same location to provide a calendar of scheduled required trainings for each assessment. All STCs are expected to attend one of each set of webinars noted in the calendar found in the memorandum as well as on the Georgia Assessment and Training Calendar posted on the website. Generally, these trainings consist of the following set for each assessment.

1. Online Platform Installation and Use Training
  - a. Device Installation and Configuration
  - b. Online Assessment Management System Installation and Configuration
  - c. Student Portal Page and Test Practice Options
2. Assessment Enrollment Count Training
  - a. User Administration
  - b. Enrollment Count Collection Process
  - c. Additional Materials Requests
  - d. Test Set-Up General Directions
3. Assessment Pre-Administration Training
  - a. General Test Security Training
  - b. Assessment Overview
  - c. Preparation for Online Assessments
    - i. System Test Coordinator (STC)
    - ii. School Test Coordinator (SchTC)
    - iii. Test Examiner, Proctor
    - iv. Students
  - d. Accessibility and Accommodations
  - e. Preliminary Reporting
  - f. GaDOE Local Training Support Resources
  - g. Local Monitoring of Accommodations and Test Sessions
4. Assessment Online Test Set-Up Training
  - a. Assignment of Secure User Roles and Permissions
  - b. Additional Materials Requests
  - c. Test Session Management
  - d. Local Monitoring of Accommodations and Test Sessions
  - e. Tracking Student Status
5. Post-Assessment Training
  - a. Interpretation of Reports
  - b. Review of Irregularity Reports

# TEST SECURITY

## Introduction

A primary function of the GaDOE is to establish, develop, and implement a state assessment system that fairly, accurately, and validly measures student achievement related to Georgia's academic content standards (Georgia Standards of Excellence). Appropriate testing practices are not always universally understood, leading to test irregularities. Good testing practices are sometimes violated because the individual involved is not informed about what is appropriate for a standardized assessment administration. The material contained in this section is intended to provide guidance and information related to the ethical, fair, and appropriate administration of state assessments. Specific policies, details, and clarifications regarding state assessments must include a thorough understanding by system and school personnel of the *Student Assessment Handbook*, *Accessibility & Accommodations Manual*, *Assessment Administration Protocol Manual* and any other accompanying test administration manuals and resources for each state assessment.

## Guiding Principles

The primary goal of assessment security is to protect the integrity of the assessment and to assure that results are accurate and meaningful. To that end, the GaDOE considers the following guiding principles when establishing policies and protocols for test security of state assessments:

1. State assessments are an important and a required tool used to monitor state, district, school, and student achievement results.
2. The primary goal of assessment security is to protect the integrity of the assessment and to assure that results are accurate and meaningful.
3. For assessment to yield fair, accurate, and valid results, they must be administered under the same standardized conditions to all students.

The validity, fairness, and integrity of state test results are dependent upon maintaining the security of the items and tests as well as the answer documents and certain ancillary materials that result from test administrations. 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 GaDOE as inappropriate use or handling of tests and will be treated as such. The GaDOE has established guidelines to assist district personnel in determining which activities might compromise test security or score validity. The guidelines apply, where applicable, to both online and paper test administrations and environments and can be found in the *Student Assessment Handbook*. School districts are expected to immediately report any concern regarding test security to the GaDOE.

## Professional Ethics

Standardized testing has become a basic component of accountability for students, teachers, administrators, schools, and school districts in Georgia and other states. Communities rely on their schools' standardized test scores to determine the success of their schools and to compare them to other communities. Test scores also have a major impact on the economic future of communities. New industries use test scores as a major factor in selecting locations for new facilities. As a result of federal and state accountability ratings, standardized testing has become important to all states. When tests are properly administered, scored, and interpreted with a high degree of professionalism, all the stakeholders can be guided to make reliable and appropriate decisions.

The GaPSC has adopted standards that represent the conduct generally accepted by the education profession. The Code of Ethics for Educators (505-6-.01; October 2019) ([See Appendix A](#)) defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety, and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession. Standard 10 addresses ethical behavior specific to state-mandated assessments.

*Standard 10: 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.*

Local training must include a discussion of this standard and should focus on supporting examiners in administering, managing, and monitoring assessments securely and appropriately.

There are occasions in which an incident occurs that warrants an investigation and referral to GaPSC. The GaDOE has made referrals to the GaPSC; however, the GaDOE supports investigations conducted by district Human Resource Departments and the local decision to refer to the GaPSC.

## **GaDOE Test Administration Policies**

Test security is vital to the successful administration of state assessments. Accordingly, the GaDOE has well established and widely used test security policies and protocols for school and district personnel to use in administering state-mandated assessments in schools and other sites. For each assessment, the GaDOE develops, implements, and communicates policies and procedures to keep tests secure before, during, and after test administration. These policies are specifically designed to help eliminate or reduce breaches of test security and to improve the overall validity and fairness of the assessment.

Furthermore, test administration policies and procedures are intended to help maintain the meaning and integrity of the student test results. Consistent, test administration procedures are designed to promote equitable conditions for examinees, including SWD. In Georgia, test administration policies should begin in the pre-test activities such as developing a district/school ([See Appendix D](#)) and test security plan, reading test administration manuals, scheduling and monitoring staff training, receiving materials, ordering additional materials, managing user profiles, and test security policies and protocols, where applicable.

## **Prevention of Test Security Breaches**

The GaDOE has established various security measures that seek to prevent or reduce the likelihood of potential breaches or to deal directly with breaches that could occur through the testing process, including:

- Development and implementation of security training and related material for all personnel involved in the testing process, including proctors, test examiners, SchTCs, principals, STCs, and superintendents;
- Use of security, confidentiality, and nondisclosure agreements;
- Defining and implementing security for administration of both paper-based and online-based assessments; and
- Protection of student assessment records and other sensitive personal student data.

Establishing clear expectations for test administration and test security practices reduces the burden school and district personnel must make when administering state-mandated assessments. Standards for the prevention of test security breaches are designated for both online and paper-pencil test administrations.

The GaDOE's current practices and recommendations are in line with guidelines prepared by the National Council on Measurement in Education (NCME) which states that "training should provide an overview of ethical and proper administration procedures and stress the importance of academic and assessment integrity as a means of avoiding serious negative consequences for the testing program and its potential damage to the educational reputation of students and schools. Staff and students should understand and support monitoring efforts to report and detect breaches of security, cheating, and other improper behavior."<sup>1</sup>

### **Test Security Plans**

School districts are encouraged to develop a test security plan that outlines important information regarding planning and preparation for a secure and successful test administration. A comprehensive plan should help ensure the security of test materials and assessment results. Typical items addressed in the district test security plan are:

- Basic information about the school district;
- Procedures for training all personnel involved in test administration;
- Development of policies and procedures for dealing with possible security breaches, including steps that should be taken if a breach occurs;
- Presentation of policies and procedures for monitoring the use of cell phones or other devices and enforcing the Georgia policy of no cell phones or other electronic devices in the test environment;
- Testing schedule that clearly articulates which day(s) testing will occur;
- Outline of procedures for storing, distributing, and collecting testing materials; and
- Outline of procedure for test administration, including procedures for administering tests with accommodations.

Procedures and rules should be developed, implemented, and communicated to all interested parties to keep tests secure before, during, and after test administration. The GaDOE's expectation to monitor and periodically review the test security plan provides a strong rationale for tight local partnership to help promote continuous improvement efforts. After each administration, lessons learned should be reviewed and refinements, with appropriate planning, can be integrated into the next administration cycle.

### **Security Training Materials and Agreements**

The GaDOE offers trainings to assist local school districts in administering state-mandated assessments. Traditionally, these trainings focus on test security and general test administration policies and procedures. However, over the past two years, there has been an emphasis in the area of the use and selection of test accommodations for SWD and ELs. Consistent training on accommodations provides an

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<sup>1</sup> National Council on Measurement in Education (2012). Testing and Data Integrity in the Administration of Statewide Student Assessment Programs, p. 4, October 2012. Available online at [http://ncme.org/default/assets/File/Committee%20Docs/Test%20Score%20Integrity/Test%20Integrity-NCME%20Endorsed%20\(2012%20FINAL\).pdf](http://ncme.org/default/assets/File/Committee%20Docs/Test%20Score%20Integrity/Test%20Integrity-NCME%20Endorsed%20(2012%20FINAL).pdf). This report uses the October 2012 publication rather than the unpublished working draft included in NCME's response to the January 2012 RFI.

opportunity for the state and district to make sure that all testing personnel know how to make appropriate decisions about testing accommodations for state assessments.

Using a train-the-trainer model, the GaDOE conducts its trainings via online webinars for STCs and Special Education Directors, where appropriate. The STCs should, in turn, redeliver these trainings to all personnel involved with test administration within their respective school districts. All personnel involved in testing must receive training on appropriate test administration, policies, and procedures including accommodations for each assessment given test; this includes all staff who are involved in the handling of secure test materials. Volunteers should not handle test materials or manage testing logistics but may assist in the administration in other ways (i.e., front office support, hall monitors, etc.). Attendance at training must be mandatory and well-documented. **Untrained examiners shall not be allowed to assess students on state assessments.**

STCs and SchTCs are instructed to clearly document attendance at all training sessions and include agendas and supporting presentations and/or handouts with specific guidance and policy related to test security and assessment administration protocols. Training must include a review of Examiner's Manuals and define and clarify test security breaches and potential opportunities for irregularities and invalidations. Local training must clearly articulate the process and procedure for reporting irregularities for review by the STC and subsequent reporting to the GaDOE for review.

GaDOE test security and test administration training materials must be reviewed, at least annually, by GaDOE staff to respond to the following questions:

- Are training materials and related communications fully consistent with our security goals?
- Do training materials clearly specify who is to have access to test materials or testing rooms and under what circumstances?
- Are the roles of STC, SchTC, and Test Examiner (at a minimum) clearly and explicitly conveyed?
- Does training include a "duty to report" problems or to intervene to correct problematic situations?
- Has the local and state-level monitoring of testing plan been clearly conveyed including the possibility of site visits, reporting of test security documentation, review of irregularities, and other data forensics analyses?

### **Test Administration Manuals**

Test Administration Manuals are published digitally (PDF) for each of the state-mandated assessments with the exception of the Georgia Alternate Assessment (GAA 2.0) manuals which are shipped from the vendor and are part of the secure test materials for this assessment. These manuals provide the information and instructions necessary for STCs and SchTCs and Examiners to prepare for and carry out test administrations, including pre-test and post-test activities. STCs and SchTCs are required to read the manual so that they are familiar with the tasks to be performed and follow all the procedures given.

All state-mandated tests should be administered using the testing procedures outlined within each manual. Generally, these manuals include the following information:

- General information about the assessment;
- Procedures for administering the assessment to students, including those that receive accommodations;
- Secure distribution, collection, and maintenance of test materials;

- Guidance for activities that should occur before, during, and after testing; and
- Forms, where applicable, for use during the administration.

### **Local Assessment Calendar**

STCs must establish local testing windows inside the state testing windows provided by the GaDOE and posted on the Georgia Assessment and Training Calendar. Issues of test security occur when districts attempt to schedule test windows outside of the state posted windows and/or outside of guidance provided specific to testing calendars for each state assessment. STCs must review guidance and directives regarding each program as found in the *Student Assessment Handbook* and associated Test Coordinator’s and Test Administration Manuals. Deviations from guidance provided in these policy documents may result in an invalidation.

The development of a District Assessment Plan must include careful consideration related to, but not limited to the following:

- Review of guidance found in the *Student Assessment Handbook* specific to each state assessment. Each assessment requires understanding of the training requirements, materials, and time allotments necessary for each assessment in order to arrange local assessment calendar. All personnel involved in the administration must be trained; this includes all staff who are involved in the handling of secure test materials. Volunteers should not handle test materials or manage testing logistics but may assist in the administration in other ways.
- Assessments in any program may not be administered beyond a district/school’s operating hours and must only be administered Monday through Friday. **No testing is allowed on weekends.**
- Federal, State law, and State Board Rule (160-3-1-.07) requires all students, including SWD and ELs, must participate in the state’s academic content standards and assessments. STCs must assemble a local calendar that allows for the participation of all students including, where able, hospital/ homebound (HHB), as well as include dates intended for make-up sessions for those students absent from regular testing dates. Exceptions may be made for HHB students, if deemed necessary, for a student’s needs.

There may be circumstances that may warrant a change from prescribed scheduling guidance. STCs must contact the GaDOE Assessment Specialist to discuss those circumstances and provide guidance to support the district in determining options without assessing outside of scheduling guidelines and maintaining item and test security. Any request to assess students outside of the state calendar must be submitted by the Superintendent of the district or State Charter to the Deputy Superintendent of Assessment and Accountability for approval. The approved calendar change must be documented as an irregularity on the Testing Irregularity Form (See Appendices E and F) found in the MyGaDOE Portal.

### **Reporting and Publication of Local Assessment Calendars**

There are several opportunities for districts to report local assessment calendars to the GaDOE. These reporting opportunities are generally related to each state assessment; however, STCs should keep in mind the following GaDOE requests:

1. GaDOE Policy Division requests for District/School Calendar including assessment windows. Request window opens in April and closes May 31.
2. Georgia Milestones Winter End of Course (EOC) Enrollment Count Window – August.
3. Georgia Milestones Spring EOC/End of Grade (EOG) Enrollment Count Window – January.

These dates are periodically reviewed by the GaDOE Assessment Division. Assessment Specialists may be called upon by STCs to support districts in establishing a local testing calendar that agrees with state guidance and ensures compliance with test security protocols.

### **Maintenance, Distribution, and Storage of Secure Materials**

Sound planning plays a vital role in ensuring the proper handling and successful return of all secure materials. Each school district must implement an accounting system for distributing and collecting all testing materials, secure and unsecure, at both the district and school level for each test administration. The Superintendent and STC are responsible for test security. Materials for online and paper/pencil administrations are distributed to each school district two to three weeks prior to the test dates, depending upon the assessment. Test tickets for online testing are also available in advance of a local districts' testing window. Because test materials are stored at school sites while they are in the district, it is essential that STCs plan accordingly. Each school district must implement an accounting system for distributing and collecting all testing materials, secure and unsecure, at both the district and school level for each test administration.

Although the STC has the ultimate responsibility of accounting for test materials, the SchTC and School Principal play an integral role in supporting this task. For example, they are responsible for test storage and security once online test tickets are printed and once the test booklets, scratch paper/graph paper, and answer documents (where applicable) are distributed to schools. Prior to testing, teacher orientations, test security training, and/or workshops must be conducted.

Additional guidance on maintenance, distribution, and storage of secure materials can be found in the *Student Assessment Handbook*.

### **Scratch Paper**

Scratch paper is a universal tool available to students participating in Georgia assessments to address their individual accessibility needs as they access instructional or assessment content. Scratch paper is not embedded in the online testing platform and may need to be provided locally. The student should use blank/clean scratch paper, which can include lined notebook paper or graph paper, to make notes or record responses. All used scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. For assessments that allow it, the student receives one sheet (or more as needed) of scratch paper.

### **Test Environment**

To facilitate a successful testing experience for students and Examiners alike, SchTCs must make sure the testing environment is properly set up and checked prior to the start of testing. All state assessments should be administered in a room that has comfortable seating and good lighting. The room should be adequately ventilated and free of distractions. There should be a visual barrier between workstations, or workstations should be arranged in such a way so that students cannot easily view other students' answers. Posters, charts, and other instructional materials related to the content being tested should not be displayed in the testing location during test administration.

Test security guidelines apply, where applicable, to both online and paper test administrations and environments. Failure to create an appropriate testing environment may result in a testing irregularity for the student and/or examiner. In most cases, the test administration manual for each state assessment will contain a script that must be read to students regarding this topic.

## **Cheating**

Student cheating will result in invalidation (i.e., sharing answers, assisting peers during testing, using electronic devices to copy, send, share answers or test information, plagiarism). 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, electronic recording, camera, or playback device, etc.). Announcements must be made prior to testing that such devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the district's student code of conduct and/or test invalidation. **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 applications.**

If there is a suspicion of cheating during testing, the students involved should be moved or redirected, but testing should not be suspended. If after a district investigation it is determined that a student did cheat, GaDOE will authorize invalidating scores. If it is suspected that an Examiner is assisting or coaching students during testing, the Examiner should be removed from testing, and investigation by the district and school administration should occur and the results of the investigation reported to the GaDOE. All reports to the GaDOE should be made by the STC to the Assessment Administration Division and documentation posted to the MyGaDOE Portal.

## **Unexpected Event Contingency Plan**

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

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

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



notification and communication will be provided through the Governor's Office and/or the State Superintendent's Office directly to district superintendents. The Governor's Office and State Superintendent's Office will maintain contact with appropriate public resources related to monitoring school closures and supportive of the safety and wellbeing of students and staff.

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

Many of Georgia's state assessments are provided in through online or web-based platforms. In the event of a widespread internet or power outage, information may be transferred based on district/school reporting, GaDOE reporting, and/or vendor notification of a failure.

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

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

In all cases, GaDOE works closely with STCs, assessment vendors, and the GaDOE IT Department to provide guidance and resolve all issues in a timely manner to maximize the student assessment experience. Secure materials should be inventoried per normal processes and verified prior to resuming testing. Examiners must verify that students resume testing with the correct materials. The Examiner should take note of remaining test time to ensure students have the allotted time to complete the testing session upon resuming the assessment. Testing interruptions are determined an irregularity when events become one of a lengthy duration and must be documented in the MyGaDOE Portal for review by the GaDOE.

## MONITORING OF TEST ADMINISTRATION PRACTICES AND TEST SECURITY

All state assessments require a standardized process of test administration for test results to yield fair and accurate results. In order to preserve unbiased measures of student performance, the students should have no prior exposure to test items. A breach of security of state assessments could result in invalid district, school, classroom, or student scores. Specific policies, details, and clarifications regarding state assessments must include a thorough understanding by system and school personnel of the *Student Assessment Handbook*, *Accessibility & Accommodations Manual*, *Assessment Administration Protocol Manual* and any other accompanying test administration manuals and resources for each state assessment.

### Assessment Security and Test Administration Monitoring Practices

STCs are responsible for ensuring that all schools are meeting security requirements. The importance of maintaining and monitoring assessment security at all times throughout the administration process must be stressed.

- Desk Audit Monitoring ([See Appendix G](#))
- Investigating Test Security Breaches
- School Site Visits
- Reporting and Remediating Test Security Breaches
- GaDOE Monitoring
  - Monitoring and Observation ([See Appendix H](#))
  - Feedback Report ([See Appendix I](#))
- GaPSC Reporting and Investigation ([See Appendix J](#))
- Governor’s Office of Student Achievement (GOSA) Investigation ([See Appendix K](#))

### Supporting Documents and Resources

The GaDOE develops, and publishes, a variety of resource materials that focus on appropriate secure test administration practices and the appropriate selection and use of testing accommodations for online and paper-pencil administrations:

- *Student Assessment Handbook*
- *Accessibility & Accommodations Manual*
- *Test Administration Manual*

Produced annually, these documents are available for text search, download, and/or print on the GaDOE’s Testing/Assessment website. The *Student Assessment Handbook* and *Accessibility & Accommodations Manual* include considerations to ensure that the integrity of each assessment is maintained, students who receive accommodations are included in meaningful educational practices, and that test results are valid.

Test Administration Manuals provide direct instructions and word-for-word scripts for Test Examiners as well as additional specific language for some accommodations. For online assessments, STCs are encouraged to allow students to encounter practice websites provided by the GaDOE so that they can become familiar with the universal tools available during testing. Select accommodations are also embedded into the testing platform that are utilized to support online testing. Providing accommodations through the testing platform ensures that the provision of accommodations is

standardized from student to student. However, Test Examiners are expected to monitor secure test administration protocols and the provision of accommodations during test administration.

### Local Test Security and Test Administration Monitoring Practices

STCs must work closely with the district and school assessment team to deliver state assessments. Collaboration with technology and special education directors as well SchTCs to support a smooth administration of online testing. The state, districts, and schools should monitor testing by viewing reports of testing activity to carefully audit the assessment administration before, during, and after the testing window. Each assessment has tools to verify that testing occurs on schedule and is being implemented with fidelity to the guidelines of the *Student Assessment Handbook* and the *Accessibility & Accommodations Manual*.

Desk audit monitoring includes:

- Verifying that testing occurs within the district testing window,
- Ensuring that all students complete testing,
- Checking that student tests are sent for reporting,
- Monitoring that students have been assigned accommodations properly, and
- Verifying student status so that students complete all sections of a test.

### Detection of Test Security Breach Types

Type	Definition
Breach	Any action during a test administration that gives a student an unfair advantage or compromises the secure administration of the assessment.
Invalidation	Testing anomaly that warrants nullifying scores.
Irregularity	Testing anomaly that warrants a report and coding, but test scores stand. An invalidation may be necessary following the review of a reported irregularity.
Participation Invalidation	Testing anomaly, usually related to an ineligible conditional accommodation, that warrants nullifying scores.

Deviation from standard test administration procedures or test security protocols is considered a testing irregularity. Security breaches and testing irregularities can have long-reaching impact on students, schools, and districts, as well as upon any personnel who might be responsible for causing or contributing to any circumstance leading to a testing irregularity. It is the responsibility of all personnel in the local district to follow protocol as they become aware of testing irregularities.

### Examples of Various Test Security Breaches

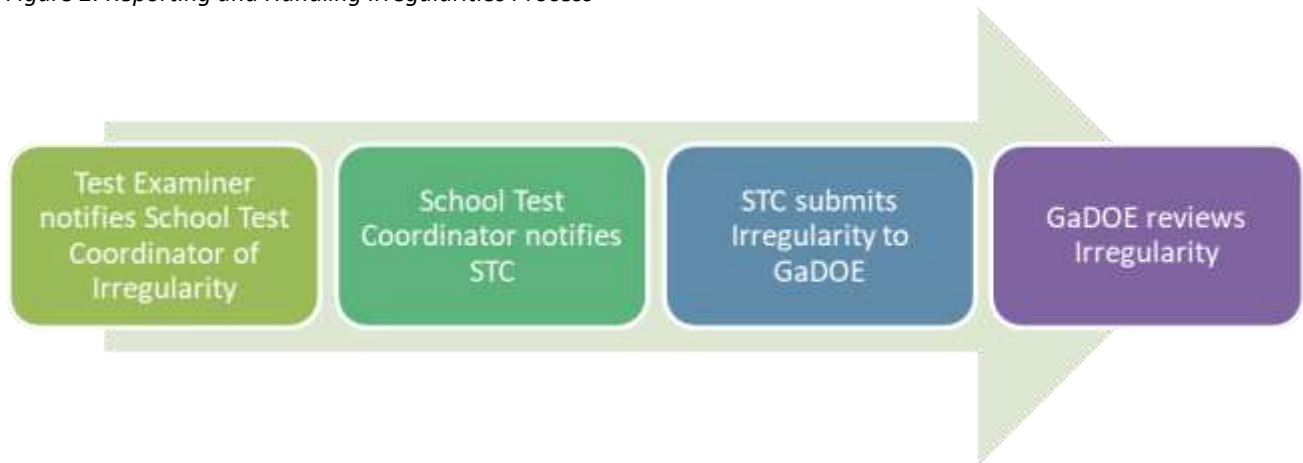
Before, During, and After	Online Assessments	Paper/Pencil Assessments
Lost or stolen booklets		✓
Missing online test tickets	✓	
Obtaining unauthorized access to secure test materials	✓	✓
Educator unethical behavior	✓	✓
Educators/students Cheating by any means	✓	✓

Before, During, and After	Online Assessments	Paper/Pencil Assessments
<b>Before</b>		
Failure to provide or participate in all Test administration and test security training for appropriate personnel	✓	✓
Failure to create an appropriate testing environment	✓	✓
<b>During</b>		
Students giving or receiving unauthorized assistance from other students during a test (e.g. sharing answers, assisting peers, using electronic devices to copy, send, share answers or test content, plagiarism)	✓	✓
Test Examiners/Proctors providing answers to students during testing	✓	✓
Student accessing non-allowable resources (e.g. notes, Internet, textbooks)	✓	✓
Accommodations being used inappropriately to cheat	✓	✓
Testing session disruption	✓	✓
<b>After</b>		
Altering student responses	✓	✓
Reconstructing test item materials through memorization	✓	✓
Memorized test items or answers being posted online	✓	✓
Printing, emailing, or storing test information in a computer outside the test delivery system	✓	

Additional examples may be found and reviewed in the *Student Assessment Handbook*.

Any signs of a breach of test security, especially any incidents of secure content posted on public websites and/or social media sites, must be dealt with immediately. The following chart depicts the process for how testing irregularities should be reported to GaDOE through the MyGaDOE Portal on the Testing Irregularity Form ([See Appendix E](#)) available to STCs. SchTCs are expected to report all testing irregularities to the school's principal and STC. The STC then collects and reports the irregularity to the district's superintendent and to the district's assigned GaDOE Assessment Specialist.

Figure 2. Reporting and Handling Irregularities Process



### Local School Site Visits

STCs and other district personnel are encouraged to conduct local school site visits to gather and document information about its school's performance in relation to the test administration guidelines outlined in the *Student Assessment Handbook*. Evidence gathered during these school site visits should ultimately be used to make improvements to the district's testing program and determinations for targeted support based on the needs of schools. Of note, local school site visits should focus on assessment administration and not be used to directly assist schools in improving academic program or operations.

Local school visits should be conducted as frequently as necessary for monitoring purposes. The district should determine the length, scope, and required activities for each school site visit and provide adequate notice to all school for any scheduled visits. The STC may conduct school site visits as best practice for monitoring assessment activities as part of the District Assessment Plan, for schools under investigation due to reported test security breaches, or other randomly selected schools, as directed. In conducting site visits, the local school district is aligning its test monitoring efforts with those employed at the state level.

The district should notify the school prior to the school site visit, where possible and as needed. School visits may occur before, during, and after testing as deemed appropriate and necessary by the district. The STC and/or other district personnel may request the following of each school for the site visit:

- School testing plan ([See Appendix D](#)), including a section on monitoring test accommodations for students with an IEP, IAP/504, EL/TPC plan;
- Test administration training records for all testing personnel;
- Communications to school administrators, teachers, parents and students;
- Plans for setting up and maintaining technology;
- School level monitoring documents, where applicable; and
- Procedures for maintaining, distributing, and collecting test materials.

The STC may also request to observe test environments, review technology used for online testing, observe test materials storage, and conduct a walkthrough of the building.

## Addressing Test Security Breaches

The following are various security measures that seek to *address* potential security breaches or to deal directly with breaches that occur could during the testing process, including:

- Security training materials and agreements;
- Test Security plans;
- School site visits;
- Detection and handling of security breaches during the testing process;
- Regular and thorough review of testing irregularities, including those that warrant invalidation; and
- Conduct analysis of district testing calendars, enrollment counts, materials orders.

## Required Test Certification Documents

**Principal's Certification:** SchTCs are responsible for distributing the Principal's Certification ([See Appendix L](#)) to all Principals prior to each administration of all assessments. This document is intended to certify that all test administration plans were reviewed and approved by the Principal for the designated school. The Principal also certifies that all students appropriately participated in the state assessment, and that those requiring assessment accommodations based on IEP, IAP/504 and EL/TPC plans received those accommodations during the assessment. In addition, the Principal must certify through this document that all personnel responsible for the test administration received appropriate training in test security and test administration protocols as articulated in test administration and examiner's manuals. Both the SchTC and the Principal are required to complete, sign, and return the document to the STC for filing regarding each assessment administration window.

**Superintendent's Certification:** STCs are responsible for completing the Superintendent's Certification ([See Appendix M](#)) in the MyGaDOE Portal for Superintendent review and approval twice a year per GaDOE guidance. The Superintendent's Certification is intended to certify that all test administration plans were reviewed and approved by the Superintendent for the district. The Superintendent also certifies that all students appropriately participated in state assessments, and that those requiring assessment accommodations based on IEP, IAP/504 and EL/TPC plans received those accommodations during the assessment. In addition, the Superintendent must certify through this document that all personnel responsible for test administration received appropriate training in test security and test administration protocols as articulated in test administration and examiner's manuals.

## GaDOE Monitoring and Investigation

### Desk Audit ([See Appendix G](#))

The following are various security measures that seek to *address* potential security breaches or to deal directly with breaches that may occur during the testing process, including:

- Security training materials and agreements;
- Test Security plans;
- Prevention, detection, and handling of security breaches during the testing process;
- Regular and thorough review of testing irregularities, including those that warrant invalidation;
- Conduct analysis of district testing calendars, enrollment counts, materials orders; and
- Monitor web and media resources for test items or content that may compromise test security.

The GaDOE conducts regular reviews before, during, and after assessment windows to support the assessment needs of districts. Internal reviews are provided as needed and as requested by STCs to

support questions related to local assessment calendars, training, and policy issues. Internal desk audits are performed to review patterns of irregularities, potential for invalidation of student tests, impact of irregularities on student outcomes, and sources of common irregularity reports.

### **GaDOE School Site Visits**

The GaDOE's Assessment Administration team conducts annual school site visits, where possible. The school site visits provide a sequenced, developmental approach to monitoring test administration practices across the state. Data from these visits are used to identify strengths and areas of improvement, to inform test administration support trainings, and to make recommendations for amendments to state test administration guidelines.

Visits occur over the course of one day, allowing for limited data to be collected from schools. However, follow-up site visits will be made, as appropriate, to allow for more substantive improvement at the visit school/district.

The GaDOE Assessment Administration team consists of the Director of Assessment Administration and the Assessment Specialist for each state assessment. The team's role in each visit is to observe and ask questions related to the school's test administration and security practices. Members of the host school are asked to be prepared to respond to those types of questions, as well as discuss test security plans and training for all personnel directly associated with secure test materials.

Documentation collected from districts includes, but is not limited to, the following:

- District Assessment Plan;
- School Assessment Plan;
- Documentation of Test Security Training;
- Documentation of Test Administration Protocol training;
- Documentation/Reports indicating the proper identification of accommodations for eligible students;
- Communication with schools, test coordinators, students, and parents about administration of assessments;
- Documentation of sign-in sheets and handouts specific to identified training; and
- Documentation of valid GaPSC certification.

### **Review of Test Security Breaches**

Any signs of any testing irregularity must be dealt with immediately. The Examiner should contact the SchTC if any cheating or test security violations are suspected. The SchTC, in turn, notifies the STC. The STC should review the Incident Reporting Guide ([See Appendix N](#)) for support in documenting any irregularities and potential invalidations in the Testing Irregularity Form on the MyGaDOE Portal.

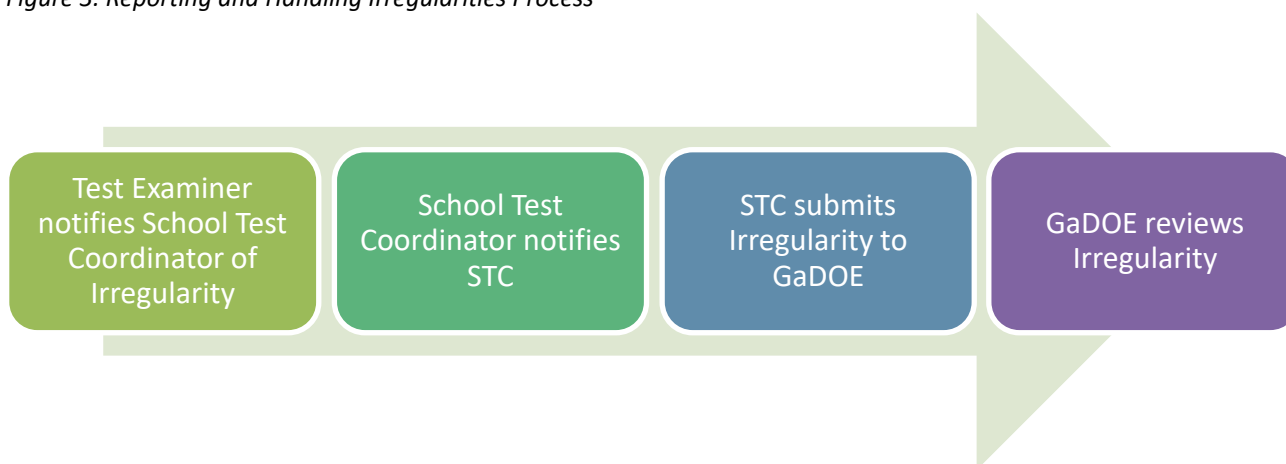
Further, if any district personnel become aware of testing irregularities within the testing window, the GaDOE Assessment Specialist should be called immediately to determine if the test session can/should continue or if student scores must be invalidated (incidences of cheating will result in invalid student scores). If the decision is made to discontinue the testing process, the GaDOE Assessment Specialist will assist district personnel with re-scheduling and/or re-testing, if appropriate. If the irregularity is revealed following the scheduled testing window, the GaDOE Assessment Specialist should be contacted to determine if the scores on the affected tests are valid.



The Assessment Division of the GaDOE will review all reports of test irregularities and provide guidance for the district's next steps to resolve the matter. In some cases, irregularities are submitted to address incidents that are major violations of test security such as reopening an assessment for a student who becomes ill and is unable to resume testing until after testing has expired. The Incident Reporting Guide ([See Appendix N](#)) includes sample responses to possible test security breaches. These scenarios and responses are specific to the Georgia Milestones Assessment (the state's largest assessment system) but, in most instances, are applicable to other state assessments. Clarification on the submission of test irregularities in the MyGaDOE Portal are provided during pre-administration trainings for each, specific testing program.

All irregularities must be coded in the online platform/student answer document for the student in which the test irregularity was submitted.

Figure 3. Reporting and Handling Irregularities Process



### Follow-Up to Test Security Breaches

Because most testing irregularities are the result of minor errors during test administration, they are often resolved quickly. However, the GaDOE may need to investigate more serious breaches to test security or alleged testing violations. Invalidation of a test due to a testing irregularity shall be determined after a thorough investigation and consultation among the GaDOE, the STC, and sometimes, the district superintendent. **Of note, only the GaDOE may invalidate assessments.**

### GaDOE Investigation

When necessary, the GaDOE will investigate a serious breach of test security. Depending on the nature and severity of the issue, GaDOE may request the district take certain actions, such as interviewing students or interpreting test results, to ensure a thorough and complete investigation. At large, a district may be asked to provide the following information as part of the investigation:

- Detailed explanation of the event and timeline including who was involved, how the event happened, and how the event was discovered;
- Interview statements for all individuals who were involved in or may have information about the event, including their involvement with the reported irregularity;
- District's determination in the matter based on evidence collected (i.e., request for invalidation);
- Description of any disciplinary actions taken locally against testing personnel and/or students; and
- District's plan of action to mitigate future occurrences.

As requested through the investigation process, STCs may upload supporting documentation to the MyGaDOE Portal. Because statements from individuals involved require a signature, the physical documentation should be converted into an electronic format for uploading purposes.

### **GaPSC Referral**

SBOE Rule Testing Programs – Student Assessment (160-3-1-.07) requires that all assessment shall be administered by Georgia-certified educators. The state of Georgia has authorized the GaPSC to establish and uphold ethical and professional standards within the teaching profession. The *Code of Ethics for Georgia Educators* ([See Appendix A](#)) lists those standards. The GaPSC also has the authority to conduct investigations to determine if probable cause exists to believe that an educator has committed an act that warrants disciplinary action. According to Georgia law, any citizen of the state of Georgia may file a complaint against a certified/licensed educator ([See Appendix J](#)).

Failure to safeguard test materials or to comply with test administration procedures could adversely affect an individual’s certification status. Such activities must be reported to the GaDOE 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 the GaDOE.

Disciplinary measures related to personnel involved in assessments may be determined at the local level based on the district’s board policy and the severity of the test security breach. However, the GaDOE reserves the right to submit a report to the GaPSC for possible unethical conduct even if the district does not indicate pursuit of this course of action.

### **Governor’s Office of Student Achievement (GOSA)**

GOSA serves as the reporting and accountability agency for education in Georgia. As such, it is charged by law (O.C.G.A. §20-14-26) with inspecting academic records of P-16 schools to ensure that education institutions are faithful to performance accountability requirements. Georgia law requires a school or local education agency (LEA) that receives state funds to comply with an audit conducted by GOSA or the Department of Audits.

In 2008, 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 GaDOE to confirm accuracy and explore the effectiveness of local school initiatives in improving achievement. Valid data are crucial for improvement planning, education policy development, school funding, and determining the performance status of schools.

GOSA conducts an annual assessment audit to ensure that all schools and LEAs administer assessments with fidelity. Through the assessment audit, GOSA also reviews details on the administration of the Georgia Alternate Assessment 2.0 (GAA 2.0), as well as ACCESS and Alternate ACCESS for English Language Learners (ACCESS for ELLs) for audited schools.

An audit performed by GOSA generally follows a predictable procedure as described below.

A **desk audit** is the first response to the detection of irregularities in data or a pattern of data reported by a public school or LEA in Georgia:

1. The appropriate school official is contacted and informed that an irregularity has been found and must be investigated;
2. GOSA requests the official to perform an examination of the identified school's records; and
3. The official is then asked to complete an online GOSA Inquiry Form.

In the event that GOSA concludes the official's response on the GOSA Inquiry Form is not substantial enough to explain the data irregularities, an **on-site audit** is performed using the following guidelines:

1. An auditor from GOSA visits the school or LEA to review its records or testing procedures. The auditor may also conduct personnel and student interviews, employee surveys, and parent surveys as necessary to determine the cause(s) of possible data irregularities or noncompliance;
2. In the event the auditor finds financial irregularities in the course of the academic audit, the auditor refers the matter to the Georgia Department of Audits or other agencies as appropriate for further review, and
3. Audit findings and recommendations are summarized in a draft report and made available to the appropriate LEA personnel, which will have 30 days to review and make written comment to GOSA's executive director.

In the case of a **general compliance audit** ([See Appendix K](#)) in which schools are chosen at random, a validation review is often not necessary, and the GOSA auditor proceeds directly to an on-site audit.

Past reports have included analyses of wrong-to-right answer changes, response times, gain scores, and unusual response patterns. These analyses identify classrooms and schools for which these metrics are well above the state average. GOSA uses the four analyses to flag schools for the assessment audit. All calculations exclude classrooms with fewer than eight students. It is important to note that the results of these analyses are used as an initial flag to spur further investigation of many indicators to determine if any cheating occurred. The results of the analyses do not indicate that cheating necessarily occurred.

GOSA presents the findings of the DRC analyses, along with recommendations, annually to the State Board of Education (SBOE). These recommendations, which the SBOE votes to approve, include requiring LEAs to conduct internal investigations to determine the causes of testing irregularities via an inquiry form. GOSA may also recommend that schools rotate teachers during test administration, so that they administer the test to students they have not taught. In addition, GOSA may place state monitors in these flagged schools during the next Spring Georgia Milestones administration.

Schools may receive a flag for each analysis for a maximum of four flags. GOSA will flag any school receiving two or more flags for the assessment audit. GOSA will notify LEAs of any flagged schools and request all flagged schools to complete an inquiry form.

In addition, the school's testing coordinator completes an inquiry form providing details about the school's most recent Georgia Milestones, GAA 2.0, and ACCESS and Alternate ACCESS for ELLs administrations. Testing Coordinators provide the testing plan and logistics for the next Spring Georgia Milestones administration in preparation for a potential test monitoring visit.

GOSA also sends the inquiry form to schools who require further attention based on the results of previous audit years. State charter schools that opened in the last two academic years are included in the assessment audit and also complete the inquiry form.

<https://gosa.georgia.gov/research-evaluation-auditing/academic-auditing>

## **MONITORING TEST ADMINISTRATION – ACCESSIBILITY AND ACCOMMODATIONS**

Under the federal Individuals with Disabilities Education Act (IDEA), the Every Student Succeeds Act (ESSA) and the SBOE Rule 160-3-1-.07, all students, including SWDs and ELs, be administered assessments intended to hold schools accountable for the academic performance of students. Educators must actively engage in a planning process that addresses:

- assurance of the provision of accessibility supports to facilitate student access to grade-level instruction and state assessments;
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities; and
- use of different assessment formats to assess the achievement of beginner ELs; these assessments are tailored specifically for ELs at varying developmental, language proficiency, and academic levels and are aligned with content and achievement standards, curriculum, and instruction.

Both federal and state laws also require that all SWD be administered assessments intended to hold schools accountable for the academic achievement of students. IEP and IAP team members must actively engage in a planning process that ensures the participation of SWD in mandated assessments in one of four ways:

1. The general assessment with no accommodations;
2. The general assessment with accommodations; or
3. The alternate assessment for students with significant cognitive disabilities; and
4. The provision of accommodations as needed to facilitate student access to grade-level instruction and state assessments.

The GaDOE has a comprehensive approach to monitoring the use of testing accommodations in local school districts, and across each assessment. A six-part strategy is in place for which includes:

1. Establishing clear requirements for the use of testing accommodations;
2. Developing test administration support documents and resources;
3. Continued training for local school district personnel with an emphasis on the use of accommodations;
4. Targeted on-site monitoring and support, where applicable;
5. Continued collaboration amongst GaDOE staff and Georgia educators; and
6. Periodically reviewing test irregularities for accommodations errors.

### **Collaboration**

The GaDOE's Assessment Administration Department collaborates with the GaDOE Special Education Department on a regular basis to:

- Stay on current on trending topics;
- Review policy and procedure;
- Develop and review test materials (i.e., Braille);
- Review participation and eligibility criteria of students for the Georgia Alternate Assessment 2.0;
- Discuss special accommodation requests; and
- Discuss recommendations for the inclusion or revision of accommodations made available through the online platform.

## Requirements for Use of Accommodations

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 presentation, response, setting, and scheduling. Accommodations should 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, or reduce learning expectations, for SWDs.

In Georgia, students who are eligible for testing accommodations are those who have a disability-based rationale as documented in an IEP, IAP/504, or EL/TPC plan. In general, students are administered tests in their general education classroom and follow the testing administration schedule designated for the grade and content area being administered. However, the principal or SchTC has the authority to schedule testing sessions in environments other than regular classrooms, and at different scheduled times, given all requirements for test administration and test security are met as set forth in the *Test Administration Manual*. In addition, changes to the timing, setting, or conditions of testing are left to the discretion of the principal or SchTC.

IEP, IAP/504, and EL/TPC teams should analyze an assessment for what it 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, IAP/504, and EL/TPC teams should always consider the purpose of the assessment and consult Georgia's *Student Assessment Handbook* to determine if an accommodation is allowed for the assessment under consideration. Accommodations must be considered and discussed individually for each state assessment mandated for the student's grade level and should not be broadly assigned across all assessments. Only accommodations needed by the student, due to the disability or level of English language proficiency, to access the assessment should be considered. Providing accommodations that are not required by the student to access the test may actually interfere with student performance and adversely impact student achievement as measured by the assessment.

## Supporting Documents and Resources

The GaDOE develops, and publishes, a variety of resource materials that focus on the appropriate selection and use of testing accommodations for online and paper-pencil administrations:

- *Student Assessment Handbook*
- *Accessibility & Accommodations Manual*
- *Test Administration Manual*

Produced annually, these documents are available for text search, download, and/or print on the GaDOE's Testing/Assessment website. The *Student Assessment Handbook* and *Accessibility & Accommodations Manual* includes considerations to ensure that the integrity of each assessment is maintained, students who receive accommodations are included in meaningful educational practices, and that test results are valid. These documents generally contain test-specific charts indicating approved accommodations, guidelines for conditional accommodations, and information about alternate assessment participation. The *Accessibility & Accommodations Manual* was made available to local districts at the beginning of the 2019-2020 school year. This manual will be discussed in greater detail later in this protocol.

In addition to scripts with specific language for some accommodations, the *Test Administration Manual* also includes additional detailed information for the use of accommodations, online and/or paper-based

assessments. For online assessments, STCs are encouraged to allow students to engage in online practice opportunities provided by the GaDOE through the online platform, so that students can become familiar with the tools available during testing. Select accommodations are embedded into the testing platform and are utilized by students to support accessibility in the online assessments. Providing accommodations through the testing platform ensures that the provision of accommodations is standardized from student to student. However, test examiners are expected to monitor the provision of accommodations during the test administration to ensure that accommodations are delivered as intended. Test Examiners should be in communication with their SchTC in a timely manner to ensure that the accommodations have been activated and verified for each student during student and test session set-up.

### **Eligibility for GAA 2.0**

All students must be included to the fullest extent possible in all statewide assessments and have their assessment results included with Georgia's accountability district. The GaDOE participation requirement is supported by federal legislation requiring the participation of students with disabilities in standards-based instruction and assessment initiatives. Where all students are being assessed, students with disabilities in kindergarten, grades 3-8, and HS must either participate in the general assessment or the GAA 2.0. The GAA 2.0 may only be used in cases where a student is unable to participate in the regular assessment, even with maximum accommodations, and the student meets participation guidelines ([See Appendix O](#)). This assessment should only be recommended for a small number of students.

The IEP team should consider the following: (a) the purpose of the assessment, (b) the feasibility of the student's participation, and (c) the accommodation(s), if any, that the student may need. The decision of the IEP team regarding participation and accommodations must be documented in the IEP. If a student's IEP team recommends no participation in state-mandated assessments (e.g. Georgia Milestones), the IEP must document the reasons and require participation in the GAA 2.0. The GAA 2.0 includes students who appropriately participate in the curriculum based on alternate achievement standards. The U.S. Department of Education (US ED) defines an alternate achievement standard as one that "sets an expectation of performance that differs in complexity from a grade-level achievement standard." Alternate achievement standards must be aligned to state academic content standards, although they may reflect prerequisite or entry-level skills.

For more information, please see the *Student Assessment Handbook*.

### **System Test Coordinator (STC) Training**

The GaDOE offers trainings to assist local school districts in administering state-mandated assessments. Traditionally, these trainings focus on test security and general test administration policies and procedures. However, over the past two years, there has been a particular emphasis in the area of the use and selection of test accommodations for SWD and ELs. Consistent training on accommodations provides an opportunity for the state and district to make sure that all testing personnel know how to make appropriate decisions about testing accommodations for state assessments.

Using a train-the-trainer model, the GaDOE conducts its trainings via online webinars for STCs and Special Education Directors, where appropriate. The STCs should, in turn, redeliver these trainings to all personnel involved with test administration within their respective school districts. For IEP, IAP/504, and EL/TPC teams to make appropriate decisions for students, they must receive proper training on both the decision-making process and on the current policies on accommodations for instruction and testing. It is

important for districts to document and monitor staff participation these trainings to make sure that everyone knows how to make appropriate decisions about accommodations.

The training topics related to the selection and use testing accommodations for SWDs and ELs include:

- Definition, purpose, and types of testing accommodations;
- Eligibility criteria;
- State-approved test accommodations;
- Guidance for decision making
- Alignment of instructional and testing accommodations;
- Selection of testing accommodations;
- Helping students to use accommodations; and
- Special accommodations requests.

The GaDOE provides information on accommodations decision making to STCs and district personnel in various ways, including webinar trainings, in-person trainings, video presentations, and other formats. In addition to the trainings, updates, reminders, and current policies regarding the appropriate use of testing accommodations are published in the monthly *Assessment Updates*.

### **Local Accommodations Monitoring and Support**

STCs must work closely with the district and school assessment team to deliver state assessments and ensure that eligible students requiring testing accommodations are provided those accommodations by trained Test Examiners. In addition, collaboration with IT and Special Education Directors as well as SchTCs is required to support a smooth administration of online testing. The state, districts, and schools should monitor testing by viewing reports of testing activity to carefully audit the assessment administration before, during, and after the testing window. Each assessment has tools to verify that testing occurs on schedule and is being implemented with fidelity to the guidelines of the *Student Assessment Handbook* and the *Accessibility & Accommodations Manual*.

### **Local Desk Audits**

STCs must work with the test delivery and reporting districts to manage reports that support the monitoring of accommodations for eligible students with IEP, IAP/504, and EL/TPC plans. Suggested reports include:

- Verifying Test Examiners have received training in identifying accommodations on test tickets and/or student rosters;
- Verifying that testing occurs within the district testing window according to state policies;
- Ensuring that all students complete testing and are given the assigned time blocks per guidance found in the Test Examiner's Manual and/or accommodations specific to extended time;
- Monitoring that students have been assigned accommodations according to the education plan, and that all online tools are functioning properly; and
- Establishing a check district that ensures students have completed all sections or domains of the assigned assessment.

### **Local School Site Visits**

Local school site visits should be scheduled by the STC and based on random selection of schools and/or by need-based selections consisting of newly appointed SchTCs as well as historical problems with administration protocol or test security. School site visits generally take place throughout the course of a



testing window. However, they may also occur outside of the testing window to allow for the review of documentation (i.e., school testing plan) and interviews with testing personnel. During the visits, the STC may interview the school Principal, SchTC, Test Administrator, Proctor, Exceptional Children teachers, and/or ESOL teachers to gather information about processes and procedures employed prior to and during test administrations for the use of testing accommodations. In the event of a discovery leading to issues with personnel, the STC may include district-level Human Resources representatives for further investigation.

## **GaDOE Accommodations Monitoring and Support**

The GaDOE has implemented a formalized plan for monitoring decisions about the selection and use of testing accommodations. Accommodations review occur during and, as needed, after the assessment window. The current plan addresses three areas:

1. Online record reviews and ongoing desk audits, with review of testing irregularities related to accommodations errors;
2. School site visits, including direct observation of test administration procedures and interviews with testing personnel; and
3. State remediation/targeted assistance.

It is important to monitor decisions about the selection and use of testing accommodation because data collected from these reviews can be used to improve outcomes for SWD and ELs.

### **Desk Audits**

The desk audit process is ongoing, allowing the GaDOE to monitor test administration activities more effectively from state collection districts and other data sources. Such sources include test irregularity submissions which will be discussed later in this section. The GaDOE also collects and reports data from the online testing for some of its assessments. Desk auditing is a very critical phase in the plan to monitoring the use of testing accommodations.

Successful monitoring of accommodations through desk audits also consists of maintaining consistent documentation of accommodations decisions. Such documentation involves three primary activities for each level of monitoring.

GaDOE monitoring includes, but is not limited to:

1. Continuous monitoring of district level test administration activities, including the review of irregularities related to accommodations errors;
2. Tracking the use of accommodations reported for online and paper-pencil administrations, and periodically communicating these data to districts; and
3. Tracking all special accommodations requests.

### **School Site Visits**

School site visits are scheduled based on random selection of districts and charters as well as need-based selections consisting of newly appointed STCs and/or GaDOE identified historical problems with administration protocol or test security. Further, the GaDOE may conduct school site visits for schools/districts that are under investigation regarding serious breaches to test security. School site visits generally take place throughout the course of a testing window. However, they may also occur outside of the testing window to allow for the review of documentation (i.e., district/school testing plan) and interviews with testing personnel. During the visits, the GaDOE staff may interview the School Principal,

SchTC, Test Administrator, Proctor, Exceptional Children teachers, and/or ESOL teachers to gather information about processes and procedures employed prior to and during test administrations for the use of testing accommodations. A standard set of questions will be used for each type of interview ([See Appendix H](#)). It is not standard for the results and observations from the school site visit to be shared with school/district personnel prior to leaving the school site.

At the completion of the school site visit, strengths and weaknesses of the school's testing processes and procedures are discussed. The district/school will then receive a follow-report containing specific comments and feedback from the visit ([See Appendix I](#)).

### **GaDOE Remediation and Assistance**

After careful review of data collected from desk audits and school site visits, the GaDOE will provide targeted assistance to schools to improve its practices for ensuring the appropriate selection and use of testing accommodations. If necessary, a school may be required to submit additional information for review and, in some cases, a follow-up school site visit will be scheduled.

Findings and feedback from the Monitoring School Site Visit are reported to schools and districts. The report provides feedback to inform the school's continuous improvements efforts to its testing programs. The report is organized by the three practices and indicators within these practices and includes a brief summary of the GaDOE findings and feedback ([See Appendix I](#)).

### **GaPSC Referral**

Referenced in a related section, disciplinary measures regarding testing personnel may be determined at the local level based on the district's board policy and the severity of the test security breach. However, the GaDOE does reserve the right to submit a report to the GaPSC for possible unethical conduct even if the district does not indicate that it will pursue this course of action. For more information, please see the above section titled, *GaPSC Referral* within *GaDOE Monitoring and Investigation*.

### **GOSA Referral**

As referenced in a previous section, GOSA conducts an annual assessment audit to ensure that all schools and LEAs administer state assessments with fidelity. Albeit indirectly, GOSA will take part in monitoring the use of testing accommodations by collecting data on the test security practices described in GaDOE's assessment manuals, including instructions for administering tests to SWD and EL students who receive accommodations. For more information, please see the section titled, *Governor's Office of Student Achievement*.

### **Review of Accommodations Error Irregularities**

The GaDOE collects data on the use of test security measures, testing administrations procedures, and breaches to its test security guidelines by reviewing irregularities submitted for each state-mandated assessment, inclusive of alternate assessments. As mentioned earlier, irregularities are submitted through the MyGaDOE Portal and are available to STCs for each district. SchTCs report all testing irregularities to the STC. The STC reports irregularities to the district's superintendent and to the district's assigned GaDOE Assessment Specialist.

The GaDOE has monitored the use of testing accommodations through a review of irregularity reports submitted during or following each testing window. A review of irregularity data gathered from each assessment is intended to reveal support for changes needed in assessment protocols as well as training

opportunities to minimize issues of test security and potential for test irregularities for each state assessment. Testing irregularities are submitted in the MyGaDOE Portal and are reviewed by GaDOE Assessment Specialists for each assessment.

Focused areas/questions of concern guide the review of these data, and consequently, remain the focus of the GaDOE's continual review efforts:

1. Were accommodations provided appropriately to the student(s)?
2. Did student(s) receive the correct accommodation(s)?
3. Did student(s) receive an accommodation that was not an approved accommodation as posted in the *Student Assessment Handbook* and *Accessibility & Accommodations Manual* by the GaDOE?
4. Were the accommodations appropriately assigned based on the IEP, IAP/504, EL/TPC plan including state required coding (SRC) and accommodations categories (setting, scheduling, presentation, response)?

In addition, the GaDOE Assessment Administration Team reviews submitted irregularities for common themes and patterns. Common reviews include the assignment of the standard read-aloud (TTS-S) and conditional read-aloud (TTS-C) accommodations as well as errors related to how the accommodations were administered.

### **Next Steps – The GaDOE's Response to the Data Review**

Data from the desk audit has been used to inform decision making for training, support, development of materials and resources, and continued improvement efforts.

**Trainings:** Specifically, the GaDOE has made improvements to its training practices with STCs, placing heavy emphasis on the appropriate use of accommodations for instruction and assessment purposes. A component of these trainings provides guidance on how to assign accommodations for students with IEP, IAP/504, and EL/TPC plans and includes plan assignment, SRC codes, type of accommodation, and specific testing accommodation(s). In addition, training has been developed as part of the Pre-Administration, Test Set-up, and monthly Assessment Lunch and Learn presentations that includes local STC and SchTC monitoring of accommodations assigned to students at the test session level to support prevention of accommodations errors and irregularities potentially affecting student outcomes.

**Resources:** The GaDOE has developed a variety of resources to address and mitigate test security breaches, particularly in response to the most commonly reported test irregularities.

First, the GaDOE Assessment Division, in collaboration with the GaDOE Special Education Services and Supports and Title III/ESOL Divisions, has revised and developed new content in the *Accessibility & Accommodations Manual* which presents guidelines for the selection and use of accessibility supports for instruction and assessment of all students, including students with disabilities and English Language Learners (ELLs). The department believes that accessibility supports provide equitable access during instruction and assessments for all students.

Second, the GaDOE has developed more, and improved existing, resources to focus on prevention of test security, test administration, and accommodations errors taking a more proactive approach to training and resources. These resources include guidance for training to prevent test irregularities, but also includes processes for conducting investigations when required. Procedures for investigating potential breaches to test security require the submission of a test irregularity form and will require that

the district submit ample documentation to support the investigation, as well as may lead to GaDOE or local referrals to the GaPSC and/or GOSA for academic audits.

Thirdly, the GaDOE has increased its educator resources repository to include trainings resources (i.e., videos) that target student, Examiner, SchTC, and STC audiences. These resources are conveniently located on the GaDOE's testing website but have also been included in a Course track in the Professional Learning tab for the SLDS online platform for districts to use as a supplement to its local training practices.

Lastly, as the state of Georgia continues the path of online administration of all or most state mandated assessment, the GaDOE Assessment Division will continue to work with vendors and local STCs to delineate processes to mitigate potential data and test security threats posed by online test administration. This includes continued trainings facilitated by the GaDOE in collaboration with current online assessment vendors, to better support STC awareness of possible security threats.

## **APPENDICES**

Appendix A: 505- 6 -.01 The Code of Ethics for Educators

Appendix B: Allowable Accommodations for Georgia’s Student Assessment Program

Appendix C: Allowable Accommodations for English Learners

Appendix D: School Assessment Plan

Appendix E: Testing Irregularity Form User Guide

Appendix F: Entering Irregularities in the MyGaDOE Portal

Appendix G: Desk Audit Monitoring

Appendix H: GaDOE Assessment Monitoring and Observation Form

Appendix I: GaDOE Assessment Monitoring and Feedback Report

Appendix J: GaPSC Reporting and Investigation

Appendix K: GOSA Investigation

Appendix L: Principal’s Certification

Appendix M: Superintendent’s Certification 2020-2021

Appendix N: Incident Reporting Guide

Appendix O: Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Appendix P: Table of Changes

## Appendix A: 505- 6 -.01 The Code of Ethics for Educators

Effective October 15, 2019

### 505- 6 -.01 The Code of Ethics for Educators

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

#### (2) Definitions

(a) "Breach of contract" occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.

(b) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

(c) "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.

(d) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.

(e) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the school year of graduation.

(f) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.

(g) "Revocation" is the invalidation of any certificate held by the educator.

(h) "Denial" is the refusal to grant initial certification to an applicant for a certificate.

(i) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

(j) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(k) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(l) "Monitoring" is the quarterly appraisal of the educator's conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(m) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

(a) Standard 1: **Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: **Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator’s supervision (including but not limited to at the educator’s residence or any other private setting).

(c) Standard 3: **Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e., Foreign Language trips, etc.).

(i) For the purposes of this standard, an educator shall be considered “under the influence” if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech, enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, etc.

(d) Standard 4: **Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) Standard 5: **Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school or school district property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: **Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.



(g) Standard 7: **Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: **Required Reports** - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge 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; and
3. failure to make a required report of any violation of state or federal law 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. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(i) Standard 9: **Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(j) Standard 10: **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.

#### (4) Reporting

(a) 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 Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the educator:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
2. disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate
6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

<https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>



## Appendix B: Allowable Accommodations for Georgia’s Student Assessment Program

The following set of tables indicate approved accommodations for use by students with disabilities (including EL students with disabilities) on Georgia statewide assessments. Additional guidance is also provided in the *Accessibility & Accommodations Manual*, *WIDA Accessibility & Accommodations Supplement*, and related test administration manuals and training opportunities.

### Participation of Kindergarten Students in GKIDS 2.0

All students enrolled in Georgia public school kindergarten classrooms should have the opportunity to participate in the GKIDS 2.0 assessment. The use of a universally designed approach to assessment development and implementation is critical to promote accessibility for all students. Because of the range of students’ development and learning in kindergarten, some features that are often perceived as accommodations for specialized populations are more appropriately considered as universally designed allowances. Universal allowances may be used, as needed, with all students for all performance tasks. A table of universal supports is provided in the *GKIDS 2.0 Administration Manual*.

### Comprehensive Support for Students in GKIDS 2.0

Kindergarten students requiring additional support on GKIDS 2.0 may be provided comprehensive supports as described in the *GKIDS 2.0 Administration Manual*. Comprehensive supports provide access to a performance task but may substantially alter what the student is expected to do. If utilizing comprehensive supports, care should be taken when interpreting a student’s progress within the learning progression.

Comprehensive supports must address the unique needs of the student for whom they are provided and should assist the student in overcoming any barriers that prevent him or her from demonstrating what he or she knows and can do. Teachers should use their professional judgment in determining the support needed for each student. Examples of comprehensive supports may be found in the *GKIDS 2.0 Administration Manual*.

### Georgia Milestones and Georgia Alternate Assessment 2.0 Allowable Accommodations

Administration policy, protocols, and eligibility guidance are provided in the *Student Assessment Handbook*, *Accessibility & Accommodations Manual*, and related Test Administration Manuals and training opportunities.

Setting Accommodation	Type	Coding Required in Online Platform	Must be ordered separately	GAA Standard Administration Procedure (Coding Not Required)
1. Preferential seating	S			✓
2. Special education classroom	S			✓
3. Small group	S			✓
4. Individual administration	S			✓
5. Individual or study carrel	S			✓
6. Adaptive furniture (e.g. slant board)	S			✓
7. Sound field adaptations	S			✓
8. Special or adapted lighting	S			✓

Setting Accommodation	Type	Coding Required in Online Platform	Must be ordered separately	GAA Standard Administration Procedure (Coding Not Required)
9. Test Examiner familiar to student	S			✓
10. Video Sign Language/Sign the directions, closed captioning	S	✓		
11. Video Sign Language/Sign test questions, closed captioning	S	✓		
12. Video Sign Language/Sign ELA passages – See guidelines	C	✓		S
13. Text to Speech (TT-S) or Oral reading of test questions in English – See guidelines	S	✓		✓
14. Text to Speech (TTS-C) or Oral reading of ELA passages in English, screen-reading software/applications – See guidelines and requirements	C	✓		S ✓
15. Enlarged font (Online magnification and scaling preferred; paper/pencil form available due to a student’s documented disability preventing access to a computer)	S	✓	✓	✓
16. Braille form	S	✓	✓	
17. Blank, graphic organizers	S			
18. Color overlays, high or low contrast	S	✓		
19. Low Vision Devices: handheld (electronic or non-electronic) or video magnifiers; includes computer magnification (e.g. CCTV, other magnifying equipment)	S			
20. Audio amplification noise buffers and cancelling devices, headphones or other listening devices	S			✓
21. Alternative keyboards, mice, joystick, or other communications device with grammar and spell checks disabled; Internet disabled	S			✓
22. Student identifies answer through alternate means (e.g. points, eye gaze, tap, finger pointing)	S			✓
23. Scribe; student responds in English – See guidelines	S	✓		✓
24. Braille (manual or electronic); device with grammar and spell checks disabled; Internet disabled	S	✓		
25. Abacus (allowed for students with visual impairments only)	S			✓
26. Basic function calculator or adapted basic calculator (e.g. Braille or talking calculator) – See guidelines and requirements	C	✓		



Setting Accommodation	Type	Coding Required in Online Platform	Must be ordered separately	GAA Standard Administration Procedure (Coding Not Required)
27. Adapted writing tools (e.g. pencil grips, large diameter pencil)	S			✓
28. Adapted/lined paper, raised line, bold line or large graphing paper	S			✓
29. Frequent monitored breaks	S			✓
30. Optimal time of day for testing	S			✓
31. Extended time	S			✓

### WIDA ACCESS for ELLs, Kindergarten Access for ELLs, Alternate Access for ELLs (ALT), and WIDA Screener Allowable Accommodations

Specific guidance is found in the *WIDA Accessibility & Accommodations Supplement* and Test Administration Manuals. Georgia-Specific policy is found in the *Student Assessment Handbook* and *Accessibility & Accommodations Manual*.

Accommodation – (Accommodations appropriate for Alternate Access marked with ALT)	Type	Coding in WIDA AMS	Must be ordered separately	Kindergarten Access for ELLs Standard Administration Procedure (Coding Not Required)	Alt Access Standard Administration Procedure (Coding Not Required)
1. Braille with Tactile Graphics. May not be used for Speaking domain.	S	BR	✓		
2. Extended time of a test domain over multiple days. Requires GaDOE approval.	S	EM		✓	✓
3. Extended speaking test response time (twice the allowable time to respond). Allowable for Speaking Domain only.	S	ES		✓	✓
4. Extended test time within the school day (1.5 times the allowable time to respond)	S	ET		✓	✓
5. Human reader for items (stimuli and prompts). May not be used for Reading Domain.	S	HI		✓	✓
6. Human Reader for response options (answer choices). Available for Listening Domain only.	S	HR		✓	✓
7. Human Reader for repeat of items one time (stimuli and prompts). May not be used for Reading domain.	S	RI		✓	✓
8. Human Reader for repeat of response options (answer choices) one time. Available for Listening domain only.	S	RR		✓	✓

Accommodation – (Accommodations appropriate for Alternate Access marked with ALT)	Type	Coding in WIDA AMS	Must be ordered separately	Kindergarten Access for ELLs Standard Administration Procedure (Coding Not Required)	Alt Access Standard Administration Procedure (Coding Not Required)
9. Interpreter signs test directions in ASL. Translation of test items and response options into ASL or any other language is not permitted.	S	SD		✓	✓
10. Large Print. Student answers must be transcribed verbatim into a scannable test book and returned to DRC for scoring. Student work and/or answers that are not transcribed will not be scored. Students may utilize embedded magnifier, responsive online screen instead of paper.	S	LP	✓		
11. Manual control of item audio. This accommodation allows the play button to be enabled and activated by the student <b>one time</b> . Once initiated, the audio cannot be paused or stopped. May not be used for Reading domain.	S	MC			
12. Repeat item audio. Student manually starts the audio embedded in the online platform and is able to replay the audio <b>one additional time</b> . May not be used for Reading domain.	S	RA			
13. Scribe. Responses must be scribed verbatim on screen or in a paper test booklet at the time of testing by the test administrator. See Scribe Guidance in <i>WIDA Accessibility &amp; Accommodations Supplement</i> . <b>(ALT)</b>	S	SR			
14. Student responds using a recording device, which is played back and transcribed by the student. May be used for Writing domain only. See specific guidance for use of this accommodation.	S	RD			
15. Test may be administered by school personnel in non-school setting. Use of this accommodation must be approved by GaDOE Assessment Specialist.	S	NS			

Accommodation – (Accommodations appropriate for Alternate Access marked with ALT)	Type	Coding in WIDA AMS	Must be ordered separately	Kindergarten Access for ELLs Standard Administration Procedure (Coding Not Required)	Alt Access Standard Administration Procedure (Coding Not Required)
16. Word processor or similar keyboarding device used to respond to test items. May not be used for Speaking domain. Responses must be transcribed verbatim in the test booklet as soon as possible after testing.	S	WD			
<p style="text-align: center;"><b>Augmentative Communication Devices</b></p> <p>Use of Augmentative/Alternative communication (AAC) devices to respond to items is not considered an accommodation for ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs. This is considered the student’s voice for a student who is unable to produce functional speech. The use of AAC should be consistent with the student’s day-to-day instruction and communication methods. A special “ACCESS for ELLs” page should not be provided on a student’s communication device just for the assessment, as this is not representative of their English language skills. Care must be taken when interpreting ELP scores for students using AAC systems, as their proficiency with the device as well as available vocabulary may confound the assessment of English language proficiency.</p>					

### NAEP Allowable Accommodations

Additional information may be found on the NAEP website.

[https://nces.ed.gov/nationsreportcard/about/accom\\_table.aspx](https://nces.ed.gov/nationsreportcard/about/accom_table.aspx)

Accommodation for SD and/or ELL	Type	Must be ordered separately
1. Extended time	S	
2. Small group, or one-on-one	S	
3. One-on-one	S	
4. Directions only read aloud in English	S	
5. Test items read aloud in English – occasional or most/all (Not allowed for Reading test.)	S	
6. Breaks during test	S	
Other Accommodations for SD	Type	Must be ordered separately
7. Calculator version of the test FN3 (Math only)	S	
8. Must have an aide present in the testing room	S	
9. Responds orally to a scribe	S	
10. Large print version of the test	S	
11. Magnification	S	
12. Uses template/special equipment/preferential seating	S	
13. Cueing to stay on task	S	
14. Presentation in Braille (Not allowed in Science test)	S	✓
15. Response in Braille	S	



16. Presentation in Sign Language (Not allowed in Reading test)	S	
17. Response in Sign Language	S	
<b>Other Accommodations for ELL Students</b>	<b>Type</b>	<b>Must be ordered separately</b>
18. Bilingual dictionary without definitions in any language (Not allowed in Reading or Writing test.)	S	
19. Directions only read aloud in Spanish	S	
20. Spanish/English version of the test (Exclusions: Reading test; Writing FN6 test; and Grade 12)	S	
21. Test items read aloud in Spanish (Exclusions: Reading test; Writing test; Grade 12)	S	





## Appendix C: Allowable Accommodations for English Learners

Accommodation	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELP Levels 4.0 – 5.9
<b>Setting Accommodations</b>			
1. ESOL classroom	✓	✓	✓
2. Small group	✓	✓	✓
3. Preferential seating	✓	✓	
4. Individual or study carrel	✓		
5. Individual administration	✓		
<b>Presentation Accommodations</b>			
6. Explain or paraphrase the directions for clarity (in English only)	✓	✓	
7. Oral reading of test questions in English only	✓	(case by case for students in the low 3.0's)	
8. Oral reading of ELA passages in English only*	Reading Proficiency < 2.0 AND Listening Proficiency ≥ 3.0		
9. Repetition of directions** (in English only)	✓	✓	
<b>Response Accommodations</b>			
10. Word-to-Word dictionary***	(case by case for students in the 2.0's)	✓	✓
<b>Scheduling Accommodations</b>			
11. Frequent monitored breaks	✓	✓	
12. Extended time within the confines of the school day	✓	✓	✓

\*Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.

\*\*Be aware that some accommodations, such as repeated directions and extended time may also require small group administration.

\*\*\*EL student must be literate in 1<sup>st</sup> language enough to use the dictionary effectively; Extended time must be provided in conjunction with this accommodation.



## Appendix D: School Assessment Plan

A completed Assessment Plan includes:

- This completed document
- Copies of assessment communication sent to school staff, parents etc. (i.e., emails, meetings, agendas, etc.)
- Schedule for test administration
- Training materials including administration test security, and accommodations.
- Attendance sign-in sheets for trainings
- Testing schedule

### Section Guidance

<b>Communications</b>
How do you plan for announcements prior to testing that electronic devices (e.g. cell phones, tablets, etc.) and computer use are not allowed in the testing environment?
How do you plan to communicate testing and training dates with staff?
What is your plan for sharing scheduled dates so that there aren't any conflicts with other school activities?
What is your plan for communicating the testing schedule to parents?
How will you ensure that parents get score reports promptly?
What is your plan to ensure that 3rd, 5th, 8th, and HS students/parents are notified of remediation and retest opportunities by phone within 24-48 hours of electronic results?
How will you ensure that each school will maintain a school file per assessment for five years for including the following: training agenda, sign in sheet, copy of training materials, examiner certifications, school test coordinator certification and copy of principal certification.
<b>Test Security</b>
How will you ensure appropriate security provisions are in place relative to online and paper/pencil testing environments and materials including, but not limited to, security of logins, passcodes, conducive seating arrangements, etc.?
How you will you ensure test materials will be distributed and collected daily as close to start and end of testing as possible?
Determine how Check in/Check out forms need to include the following information: date, time in/out, # of test items, examiner signature, administrator initials. Teachers will sign test materials out; STC will sign materials in. If a proctor is being used, include proctor name on the form.
Describe how Principal, STC, other administrators and designees monitor testing hallways to ensure all testing rooms are monitored.
How will you ensure that students in testing rooms are visible to monitors via window (or open door as long as hallway is quiet).
Communication protocols established from examiner to hall monitor without electronic devices (e.g. computer, cell phone, tablets, watches). Monitor can access STC/Admin without leaving hallway (monitors may use electronic devices outside of the testing room).
How do you plan so that all instructional materials will be covered in classrooms during test administration?
Testing irregularities will be reported to SchTC and then to the system test coordinator in a timely manner.
Examiners/proctors will circulate and check throughout test administration.



Where are testing materials stored? Who has access to your test storage room?
Whom else will be assisting with testing?
What is your plan to secure electronic devices during testing?
Who is responsible to talk to fellow administrators to avoid other scheduled events (e.g. safety drills, pep rallies, etc.)?
Describe District Testing Emergency Protocols.
How does your school handle late arrivals on testing days?
<b>Accommodations</b>
How will you make sure the most current IEP/504/TPC is used to determine accommodations?
How will you ensure examiners understand intent of specific accommodations and how to implement accommodations during testing?
How do you ensure that all accommodations are tagged in eDIRECT or other testing system?
<b>Technology</b>
How will you ensure that enough testing devices are ready with software installed?
How will you ensure that central software is installed and ready?
How will you verify that wireless or wired networks are functioning and ready for the number of test takers?
How will you verify that testing software functions with district firewalls and other internal security?
<b>Local School Training</b>
How will SchTC provide training and keep documentation verifying training attendance, including time in and time out, for all state assessments? Training will focus on procedures for before, during and after testing to include distribution/collection of materials, monitoring during testing, ethical behavior, test security, test irregularities, accommodations, cell phone policy, review of examiners manual, review of Examiner/Proctor Roles and Responsibilities.
How will you provide separate/additional training for examiners of students with accommodations?
Each school will maintain a file containing the three-page annual security signature form (must do).
Each school will maintain a school file per assessment <i>for five years</i> for including the following: training agenda, sign in sheet, copy of training materials, examiner certifications, school test coordinator certification and copy of principal certification.
How will you provide students with online practice opportunities?
What materials will be used for training test examiners?
What materials will be used for training proctors/monitors/custodial, cafeteria and office staff?
What materials will be used for training examiners testing students with accommodations?
How will you ensure that all testing protocols are followed daily?
How will you ensure that all students are trained on technology for the test administration?



<b>(District/School Name) 2020-2021</b> <input type="checkbox"/> ACCESS/Alt Access <input type="checkbox"/> GAA 2.0 <input type="checkbox"/> GKIDS 2.0 <input type="checkbox"/> Georgia Milestones EOC <input type="checkbox"/> Georgia Milestones EOG <input type="checkbox"/> NAEP	
Principal:	System Test Coordinator (STC):
Special Education Coordinator:	Technology Coordinator:
Testing Dates:	
Communications with staff and parents	
Before	
During	
After	
Test Security	
Before	
During	
After	
Accommodations	
Before	
During	
After	
Technology	
Before	
During	
After	
Training	
Before	
During	
After	

Full document can be found at: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>



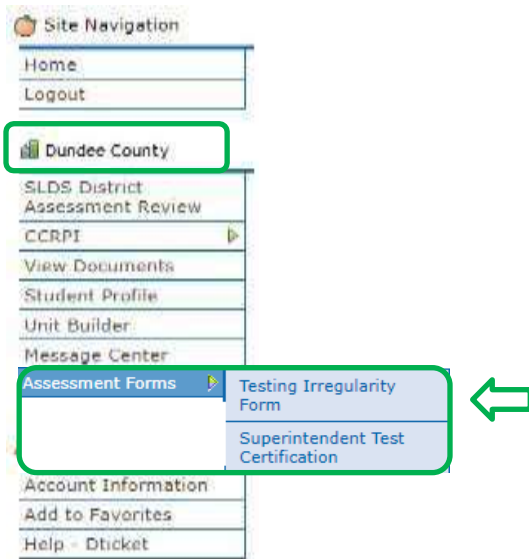
## Appendix E: Testing Irregularity Form User Guide

The Testing Irregularity form was developed to capture any irregularity with assessment testing conducted by a state, public, or charter school.

### Accessing the Testing Irregularity Form

Perform the following steps to access the Testing Irregularity form.

1. Log on to the Georgia Department of Education (GaDOE) MyGaDOE Portal system.
2. From the home page select **Testing Irregularity Form**.



This is the Testing Irregularity form summary page. Any forms previously created are displayed here. To edit an existing form, click on the Form ID of the form you want to edit. Click on the **Add New Form** button to submit a new form. **Current Assessment Cycle** defaults to the active testing window. **Export** will download form details to an Excel spreadsheet

Form ID	Assessment Cycle	System	School	Assessment	Content Area	Irregularity	Assessment Specialist	Final Disposition	Status	Last Modified
5905	Spring 2019	Dundee County	Staley Middle School	GA Milestones EOG	GA Milestones EOG Math	Testing interruption	SP-3	Irregularity	Approved	01/16/2019
5905	Spring 2019	Dundee County	Amanius High School	GA Milestones EOC	GA Milestones EOC 9thGrLit	Online Testing/Internet Interruption	SP-3		Rejected	02/05/2019
5906	Spring 2019	Dundee County	Cherokee Elementary School	GA Milestones EOG	GA Milestones EOG ELA	Testing interruption	SP-3	Invalidation	Approved	01/16/2019
5907	Spring 2019	Dundee County	Cherokee Elementary School	GA Milestones EOG	GA Milestones EOG Math	Accommodations Error	SP-1		Submitted	02/05/2019
2905	Spring 2019	Dundee County	Cherokee Elementary School	GA Milestones EOG	GA Milestones EOG ELA	Online Testing/Internet Interruption	SP-3	Documentation Only	Approved	02/05/2019

## Creating a New Testing Irregularity Form Irregularity History

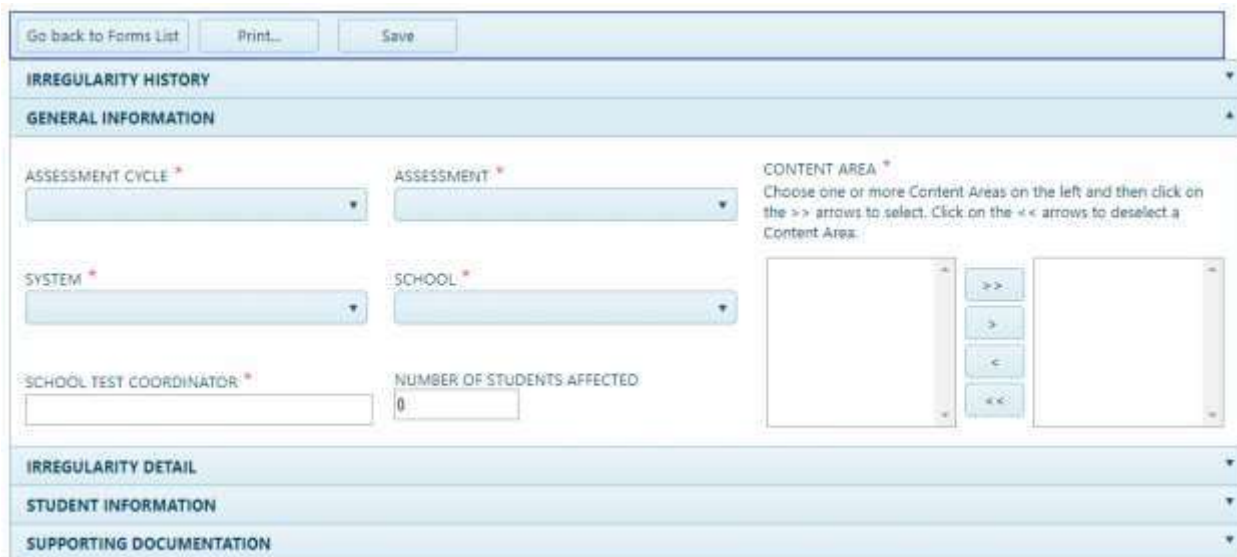
The Irregularity History displays the date, time, and person responsible for the change in status and provides guidance from the GaDOE for the disposition of the Irregularity. Click on the **Go back to Forms List** button to return to the list of forms.

MODIFY DATE	STATUS	FINAL DISPOSITION	MODIFIED BY	COMMENTS
03/28/2018 01:18 PM	In-Process		TIF Editor	
03/28/2018 01:26 PM	Deleted		TIF Editor	This form has been deleted
03/28/2018 01:26 PM	In Progress		TIF Editor	
03/28/2018 01:26 PM	Submitted		TIF Editor	

### General Information

This is a new Testing Irregularity form. The red asterisk \* indicates a required field. Begin by selecting an **Assessment Cycle** and **Assessment**. The **Content Area** will populate according to the assessment selected. Input the **School Test Coordinator**.





Select an item(s) from the Content Area. Use the arrows to move. The **System** field will auto-populate. Select a **School**. The **Number of Students Affected** field will populate based on input from the **Student Information** section. The **Print** option generates a PDF that displays all open form subsections



The screenshot shows the 'GENERAL INFORMATION' section of the form. It includes the following fields and controls:

- ASSESSMENT CYCLE \***: A dropdown menu.
- ASSESSMENT \***: A dropdown menu.
- CONTENT AREA \***: A section with instructions: "Choose one or more Content Areas on the left and then click on the >> arrows to select. Click on the << arrows to deselect a Content Area." It features two empty list boxes and four arrow buttons (>>, >, <, <<).
- SYSTEM \***: A dropdown menu.
- SCHOOL \***: A dropdown menu.
- SCHOOL TEST COORDINATOR \***: A text input field.
- NUMBER OF STUDENTS AFFECTED**: A text input field with the value '0'.

Below the 'GENERAL INFORMATION' section are expandable sections for 'IRREGULARITY DETAIL', 'STUDENT INFORMATION', and 'SUPPORTING DOCUMENTATION'.

-  This button will select and move **all** content areas into the field to be submitted to the form.
-  This button will select and move **all** content areas into the field to be removed from the form.
-  This button will move **individually selected** content areas to be submitted to the form.
-  This button will move **individually selected** content areas to be removed from the form.

### Irregularity Detail

This is the **Irregularity Detail** section. A red asterisk \* indicates a required field. Use the drop-down menu to select the **Irregularity**. Use the calendar function to select the **Date of Irregularity**. Select an **Assessment Specialist**.

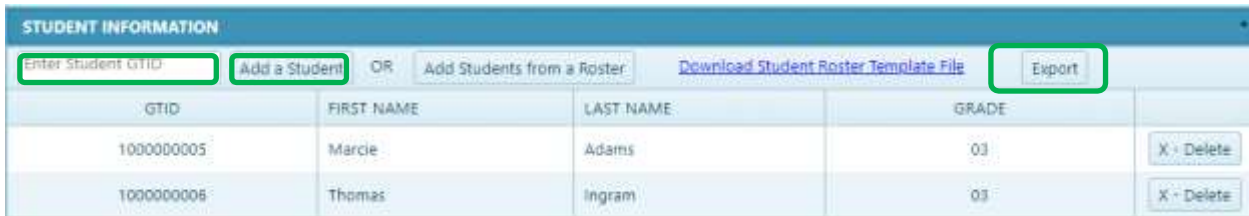


### Student Information

This is the Student Information section of the form. Enter the 10-digit Student GTID of the student affected by irregularity. Click on the **Add a Student** button. Student information can also be added via a roster. Use the **Download Student Roster Template File** link to create a roster. If you have your own roster, ensure the format is the same as the format of the template file. A Student Information list can be **Exported** to an Excel spreadsheet.



The **First Name**, **Last Name**, and **Grade** fields will auto-populate when a valid Student GTID is entered.



GTID	FIRST NAME	LAST NAME	GRADE	X - Delete
1000000005	Marcie	Adams	03	X - Delete
1000000006	Thomas	Ingram	03	X - Delete

	A	B
1	Student GTID	
2	xxxxxxxxxx	
3		
4		
5		
6		

The format of the Student Roster file is shown, begin entering the Student GTID from the second row of the spreadsheet. The first row must contain the heading **Student GTID**. Any additional uploads after the initial upload should also include students in the initial upload as each additional upload will overwrite an existing entry.

### Supporting Documentation

This section of the form enables documents to be uploaded to augment the case for the irregularity.

**.JPG**, **.PDF**, **.DOC**, and **.XLS** file formats are accepted. Click on the **Select** button and follow the prompts. Multiple Supporting Documentation files can be uploaded.





Go back to Forms List   Save

IRREGULARITY HISTORY

GENERAL INFORMATION

IRREGULARITY DETAIL

**STUDENT INFORMATION**


SUPPORTING DOCUMENTATION

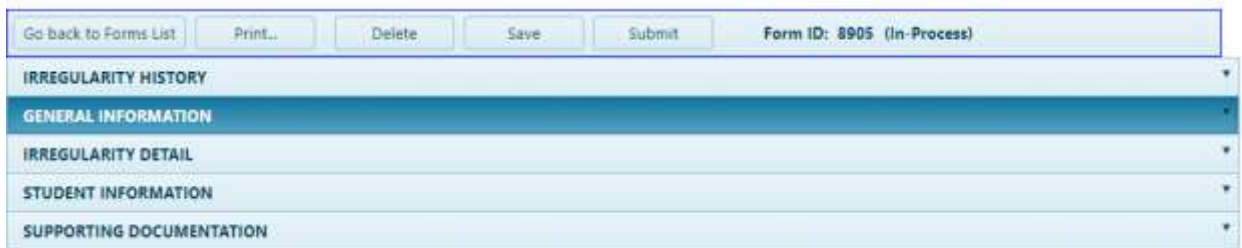
FILE ID	FILE NAME	SIZE (BYTES)	UPLOADED ON
Please upload any scanned statements and supporting documentation, you wish to associate with this irregularity. <b>NOTE: When done, you must click the "SAVE" button for the selected files to be uploaded and permanently saved!</b> <b>NOTE: If a file already exists with the same name, it will be OVERWRITTEN when you click the "SAVE" button!</b>			

Select...

### Submit Form

When the form is ready to be submitted click on the **Save** button. **Submit** and **Delete** become active options. A prompt will appear if a **required** field is empty. After clicking on the **Submit** button an *optional* comment box will appear.

 The form can be saved at any point by clicking on the **Save** button.



Go back to Forms List   Print..   Delete   Save   Submit   Form ID: 8905 (In-Process)

IRREGULARITY HISTORY

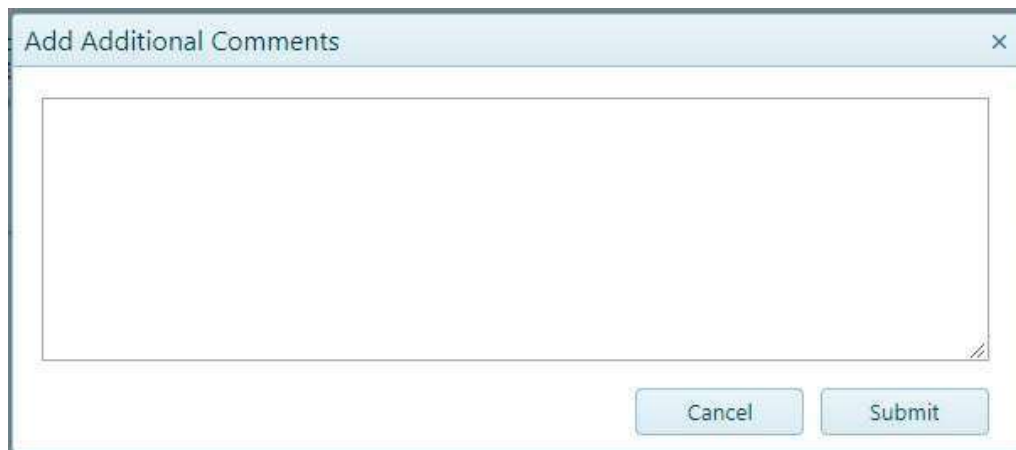
**GENERAL INFORMATION**

IRREGULARITY DETAIL

STUDENT INFORMATION

SUPPORTING DOCUMENTATION

Comments can be added via the comment box before submission. Click on the **Submit** button.



Add Additional Comments

Cancel   Submit

The submitted form appears on the form list summary page. Changes to submitted form can be performed by clicking on the **Form ID** of the form you want to edit.





Form ID	Assessment Cycle	System	School	Assessment	Content Area	Irregularity	Assessment Specialist	Final Disposition	Status	Last Modified
5905	Spring 2019	Dundee County	Staley Middle School	GA Milestones EOG	GA Milestones EOG Math	Testing interruption	SP-3	Irregularity	Approved	01/16/2019
6305	Spring 2019	Dundee County	Americus High School	GA Milestones EOC	GA Milestones EOC SthGrLit	Online Testing/Internet Interruption	SP-3		Rejected	02/05/2019
6906	Spring 2019	Dundee County	Cherokee Elementary School	GA Milestones EOG	GA Milestones EOG ELA	Testing interruption	SP-3	Invalidation	Approved	01/16/2019
6907	Spring 2019	Dundee County	Cherokee Elementary School	GA Milestones EOG	GA Milestones EOG Math	Accommodations Error	SP-1		Submitted	02/05/2019
7905	Spring 2019	Dundee County	Cherokee Elementary School	GA Milestones EOG	GA Milestones EOG ELA	Online Testing/Internet Interruption	SP-3	Documentation Only	Approved	02/05/2019
8305	Spring 2019	Dundee County	Americus High School	GA Milestones EOC	GA Milestones EOC SthGrLit	Calculator Violation	SP-3		Submitted	02/08/2019

Click on the **Reset to In-Process** button. The Form Summary page is displayed. The form status is changed to In-Process.

GENERAL INFORMATION		
ASSESSMENT CYCLE * Spring 2018	ASSESSMENT * GA Milestones EOG	CONTENT AREA * GA Milestones EOG Science
SYSTEM * Dundee County	SCHOOL * Americus High School	
SCHOOL TEST COORDINATOR * Landon Donovan	NUMBER OF STUDENTS AFFECTED 0	
IRREGULARITY DETAIL		
STUDENT INFORMATION		
SUPPORTING DOCUMENTATION		

### Delete a Form

Any form with a status of **In-Process** can be deleted. Submitted and Approved forms *cannot* be deleted. Click on the **Form ID** of the form you want to delete.

Form ID	Assessment Cycle	System	School	Assessment	Content Area	Irregularity	Assessment Specialist	Final Disposition	Status	Last Modified
<a href="#">5905</a>	Spring 2019	Dundee County	Staley Middle School	GA Milestones EOG	GA Milestones EOG Math	Testing interruption	SP-3	Irregularity	Approved	01/16/2019
<a href="#">6905</a>	Spring 2019	Dundee County	Americus High School	GA Milestones EOC	GA Milestones EOC 9thGrLit	Online Testing/Internet Interruption	SP-3		Rejected	02/05/2019
<a href="#">6905</a>	Spring 2019	Dundee County	Cherokee Elementary School	GA Milestones EOG	GA Milestones EOG ELA	Testing interruption	SP-3	Invalidation	Approved	01/18/2019
<a href="#">6907</a>	Spring 2019	Dundee County	Cherokee Elementary School	GA Milestones EOG	GA Milestones EOG Math	Accommodations Error	SP-1		Submitted	02/05/2019
<a href="#">7905</a>	Spring 2019	Dundee County	Cherokee Elementary School	GA Milestones EOG	GA Milestones EOG ELA	Online Testing/Internet Interruption	SP-3	Documentation Only	Approved	02/05/2019
<a href="#">8905</a>	Spring 2019	Dundee County	Americus High School	GA Milestones EOC	GA Milestones EOC 9thGrLit	Calculator Violation	SP-3		In-Process	02/08/2019

The form will open. Click on the **Delete** button. A warning prompt will display to confirm deletion.

<a href="#">Go back to Forms List</a>	<a href="#">Print...</a>	<a href="#">Delete</a>	<a href="#">Save</a>	<a href="#">Submit</a>
<b>IRREGULARITY HISTORY</b>				
<b>GENERAL INFORMATION</b>				

You will be returned to the Testing Irregularity form summary page. The deleted form is hidden from the form summary page and, by default, is not visible. To view the deleted form or a form previously deleted, uncheck the **Exclude Deleted Forms** box.

Form ID	Assessment Cycle	System	School	Assessment	Content Area	Irregularity	Assessment Specialist	Final Disposition	Status	Last Modified
<a href="#">2311</a>	Fall 2018	Dundee County	Sarah Cobb Elementary School	GA Milestones EOC	GA Milestones EOC 9thGrLit	Cell Phone/Electronic Device Violation	SP-1	Invalidation	Approved	09/02/2018
<a href="#">2312</a>	Fall 2018	Dundee County	Americus High School	GA Milestones EOC	GA Milestones EOC 9thGrLit	Cheating	SP-3		Submitted	09/09/2018

The deleted form is displayed on the forms summary page. The Delete status can be removed and the form returned to an active state by clicking on the **Form ID**.

Form ID	Assessment Cycle	System	School	Assessment	Content Area	Irregularity	Assessment Specialist	Final Disposition	Status	Last Modified
<a href="#">1038</a>	Spring 2018	Dundee County	Cherokee Elementary School	GA Milestones EOG	GA Science, GA Milestones EOC AnaGeo	Content being disclosed, coached or distributed	SP-2		Submitted	03/27/2018
<a href="#">1048</a>	Spring 2018	Dundee County	Americus High School	NAEP	NAEP	Testing interruption	SP-2		Deleted	05/23/2018
<a href="#">1042</a>	Spring 2018	Dundee County	Cherokee Elementary School	GA Milestones EOG	GA Milestones EOG ELA, GA Milestones EOG Science	Examiner/Proctor Failure to Follow Instructions/Error		Invalidation	Approved	03/22/2018
<a href="#">1052</a>	Spring 2018	Dundee County	Americus High School	GA Milestones EOG	GA Milestones EOC Science	Directions not being followed	SP-1		Submitted	03/27/2018

Once inside the form, it can be reset by clicking on the **Reset to In-Process** button.

<a href="#">Go back to Forms List</a>	<a href="#">Print...</a>	<a href="#">Reset to In-Process</a>
---------------------------------------	--------------------------	-------------------------------------



The form is active and available to be edited.

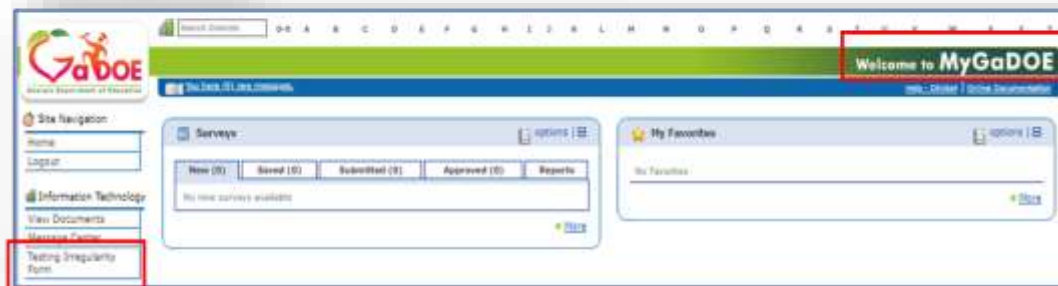
Form ID	Assessment Cycle	System	School	Assessment	Content Area	Irregularity	Assessment Specialist	Final Disposition	Status	Last Modified
1023	Spring 2018	Dundee County	Cherokee Elementary School	GA Milestones EOG	GAA Science, GA Milestones EOC AnaGeo	Content being disclosed, coached or distributed	SP-2		Submitted	03/13/2018
1041	Spring 2018	Dundee County	Americus High School	NAEP	NAEP	Testing interruption	SP-3		In-Process	03/23/2018
1042	Spring 2018	Dundee County	Cherokee Elementary School	GA Milestones EOG	GA Milestones EOG ELA, GA Milestones EOG Science	Examiner/Pactor Failure to Follow Instructions/Error		Invalidation	Approved	03/22/2018
1043	Fall 2018	Dundee County	Americus High School	GA Milestones EOG	GEIDS ELA	Accommodation Refusal by Student	SP-1		Submitted	03/13/2018

## Appendix F: Entering Irregularities in the MyGaDOE Portal

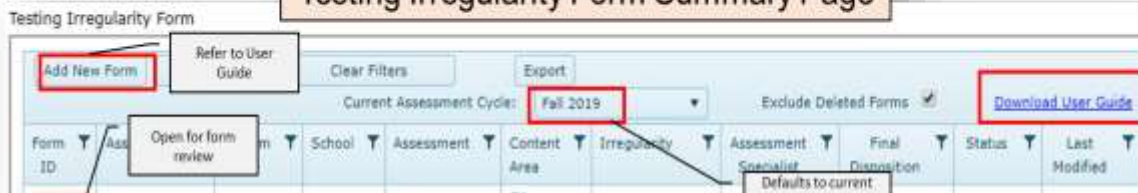
All personnel in the local district must follow protocol as they become aware of testing irregularities. All irregularities must be reported to the GaDOE by completing the Testing Irregularity Form (TIF) in the MyGaDOE Portal. The screenshot below is used in GaDOE trainings to show STCs how and where to submit TIFs.

# Entering Irregularities

## Test Security



## Testing Irregularity Form Summary Page



## Appendix G: Desk Audit Monitoring

### Desk Audit –

### Monitoring Student Status

Districts should monitor student status to ensure that students are testing on schedule, all students who are scheduled to test are testing and that tests are completed and sent for scoring. DRC offers several resources to monitor student status.

### Student Status Dashboard

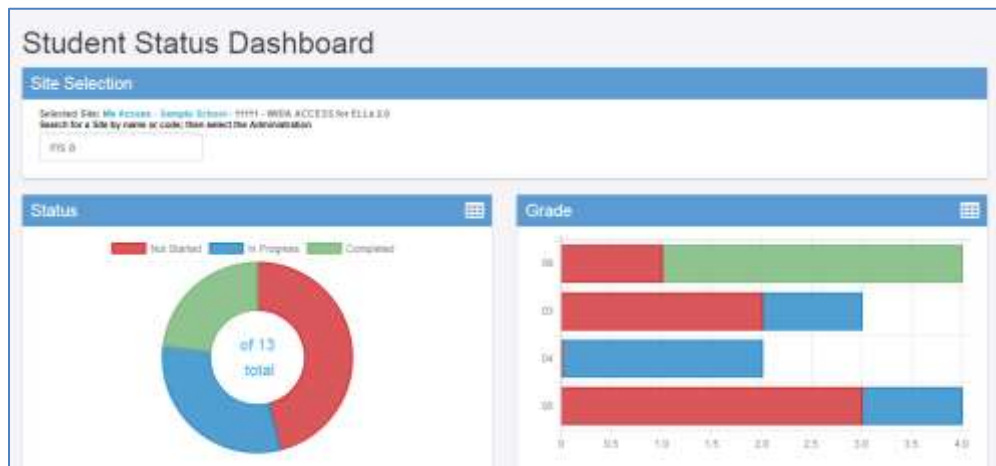
- Log into the DRC INSIGHT Portal at <https://ga.drccdirect.com/>
- Select **All Applications** and **Student Management**, then choose **Student Status Dashboard**.
- Type in the school name or code number for your school and select the school.
- Choose the administration.
- The Student Status Dashboard displays the status of assessments by course using interactive graphics. System Test Coordinators (STCs) can ensure that all students have completed all domains and that students are testing on schedule and on a single day. Click on the color of the status (Not Started, Completed, In Progress) to drill down to a list of students.

Student Management

sample school

Name	Code	Parent Name	Parent Code	Select
Sample School	9999	Sample District	999	Select

Assessment	Code	Number	Select
One Practice Test with Response Transmission	EGA899	575899	Select
1st Grade Spring 2019	EGA925	575925	Select







- The filtered student list includes name, grade, content area, start, end time, and duration on the assessment. The report can be exported as a .CSV file.

Student Search Results									
Export to CSV									
Note: Times are displayed in Central Time									
Last Name	First Name	Grade	Content Area	Module	Assessment	Status	Start Time	End Time	Duration
Adams	Daffy	08	Listening	Listening	Listening Gr 6-8	Completed	01/24/2017 07:46 AM	01/31/2017 04:47 PM	177 Hours 0 Minutes
Adams	Daffy	08	Reading	Reading	Reading Gr 6-8	Completed	02/01/2017 10:47 AM	02/01/2017 11:05 AM	0 Hours 18 Minutes
Adams	Daffy	08	Speaking	Speaking	Speaking Gr 6-8	Not Started			
Adams	Daffy	08	Writing	Writing	Writing Gr 6-8	Completed	02/01/2017 11:11 AM	02/01/2017 11:20 AM	0 Hours 9 Minutes
Anderson	Tanner	03	Listening	Listening	Listening Gr 2-3	Not Started			

### Daily Cumulative Status Report (System Level Only)

Status Reports

- Choose **Report Delivery** and choose **Status Reports**
- Choose the **administration** and choose **Action** button for the **Daily Cumulative Student Status Report**

Administration: End of Course **Fall Mid-Month** \* District: **Sample District - 999** School: **(All)**

Reports		
Title	Description	Action
Daily Cumulative Student Status Report	Displays all students in a test session, regardless of whether they have started the test session or not. Shows the test status for each student, including start and submit times, the ticket status, assigned accommodations and has a comment field.	

- This will export a spreadsheet of data on current testing including student name, date of testing, status, accommodations, and start and end of testing. STCs can use this report to verify student status, dates of administration and if students have received all four domains.

All times are Central Standard Time

Daily Cumulative Student Status Report

District	Grade	Domain	Assess	State S	District	Middle	Date of	Test Sta	Invalid	Not Tes	Accom	Alterna	Test Pa
GA000000	9	Listening	Listening	3.55E+09	3.55E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Reading	Reading G	3.55E+09	3.55E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Speaking	Speaking	3.55E+09	3.55E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Writing	Writing G	3.55E+09	3.55E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Listening	Listening	9.18E+09	9.18E+09	1A		Not Started	N/A	N/A	N/A		#1
GA000000	9	Reading	Reading G	9.18E+09	9.18E+09	1A		Not Started	N/A	N/A	N/A		#1
GA000000	9	Speaking	Speaking	9.18E+09	9.18E+09	1A		Not Started	N/A	N/A	N/A		#1
GA000000	9	Writing	Writing G	9.18E+09	9.18E+09	1A		Not Started	N/A	N/A	N/A		#1
GA000000	9	Listening	Listening	2.8E+09	2.8E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Reading	Reading G	2.8E+09	2.8E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Speaking	Speaking	2.8E+09	2.8E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Writing	Writing G	2.8E+09	2.8E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Listening	Listening	3.74E+09	3.74E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Reading	Reading G	3.74E+09	3.74E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Speaking	Speaking	3.74E+09	3.74E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Writing	Writing G	3.74E+09	3.74E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Listening	Listening	9.72E+09	9.72E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Reading	Reading G	9.72E+09	9.72E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Speaking	Speaking	9.72E+09	9.72E+09			Not Started	N/A	N/A	N/A		#1
GA000000	9	Writing	Writing G	9.72E+09	9.72E+09			Not Started	N/A	N/A	N/A		#1



## Monitoring Student Test Progress for ACCESS

Another way to monitor the progress of student testing is the Student Test Progress Report. Here, students are listed as Completed, In Progress, or Not Started.

- Log into the DRC INSIGHT Portal at <http://www.wida-ams.us/>
- Select **All Applications** and **Student Management**, then choose **Student Test Progress**
- Choose the **Administration** and the **School** and click **Find Students**
- Click on the + sign to view the progress on each domain.

Student Status Dashboard

The screenshot shows the 'Student Test Progress' interface. At the top, there is a header 'Student Test Progress' and a sub-header 'Student Test Progress allows the user to view the online testing status of each student within a school.' Below this is an 'Instructions' section and a note '\* Indicates required fields'. The main form contains several dropdown menus: 'Administration' (set to 'ACCESS for ELLs 2.0 - 20'), 'District' (set to 'DRC Use Only - Sample'), 'School' (set to 'DRC Use Only - Sample'), 'Grade' (set to '(All)'), and 'Domain' (set to '(All)'). There are 'Find Students' and 'Clear' buttons. Below the form is a note '\* All times are Central Standard Time.' and buttons for 'Collapse All Rows' and 'Expand All Rows'. The main content is a table titled 'Students' with columns: Last Name, First Name, Grade, Domain, Status, Start Time, End Time, and Duration. The table lists several sample students, all with a status of 'Not Started'. Two rows are expanded to show details: 'Student' with 'Test' type, '04' grade, 'Listening' domain, and 'Not Started' status; and 'Student' with 'Test' type, '04' grade, 'Speaking' domain, and 'Not Started' status.


Last Name	First Name	Grade	Domain	Status	Start Time	End Time	Duration
Sample, Student [11111111]				Not Started			
SampleStudent, One [11111111]				Not Started			
SampleStudent, Two [00000000]				Not Started			
SampleThree, Student [9876543212]				Not Started			
Student, Sample [11234567]				Not Started			
Student, Sample [00000000]				Not Started			
Student, Test [11111111]				Not Started			
Student	Test	04	Listening	Not Started			
Student	Test	04	Speaking	Not Started			
Student, Testing [06110002]				Not Started			

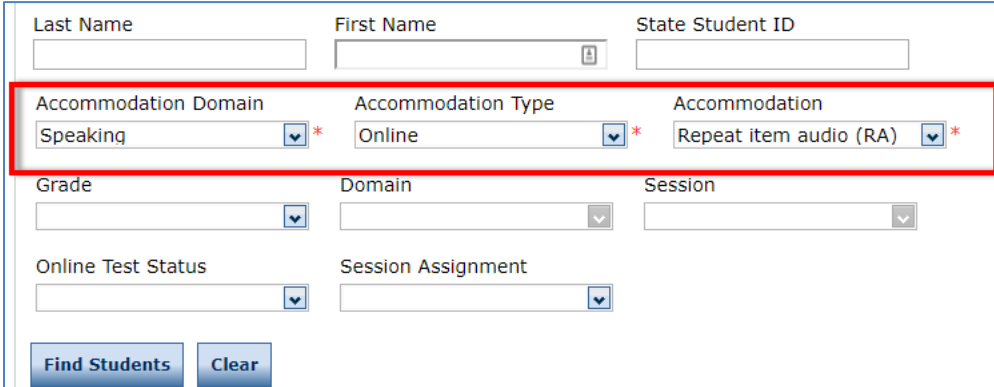


## Verifying Accommodations Before Testing

Schools should review to ensure that accommodations are correctly assigned before testing. Online accommodations can be checked against lists of accommodations from IEP, IAP/504, and EL/TPC plans.

### Viewing Assigned Accommodations

- Log into the DRC INSIGHT Portal at <http://www.wida-ams.us/>
- Select **My Applications** and **Student Management**, then choose **Manage Students**. 
- Choose the Administration.
- Find assigned accommodations by filtering the defined categories.
- Choose Online under Accommodation Type to view accommodations that are assigned to be presented online to students when they log into INSIGHT.
- The example below shows a filter for **Speaking, Online and Repeat item audio (RA)**.



Last Name	First Name	State Student ID
<input type="text"/>	<input type="text"/>	<input type="text"/>
Accommodation Domain	Accommodation Type	Accommodation
<input type="text" value="Speaking"/>	<input type="text" value="Online"/>	<input type="text" value="Repeat item audio (RA)"/>
Grade	Domain	Session
<input type="text"/>	<input type="text"/>	<input type="text"/>
Online Test Status	Session Assignment	
<input type="text"/>	<input type="text"/>	
<input type="button" value="Find Students"/>	<input type="button" value="Clear"/>	

- Click **Find Students** to present a list of students with this accommodation for the ELA test.
- The STC/SchTC can export to Excel and compare the list against official school records for accommodations for testing.





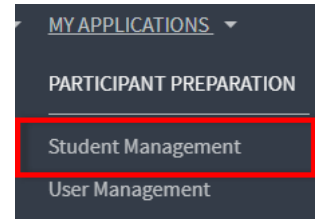
## Desk Audit – Georgia Milestones

### Monitoring Student Status

Districts should monitor student status to ensure that students are testing on schedule, all students who are scheduled to test are testing and that tests are completed and sent for scoring. DRC offers several resources to monitor student status.

#### Student Status Report

- Log into eDIRECT at <https://ga.drctdirect.com>
- Select **My Applications** and **Student Management**, then choose **Student Status Dashboard**.
- Type in the name or Code number for your school and select the school.



sample school				
Name	Code	Parent Name	Parent Code	Select
Sample School	9999	Sample District	999	Select

- Choose the administration.

Name	Code	Number	Select
Secure Practice Test with Response Transmission	EGA899	ST3899	Select
End of Grade Spring 2018	EGA925	ST3925	Select

- The Student Status Dashboard displays the status of assessments by course using interactive graphics. System Test Coordinators (STCs) can view tests that are In-Progress or not started to find students who did not successfully complete or submit tests. The report also shows dates of testing so STCs can ensure schools are testing on the correct day. Click on the color of the status (Not Started, Completed, In Progress) to drill down to a list of students.



- The filtered student list includes name, grade, content area, start, end time, and duration on the assessment. The report can be exported as a .CSV file.

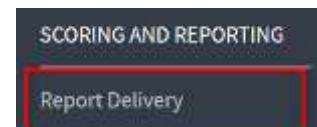
Student Search Results

[Export to CSV](#)

Last Na...	First Na...	Grade	Content Area	Module	Assess...	Status	Start Ti...	End Ti...	Duration
AccomT...	KJ	12	Mathematics	Geometry - Section 2	Geometry	Comple...	10/10/2... 11:33 CST	10/10/2... 11:42 CST	0 Hours 9 Minutes
Nonaccom	KJ	12	Mathematics	Geometry - Section 1	Geometry	Comple...	10/10/2... 11:33 CST	10/10/2... 11:46 CST	0 Hours 13
Lerchen	Derchen	09	English Language Arts	American Literature - Section 3	America...	Comple...	10/10/2... 12:22 CST	10/10/2... 12:22 CST	0 Hours 0 Minutes
Lerchen	Derchen	09	English Language Arts	American Literature - Section 2	America...	Comple...	10/10/2... 12:20 CST	10/10/2... 12:21 CST	0 Hours 1 Minutes
Lerchen	Derchen	09	English Language Arts	American Literature - Section 1	America...	Comple...	10/10/2... 11:32 CST	10/10/2... 11:42 CST	0 Hours 10

### Daily Cumulative Status Report (System Level Only)

- Choose **Report Delivery** under **Scoring and Reporting**
- Choose the **administration** and choose **Action** button for the **Daily Cumulative Student Status Report**



Administration: End of Course Fall Mid-Month

District: Sample District - 999

School: (All)

Reports		
Title	Description	Action
Daily Cumulative Student Status Report	Displays all students in a test session, regardless of whether they have started the test session or not. Shows the test status for each student, including start and submit times, the ticket status, assigned accommodations and has a comment field.	



- This will export a spreadsheet of data on current testing including student name, date of testing, status, accommodations, and start and end of testing. STCs can use this report to verify student status, dates of administration and if accommodations are being administered appropriately.

PARTICIPANT PREPARATION

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Student Management

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User Management

Find Students

All Items are Eastern Standard Time

Daily Cumulative Student Status Report

District	School	School Grade	Content Area	Grade	Last Name	First Name	Birthdate	Date of Test	Test ID	Next Test	Accommodations	Test Results	Test Start	Test End	Comments
000	Sample	0800	English La North	0800	Testname	Testname	8	5/15/2020	Complete PLO		Accommodations based -R1	R1	May 18 20:00	May 18 20:00	0:00:00
000	Sample	0800	English La North	0800	Testname	Testname	8	5/15/2020	Complete PLO		Accommodations based -R2	R2	May 18 20:00	May 18 20:00	0:05:00
000	Sample	0800	English La North	0800	Testname	Testname	8	5/15/2020	Complete PLO		Accommodations based -R3	R3	May 18 20:00	May 18 20:00	0:07:00
000	Sample	0800	Math	0800	Testname	Testname	7	5/15/2020	Complete PLO		N/A	R1	May 9 20:00	May 9 20:00	0:07:00
000	Sample	0800	Math	0800	Testname	Testname	7	5/15/2020	Complete PLO		N/A	R2	May 20 20:00	May 20 20:00	0:12:00
000	Sample	0800	Science	0800	Testname	Testname	7	5/15/2020	Complete PLO		N/A	R1	May 17 20:00	May 17 20:00	0:14:00
000	Sample	0800	Science	0800	Testname	Testname	7	5/15/2020	Complete PLO		N/A	R2	May 18 20:00	May 18 20:00	0:16:00
000	Sample	0800	English La North	0800	Testname	Testname	7	5/15/2020	Complete PLO		Accommodations based -R1	R1	May 18 20:00	May 18 20:00	0:18:00
000	Sample	0800	English La North	0800	Testname	Testname	7	5/15/2020	Complete PLO		Accommodations based -R2	R2	May 18 20:00	May 18 20:00	0:19:00
000	Sample	0800	English La North	0800	Testname	Testname	7	5/15/2020	Complete PLO		Accommodations based -R3	R3	May 18 20:00	May 18 20:00	0:20:00
000	Sample	0800	Math	0800	Testname	Testname	7	5/15/2020	Complete PLO		Accommodations based -R1	R1	May 9 20:00	May 9 20:00	0:20:00
000	Sample	0800	Math	0800	Testname	Testname	7	5/15/2020	Complete PLO		Accommodations based -R2	R2	May 20 20:00	May 20 20:00	0:20:00
000	Sample	0800	Science	0800	Testname	Testname	6	5/15/2020	Complete PLO		N/A	R1	May 17 20:00	May 17 20:00	0:20:00
000	Sample	0800	Science	0800	Testname	Testname	6	5/15/2020	Complete PLO		N/A	R2	May 22 20:00	May 22 20:00	0:20:00
000	Sample	0800	English La North	0800	Testname	Testname	6	5/15/2020	Complete PLO		N/A	R1	May 18 20:00	May 18 20:00	0:20:00
000	Sample	0800	English La North	0800	Testname	Testname	6	5/15/2020	Complete PLO		Accommodations based -R1	R1	May 25 20:00	May 25 20:00	0:45:00
000	Sample	0800	English La North	0800	Testname	Testname	6	5/15/2020	Complete PLO		N/A	R2	May 26 20:00	May 26 20:00	0:45:00
000	Sample	0800	Math	0800	Testname	Testname	6	5/15/2020	Complete PLO		N/A	R1	May 9 20:00	May 9 20:00	0:45:00

## Verifying Accommodations Before Testing

Schools should review to ensure that accommodations are correctly assigned before testing. Online accommodations can be checked against lists of accommodations from IEP, IAP/504, and EL/TPC plans.

## Viewing Assigned Accommodations

- Log into eDIRECT at <https://ga.drctdirect.com>
- Select **My Applications** and **Student Management**, then choose **Manage Students**.
- Choose the Administration.
- Find assigned accommodations by filtering the defined categories.
- Choose Online under Accommodation Type to view accommodations that are assigned to be presented online to students when they log into INSIGHT.
- The example below shows a filter for **English Language Arts, Online and Audio Text-to-Speech**.
- Click **Find Students** to present a list of students with this accommodation for the ELA test.
- The STC/SchTC can export to Excel and compare the list against official school records for accommodations for testing.

<input type="checkbox"/>	List Name	Include	W/S	Case ID	Case	Action
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	
<input type="checkbox"/>	Student	Terry		1123000	00	

Page 1 of 1,000 items | 11 items

[Add Student](#)
[Export to Excel](#)
[Download Database](#)
[Display Accommodations](#)



## Desk Audit – GKIDS

### Monitoring Student Status

Districts should monitor student status to ensure that Kindergarten teachers are entering data throughout the school year.

### Academic Progressions Report

- Log into eDIRECT at <https://gkids.gadoe.org/>
- The **Academic Progressions** report will show students at each performance level.
- Verify the **N Count** for the district to see if it accurately reflects the number of Kindergarten students.
- **Not Yet Assessed (NYA)** shows students who have not been assessed for the domains. Verify if this is an appropriate number at this point in the school year.

The screenshot shows the 'Academic Progressions' report for a county with 6133 schools. The report is organized into four main sections: ELA, Math, Science, and Social Studies. Each section contains a table of performance levels (NYA, NYD, PC, BE, EM, DV, DM, EX) and a percentage of demonstrating or exceeding. The NYA column is highlighted in red in the original image, indicating the number of students not yet assessed.

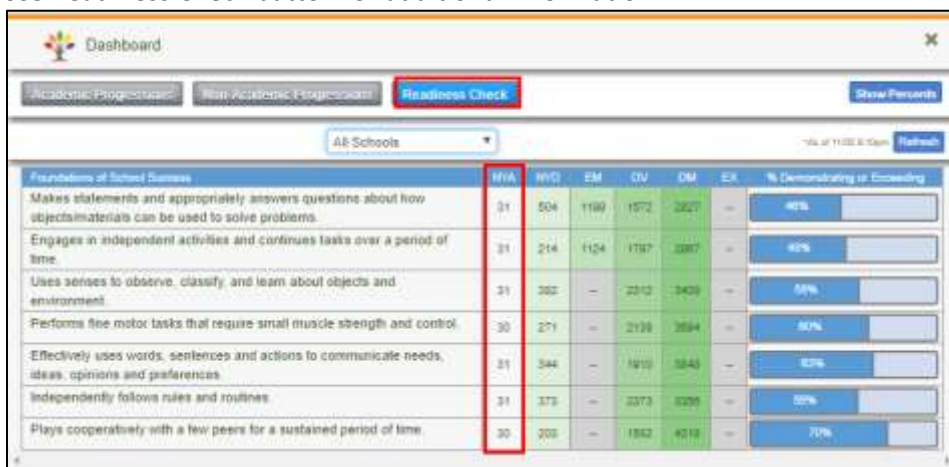
Domain	NYA	NYD	PC	BE	EM	DV	DM	EX	% Demonstrating or Exceeding
<b>ELA</b>									
Phonemic Awareness	88	1728	2591	833	341	338	372	133	0%
Fluency	28	1381	--	3283	832	481	178	42	0%
High-Frequency Words	4029	216	--	838	391	378	201	107	2%
Comprehension	4173	203	188	430	838	432	194	35	2%
Conventions of Writing	4236	201	180	418	398	388	121	96	2%
Spelling	4384	288	--	439	812	488	148	14	7%
Communication of Ideas	34	1908	2554	401	407	488	308	12	4%
<b>Math</b>									
Shapes	401	1678	3378	188	127	117			0%
Counting - Number	38	1028	3308	414	481	781	118		10%
Counting - Objects	12	738	3883	388	488	788	288		10%
Compare	4844	388	187	381	384	388	88		0%
Addition and Subtraction	5345	271	101	88	14	18			0%
<b>Science</b>									
Physical Attributes	8181	81	118	88	102	474	18		0%
Motion	8181	74	72	112	138	488	82		0%
Life Science	8887	81	8	22	22	21			0%
Space Science	8887	81	28	22	7	8			0%
Earth Materials	8877	81	8	28	88	117			2%
<b>Social Studies</b>									
Historical Understandings	8318	88	138	111	38	188	8		2%
Geographic Understandings	8112	72	138	214	288	278	8		7%
Civic Understandings	8388	83	142	138	138	884	87		6%
Economic Understandings	8728	78	81	88	718	84			1%

- Choose a school to receive the same report at the school level.



ELA	N/A	WD	PC	RE	EM	DV	DM	EX	% Demonstrating or Exceeding
Phonemic Awareness		22	53						
Fluency		7	-	28					
High-Frequency Words	85								
Comprehension	85								
Conventions of Writing	85								
Spelling	85								
Communication of Ideas	4	81							

- Choose Readiness Check button for additional information.



Foundations of School Success	N/A	WD	EM	DV	DM	EX	% Demonstrating or Exceeding
Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	31	504	1169	1572	2627	-	46%
Engages in independent activities and continues tasks over a period of time.	31	214	1124	1787	2287	-	45%
Uses senses to observe, classify, and learn about objects and environment.	31	362	-	2313	3409	-	59%
Performs fine motor tasks that require small muscle strength and control.	30	271	-	2138	3594	-	80%
Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	31	344	-	1910	3343	-	87%
Independently follows rules and routines.	31	373	-	2373	3295	-	88%
Plays cooperatively with a few peers for a sustained period of time.	30	205	-	1562	4018	-	70%



## Appendix H: GaDOE Assessment Monitoring and Observation Form

District/Charter School Name:	Number:
System Test Coordinator (STC):	
School Name:	Number:
School Test Coordinator:	
Administrator:	
GaDOE Monitor:	
Date and Time Onsite Conducted:	
Assessment Monitored:	
Overall Summary:	
No additional follow-up needed:	
Additional follow-up as described in one or more Comment sections is needed.	

**Rating Key:**

2 = All documentation provided; 1 = Some documentation provided; 0 = No documentation provided

Monitoring Topic: Communication			
Questions: <ol style="list-style-type: none"> <li>1. How do STCs and school staff receive communication from GaDOE and testing vendors about the assessment?</li> <li>2. Who develops and shares the Testing Schedule with staff?</li> <li>3. Please provide a copy of the Testing Schedule.</li> </ol>			
#	Item	Rating	Comments
1	Copies of assessment communication STC has provided/sent to SchTCs/Administrators (Emails, meeting agendas, etc.)		
2	Copies of assessment communication STC has provided/sent to school staff (Emails, meeting agendas, etc.)		
3	Schedule for test administration (Test Schedule for applicable content areas is available and includes each grade level or course, where appropriate)		
Monitoring Topic: Staff Training			
Questions: <ol style="list-style-type: none"> <li>1. Describe how training related to test administration, test security and testing accommodations is conducted.</li> <li>2. How do you ensure all required staff have completed training prior to testing?</li> <li>3. Documentation of training that occurred prior to testing must be provided.</li> </ol>			





#	Item	Rating	Comments
4	Test Administration Documentation a. Detailed Agenda or PowerPoint or Training Packet b. Attendance Sign-in Sheet c. Some reference to Examiner’s Manuals, Pre-Administration training, GaDOE Assessment Policies, Administration, and Test Security		
5	Test Security Training Documentation a. Detailed Agenda or PowerPoint or Training packet b. Attendance Sign-in Sheet c. Some reference to GaPSC Code of Ethics, GaDOE Test Security Training, GaDOE Assessment policies, administration, and test security		
6	Testing Accommodations Training Documentation a. Detailed Agenda or PowerPoint or Training packet b. Attendance Sign-in Sheer c. Some Reference to Accessibility and Accommodations Guidance document/IEPs/ELTPCs/504 Plans		

**Monitoring Topic: Test Security**

Questions:

1. Where are secure test materials stored? Who has access to test materials once they are stored?
2. How are secure test materials inventoried/tracked before, during, and after testing?
3. How do you monitor to ensure test administration and test security requirements are being followed by Examiners/Proctors?
4. How do you monitor to ensure Examiners administer testing accommodations appropriately?
5. How do you ensure all required staff have signed Testing Security & Integrity Agreements on file prior to testing?
6. How do you ensure your district/school’s local test security policy is shared with staff?

#	Item	Rating	Comments
7	Secure storage of test materials (Confirm room is locked at all times and only STC or administrator can unlock)		
8	Controlled and limited access to secure materials a. Chain of custody documentation with signatures, times, and dates that materials were removed or returned;		



	<ul style="list-style-type: none"> <li>b. STC or designee supervises daily pick-up and return of test materials; and</li> <li>c. STC or designee inventories and tracks materials at end of each testing day.</li> </ul>		
9	<p>Local monitoring of testing rooms by STC or designees during testing;</p> <ul style="list-style-type: none"> <li>a. Log or record of monitoring conducted and</li> <li>b. Description of local monitoring process.</li> </ul>		
10	<p>Monitoring of Examiners providing testing accommodations</p> <ul style="list-style-type: none"> <li>a. Log or record of monitoring conducted and</li> <li>b. Description of local monitoring process</li> </ul>		
11	<p>Required staff sign Testing Security &amp; Integrity Agreements prior to testing (Sampling of examiners selected from test schedule, and sampling of other staff such as administrator, STC, etc.)</p>		
12	<p>Local test security policy on file and shared with staff</p> <ul style="list-style-type: none"> <li>a. Copy of local test security policy</li> <li>b. Description regarding how policy is shared</li> </ul>		

**Monitoring Topic: Room Observations**

Questions:

1. Are any tests being administered today?
2. Please allow us to observe a few testing rooms (minimum 2 rooms).

Rooms Observed (Room #/location):

#	Item	Rating	Comments
13	<p>Appropriate testing environment</p> <ul style="list-style-type: none"> <li>a. Balanced examiner/student ratio</li> <li>b. Room was free from distractions</li> <li>c. Unacceptable reference materials have been removed from walls</li> <li>d. No cell phones or unallowable devices were present</li> <li>e. Desks were clear of any materials not related to testing</li> </ul>		
14	<p>Examiner/Proctor actively monitored testing room</p>		

Additional Comments:



## Appendix I: GaDOE Assessment Monitoring and Feedback Report

### Assessment Monitoring Feedback

#### School Site Visit

District/Charter School Name:	Number:
System Test Coordinator (STC):	
School Name:	Number:
Administrator:	
GaDOE Member:	
Date and Time Onsite Conducted:	
Assessment Monitored:	
Follow-Up Needed:	

The Georgia Department of Education (GaDOE) conducts annual school site visits to monitor test administration practices in schools across the state. During the visit, the GaDOE collects data through observations and evidence submitted by the school. Each GaDOE observer is trained to conduct observations at the elementary and secondary levels.

With those conditions in place, the GaDOE focuses their work in the following areas:

- Communication
- Staff Training
- Test Security
- Testing Room Environment

Findings and feedback from your school’s site visit are summarized below. If requested, the school will need to submit additional information or evidence for one or more of the areas observed.

<b>Standard 1: Communication</b>
The school employs intentional practices for communication with all personnel involved with testing.
Sample Indicators: Testing schedules Assessment communication (i.e., emails, meetings agendas)
<i>General Feedback</i>
<i>Additional Documentation Needed</i>



**Standard 2: Staff Training**

The school provides adequate, timely training related to test administration, test security, and testing accommodations.

Sample Indicators:

- Test administration documentation (i.e., training agendas, training packet)
- Test security documentation (i.e., review of GaPSC Code of Ethics, GaDOE test security training)
- Testing accommodations documentation (i.e., review of IEPs, online testing platform)

*General Feedback*

*Additional Documentation Needed*

**Standard 3: Test Security**

The school has established a community of practice for maintaining test security.

Sample Indicators:

- Storage of test materials
- Local test security policy
- Monitoring of Examiners providing testing accommodations

*General Feedback*

*Additional Documentation Needed*

**Standard 4: Testing Room Environment**

The school provides a safe, orderly, and appropriate testing environment during test administration.

Sample Indicators:

- Balanced examiner/student ratio
- Unaccepted reference materials removed from walls
- Examiner/proctor actively monitored testing room

*General Feedback*

*Additional Documentation Needed*



## School Site Visit: Follow-Up Action Plan

### Standard 1: Communication

Actions Steps	Deadline	Person(s) Responsible	Resources/Support Needed
1.			
2.			
3.			
4.			
5.			

### Standard 2: Staff Training

Actions Steps	Deadline	Person(s) Responsible	Resources/Support Needed
1.			
2.			
3.			
4.			
5.			



**Standard 3: Test Security**

Actions Steps	Deadline	Person(s) Responsible	Resources/Support Needed
1.			
2.			
3.			
4.			
5.			

**Standard 4: Testing Room Environment**

Actions Steps	Deadline	Person(s) Responsible	Resources/Support Needed
1.			
2.			
3.			
4.			
5.			



## Appendix K: GOSA Investigation

The audit staff of the Governor's Office of Student Achievement (GOSA) has developed a process whereby education stakeholders may refer pertinent information on schools or school districts that demonstrates potential need for an academic audit\*. While references may be provided anonymously, priority for investigation will be given to those references that a) include contact information so that GOSA may follow up with particular questions, and b) are clearly investigable.

\* Note: GOSA conducts academic audits of schools. The Professional Standards Commission conducts ethics investigations into individual educators' behaviors. The Department of Audits conducts financial audits of schools and school systems.

**Please print or type.**

<b>Date:</b>			
<b>Petitioner Name:</b>			
<b>Mailing Address:</b>			
<b>Email Address:</b>			
<b>Daytime Phone:</b>		<b>Other Phone:</b>	
<b>Name of school or school district for which information is being provided:</b>			
<b>Is the petitioner employed by the named school or school district?</b> <input type="radio"/> Yes <input type="radio"/> No			

Please provide a brief summary not to exceed the space provided below of the situation being reported.

List the name(s) and telephone number(s) of any additional person(s) who may be able to verify the information included in this reference.			
Name:		Daytime Phone:	
Name:		Daytime Phone:	
Name:		Daytime Phone:	

Please provide a detailed description not to exceed the space below of the situation being reported that would compel GOSA to investigate the need to audit the named school or school district.

Signature of Petitioner:	
Printed Name	Signature and Date

**Please attach and enclose copies of all applicable evidentiary documentation supporting the petitioner's claim.**

**Directions for Submission**

Please mail, fax, or email this completed packet in its entirety to:

Governor's Office of Student Achievement  
 Attn: Academic Auditing  
 205 Jesse Hill, Jr. Drive SE  
 952 Twin Towers East  
 Atlanta, GA 30334  
 Fax: 404-463-1163  
[julie.noland@gosa.ga.gov](mailto:julie.noland@gosa.ga.gov)





## Appendix L: Principal's Certification

### Adherence to Prescribed Test Administration Procedures

System Test Coordinators should copy and distribute this form to all Principals prior to **each** administration. Principals should sign the form and return to the System Test Coordinator once all materials are verified and returned to the system. System Test Coordinators should receive a signed copy of this form after **each** administration. **This form must be retained at the system level for five years.**

**Check the appropriate response. Give a full explanation for all items for which the response was "NO." Attach the explanation on an additional sheet.**

**Test Administration:** \_\_\_\_\_

**Yes No**

- 1. Test materials were properly inventoried and stored in a secure location prior to test administration. This is inclusive of online testing tickets/log-ins.
- 2. A building level official was responsible for test material distribution and storage while materials were in the school and was held accountable for all test booklets sent to that building.
- 3. This school adhered to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results, and department testing dates established in the ***Student Assessment Handbook, System and School Test Coordinators' Manual(s), Assessment Guides***, and assessment supplements and correspondence.
- 4. If any possible unethical behavior occurred regarding testing policies and procedures, the Professional Practices Section of the Georgia Professional Standards Commission has been notified.
- 5. The principal reviewed and approved test administration plans.
- 6. Building level personnel were oriented to appropriate administration procedures.
- 7. Students with disabilities and/or students who received ESOL services received accommodations in accordance with their IEPs, IAPs, or EL/TPC Plan.
- 8. All students appropriately participated in the Statewide Student Assessment System.
- 9. System and/or building administrative personnel monitored testing sites.
- 10. The school has accounted for testing materials in accordance with instruction in the *Student Assessment Handbook, School Test Coordinators' Manual(s), and Assessment Guides*.

\_\_\_\_\_  
School

\_\_\_\_\_  
School Test Coordinator (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal (Signature)

\_\_\_\_\_  
Date

Return this completed form to the System Test Coordinator when test materials are verified and returned.



## Appendix M: Superintendent's Certification 2020-2021

Check one. Testing administration session certification must be completed for each time period and not combined into one certification.

- Testing Administration Session ending June 31 (Must be submitted no later than July 31)  
 Testing Administration Session ending December 31 (Must be submitted no later than January 31)

Check the appropriate response. Give a full explanation for all items for which the response was "NO." Attach the explanation on an additional sheet.

**Yes No**

1. Test materials were properly inventoried and stored in a secure location prior to test administration.  
  2. A certified building level official was responsible for test material distribution and storage while materials were in the school and was held accountable for all test booklets sent to that building.  
  3. The Principal's Certification Form has been completed as required for all test administrations.  
  4. This system adhered to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results, and department testing dates and the reporting of irregularities established in the *Student Assessment Handbook*, *System and School Test Coordinators' Manual(s)*, *Assessment Guides*, *assessment supplements*, and *correspondence*. (Any and all irregularity documentation were sent to the appropriate Assessment Specialist.)  
**Summer/Fall Test Administrations:** (July – Dec.) Georgia Milestones, GKIDS Readiness Check  
**Winter/Spring Test Administrations:** (Jan. – Jun.) Georgia Milestones, GAA 2.0, GKIDS 2.0  
**Other:** NAEP, ACCESS/Alternate ACCESS

5. How many irregularities (IRR) were reported to the Georgia Department of Education? How many of those irregularities resulted in assessment invalidation (INV)?

	IRR	INV		IRR	INV
Georgia Milestones EOG			ACCESS for ELLs		
Georgia Milestones EOC			GKIDS 2.0		

6. If any possible unethical behavior occurred regarding testing policies and procedures, the Educator Ethics Division of the GaPSC has been notified.  
  7. The system superintendent reviewed and approved system testing administration plans.  
  8. Building level personnel received training in appropriate administration procedures.  
  9. Students with disabilities and/or students who received ESOL services received accommodations in accordance with their IEPs, IAPs, or EL/TPC Plans.  
  10. All students appropriately participated in the Statewide Student Assessment System.  
  11. System and/or building administrative personnel monitored testing sites.  
  12. The system has accounted for, disposed of, and/or returned testing materials in accordance with stated timelines and instructions in the *Student Assessment Handbook*, *System and School Test Coordinators' Manual(s)* and *Assessment Guides*.

System Name	System Test Coordinator (Signature)	Date
System Superintendent (Signature)	Date	



## Appendix N: Incident Reporting Guide

Incident Category: Accommodation Error			
Scenario	Response	Reporting Guidance	
Student mistakenly receives oral reading accommodation.	<ul style="list-style-type: none"> <li>Note the time.</li> <li>Remedy the error and determine the source of the problem.</li> <li>Allow student to complete the test with allotted remaining time.</li> </ul>	<ul style="list-style-type: none"> <li>If discovered early in the test session, no TIF is required.</li> <li>If the student completes the test or a substantial part of it, a TIF is required.</li> <li>Comments must include the individual making the error, how the error occurred, and steps to prevent the error in the future.</li> </ul>	See Guidance. If TIF is required per guidance, choose: <b>Accommodation Error-TTS/Oral Reading</b>
Student does not receive setting accommodation.	The test will stand as is unless it is determined the accommodation error had a significant negative impact.	Contact the GaDOE Assessment Specialist.	TIF Required <b>Accommodation Error-setting</b>
Student does not receive Text-to-Speech accommodation	<ul style="list-style-type: none"> <li>SchTC notifies STC</li> <li>With parental input, the test may stand as is or continue an incomplete section with a human reader</li> <li>Assigning an accommodation may require the printing of a new test ticket.</li> </ul>	<ul style="list-style-type: none"> <li>If a student must retake all or part of the test, contact the GaDOE Assessment Specialist.</li> <li>Comments must include the individual making the error, how the error occurred, and steps to prevent the error in the future.</li> </ul>	TIF Required <b>Accommodation Error-TTS/Oral Reading</b>



Incident Category: Accommodation Error			
Scenario	Response	Reporting Guidance	
Test Examiner does not allow student(s) to complete a test session within the designated minimum and maximum allowances for a test section (e.g. extended time).	<ul style="list-style-type: none"> <li>• Unlock test.</li> <li>• Allow student to resume within the remaining allotted time.</li> <li>• If done during a makeup session on a subsequent day, student may not change any existing answers.</li> </ul>	Comments noted in the TIF must include the individual making the error, how the error occurred, and steps taken by the district to prevent the error in the future.	<p>TIF Required if accommodated student</p> <p><b>Accommodation Error-Schedule</b></p> <p>TIF Required if general ed student</p> <p><b>Examiner/Proctor Error</b></p>

Incident Category: Test Administration			
Scenario	Response	Reporting Guidance	
Superintendent requested flexibility in scheduled testing window outside of GaDOE guidance.	Superintendent must make a written request (email) to Deputy Superintendent of Assessment and Accountability for approval.	<ul style="list-style-type: none"> <li>• Circumstances warrant a call to GaDOE Assessment Specialist or Director.</li> <li>• An approved testing calendar outside the state testing window is considered an irregularity in test administration.</li> </ul>	<p>TIF Required</p> <p><b>Other – Please add explanation in comments</b></p>
Tests administered to student(s) outside of the scheduled testing window without prior authorization.	Local investigation must determine reasons why tests were administered outside of the scheduled testing window without prior authorization.	Circumstances warrant a call to GaDOE Assessment Specialist or Director.	<p>TIF Required</p> <p><b>Test Administration Error</b></p>
Test Examiner administers the student the wrong test.	Local investigation must determine the source of the inaccurate distribution of secure test materials and determine a process for re-training personnel in the distribution of appropriate test materials.	<ul style="list-style-type: none"> <li>• STCs must request an invalidation for students taking a wrong test.</li> <li>• STCs must contact the GaDOE Assessment Specialist for guidance related to the</li> </ul>	<p>TIF Required</p> <p><b>Test Administration Error</b></p>
Test Examiner distributes and allows students to test with the wrong test ticket.			TIF Required



Incident Category: Test Administration			
Scenario	Response	Reporting Guidance	
		issuance of an incorrect test ticket.	<b>Materials Distributed Inappropriately</b>
Test Examiner allows students time beyond maximum allowances for a test session.	If the additional time exceeds 10 minutes, STC must contact GaDOE Assessment Specialist.	Ensure the incident does not fall within an accommodation error.	TIF Required <b>Examiner/Proctor Error</b>
Test Examiner does not read directions in a test session.	<ul style="list-style-type: none"> <li>Local investigation must determine the intent of the Test Examiner.</li> <li>Test Examiner should not resume test administration with students until the process for re-training in test administration and test security has been documented as completed.</li> </ul>	<ul style="list-style-type: none"> <li>STC must contact the GaDOE Assessment Specialist for guidance.</li> <li>May require an invalidation of affected students.</li> </ul>	TIF Required <b>Examiner/Proctor Error</b>
Test Examiner administers test sections out of order from guidance in the <i>Test Examiner's Manual</i> .	Local investigation must determine reasons why tests were administered out of order.	Circumstances warrant a call to GaDOE Assessment Specialist or Director.	TIF Required <b>Examiner/Proctor Error</b>
Student refuses assigned accommodation(s)	<ul style="list-style-type: none"> <li>Appropriate efforts should be made to encourage cooperation by relevant staff and/or parent.</li> <li>Student should return to the test session following those efforts.</li> </ul>	Accommodation must be coded.	TIF Required <b>Accommodation Refusal by Student</b>



Incident Category: Prohibited Behavior			
Scenario	Response	Reporting Guidance	
<p>Cheating – Examples of Student cheating may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Student unauthorized use of an electronic device, cell phone, and/or calculator during test sessions.</li> <li>• Student sharing or retrieval of test content through electronic media, texting, graphics, etc. to improve student responses.</li> <li>• Student attempting to view or copy another student’s responses to questions during testing.</li> <li>• Student assisting peers with answers to questions during testing.</li> <li>• Student involvement in incidents involving cheating and/or plagiarism of content and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires local investigation to verify there is enough evidence to substantiate cheating.</li> <li>• STCs will also be sent notices of identified student Alert Papers indicative of the possibility of potential cheating violations through communication in the MyGaDOE Portal.</li> </ul>	Confirmed incidents reported as cheating will invalidate affected student scores.	TIF Required, if cheating is verified. <b>Cheating</b>

Incident Category: Prohibited Behavior			
Scenario	Response	Reporting Guidance	
Calculator Violation – Student or Test Examiner initiated.	<ul style="list-style-type: none"> <li>Use of a calculator during the no-calculator subsection of the Mathematics content test.</li> <li>Local investigation must determine how calculators were obtained by students or distributed to students.</li> </ul>	<ul style="list-style-type: none"> <li>If Examiner initiated and student completed five items or less, test will be coded an irregularity.</li> <li>If Examiner initiated and student completed more than five items, test will be coded as a Participation Invalidation.</li> <li>If student initiated, test will be coded Participation Invalidation regardless of the number of items.</li> </ul>	<p>TIF Required. Student initiated unauthorized use of a calculator should be reported under <b>Cheating</b>. Test Examiner initiated unauthorized use of a calculator should be reported as <b>Calculator Violation</b>.</p>
Calculator Violation – Test Examiner initiated.	<ul style="list-style-type: none"> <li>Calculator found with stored text that benefits student.</li> <li>Local investigation must determine why stored text was not cleared prior to the start of the test session in which it was discovered.</li> </ul>	Affected student tests will be invalidated.	<p>TIF Required. Comments must include explanation of why stored text was present. <b>Calculator Violation</b></p>
Cell Phone Violation – Student initiated.	<ul style="list-style-type: none"> <li>Simple possession</li> <li>Cell phone rings but is quickly silenced</li> <li>May be address in keeping with the system’s code of conduct</li> </ul> <p>If a student brings a device into the testing environment but does not have the device out during testing, the examiner and/or proctor must collect the device if they become aware of its presence and should allow the student to continue testing.</p>	<ul style="list-style-type: none"> <li>Collect cell phone.</li> <li>Allow the student to resume testing.</li> </ul>	Document locally



**Incident Category: Prohibited Behavior**

Scenario	Response	Reporting Guidance	
<p>Cell Phone Violation – Student or Test Examiner initiated.</p>	<p>Confirmed use of a device of any kind to access, retain, or share information:</p> <ul style="list-style-type: none"> <li>• Collect the device,</li> <li>• Stop testing that student,</li> <li>• Remove the student from the testing session, and</li> <li>• Notify SchTC immediately.</li> </ul> <p>Local investigation must determine if cheating occurred and to what extent secure materials were affected.</p> <p>If the use of the device is suspected for accessing, retaining, or sharing information:</p> <ul style="list-style-type: none"> <li>• Collect the device and/or move the student, if appropriate,</li> <li>• Allow the student to complete testing,</li> <li>• Notify the SchTC immediately, and</li> <li>• As soon as it is appropriate, attempt to confirm whether the device has been used in violation cell phone/electronic device use policy found in the <i>Student Assessment Handbook</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect student cell phone</li> <li>• Retain prohibited content and post in TIF.</li> <li>• Questionable content should be shared through secure MyGaDOE Portal email only.</li> <li>• Confirmed incidents will invalidate affected student scores.</li> <li>• Personnel inappropriately using a cell phone or electronic device to share or retrieve secure test content must be reported to the local Human Resources authorities and the Georgia Professional Standards Commission.</li> <li>• STCs must contact the GaDOE Assessment Specialist and/or Director for guidance.</li> </ul>	<p>TIF Required</p> <p>Student initiated unauthorized use of a cell phone should be reported under <b>Cheating</b>.</p> <p>Test Examiner initiated unauthorized use of a cell phone should be reported as <b>Cell Phone Violation</b>.</p>





Incident Category: Testing Interruption			
Scenario	Response	Reporting Guidance	
Student accidentally ends/submits the test without answering all questions.	Contact SchTC to unlock student test and continue testing.	Circumstances may warrant a call to GaDOE Assessment Specialist.	Document locally  Possible TIF Required, if extended time delay <b>Testing Interruption</b>
Student exits no-calculator section of the Mathematics content assessment without starting/completing operational test items.	<ul style="list-style-type: none"> <li>When discovered, the Examiner should note the time, and if possible, the test item number.</li> <li>Student should select Review/End Test and Submit the test as Completed.</li> <li>STC contact the GaDOE Assessment Specialist or Customer Service.</li> </ul>	Circumstances may warrant a call to GaDOE Assessment Specialist.	TIF Required <b>Student failure to follow directions</b>
Student leaves test session and returns during the same test session (on the same day).	<ul style="list-style-type: none"> <li>Pause and Exit test (do not Submit test).</li> <li>Test Examiner must document time paused and allow student to resume testing upon return.</li> <li>Student should be supervised during time away from testing.</li> </ul>	Student may return to previously answered questions, if the test session has not ended.	Document locally
Student becomes ill and goes home before finishing a test.	<ul style="list-style-type: none"> <li>Pause and Exit test (do not End test).</li> <li>Resume testing with the original test ticket in a makeup session.</li> <li>Unlock test to resume testing.</li> </ul>	Students are not allowed to return to previously answered questions.	TIF Required <b>Testing Interruption</b>
Incomplete test after the close of the state testing window.	<ul style="list-style-type: none"> <li>GaDOE determines if the test is to be scored as an irregularity or an invalidation.</li> </ul>	<ul style="list-style-type: none"> <li>System may request score as an irregularity or invalidation.</li> <li>GaDOE determines if coded as an irregularity or an invalidation.</li> </ul>	TIF Required <b>Testing Interruption</b>



Incident Category: Testing Interruption			
Scenario	Response	Reporting Guidance	
Student is removed from class by a parent or guardian during the test administration.	<ul style="list-style-type: none"> <li>• Pause and Exit test (do not End test).</li> <li>• Resume testing with the original test ticket in a makeup session.</li> <li>• Unlock test to resume session.</li> </ul>	Students are not allowed to return to previously answered questions.	TIF Required <b>Testing Interruption</b>
Student test session interrupted by dismissal.	<ul style="list-style-type: none"> <li>• Pause and Exit test (do not Submit test).</li> <li>• Resume testing during a makeup session.</li> <li>• Student may not change existing responses.</li> <li>• Unlock test to resume session.</li> <li>• Local investigation to determine appropriate scheduling practices allowing for standard and extended time allotments.</li> </ul>	Students are not allowed to return to previously answered questions.	TIF Required <b>Testing Interruption</b>
Disruptive Student	<ul style="list-style-type: none"> <li>• Where feasible, students should be redirected and allowed to continue testing.</li> <li>• If unsuccessful, Pause and Exit the test session.</li> <li>• Quietly remove the student to an alternate location.</li> <li>• Allow student to Resume the test session.</li> <li>• Inform parents or guardians.</li> </ul>	Indicate if the student was able to complete the test session.	TIF Required if other students were adversely affected <b>Student failure to follow instructions/ error</b>



Incident Category: Testing Interruption			
Scenario	Response	Reporting Guidance	
Testing interruption caused by Emergency/Unexpected Situations (includes power outages)	<ul style="list-style-type: none"> <li>Follow guidance in the <i>Student Assessment Handbook</i>.</li> <li>Address the building emergency.</li> <li>Pause tests as appropriate/possible.</li> </ul>	Report extensive or extended delays to the GaDOE Assessment Specialist.	May document locally if a minimal amount of time is lost. TIF Required, if time lost is more extensive <b>Testing Interruption</b>

Incident Category: Potential Unethical Behavior			
Scenario	Response	Reporting Guidance	
Potential Unethical Staff Practices: <ul style="list-style-type: none"> <li>Test Examiner/proctor helps student by giving information other than test directions.</li> <li>Test Examiner/proctor indicates correct answers to students.</li> <li>Test Examiner leaves students unattended during testing.</li> <li>Content has been disclosed, coached, or distributed by Test Examiner or other personnel to students</li> <li>Examiner does not follow proper transcription procedures related to student responses.</li> <li>District administration reporting an incident involving inappropriate test administration practices of</li> </ul>	<ul style="list-style-type: none"> <li>Requires local investigation including written statements and interviews.</li> <li>Involved personnel must be removed from test sessions as an examiner or proctor.</li> <li>Local district must notify GaDOE Assessment Specialist, District HR Director, and other supervisory staff as appropriate.</li> <li>Outcomes of local and GaDOE investigations may require additional reporting to the Georgia Professional Standards Commission (GaPSC).</li> </ul>	<ul style="list-style-type: none"> <li>Requires call to GaDOE Assessment Specialist and/or Director.</li> <li>Supporting documentation must be submitted to include:               <ul style="list-style-type: none"> <li>Written statements</li> <li>School/System Test Coordinator statements</li> <li>Examiner and/or proctor statement of the incident</li> <li>Evidence of training handouts and presentations</li> <li>Evidence of personnel participation in test security and test administration protocol training</li> <li>Affected student rosters</li> </ul> </li> </ul>	TIF Required <b>Make appropriate choice:</b>  <b>Content disclosed, coached, distributed, or fabricated</b>  <b>Examiner/proctor failure to follow instructions/error</b>  <b>Test administrator altering responses during or after testing</b>



Incident Category: Potential Unethical Behavior			
Scenario	Response	Reporting Guidance	
District/Building Coordinators or Building Administration.		<ul style="list-style-type: none"> <li>○ Additional evidence may be requested depending on the outcome of the investigation.</li> <li>○ If the incident is clearly unsubstantiated, the system must include a statement of findings supporting this decision.</li> </ul>	<b>Test Administration Error</b>
Environmental teaching aids being exposed	<ul style="list-style-type: none"> <li>● Once reported, evaluate extent of exposed materials to students in the testing session.</li> <li>● If possible, to do so without disruption to the testing session, cover/remove aids as soon as the error is realized.</li> <li>● If it is expected that a disruption to student testing will occur, students should Pause testing (do not Submit) until materials are no longer exposed and then resume testing.</li> <li>● Examiner must make note of the time to allow students to continue testing without loss of allowable time in testing.</li> </ul>	Submit photos or images of exposed materials in the Supporting Documents section of the TIF.	TIF Required <b>Environmental teaching aids being exposed</b>



Incident Category: Online Testing Technical Interruption			
Scenario	Response	Reporting Guidance	
Student(s) has repeated disconnections during testing session.	<ul style="list-style-type: none"> <li>Contact local tech support.</li> <li>Tech support can contact vendor Customer Support, if help is needed to resolve the incident.</li> </ul>	Submit roster with GTID of affected students in TIF.	TIF Required <b>Online testing/ Internet interruption</b>
Entire classroom has repeated disconnections during testing session.	<ul style="list-style-type: none"> <li>Contact local tech support.</li> <li>Tech support can contact vendor Customer Support, if help is needed to resolve the incident.</li> </ul>	Submit roster with GTID of affected students in TIF.	TIF Required <b>Online testing/ Internet interruption</b>
Online platform freezing, crashing, or not advancing forcing student(s) inability to continue testing.	<ul style="list-style-type: none"> <li>Contact local tech support.</li> <li>Tech support can contact vendor Customer Support, if help is needed to resolve the incident.</li> </ul>	Submit roster with GTID of affected students in TIF.	TIF Required <b>Online testing/ Internet interruption</b>
Internet connection interrupted through local error or stolen computers.	<ul style="list-style-type: none"> <li>If the problem is with just one computer, move the student to another computer and resume testing.</li> <li>If the problem will be resolved in sufficient time to complete testing (restored power or internet connection), continue testing another time or day.</li> </ul>	Submit roster with GTID of affected students in TIF.	TIF Not Required  TIF Required if testing must be completed on a separate day. <b>Online testing/ Internet interruption</b>



Incident Category: Online Testing Technical Interruption			
Scenario	Response	Reporting Guidance	
Testing Interruptions caused by local network, Internet, vendor server failure. A power outage is not an Online Testing Interruption.	<ul style="list-style-type: none"> <li>Based on the cause of the interruption follow any available troubleshooting guidance</li> <li>If interruption is not resolved, based on the cause of the interruption, contact appropriate technical or customer support</li> <li>Coordinate with System Test Coordinator and System Technology to determine if test session should be suspended</li> </ul>	Report extensive or extended delays to the Georgia Assessment Specialist	May document locally if a minimal amount of time is lost. TIF Required, if time lost is more extensive <b>Online Testing Interruption</b>
Use "Other" if the technical problem does not conform to the listed technical issues and is more extensive in nature.	<ul style="list-style-type: none"> <li>Contact local tech support.</li> <li>Tech support can contact vendor Customer Support, if help is needed to resolve the incident.</li> </ul>	Submit roster with GTID of affected students in TIF.	TIF Required <b>Online testing/ Internet interruption</b>

Incident Category: Materials			
Scenario	Response	Reporting Guidance	
Materials lost or missing	<ul style="list-style-type: none"> <li>The school/system must attempt to locate the missing materials and document the steps taken to find them.</li> <li>The school/system must investigate to determine if the security breach resulted in content exposure</li> </ul>	<ul style="list-style-type: none"> <li>If the loss is due to negligence or is malicious, the lost or missing materials must be investigated and reported to the system's Human Resources officers and to the GaPSC.</li> <li>Requires supporting documentation filed in the TIF.</li> <li>Requires notification to the GaDOE Assessment Specialist.</li> </ul>	TIF Required <b>Test Materials - lost</b>



Incident Category: Materials			
Scenario	Response	Reporting Guidance	
Materials left unsecured	The school/system must investigate to determine if this security breach resulted in content exposure.	<ul style="list-style-type: none"> <li>• All documentation including any corrective action should be included with Supporting Documentation.</li> <li>• Provide initial documentation in the MyGaDOE Portal:               <ul style="list-style-type: none"> <li>○ Training Sign-in Sheets</li> <li>○ Training PPT presentations and all hand-outs</li> <li>○ Documentation of all test security training</li> <li>○ Personnel statements of the incident</li> </ul> </li> <li>• Requires notification to the GaDOE Assessment Specialist.</li> </ul>	TIF Required <b>Test Materials - unsecured</b>



## Appendix O: Eligibility Criteria for the Georgia Alternate Assessment (GAA 2.0)

### Step I: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. The GAA 2.0 is intended for students with the most significant cognitive disabilities. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth, and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE 160-4-2-.48).

According to O.C.G.A § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions. If GAA is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Student Name			Grade		
Eligibility Criteria		Sources of Evidence (check if used)		Justification	
<b>1. Does the student require intensive, individualized instruction in a variety of instructional settings?</b> The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.	<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>		<input type="checkbox"/> Present Levels of Academic Achievement and Functional Performance <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Learning Characteristics Inventory <input type="checkbox"/> Other _____		
<b>2. Does the student have a significant cognitive disability?</b> A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation	<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>		<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Learning Characteristics Inventory		





Student Name			Grade		
Eligibility Criteria		Sources of Evidence (check if used)		Justification	
<p>team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).</p>				<input type="checkbox"/> Other _____	
<p><b>3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)?</b>            Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.</p>		<p>○ Yes ○ No</p>	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable <input type="checkbox"/> Learning Characteristics Inventory <input type="checkbox"/> Other _____		
<p><b>4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?</b>            A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</p>		<p>○ Yes ○ No</p>	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Learning Characteristics Inventory <input type="checkbox"/> Other _____		





## Appendix P: Table of Changes

### 2020-2021 Assessment Administration Protocol Manual

This document provides information resulting from changes to the *Assessment Administration Protocol Manual 2020-2021* related to key updates and additions to new programs. Grammatical corrections, changes in formatting, and/or clarifications are not included.

Page	2019-2020 Content	Page	2020-2021 Content
	Edited Due to SB 367 and other clarifying revisions (September 2020)		Edited Due to SB 367 and other clarifying revisions (September 2020)
27	Deleted Content: Where all students are being assessed, students with disabilities in kindergarten, grades 3-8, and <b>11</b> must either participate in the general assessment or the GAA 2.0.	27	Edited Content: Where all students are being assessed, students with disabilities in kindergarten, grades 3-8, and <b>HS</b> must either participate in the general assessment or the GAA 2.0.
		41	Added Content: <b>WIDA ACCESS for ELLs, Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs (ALT), and WIDA Screener Allowable Accommodations</b>
	August 2020 Revisions		August 2020 Revisions
		9	Added Content: <b>Test Administration Manuals are published digitally (PDF) for each of the state-mandated assessments with the exception of the Georgia Alternate Assessment (GAA 2.0) manuals which are shipped from the vendor and are part of the secure test materials for this assessment.</b>
		12	Added Content: <b>Unexpected Event Contingency Plan</b> – In the event of widespread school closures across the state
31	Delete Content: Development of the Georgia Accessibility & Accommodations Manual. Moved Content: Development of the Georgia Accessibility & Accommodations Manual to the Accessibility & Accommodations Manual 2020-2021		



Page	2019-2020 Content	Page	2020-2021 Content
		33	Added Appendix B: Allowable Accommodations for Georgia’s Student Assessment Program  Added Appendix C: Allowable Accommodations for English Learners  Added Appendix O: Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA 2.0)  Adjusted Appendices references throughout.



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