Assessment Update
GACIS Fall Conference
September 26, 2019
Topics

• Georgia Milestones
  • Updates and new resources
  • A look at narrative writing

• GAA 2.0
  • Overview of results

• Newest Formative Assessments
  • GKIDS 2.0
  • Keenville

• Innovative Assessment Demonstration Authority
Georgia Milestones

Updates and New Resources
Georgia Milestones

2019-2020 Updates

Technology Enhanced Items – Operational Use

• Two types of TE items field-tested in 2018-2019 will be eligible for operational use in 2019-2020.
  • Graphing (mathematics)
    • Allows students to graph and label points and lines and shade regions
    • Allows students to demonstrate depth of understanding and ability through performance on math tasks
  • Drag and drop (mathematics, science, social studies)
    • Response choices (such as numbers, words, or phrases) can be moved and placed in another location (such as a chart or map)
    • Allows students to demonstrate depth of understanding by identifying, classifying, comparing, or organizing information
Georgia Milestones

2019-2020 Updates

Technology Enhanced Items – Field Test Only

- Two new types of TE items will be field-tested in 2019-2020.
  - Drop down input (all content areas)
    - Allows a student to select the word, number, or symbol to complete a sentence, table, or equation
  - Scorable equation (mathematics)
    - Allows a student to input numbers, symbols, equations, or inequalities with a configurable scoring engine that can find equivalencies
- Also adding drag and drop field test items for ELA
Georgia Milestones

2019-2020 Updates

Online Calculator – Switching to Desmos

• Accessibility
  • Desmos can be used on mobile devices
  • Students will not have to log into DRC system to practice
  • Easier access for teachers and student use at home

• Easy to use for instruction and assessment

• More capabilities and functions than current calculator

• Equitable
  • Provides a free resource

• Layout is friendly and visually pleasing

Four-Function Calculator: https://www.desmos.com/fourfunction
Scientific Calculator: https://www.desmos.com/scientific
Graphing Calculator: https://www.desmos.com/calculator
Classroom Activities: https://teacher.desmos.com/
Narrative Writing Resources

• Based on recent feedback around narrative writing, the following additional resources are in development:
  
  • Narrative Writing Checklist
    • Similar to the Writer’s Checklist provided for the extended writing prompt, this resource will support students in responding to the narrative writing prompt.
    • A unique checklist will be developed for each grade/course, based on the narrative writing rubric.
  
  • Narrative Writing Item & Scoring Sampler
    • 1 narrative prompt per grade/course with 3 annotated student responses per score point (high, mid, low)
  
  • Study Guide – Narrative Section
    • Creating a Writing Unit within the Study Guide to include opinion/argumentative, informational/explanatory, and narrative
Georgia Milestones

A Look at Narrative Writing
# Georgia Milestones

## Trends in Reading Status

<table>
<thead>
<tr>
<th>Grade/Course</th>
<th>Percentage of Students at Grade Level or Above</th>
<th>Change from 2018 to 2019</th>
<th>Change from 2017 to 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
</tr>
<tr>
<td>3</td>
<td>71</td>
<td>68</td>
<td>73</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>63</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>70</td>
<td>73</td>
</tr>
<tr>
<td>6</td>
<td>63</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>7</td>
<td>72</td>
<td>71</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>78</td>
<td>73</td>
<td>74</td>
</tr>
<tr>
<td>9th Grade Literature &amp; Composition</td>
<td>82</td>
<td>79</td>
<td>83</td>
</tr>
<tr>
<td>American Literature &amp; Composition</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>
## Achievement Level Performance: EOG

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content Area</th>
<th>% Developing and Above</th>
<th>% Proficient and Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>English Language Arts</td>
<td>70</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>80</td>
<td>83</td>
</tr>
<tr>
<td>4</td>
<td>English Language Arts</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>82</td>
<td>84</td>
</tr>
<tr>
<td>5</td>
<td>English Language Arts</td>
<td>74</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>74</td>
<td>76</td>
</tr>
<tr>
<td>6</td>
<td>English Language Arts</td>
<td>70</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>7</td>
<td>English Language Arts</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>78</td>
<td>77</td>
</tr>
<tr>
<td>8</td>
<td>English Language Arts</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>65</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>75</td>
<td>77</td>
</tr>
</tbody>
</table>

1Per Georgia’s ESSA waiver, 2018 and 2019 results (excluding the mean scale score) include the EOC performance of middle school students who took the corresponding content area End-of-Course (EOC) assessment in lieu of the EOG assessment.

2Per Georgia’s ESEA and ESSA waivers, 2017, 2018, and 2019 results (excluding the mean scale score) include the EOC performance of middle school students who took the corresponding content area End-of-Course (EOC) assessment in lieu of the EOG assessment.
## Georgia Milestones

### Achievement Level Performance: EOC

<table>
<thead>
<tr>
<th>Course</th>
<th>% Developing and Above</th>
<th>% Proficient and Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------------------------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Ninth Grade Literature &amp; Composition</td>
<td>84</td>
<td>82</td>
</tr>
<tr>
<td>American Literature &amp; Composition</td>
<td>81</td>
<td>80</td>
</tr>
<tr>
<td>Coordinate Algebra</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Analytic Geometry</td>
<td>68</td>
<td>63</td>
</tr>
<tr>
<td>Algebra I</td>
<td>71</td>
<td>72</td>
</tr>
<tr>
<td>Geometry</td>
<td>74</td>
<td>69</td>
</tr>
<tr>
<td>Biology</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>Physical Science</td>
<td>67</td>
<td>73</td>
</tr>
<tr>
<td>United States History</td>
<td>75</td>
<td>76</td>
</tr>
<tr>
<td>Economics/Business/ Free Enterprise</td>
<td>72</td>
<td>77</td>
</tr>
</tbody>
</table>
Georgia Milestones

Deeper Dive Into Narrative Writing

Reading and Vocabulary

<table>
<thead>
<tr>
<th># Item Type</th>
<th># Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 Selected Response</td>
<td>21</td>
</tr>
<tr>
<td>2 Evidence-Based Selected Response</td>
<td>4</td>
</tr>
<tr>
<td>2 Constructed Response (2 points each)</td>
<td>4</td>
</tr>
<tr>
<td>Total Points</td>
<td>29</td>
</tr>
</tbody>
</table>

Writing and Language

<table>
<thead>
<tr>
<th># Item Type</th>
<th># Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Selected Response</td>
<td>15</td>
</tr>
<tr>
<td>1 Extended Writing Prompt</td>
<td>7</td>
</tr>
<tr>
<td>• Idea Development, Organization, and Coherence (4 points)</td>
<td></td>
</tr>
<tr>
<td>• Language Usage and Convention (3 points)</td>
<td></td>
</tr>
<tr>
<td>1 Extended Constructed Response Narrative</td>
<td>4</td>
</tr>
<tr>
<td>Total Points</td>
<td>26</td>
</tr>
</tbody>
</table>
Georgia Milestones

Narrative Prompt

• Students are asked to develop a narrative response based on real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.
A Bright Little Worker

The firefighters of Fire Station 6 in Livermore, California, are strong and reliable. They brighten the community. They respond to the community’s needs day and night, during all seasons, and under any conditions.

As hardworking and enduring as the firefighters are, though, there is something in the fire station that has worked longer than they have. It is a four-watt light bulb that has been burning for over 110 years! Though this sounds unusual, so too is the light bulb. It is the Centennial Light Bulb, and it has quite a unique history.

The Centennial Light Bulb was made by the Shelby Electric Company in Shelby, Ohio, around the year 1900. The inventor created a way to improve the filament, or wire, inside the light bulb. He discovered that a thicker filament made the light bulb last longer. However, no one would have guessed that one of the light bulbs would last quite as long as it has.

The Centennial Light Bulb was donated to the fire department in 1901 and has been burning ever since. The fire department has moved it three times. During the moves, the light bulb was shut off for only several minutes. In the 1970s, Guinness World Records announced that the Centennial Light Bulb was the oldest-known working light bulb.

This amazing light bulb has been doing its job since the Wright brothers took their first flight in 1903. It has been burning since the television was invented in 1927. The light bulb burned while two world wars were fought, while men first walked on the moon, and while the Berlin Wall was destroyed. And it is still burning today!

No one is completely certain why the Centennial Light Bulb has lasted so long. Some bulbs from the Shelby Electric Company also had long histories, but science why. In an age where so much is disposable, it is refreshing to see a product that has lasted."
Imagine that you are a Livermore firefighter in 1903. Write an original story in which a firefighter convinces the fire chief that they should take the Centennial Light Bulb with them when they move to Station 1.

Be sure to use information from “A Bright Little Worker” to help you develop details in your story. Type your answer in the space provided.
Georgia Milestones

Narrative Prompt

• Scored on a 4-point holistic rubric; overall, a:
  • 4 = Response is a well-developed narrative
  • 3 = Response is a complete narrative
  • 2 = Response is incomplete or oversimplified
  • 1 = Response provides evidence of an attempt
  • 0 = Condition code

• Rubric includes 8 bulleted criteria that address narrative elements (1-6), source material use (7), and conventions (8).
Georgia Milestones

Narrative Rubric – Grade 5 Example

<table>
<thead>
<tr>
<th>Rubric Element</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Criteria</strong></td>
<td>The student’s response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</td>
<td>The student’s response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</td>
<td>The student’s response is an incomplete or oversimplified narrative based on text as a stimulus.</td>
<td>The student’s response provides evidence of an attempt to write a narrative based on text as a stimulus.</td>
</tr>
<tr>
<td>Establishes situation</td>
<td>Effectively established</td>
<td>Established</td>
<td>Vague</td>
<td>Weak</td>
</tr>
<tr>
<td>Event sequence</td>
<td>Unfolds naturally</td>
<td>Clear, logical</td>
<td>Some gaps or ambiguity</td>
<td>May be too brief to demonstrate sequence of events</td>
</tr>
<tr>
<td>Use of narrative techniques</td>
<td>Used effectively to develop rich, interesting experiences and events</td>
<td>Used to develop experiences and events</td>
<td>Attempts to use narrative techniques</td>
<td>Shows little or no attempt to use narrative techniques</td>
</tr>
<tr>
<td>Use of words and phrases to signal the sequence of events</td>
<td>Uses a variety of words and phrases to signal the sequence of events</td>
<td>Uses words and/or phrases to indicate sequence</td>
<td>Uses occasional signal words to indicate sequence</td>
<td>Uses words that are inappropriate, overly simple, or unclear</td>
</tr>
<tr>
<td>Use of words and phrases to convey experiences or events</td>
<td>Uses concrete words, phrases, and sensory language consistently to convey experiences or events precisely</td>
<td>Uses words, phrases, and details to convey experiences and events</td>
<td>Uses some words or phrases inconsistently to convey experiences and events</td>
<td>Provides few, if any, words that convey experiences or events</td>
</tr>
<tr>
<td>Concluding statement</td>
<td>Conclusion follows from the narrated experiences or events</td>
<td>Appropriate conclusion</td>
<td>Weak or ambiguous conclusion</td>
<td>Minimal or no conclusion</td>
</tr>
<tr>
<td>Integration of ideas and details from text</td>
<td>Integrates ideas and details from source material effectively</td>
<td>Integrates some ideas and/or details from source material</td>
<td>Attempts to integrate ideas or details from source material</td>
<td>May use few, if any, ideas or details from source material</td>
</tr>
<tr>
<td>Language conventions</td>
<td>Very few or no errors</td>
<td>A few minor errors</td>
<td>Frequent errors; sometimes interfere with meaning</td>
<td>Frequent major errors; interfere with meaning</td>
</tr>
</tbody>
</table>
Scoring Philosophy

• Students are awarded credit for what they do well.
• Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding.
• Student responses are to be viewed as first drafts and are not expected to be polished papers.
• For narrative writing, students use the text(s) as a stimulus or “launch pad” to complete their narrative response, thus allowing for individual creativity.
Georgia Milestones

Narrative Writing Scores – Spring 2019

Percentage of Student Responses

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>9th Grade</th>
<th>American Literature &amp; Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well developed</td>
<td>Complete</td>
<td>Incomplete</td>
<td>Attempted</td>
<td>Condition code</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Grade 3: 12% 0 Points, 7% 1 Point, 6% 2 Points, 11% 3 Points, 5% 4 Points
- Grade 4: 19% 0 Points, 15% 1 Point, 31% 2 Points, 25% 3 Points, 27% 4 Points
- Grade 5: 8% 0 Points, 30% 1 Point, 31% 2 Points, 26% 3 Points, 36% 4 Points
- Grade 6: 3% 0 Points, 13% 1 Point, 8% 2 Points, 9% 3 Points, 18% 4 Points
- Grade 7: 7% 0 Points, 15% 1 Point, 23% 2 Points, 7% 3 Points, 27% 4 Points
- Grade 8: 11% 0 Points, 21% 1 Point, 25% 2 Points, 13% 3 Points, 21% 4 Points
- 9th Grade Literature & Composition: 12% 0 Points, 15% 1 Point, 13% 2 Points, 13% 3 Points, 13% 4 Points
- American Literature & Composition: 13% 0 Points, 13% 1 Point, 21% 2 Points, 21% 3 Points, 26% 4 Points

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Georgia Milestones

Writing Condition Codes

• Writing responses receive a score of zero (0) points for any of the following reasons:
  • Blank   #2 – 32% of condition codes
  • Copied  #1 – 50% of condition codes
  • Too Limited to Score
  • Non-English/Foreign Language
  • Off-Topic
  • Offensive
  • Illegible/Incomprehensible
Georgia Milestones

Writing Condition Codes – Spring 2019

Percentage of Condition Codes

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>9th Grade Literature &amp; Composition</th>
<th>American Literature &amp; Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>19%</td>
<td>25%</td>
<td>15%</td>
<td>9%</td>
<td>48%</td>
<td>40%</td>
<td>42%</td>
<td>72%</td>
</tr>
<tr>
<td>8%</td>
<td>1%</td>
<td>3%</td>
<td>8%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>0%</td>
<td>11%</td>
<td>24%</td>
<td>10%</td>
<td>10%</td>
<td>12%</td>
<td>13%</td>
<td>19%</td>
</tr>
<tr>
<td>Too Limited to Score</td>
<td>63%</td>
<td>56%</td>
<td>54%</td>
<td>81%</td>
<td>48%</td>
<td>40%</td>
<td>42%</td>
</tr>
<tr>
<td>Illegible/Incomprehensible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Georgia Milestones

Copied Text Condition Code – Spring 2019

Percentage of Student Responses

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>9th Grade Literature &amp; Composition</th>
<th>American Literature &amp; Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>7%</td>
<td>4%</td>
<td>3%</td>
<td>9%</td>
<td>2%</td>
<td>2%</td>
<td>5%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Georgia Milestones

Narrative Writing
Tips for Effective Integration of Ideas and Details from Source Material

• Narrative writing is mainly judged according to the strength of the *narrative elements* in the response.

• Use information from the text to inspire the writing and serve as a knowledge base for detail and description in the story.

• Ideas and details from the text should be integrated into the narrative and become a natural part of it, rather than interrupting the flow of the story being told.

• Generally avoid copying or closely paraphrasing large blocks of writing from the text.

• Let the story drive the selection of what to include from the text.
Georgia Milestones

Narrative Writer’s Checklist

Be sure to:

• Write a narrative response that develops a real or imagined experience.
• Establish a situation and introduce a narrator and/or characters.
• Organize events in a clear and logical order.
  • Use a variety of transitional words and phrases to sequence the events.
• Use dialogue, description, and/or pacing to:
  • develop events.
  • show how characters respond to situations.
• Use concrete words, phrases, and sensory details to describe the events.
• Include a conclusion.
• Use ideas and/or details from the passage(s).
• Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now type your narrative in the space provided. Refer to the Writer’s Checklist as you type and proofread your narrative.
GAA 2.0
Overview of Spring 2019 Results
Georgia Alternate Assessment 2.0

GAA 2.0 – Spring 2019

The GAA 2.0 is Georgia’s alternate assessment based on alternate academic achievement standards for students with the most significant cognitive disabilities.

It is comprised of a series of standardized tasks that include a scenario, multiple parts that increase in complexity, built-in supports, and additional scaffolding, when applicable.

13,142 STUDENTS  1,555 SCHOOLS  199 DISTRICTS
Georgia Alternate Assessment 2.0

Extended Content Standards

• The knowledge and skills measured in the GAA 2.0 are aligned to Georgia’s alternate academic content standards, the Extended Content Standards.

• The Extended Content Standards identify skills that connect to the grade-level content standards, allowing students to show learning of concepts at reduced levels of complexity.

• More information on Georgia’s alternate academic content standards is available [here](#).
Georgia Alternate Assessment 2.0

Policy ALDs

Level 1:
Students at this level demonstrate a limited understanding of the knowledge and skills specified in Georgia’s alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need substantial academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

Level 2:
Students at this level demonstrate a partial understanding of the knowledge and skills specified in Georgia’s alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need frequent academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

Level 3:
Students at this level demonstrate an adequate understanding of the knowledge and skills specified in Georgia’s alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need occasional academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

Level 4:
Students at this level demonstrate a thorough understanding of the knowledge and skills specified in Georgia’s alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need limited academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.
Georgia Alternate Assessment 2.0

Summary of Results

ELA | Mathematics | Science | Social Studies
---|---|---|---
Level 1 5.4% | Level 1 6.4% | Level 1 6.5% | Level 1 5.0%
Level 2 25.1% | Level 2 31.9% | Level 2 30.1% | Level 2 23.8%
Level 3 46.2% | Level 3 43.0% | Level 3 47.8% | Level 3 42.2%
Level 4 23.4% | Level 4 18.8% | Level 4 15.7% | Level 4 29.0%
Georgia Alternate Assessment 2.0

Percent of Students at Level 3 or Above

- ELA
- Math
- Science
- Social Studies

Kindergarten 3 4 5 6 7 8 High School
In 2017-2019, over 200 Georgia educators, specialists, and higher education representatives participated in the development process of the Georgia Alternate Assessment 2.0.
Georgia Alternate Assessment 2.0

Spotlight On: Georgia’s Teachers

Following this year’s administration of the GAA 2.0, Georgia teachers shared their experience. Here are some of the things they had to say:

- “I enjoyed the GAA 2.0 and being able to actually teach standards throughout the year and then test on them.”

- “I like the format. There has been a lot of thought put into the structure of the test. I especially like the blueprints and extended standards. They have given much-needed guidance and structure to how I plan and prepare my lessons.”

- “The test was easy to understand. The different complexity of the tasks was very much needed to get a valid picture of the students’ understanding.”

- “I was very pleased with all the materials that I used for the GAA 2.0. The standards were modified appropriately for my students too.”

- “I was very pleased with this assessment. I truly believe it will give a better indication of what our students actually know!”
Georgia Alternate Assessment 2.0

Enhancements for 2019-2020

• Training
  • Updated (earlier) training schedule
  • Webinars on administration procedures, video-based modules on platform use, and updated manuals
  • Developing additional sample tasks

• Administration rules
  • Adding turn-page directions, read-aloud guidelines with adaptations for students with special needs, and a streamlined process for answer entry in the online platform

• Layout and format
  • All materials are color-coded by content area
  • Providing guidance on cutting/manipulating materials to reduce flipping or to present answer/questions simultaneously as needed by the student

• Content
  • All content as been reviewed by educator committees with Spring 2019 performance data
  • Edits made to reduce length, simplify vocabulary, increase clarity, and modify visuals/art
Newest Formative Assessments
GKIDS 2.0 and Keenville

Offering a holistic education to each and every child in our state.
GKIDS 2.0

Operational Statewide in 2019-2020!

• GKIDS 2.0 is a yearlong, progression-based formative assessment that is integrated into classroom work.
  • A **big idea** describes the integration of concepts and skills from the kindergarten standards that are most important for success in first grade.
  • A **learning progression** shows where the student is in the learning continuum of content and reasoning development regarding the big idea from the GSE.

• This new assessment design:
  • Provides teachers with one source of **real-time information** to adjust instruction
  • Identifies what a student already knows, what the student needs next, and allows teachers to **monitor growth**
GKIDS 2.0

• Academic Domains:
  • English language arts
  • Mathematics
  • Science (optional)
  • Social studies (optional)

• Non-Academic Domains:
  • Approaches to learning
  • Personal and social development
  • Motor skills (optional)
GKIDS 2.0

GKIDS 2.0 – Alternate

• During the 2019-2020 school year, GaDOE will be developing and piloting a GKIDS 2.0 Alternate for students with significant cognitive disabilities.
  • The GAA 2.0 will include Kindergarten in 2019-2020.
  • Students with significant cognitive disabilities can participate in the GKIDS 2.0 (non-alternate version) if appropriate.

• Beginning in 2020-2021, students with significant cognitive disabilities will participate in GKIDS 2.0 or the GKIDS 2.0 Alternate, as appropriate.
  • The GAA 2.0 will no longer include Kindergarten.
Keenville

Welcome to Keenville!

- Keenville is Georgia’s game-based, formative assessment in literacy and mathematics for grades 1 and 2.
- Games are highly engaging, age-appropriate, and relevant to young learners.
- It is accessible via the Statewide Longitudinal Data System (SLDS).
- Keenville is fully operational for the 2019-2020 school year.
Features

- Designed to engage students through features such as an avatar builder; earning rewards; decorating their house; and fun sights, sounds, and reactions
- Students receive ongoing support through motivational prompts and feedback
- Games often include Georgia-specific themes and integrate other standards and initiatives, such as science, arts, and nutrition.
- Teachers can access interactive dashboards that provide real-time data to help guide instruction and enhance instructional practices.
- Each game is designed with multiple levels of learning to:
  - identify students’ current level of knowledge, skill, and concept development.
  - provide students, with varying abilities, access to content based on their learning needs.
What’s in Keenville?

**English Language Arts**
- Literary reading comprehension
- Informational reading comprehension
- Phonics and word recognition
- Vocabulary acquisition and use

**Mathematics**
- Reading and writing numerals
- Time, money, and measurement
- Place value and comparing numbers
- Solving word problems and equations
- Shapes and fractional parts to whole
- Addition and subtraction
- Using repeated addition to understand multiplication
- Interpreting data with tables, graphs, and line plots
Innovative Assessment Demonstration Authority

Update
IADA

IADA Approval

• Georgia’s IADA application was approved by the U.S. Department of Education in July 2019.
• This provides a 5-year period during which the approved assessment consortia can develop, implement, and scale their innovative assessment systems.
• During this time, GaDOE will manage the authority, collect stakeholder feedback, and oversee an external technical evaluation.
• At the end of the authority (the close of the 2023-2024 school year), the state will determine whether either of the innovative assessment systems will be administered statewide.
IADA Consortia

• Georgia MAP Assessment Partnership
  • MAP Growth for Georgia
  • A through-year assessment that leverages adaptive interim assessments to provide timely insights on students’ command of grade-level standards, measure academic growth, provide norm-referenced test results, and produce summative proficiency scores.

• Putnam Consortium
  • Navvy
  • An on-demand assessment system that leverages cutting-edge data science to provide real-time diagnostic data.
IADA Next Steps

• Both consortia are continuing development of their assessment systems and building comparability evidence.
  • Each assessment system must be comparable to Georgia Milestones and comparability must be demonstrated annually.
  • The consortia will have the opportunity to present their comparability evidence to the newly formed innovative assessment technical advisory committee as early as this fall.
Thank you!

testing.gadoe.org
keenville.gadoe.org
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