



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Richard Woods
Superintendent of Education
Georgia Department of Education
2066 Twin Towers East
Atlanta, GA 30334

April 18, 2018

Dear Superintendent Woods:

Thank you for your participation in the U.S. Department of Education's (the Department) assessment peer review process under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act (NCLB), which governed State assessments through the 2016-2017 school year. The Every Student Succeeds Act (ESSA), which governs State assessments beginning in the 2017-2018 school year, maintains the essential requirements from NCLB that each State annually administer high-quality assessments in at least reading/language arts, mathematics, and science that meet nationally recognized professional and technical standards with a few additional requirements. I appreciate the efforts of the Georgia Department of Education (GaDOE) to prepare for the peer review, which occurred in August 2017.

State assessment systems provide essential information that States, districts, principals, and teachers can use to identify the academic needs of students, target resources and supports toward students who need them most, evaluate school and program effectiveness, and close achievement gaps among students. A high-quality assessment system also provides useful information to parents about their children's advancement against and achievement of grade-level standards. The Department's peer review of State assessment systems is designed to provide feedback to States to support the development and administration of high-quality assessments.

Please note that the assessment requirements for ESEA, as amended by the NCLB, were in effect through the end of the 2016-2017 school year. The GaDOE peer review was conducted under the requirements of this statute. Beginning in the 2017-2018 school year, the assessment requirements of the ESEA, as amended by the ESSA, apply to State assessments. Even though this review began under the requirements of the ESEA as amended by the NCLB, the State is also responsible for ensuring that these assessments comply with the requirements of the ESSA. Department staff carefully reviewed GaDOE's evidence and peer review recommendations in light of the updated requirements for State assessments under the ESEA, as amended by the ESSA.

External peer reviewers and Department staff carefully evaluated GaDOE's submission and the Department found, based on the evidence received, that the components of your assessment system meet most, but not all, of the statutory and regulatory requirements of section 1111(b)(1) and (3) of the ESEA,

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

as amended by the NCLB. Based on the recommendations from this peer review and our own analysis of the State’s submission, I have determined the following:

- Reading/language arts (R/LA), mathematics and science general assessments in grades 3-8 (Georgia Milestones) – **Substantially meets requirements of the ESEA, as amended by the NCLB and the ESSA.**
- R/LA, mathematics and science general assessments in high school (Georgia Milestones End-of-Course (EOC)) – **Substantially meets requirements of the ESEA, as amended by the NCLB and the ESSA.**
- R/LA, mathematics and science alternate assessments based on alternate academic achievement standards (AA-AAAS) in grades 3-8 and high school (Georgia Alternate Assessment (GAA)) – **Partially meets requirements of the ESEA, as amended by the NCLB. The GAA does not meet the requirements of the ESEA, as amended by the ESSA.**

Substantially meets requirements means that assessment components meet most of the requirements of the statute and regulations but some additional information is required. As noted in the enclosure to this letter, I have noted several areas in which additional information is needed in order to conclude that the Georgia Milestones assessments meet the requirements of the ESEA, as amended by both the NCLB and the ESSA. I expect that GaDOE should be able to provide this additional information within one year.

Partially meets requirements means that assessment components do not meet a number of the requirements of the statute and regulations of the ESEA, as amended by the NCLB. I have concluded, as noted in the enclosure to this letter, that the GAA partially meets the requirements of the ESEA, as amended by the NCLB.

However, in its current design, the GAA **does not meet** requirements of the ESEA, as amended by ESSA. Section 1111(b)(2)(B)(vi) of the ESEA, as amended by the ESSA, only authorizes an individual State assessment to be based partially upon a portfolio. As you know, the GAA is based entirely upon a portfolio of student work and therefore is not permitted in its current design under the statute. GaDOE will need to redesign or replace the GAA such that it complies with the statute. Under the orderly transition authority in section 4(b) of the ESSA, I am granting GaDOE until December 15, 2020, to submit evidence of an AA-AAAS that meets the ESSA requirements for assessment format.

I have also determined that Georgia’s alternate academic achievement standards must ensure that students are on track to pursue postsecondary education or employment, as specified in section 1111(b)(1)(E) of the ESEA, as amended by the ESSA. I ask that GaDOE provide evidence of meeting this requirement also by December 15, 2020.

I will place a condition on GaDOE’s Title I grant for the 2018 fiscal year. This condition will remain in place until GaDOE provides all of the remaining evidence required from the 2017 peer review. Additionally, the Office of Special Education and Rehabilitative Services (OSERS) will monitor progress on matters pertaining to requirements in the Individuals with Disabilities Education Act (IDEA) related to the participation of students with disabilities in Title I assessments. In particular, OSERS will monitor progress against critical elements 5.4, 6.2 and 6.3. Insufficient progress to address such matters may lead OSERS to place a condition on GaDOE’s federal fiscal year 2019 IDEA Part B grant award.

Page 3 – The Honorable Richard Woods

Thank you for your ongoing commitment to improving educational outcomes for all students. I look forward to our continued partnership as we move ahead with this critical work. I appreciate the work you are doing to improve your schools and provide a high-quality education for your students.

If you have any questions, please contact Patricia Rattler of my staff at: OSS.Georgia@ed.gov.

Sincerely,

/s/

Jason Botel
Principal Deputy Assistant Secretary,
Delegated the Authority to Perform the
Functions and Duties of the Position of
Assistant Secretary of the Office of Elementary
and Secondary Education

Enclosures

cc: Allison Timberlake, Interim Deputy Superintendent for Assessment & Accountability

Critical Elements Where Additional Evidence is Needed to Meet the Requirements for Georgia’s Assessment System

Overall Finding: For the Georgia Alternate Assessments (GAA) of reading/language arts (R/LA), mathematics and science, evidence that the assessment format meets the requirements of Section 1111(b)(2)(B)(vi) of the ESEA, as amended by the ESSA. This section of the statute prohibits an individual State assessment that is based entirely upon a portfolio.

Critical Element	Additional Evidence Needed
2.1 – Test Design and Development	<p>For the Georgia Alternate Assessments (GAA) of reading/language arts (R/LA), mathematics and science:</p> <ul style="list-style-type: none"> • Evidence that the test design for the GAA adequately assesses the entire breadth of the Georgia Department of Education (GaDOE) content standards in R/LA, mathematics and science.
3.1 – Overall Validity, including Validity Based on Content	<p>For the Georgia Milestone Assessments in R/LA, mathematics and science:</p> <ul style="list-style-type: none"> • Evidence that documents adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of cognitive complexity (e.g., as expressed by explicit Depth of Knowledge (DOK) requirements within test blueprints; as demonstrated by item development that explicitly incorporates DOK requirements); <p>For the GAA of R/LA, mathematics and science:</p> <ul style="list-style-type: none"> • Evidence that the assessments show adequate linkage to the State’s academic content standards in terms of the breadth of content and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities (e.g., through an independent alignment study or similar evidence).
3.2 – Validity Based on Cognitive Processes	<p>For the Georgia Milestone Assessments in R/LA, mathematics and science:</p> <ul style="list-style-type: none"> • Evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards. <p>For the GAA of R/LA, mathematics and science:</p> <ul style="list-style-type: none"> • Evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards (or by extension, the State’s extended content standards used to support the GAA). Note: Evidence requested in Critical Element 3.1 above may support the evidence requested under this critical element.
3.4 – Validity Based on Relationships with Other Variables.	<p>For the GAA of R/LA, mathematics and science, evidence that the State’s assessment scores are related as expected with other variables. This may include evidence such as:</p> <ul style="list-style-type: none"> • Results of analyses between assessment results and variables related to test takers (e.g., instructional time on content based on grade-level content standards); • Results of analyses that indicate stronger positive relationships with measures of the same construct than with measures of different

Critical Element	Additional Evidence Needed
	<p>constructs;</p> <ul style="list-style-type: none"> • Correlations between proficiency on the high-school alternate assessments based on alternate academic achievement standards (AA-AAAS) and performance in post-secondary education, vocational training or competitive integrated employment.
4.3 – Full Performance Continuum	<p>For the GAA of R/LA, mathematics and science, evidence that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students. This may include evidence such as:</p> <ul style="list-style-type: none"> • For students at the lowest end of the performance continuum (e.g., pre-symbolic language users or students with no consistent communicative competencies), evidence that the assessment system provides appropriate performance information.
5.4 – Monitoring Test Administration for Special Populations	<p>For the entire assessment system:</p> <ul style="list-style-type: none"> • Evidence that GaDOE monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under the Individuals with Disabilities Education Act, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are administered with fidelity to test administration procedures.
6.2 – Achievement Standards-Setting	<p>For the GAA of R/LA, mathematics and science:</p> <ul style="list-style-type: none"> • Evidence that GaDOE used a technically sound method and process that involved panelists with appropriate experience and expertise for setting its alternate academic achievement standards for each grade of the alternate assessment to ensure they are valid and reliable.
6.3 – Challenging and Aligned Academic Achievement Standards	<p>For the GAA of R/LA, mathematics and science:</p> <ul style="list-style-type: none"> • Documentation of the process by which performance level descriptors were developed. • Evidence that the State’s alternate academic achievement standards are linked to the State’s grade level academic content standards, such as a description of the process used to develop the alternate academic achievement standards that shows: <ul style="list-style-type: none"> ○ The State’s grade level academic content standards or grade level extended academic content standards were used as a main reference in writing performance level descriptors for the alternate academic achievement standards OR; ○ The process of setting cut scores used, as a main reference, performance level descriptors linked to the State’s grade-level academic content standards or extended academic content standards OR; ○ The AA-AAAS cut scores were set and performance level descriptors written to link to the State’s grade-level academic content standards or extended academic content standards OR; ○ A description of steps taken to vertically articulate the alternate academic achievement standards (including cut scores and performance level descriptors) across each grade.

Critical Element	Additional Evidence Needed
6.3 – Challenging and Aligned Academic Achievement Standards (additional requirement under section 1111(b)(1)(E) of the ESEA, as amended by the ESSA)	For the GAA of R/LA, mathematics and science: <ul style="list-style-type: none"><li data-bbox="477 268 1422 445">• Evidence that the GAA alternate academic achievement standards ensure that students are on track to pursue postsecondary education or employment, as specified in section 1111(b)(1)(E) of the ESEA, as amended by the ESSA. GaDOE should provide this evidence by December 15, 2020.

U. S. Department of Education Peer Review of State Assessment Systems

August 2017 State Assessment Peer Review Notes



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Note: Peer review notes provide the combined recommendations of the individual peers to the U.S. Department of Education (Department), based on the statute and regulations, the Department's peer review guidance, and the peers' professional judgement of the evidence submitted by the State. These assessment peer review notes, however, do not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for assessment peer review. Although the peer notes inform the Secretary's consideration of each State's assessment system, the Department makes the final decision regarding whether the assessment system meets the requirements in the statute and regulations. As a result, these peer notes may not completely align with the final determination made by the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

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STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>1.1 – State Adoption of Academic Content Standards for All Students</p> <p>The State formally adopted challenging academic content standards for all students in reading/language arts, mathematics and science and applies its academic content standards to all public elementary and secondary schools and students in the State.</p>	<p>Georgia Milestones Assessment System and Georgia Alternate Assessment (GAA): Ex. 01: Georgia State Law O.C.G.A § 20-2-140</p> <p>Ex. 02: Georgia State Law O.C.G.A § 20-2-141</p> <p>Ex. 03: State Board Rule 160-4-2-.48 – High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years</p> <p>Ex. 04: Item for State Board of Education Approval: English Language Arts and Mathematics Standards;</p> <p>Ex. 05: Item for State Board of Education Approval: Georgia Performance Standards Adoption for Science in Grades K-12;</p> <p>Ex. 06: Index to Minutes – State Board of Education Meeting – January 15, 2015</p> <p>Ex. 07: Index to Minutes – State Board of Education Meeting – July 8, 2004 documents the approval of GPS in Science (see p. 11).</p> <p>Exs. 08-09: Press Releases</p> <p>Ex. 10: Approval Letter for ESEA Flexibility Renewal from the US Department of Education.</p>	<p>The Georgia State Board of Education (SBOE) adopted the Georgia Standards of Excellence (GSE) in English Language Arts and Mathematics on January 15, 2015. The SBOE adopted the Georgia Performance Standards (GPS) in Science on July 8, 2004.</p>
<p>Section 1.1 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>1.2 – Coherent and Rigorous Academic Content Standards</p> <p>The State’s academic content standards in reading/language arts, mathematics and science specify what students are expected to know and be able to do by the time they graduate from high school to succeed in college and the workforce; contain content that is coherent (e.g., within and across grades) and rigorous; encourage the teaching of advanced skills; and were developed with broad stakeholder involvement.</p>	<p>Georgia Milestones Assessment System and Georgia Alternate Assessment</p> <p>Ex. 11: Timeline for the Revision of Standards</p> <p>Ex. 12: Summary: English Language Arts Survey Questions</p> <p>Ex. 13: Summary: Mathematics Survey Questions</p> <p>Ex. 14: Revision of English Language Arts and Mathematics Standards – Survey Results.</p> <p>Ex. 15: Standards Revision Recommendation Decision Tree</p> <p>Ex. 16: Summary of Changes for English Language Arts (ELA) Standards –Revised Standards Beginning for 2015 – 2016 – Kindergarten to High School;</p> <p>Ex. 17: Summary of Changes for Mathematics Standards – Revised Standards Beginning for 2015 – 2016 – Kindergarten to Grade 8.</p> <p>Exs. 18-27: Letters of Support</p> <p>Ex. 10: Approval Letter for ESEA Flexibility Renewal from the US Department of Education.</p> <p>Ex. 28: Approved ESEA Flexibility Waiver from the US Department of Education for Speaking and Listening.</p>	<p>Georgia has previously met these requirements as indicated by the flexibility approval letter. Standards were developed with broad stakeholder involvement as evidenced by supporting letters from various agencies.</p> <p>Georgia should provide evidence of a pathway for students with significant cognitive disabilities to have the opportunity to graduate with a regular high school diploma.</p> <p>Georgia should provide evidence of full disclosure to parents the consequences of placing students on alternative extended standards, such as receiving a modified diploma. For example, in Exhibit 66 – GAA Q&A for Parents, there is not information provided to parents that students who are taught using the alternative academic achievement standards and who take the Georgia Alternate Assessment do not receive a regular high school diploma.</p> <p>Georgia should provide more details regarding the development of the alternate extended standards and alignment to the newly revised general content standards.</p>
<p>Section 1.2 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or Georgia Milestones Assessment</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> • Additional evidence for the GAA, Georgia should provide additional evidence of full disclosure to parents the consequences of placing students on alternate academic achievement standard, such as receiving a special education diploma 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> • Additional evidence is necessary to show how the state’s challenging academic content standards were extended to all elementary and secondary students with significant cognitive disabilities 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY	Evidence —REVIEWED BY DEPARTMENT STAFF ONLY (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY
<p>1.3 – Required Assessments</p> <p>The State’s assessment system includes annual general and alternate assessments (based on grade-level academic achievement standards or alternate academic achievement standards-AAAS) in:</p> <ul style="list-style-type: none"> • Reading/language arts and mathematics in each of grades 3-8 and at least once in high school (grades 10-12); • Science at least once in each of three grade spans (3-5, 6-9 and 10-12). 	<p>Georgia Milestones Assessment System and Georgia Alternate Assessment (GAA): Exhibit 29: Georgia State Law O.C.G.A § 20-2-281 outlines required state-administered assessments (see p. 1). Exhibit 30: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment specifies all assessments required of Georgia public schools and students (see pp. 4-7). Exhibit 10: Approval Letter for ESEA Flexibility Renewal from the US Department of Education. Exhibit 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016 details requirements and guidance for all mandated state assessments (see p. 7). Exhibit 32: System Test Coordinators’ Fall 2015 Conference provides an overview of all administered assessments (see slides 16-18).</p>	<p>State provided: evidence of its general assessment process, alternate accommodations for English Language Learners (ELLs), Georgia Alternate Assessment (GAA) for IDEA students and for English, Language Arts, Math, Science and Social Studies, grades K and 3-12, in addition to the conduct of the National Assessment of Educational Progress in reading, mathematics and science, grades 4, 8 and 12.</p>
<p>Section 1.3 Summary Statement—REVIEWED BY DEPARTMENT STAFF ONLY</p>		
<p><u>X</u> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY	Evidence —REVIEWED BY DEPARTMENT STAFF ONLY (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY
<p>1.4 – Policies for Including All Students in Assessments</p> <p>The State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools.</p> <ul style="list-style-type: none"> • For students with disabilities(SWD), policies state that all students with disabilities in the State, including students with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system; • For English learners (EL): <ul style="list-style-type: none"> ○ Policies state that all English learners must be included in the assessment system, unless the State exempts a student who has attended schools in the U.S. for less than 12 months from one administration of its reading/ language arts assessment; ○ If the State administers native language assessments, the State requires English learners to be assessed in reading/language arts in English if they have been enrolled in U.S. schools for three or more consecutive years, except if a district determines, on a case-by-case basis, that native language assessments would yield more accurate and reliable information, the district may assess a student with native language assessments for a period not to exceed two additional consecutive years. 	<p>Georgia Milestones Assessment System and Georgia Alternate Assessment (GAA):</p> <p>Exhibit 30: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment specifies that each local system shall assess all students using State Board-designed assessment instruments as required (see p. 4).</p> <p>With specific regard to students with disabilities:</p> <ul style="list-style-type: none"> • Exhibit 30: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment specifies that all students with disabilities must participate in state and local assessment programs (see pp. 7-9); • Exhibit 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016 specifies the mandate that students with disabilities be included in the assessment system (see pp. 94-97). <p>With specific regard to English learners:</p> <ul style="list-style-type: none"> • Exhibit 30: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment specifies that all English learners must participate in state and local assessment programs. Georgia allows for newly arrived EL students to be deferred from ELA testing during the first year of enrollment in a US school (see pp. 9-11); • Exhibit 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016 specifies the mandate that English learners be included in the assessment system (see pp. 97-101) and addresses the deferment of newly-arrived EL students from the ELA assessment for one year (see p. 98). 	<p>Both Federal and State Law require that all students participate in the State-mandated assessment program. A determination re: the participation of IEP designated students is made on a case-by-case basis and EL students enrolled for the first year in a U.S. school receive a one-time deferment/waiver of assessment.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY	Evidence —REVIEWED BY DEPARTMENT STAFF ONLY (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY
Section 1.4 Summary Statement-REVIEWED BY DEPARTMENT STAFF ONLY		
<u> X </u> No additional evidence is required		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY	Evidence —REVIEWED BY DEPARTMENT STAFF ONLY (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY
<p>1.5 – Participation Data</p> <p>The State’s participation data show that all students, disaggregated by student group and assessment type, are included in the State’s assessment system. In addition, if the State administers end-of-course assessments for high school students, the State has procedures in place for ensuring that each student is tested and counted in the calculation of participation rates on each required assessment and provides the corresponding data.</p>	<p>Georgia Milestones Assessment System and Georgia Alternate Assessment (GAA): Georgia requires that all students participate in its state-mandated assessment program, which includes the Georgia Milestones Assessment System and the Georgia Alternate Assessment. This requirement is solidified in state law and State Board Rule. Participation rates are calculated and released publicly annually as part of the state’s accountability system, the College and Career Ready Performance Index (CCRPI).</p> <ul style="list-style-type: none"> • Exhibit 29: Georgia State Law O.C.G.A § 20-2-281 outlines required state-administered assessments (see p. 1); • Exhibit 30: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment outlines participation requirements by grade, at the completion of specified high school courses, for students with disabilities (SWD), and for English Learner (EL) students and EL students enrolling for the first time in a U.S. school (see pp. 5-9); • Exhibit 03: State Board Rule 160-4-2-.48 – High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years stipulates that all students must take all EOC courses and assessments to graduate. Students may take either Physical Science or Physics for graduation requirements, but there is no EOC assessment for Physics. All students must take Biology. 	<p>All students are expected to participate in all State-mandated assessments, and participation and performance are documented to meet Federal reporting requirements and guidelines. Participation data and data results are used to evaluate and rate school systems, and for inclusion in the State Accountability System and System Report Cards.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY	Evidence —REVIEWED BY DEPARTMENT STAFF ONLY (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY
Section 1.5 Summary Statement-REVIEWED BY DEPARTMENT STAFF ONLY		
<u> X </u> No additional evidence is required		

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STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.1 – Test Design and Development</p> <p>The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the full range of the State’s academic content standards, and includes:</p> <ul style="list-style-type: none"> • Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of the State’s grade-level academic content standards, and support the intended interpretations and uses of the results; • Processes to ensure that each assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills); • If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design. 	<p>Georgia Milestones Assessment</p> <p>Ex. 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016 (see pp. 55-69).</p> <p>Ex. 35: Questions and Answers for Parents</p> <p>Ex. 36: Georgia Milestones Assessment System 2016 Operational Technical Report</p> <p>Ex. 37: Georgia ESEA Flexibility Amendment Assessment Plan</p> <p>Ex. 38: Test and Item Specifications Meetings</p> <p>Ex. 39: Development of Georgia Milestones Test and Item Specifications</p> <p>Exs. 40-55: Assessment Guides</p> <p>Exs. 56-57: Interpretive Guides</p> <p>Exs. 58-63: Item Specifications</p> <p>Georgia Alternate Assessment</p> <p>*Ex. 67 – GAA Technical Report, p. 16</p> <p>*Ex. 68 – GAA Blueprint by Grade 2015-16 – pp. 9-10</p> <p>** Ex. 58-63 – Sample Item Specifications Guides provided.</p>	<p>State previously was a governing member of PARCC, but withdrew. Did not start from square one.</p> <p>Georgia assesses in ELA, math, science and social studies in grades 3-8 through EOG tests and administers 10 EOC tests in high school as part of the Georgia Milestones Assessment.</p> <p>*However, there are only eight EOC tests for high school for the Georgia Alternate Assessment. Georgia should explain why there is a difference.</p> <p>2.1.1. General statements of purpose for the Georgia assessment system are provided. This extends to the general, alternate and science assessments.</p> <p>**2.1.2. Although not crucial for meeting this critical element, for end-of-course exams, it would be nice to see either all the item specifications or a summary of what’s different across assessments.</p> <p>2.1.3. The Assessment Guides include the assessment design, including number and types of items and points.</p> <p>*Georgia should provide evidence that a subset of standards for the Georgia Alternate Assessment is sufficient to ensure that each assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstration or applications of knowledge and skills.</p> <p>2.1.4. Georgia does not administer computer-adaptive</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		assessments.
Section 2.1 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required for the Georgia Milestones Assessment.</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed for the GAA/provide brief rationale:</p> <ul style="list-style-type: none"> • An explanation of how the subset of standards assessed on the Georgia Alternate Assessment adequately measure the breadth of the content standards. • A justification of why there are only eight high school end-of-course assessments for the GAA, but there are 10 high school EOCs for the Georgia Milestone Assessments. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.2 – Item Development</p> <p>The State uses reasonable and technically sound procedures to develop and select items to assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills.</p>	<p>Georgia Milestones Assessment Ex. 036B: Tech Report Appendix A – Item and Test Development</p> <p>Exhibit 39: Development of Georgia Milestones Test and Item Specifications</p> <p>Ex. 58-63: Sample Item Specifications Guides provided.</p> <p>Georgia Alternate Assessment Ex. 67: GAA 2015-2016 Technical Report</p> <p>Ex. 78: GAA Examiner’s Manual 2015-2016 (see pp. 11-34).</p> <p>Ex. 79: February 2014 Georgia Technical Advisory Committee Meeting Notes</p> <p>Ex. 80: GAA Professional Learning Project: Development of Assessment Activities</p> <p>Ex. 81: Georgia Alternate Assessment Student Samples Resource Guide 2016-2017</p>	<p>Georgia Milestones Assessment Georgia presented reasonable and technically sound procedures, including have educators participate in item development and selection activities.</p> <p>Georgia also provided strong evidence for the Georgia Milestones Assessment of the use of DOK to document cognitive depth, including higher-order thinking skills.</p> <p>Georgia Alternate Assessment Peers request evidence that the State has a coherent system of monitoring the quality of assessment tasks developed by teachers for the GAA.</p>
<p>Section 2.2 Summary Statement</p> <p><input checked="" type="checkbox"/> No additional evidence is required for the Georgia Milestones Assessment</p> <p><input type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State has a coherent system of monitoring the quality of assessment tasks developed by teachers for the GAA • Additionally, see evidence regarding DOK for the GAA requested in Critical Element 3.2. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.3 – Test Administration</p> <p>The State implements policies and procedures for standardized test administration, specifically the State:</p> <ul style="list-style-type: none"> • Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; • Has established procedures to ensure that all individuals responsible for administering the State’s general and alternate assessments receive training on the State’s established procedures for the administration of its assessments; • If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration. 	<p>Georgia Milestones Assessment Exs. 40-55 – Assessment Guides Exs. 85-91 – Training PowerPoints Exs. 92-93 – Test Coordinator Manuals Exs. 94-97 – Examiner Manuals</p> <p>Georgia Alternate Assessment Ex. 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016 (see pp. 47-50).</p> <p>Ex. 78: GAA Examiner’s Manual 2015-2016 (see pp. 40-41, 56-57)</p> <p>Ex. 103: GAA Test Coordinator’s Manual</p>	<p>2.3.1. Georgia provides evidence of multiple ways of communicating to educators standardized procedures for administration of its assessments.</p> <p>2.3.2. Georgia provides evidence of procedures for training individuals to administer both the Georgia Milestones Assessment and the Georgia Alternate Assessment.</p> <p>2.3.3. Georgia provides technology requirements for technology-based assessments. The state provides information in the Test Coordinator Manuals (Exs. 92-93) regarding common troubleshooting procedures. However, it was unclear what contingency plans were in place specifically in Georgia to address possible large-scale, system-wide technology challenges during test administration.</p> <p>The Georgia Alternate Assessment is not administered online.</p>
<p>Section 2.3 Summary Statement</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed for the Georgia Milestones/provide brief rationale:</p> <ul style="list-style-type: none"> • Contingency plans for large-scale, system-wide technology challenges/failures for the Georgia Milestone Assessment System 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY	Evidence —REVIEWED BY DEPARTMENT STAFF ONLY(Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY
<p>2.4 – Monitoring Test Administration</p> <p>The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Georgia Milestones Assessment System: Exhibit 30: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment mandates testing regulations and procedures, including that all assessments be administered by Georgia-certified educators. (see pp. 9-10). Exhibit 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016 describes test security (including steps for GOSA identified schools for further inquiry based upon the answer change analysis or unusual response pattern analysis. Additional schools are randomly selected for on-site auditing or monitoring.</p>	<p>Georgia Milestones Assessment System: Exhibit 30: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment mandates testing regulations and procedures, including that all assessments be administered by Georgia-certified educators. (see pp. 9-10). Exhibit 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016 describes test security (including steps for GOSA identified schools for further inquiry based upon the answer change analysis or unusual response pattern analysis. Additional schools are randomly selected for on-site auditing or monitoring.</p>	<p>Participation is monitored by LEAs and the SEA, including alternate assessments, usage of accommodations and conditional communications. LEAs are monitored on a rotational basis.</p>
<p>Section 2.4 Summary Statement—REVIEWED BY DEPARTMENT STAFF ONLY</p>		
<p><u> X </u> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.5 – Test Security</p> <p>The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> • Prevention of any assessment irregularities, including maintaining the security of test materials, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; • Detection of test irregularities; • Remediation following any test security incidents involving any of the State’s assessments; • Investigation of alleged or factual test irregularities. 	<p><i>Georgia Milestones Assessment and Georgia Alternate Assessment</i></p> <p>Ex. 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016</p> <p>Test manuals</p>	<p><i>Georgia Milestones Assessment and Georgia Alternate Assessment</i></p> <p>2.5.1 Georgia presents its own test security guidelines and requires training.</p> <p>2.5.2. Appropriate procedures for detecting and handling test irregularities are in place.</p> <p>DRC provides data forensic analysis. It is not clear how data forensic results have been utilized, or how monitoring procedures have been implemented, particularly with regard to Web monitoring and unannounced onsite monitoring.</p> <p>2.5.3 Remediation following test security incidents occurs according to state policy.</p> <p>2.5.4 Policy guides the investigation of irregularities.</p> <p>Peers observed that the State provided some evidence cited for other Critical Elements that would be relevant here, such as Exhibit 115: Test Preparation for State Test Monitors; Exhibit 116: State Monitor Spot Check Form; Exhibit 117: Understanding Auditing Protocols and the School Inquiry Form; Exhibit 118: Georgia Milestones Assessment Audit Process Overview; Exhibit 119: Spring 2016 Georgia Milestones Assessment Desktop Audit; and Exhibit 120: Comprehensive 2016 Georgia Milestones Assessment Analyses</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 2.5 Summary Statement		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Summaries of how the State follows up on school inquiries based on information from the data forensics program. • Evidence that the State monitors the Web for assessment items and secure test materials. • Summaries of what was observed during unannounced onsite monitoring visits. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.6 – Systems for Protecting Data Integrity and Privacy</p> <p>The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> • To protect the integrity of its test materials and related data in test development, administration, and storage and use of results; • To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; • To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups. 	<p><i>Georgia Milestones Assessment and Georgia Alternate Assessment</i> Ex. 126-127 – State laws</p> <p>Ex. 30 – State board rules</p> <p>Ex. 128-130 – Model policies</p> <p>Ex. 131 – Parent Complaint Form</p> <p>Exhibit 132: Reporting, Exchanging, Storing, and Disposal of Personally Identifiable Information Policy</p> <p>Exhibit 133: Security Officer Policy</p>	<p><i>Georgia Milestones Assessment and Georgia Alternate Assessment</i></p> <p>2.6.1 State law and policies require districts and schools to protect the integrity of test materials, administration and storage and use of results. Testing manuals provide guidance. State has Security Officer policy.</p> <p>2.6.2 Guidance is provided to ensure security of student data. Georgia requires assessment vendors to enter into binding agreements governing data access and the confidentiality of student data. State provides training in data privacy.</p> <p>2.6.3 Georgia has policy related to PII. Reporting is done in de-identified, aggregate form. Results are suppressed for subgroups not meeting minimum N count, specified by Georgia as 15.</p> <p>Note: It would be interesting for the State to provide information on possible plans to prevent massive hacks and breaches of the State’s systems, such as ransomware, Trojan horses, etc.</p>
<p>Section 2.6 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>more explicitly in the item writing process for items currently in development to be field tested in Spring 2018 for the Georgia Milestones Assessment.</p> <ul style="list-style-type: none"> • Updated evidence, including a new independent alignment study, to support alignment of the Georgia Alternate Assessment to newly revised content standards. • Evidence of the crosswalk noted in GAA Technical Report, p. 10, and rationale for not revisiting performance standards (See Critical Element 6.3). 	

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>3.2 – Validity Based on Cognitive Processes</p> <p>The State has documented adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards.</p>	<p>Georgia Milestones Assessments Ex. 144: Evaluation of the Alignment Quality in the Georgia Milestones Assessment System in ELA, Mathematics, Science, and Social Studies.</p> <p>Georgia Alternate Assessment Ex. 147: GAA Alignment Report – dated 2008. Ex. 67: GAA Technical Report Exs. 106-110: Training Slides</p>	<p>Georgia Milestones Assessment Best practice standards state that to adequately measure cognitive processes, DOK levels 1-4 must be represented on the test as necessary to cover the full range of cognitive processes required by the content standards. There is limited evidence that the Georgia Milestone Assessments has the necessary distribution of DOK Level 4 items.</p> <p>Georgia Alternate Assessment GAA materials reference essential skills but do not reference cognitive processes.</p>
<p>Section 3.2 Summary Statement</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • DOK Level 4 items are included in item specifications wherever the content standards demand it for the Georgia Milestones Assessment. • Evidence for GAA should address cognitive complexity (DOK). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>3.3 – Validity Based on Internal Structure</p> <p>The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s academic content standards on which the intended interpretations and uses of results are based.</p>	<p>Georgia Milestones Assessment Ex. 036: GM 2016 Tech Report Exs. 40-55: Assessment Guides Ex. 144: Evaluation of the Alignment Quality in the Georgia Milestones Assessment System in ELA, Mathematics, Science, and Social Studies.</p> <p>Georgia Alternate Assessment Ex. 149: Georgia Alternate Assessment: A Portfolio Assessment for Students with Significant Cognitive Disabilities. Ex. 150: Summary of Generalizability Studies for the Georgia Alternate Assessment Grades 3-8 and 11 contains D-Studies that provide generalizability (G) and dependability (Φ) coefficients. Ex. 153: Expert evaluations of student portfolios (GAA Validity Study #2)</p>	<p>Georgia Milestones Assessment Georgia reviews validity evidence based on internal structure in its technical manual for the Georgia Milestone Assessment. Further evidence is provided on assessment guides and through independent alignment study.</p> <p>Georgia Alternate Assessment Evidence provided is old. Peers would like to see updated validity evidence based on internal structure, including scoring and reporting structures, to ensure consistency with sub-domain structures on newly revised academic content standards.</p>
<p>Section 3.3 Summary Statement</p> <p><input type="checkbox"/> No additional evidence is required for the Georgia Milestones Assessment</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> • Updated validity evidence based on internal structure for the GAA. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>3.4 – Validity Based on Relationships with Other Variables</p> <p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p>Georgia Milestones Assessment Ex. 036. GM 2016 Tech Report, Ex. 146. Research Agenda Table Ex. 164. ACCUPLACER GM Linking Study Ex. 165. GM Lexile Linking Tech Report</p> <p>Georgia Alternate Assessment Ex. 67: GAA 2016 Technical Report, p. 69 Ex. 148: Georgia’s Curriculum Indicators Survey (CIS) Ex. 151: Validity Evidence on Accuracy of Perception of Student Performance Ex. 154: Longitudinal Review of Portfolios (GAA Validity Study #3) Ex. 147: GAA Alignment Report: Links for Academic Learning</p>	<p>Georgia Milestones Assessment The Georgia technical report examines validity based on relationships with Accuplacer and with Lexiles. The state also references NAEP, PSAT, etc. State assessment also includes norm-referenced items and provide norm-referenced national percentiles. Peers hope to see results from validity studies proposed in research agenda.</p> <p>Georgia Alternate Assessment Evidence provided is old. Peers would like to see updated validity evidence based on relationships with other variables.</p>
<p>Section 3.4 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required for the Georgia Milestones Assessment</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> • For the GAA, updated evidence based on relationships with other variables 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		Correlational analysis results reflect the old 2008 academic content standards. Peers would like to see updated evidence to reflect correlations with new standards.
Section 4.1 Summary Statement		
<p><input checked="" type="checkbox"/> No additional evidence is required for the Georgia Milestones Assessment</p> <p><input type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> • For the GAA, evidence to confirm claims of reliability as bolstered through standard assessment protocols for compiling portfolios, as well as training for teachers/administrators and test coordinators. • For the GAA, updated evidence for reliability of the GAA based on newly revised academic content standards (e.g., correlations between dimension scores). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.2 – Fairness and Accessibility</p> <p>The State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments.</p>	<p>Georgia Milestones Assessment Ex. 73: Fairness in Testing Manual Ex. 186: GM Accessibility Supports</p> <p>Georgia Alternate Assessment Exhibit 67: GAA 2015-2016 Technical Report</p>	<p>Georgia provides evidence to support the design and development of its assessments to ensure fairness and accessibility. The Georgia Milestones Assessment uses a three-tiered approach to accessibility.</p> <p>Both assessments incorporate Universal Design.</p> <p>Although the peers are not requesting additional evidence for the GAA for this Critical Element, they highly suggest that Georgia attends to peer requests in previous Critical Elements with regard to alignment, validity and reliability that would enhance the assessment’s technical quality to ensure students are assessed on the State’s revised challenging academic content standards.</p>
<p>Section 4.2 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required for the Georgia Milestones Assessment</p> <p><input type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> • Refer to evidence requested in Critical Elements 3.1, 3.2, 3.3, 3.4, 4.1, 4.4 and 6.1, 6.2, and 6.3. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.3 – Full Performance Continuum</p> <p>The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students.</p>	<p>Georgia Milestones Assessment Ex. 036: GM 2016 Tech Report Ex. 144: GM Alignment Evaluation Report Ex. 168: TCCs TIFs and CSEMs</p> <p>Georgia Alternate Assessment Ex. 067: GAA 2016 Tech Report Ex. 149: GAA Portfolio Assessment Overview Ex. 191: GAA 2016 Testing Brief</p>	<p>Georgia Milestones Assessment Georgia presents standard error curves as further evidence of precision across the full performance continuum.</p> <p>Georgia Alternate Assessment Peers would like to see evidence verifying that GAA is measuring the full performance continuum on the revised academic content standards. Peers found the evidence submitted was unclear in how the extended standards were created and their relationship to the state’s revised academic content standards.</p>
<p>Section 4.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required for the Georgia Milestones Assessment</p> <p><input type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence verifying that the GAA measures the full performance continuum on the State’s revised academic content standards. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.4 – Scoring</p> <p>The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in terms of the State’s academic achievement standards.</p>	<p>Georgia Milestones Assessment: Ex. 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016 Ex. 036: GM 2016 Tech Report</p> <p>Ex. 144: Evaluation of the Alignment Quality in the Georgia Milestones Assessment System in ELA, Mathematics, Science, and Social Studies</p> <p>Ex. 192: Georgia Milestones Assessment System- Post-Equating Verification Executive Summary</p> <p>Ex. 193: Performance Scoring Plan (Spring 2016)</p> <p>Ex. 194: Spring 2016 Rangefinding Summary</p> <p>Ex. 162: Georgia Milestones Standard Setting Technical Report</p> <p>Georgia Alternate Assessment: Ex. 67: GAA 2015-2016 Technical Report, Chapter 4 Ex. 78: GAA Examiner’s Manual 2015-2016 Ex. 152: GAA 2008-2009 Scorer Response Process Validation Study (GAA Validity Study #1)</p>	<p>Georgia Milestones Assessment: Georgia provides for the general assessment information on pre- and post-equating and well-documented procedures for scoring items and developing a scale. Rules and procedures for invalidating results are also provided. Georgia provides interpretive guides.</p> <p>Georgia Alternate Assessment: Georgia provides process for training raters and provides scoring interpretation guides for the GAA.</p> <p>The Validation Study provided as evidence is from 2008-2009. The peers would like to see updated validation evidence.</p> <p>Peers have reviewed the holistic rubric and would like to see evidence that evaluates the impact of teacher judgment (specifically portfolio dimensions 1 and 2) on the accurate measurement of student performance.</p>
<p>Section 4.4 Summary Statement</p> <p><input type="checkbox"/> No additional evidence is required for Georgia Milestones Assessment</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence for the GAA that evaluates the impact of teacher judgment (specifically portfolio dimensions 1 and 2) on the accurate measurement of student performance. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.5 – Multiple Assessment Forms</p> <p>If the State administers multiple forms within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State’s academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.</p>	<p>Georgia Milestones Assessment Ex. 36: Georgia Milestones Assessment System 2016 Operational Technical Report</p> <p>Exs. 58-63: Item Specifications</p> <p>Exhibit 144: Evaluation of the Alignment Quality in the Georgia Milestones Assessment System in ELA, Mathematics, Science, and Social Studies</p> <p>Ex. 162: Georgia Milestones Standard Setting Technical Report</p> <p>Ex. 168: Test Characteristic Curves, Test Information Functions, and Standard Errors of Measurement</p> <p>Georgia Alternate Assessment Ex. 67: GAA 2015–2016 Technical Report Ex. 78: GAA Examiner’s Manual 2015-2016 Ex. 200: 2007 GAA Standard Setting Report, pp. 9-14 Ex. 201: 2011 GAA Standard Setting Report: Confirming the Standards for the High School Mathematics GAA.</p>	<p>Georgia Milestones Assessment Georgia provides sufficient evidence that the state’s general assessment meets the requirements of this Critical Element.</p> <p>Georgia Alternate Assessment Georgia provides standard setting reports from 2007 and 2011. Given changes to content standards and blueprints since 2007, the peers would like to see updated evidence that scores are comparable across years.</p>
<p>Section 4.5 Summary Statement</p> <p><input checked="" type="checkbox"/> No additional evidence is required for the Georgia Milestones Assessment</p> <p><input type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> • Updated evidence for the GAA that scores are comparable across years. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.6 – Multiple Versions of an Assessment</p> <p>If the State administers assessments in multiple versions within a content area, grade level, or school year, the State:</p> <ul style="list-style-type: none"> Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; Documented adequate evidence of comparability of the meaning and interpretations of the assessment results. 	<p>Georgia Milestones Assessment Ex. 36: Georgia Milestones Assessment System 2016 Operational Technical Report</p> <p>Exhibit 168: Test Characteristic Curves, Test Information Functions, and Conditional Standard Errors of Measurement</p> <p>Ex. 202: Georgia Milestones 2014-2015 Mode Comparability Report</p> <p>Ex. 203: Georgia Milestones 2015-2016 Mode Comparability Report</p> <p>Ex. 205: Georgia Milestones 2015-2016 Device Comparability Executive Summary.</p> <p>Georgia Alternate Assessment Ex. 67: GAA 2015-2016 Technical Report</p> <p>Ex. 78: GAA Examiner’s Manual 2015-2016</p>	<p>Georgia Milestones Assessment Georgia provides evidence for documenting comparability across paper-pencil and device comparability.</p> <p>Peers would like to see additional evidence documenting comparability across braille forms.</p> <p>Georgia Alternate Assessment Peers would like to see updated evidence of comparability of the meaning and interpretations of the assessment results for the alternate assessment.</p>
<p>Section 4.6 Summary Statement</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Additional evidence documenting comparability across braille forms for the Georgia Milestones Assessment Updated evidence of comparability of the meaning and interpretations of the assessment results for the GAA. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.7 – Technical Analysis and Ongoing Maintenance</p> <p>The State has a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments).</p>	<p>Georgia Milestones Assessment Ex. 140: Georgia Assessment Technical Advisory Committee Ex. 141: Georgia Educator Effectiveness and Accountability Technical Advisory Committee</p> <p>Georgia Alternate Assessment Ex. 147: GAA Alignment Report: Links for Academic Learning – 2008 Exs. 152-153: Validation studies – older studies</p>	<p>Georgia Milestones Assessment Georgia has two committees, the Georgia Assessment Technical Advisory Committee and the Georgia Educator Effectiveness and Accountability Technical Advisory Committee that provides technical analysis and ongoing maintenance. Other evidence also supports this Critical Element.</p> <p>Georgia Alternate Assessment Given that much of the evidence provided for the Georgia Alternate Assessment is old, the peers would like the State to provide update evidence to show technical analysis and ongoing maintenance of the alternate assessment.</p>
<p>Section 4.7 Summary Statement</p> <p><input checked="" type="checkbox"/> No additional evidence is required for the Georgia Milestones Assessment</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> • Updated evidence to show technical analysis and ongoing maintenance of the GAA 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>5.1 – Procedures for Including Students with Disabilities</p> <p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system, including, at a minimum, guidance for individual educational plan (IEP) Teams to inform decisions about student assessments that:</p> <ul style="list-style-type: none"> • Provides clear explanations of the differences between assessments based on grade-level academic achievement standards and assessments based on alternate academic achievement standards, including any effects of State and local policies on a student’s education resulting from taking an alternate assessment based on alternate academic achievement standards; • States that decisions about how to assess students with disabilities must be made by a student’s IEP Team based on each student’s individual needs; • Provides guidelines for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment; • Provides information on accessibility tools and features available to students in general and assessment accommodations available for students with disabilities; • Provides guidance regarding selection of appropriate accommodations for students with disabilities; 	<p>Georgia Milestones Assessment Ex. 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016</p> <p>Ex. 36: Georgia Milestones Assessment System 2016 Operational Technical Report</p> <p>Ex. 178: Accommodations Manual</p> <p>Ex. 179. Allowable Accommodations for SWD</p> <p>Ex 181. Accommodations FAQ</p> <p>Ex 186. GM Accessibility Supports for Assessment</p> <p>Georgia Alternate Assessment Ex. 066: GAA Questions and Answers for Parents of Georgia Students</p> <p>Ex. 067. GAA 2016 Tech Report</p> <p>Ex. 105. GAA Information Resources Pamphlet</p> <p>Ex. 178: Accommodations Manual</p> <p>Ex. 179. Allowable Accommodations for SWD</p> <p>Ex 181. Accommodations FAQ</p>	<p>Georgia Milestones Assessment and Georgia Alternate Assessment</p> <p>State law and state board rules require inclusion of students with disabilities in the statewide testing program. Evidence includes a PowerPoint presentation regarding accessibility supports for the Georgia Milestones Assessment.</p> <p>5.1.1 Georgia provides information on the differences between assessments, but in parent communications or the information resource pamphlet for alternate assessment, it is not clear that students will receive a special education diploma.</p> <p>5.1.2 Georgia provides evidence that IEP teams make decisions about whether students participate in the general assessment, with or without accommodations.</p> <p>5.1.3 Georgia provides guidelines for selecting general or alternate assessments, with or without accommodations.</p> <p>5.1.4 Georgia provides descriptions of accessibility tools and features available to students.</p> <p>5.1.5 Georgia provides guidelines on selection of accommodations are provided.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> • Includes instructions that students eligible to be assessed based on alternate academic achievement standards may be from any of the disability categories listed in the IDEA; • Ensures that parents of students with the most significant cognitive disabilities are informed that their student’s achievement will be based on alternate academic achievement standards and of any possible consequences of taking the alternate assessments resulting from district or State policy (e.g., ineligibility for a regular high school diploma if the student does not demonstrate proficiency in the content area on the State’s general assessments); • The State has procedures in place to ensure that its implementation of alternate academic achievement standards for students with the most significant cognitive disabilities promotes student access to the general curriculum. 		<p>5.1.6 The GAA Participation Guidelines (e.g., Ex. 67, Section 1.1., pp. 5-6) identify an IDEA disability category (intellectual disability) as part of the GAA eligibility criteria. This conflicts with best practice and this Critical Element’s requirement that students from any disability category can be eligible for the alternate assessment.</p> <p>5.1.7 Georgia provides examples of communications with parents. Parent brochure, however, does not clarify that students taking the alternate assessment work toward a special education diploma. The consequences (e.g., ineligibility for a regular high school diploma) may need to be clarified further for parents.</p> <p>5.1.8 Georgia policy requires that all students with disabilities be educated with general education students in the general education classroom to the maximum extent appropriate.</p>
<p>Section 5.1 Summary Statement</p> <p><input checked="" type="checkbox"/> No additional evidence is required for the Georgia Milestones Assessment</p> <p><input type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> • Revised guidelines for GAA participation to remove references to disability categories and review references to instruction focused on application of State standards through relevant life skills. • Evidence that the State communicates to parents that students who take the GAA will receive a special education diploma and not a general education diploma 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>5.2 – Procedures for including ELs</p> <p>The State has in place procedures to ensure the inclusion of all English learners in public elementary and secondary schools in the State’s assessment system and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"> • Procedures for determining whether an English learner should be assessed with accommodation(s); • Information on accessibility tools and features available to all students and assessment accommodations available for English learners; • Guidance regarding selection of appropriate accommodations for English learners. 	<p>Georgia Milestones Assessment and Georgia Alternate Assessment</p> <p>Ex. 29: Georgia State Law O.C.G.A § 20-2-281 Ex. 30: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment Ex. 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016 Ex. 36: Georgia Milestones Assessment System 2016 Operational Technical Report</p>	<p>Georgia Milestones Assessment and Georgia Alternate Assessment</p> <p>Test manuals provide information related to including ELs on state assessments.</p> <p>5.2.1 Georgia has a process for determining whether ELs should be assessed with accommodations</p> <p>5.2.2 Georgia provides information on accessibility tools available to all students and assessment accommodations for ELs</p> <p>5.2.3 Guidance is provided on selecting appropriate accommodations for EL students.</p>
<p>Section 5.2 Summary Statement</p>		
<p><u>X</u> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>5.3 – Accommodations</p> <p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the State:</p> <ul style="list-style-type: none"> Ensures that appropriate accommodations are available for students with disabilities (SWD) under the Individuals with Disabilities Education Act (IDEA) and students covered by Section 504; Ensures that appropriate accommodations are available for English learners (EL); Has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. 	<p>Ex. 29: Georgia State Law O.C.G.A § 20-2-281 subsection (c), (d), and (e) (see p. 3)</p> <p>Ex. 30: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment contains information (see pp. 6-9)</p> <p>Ex. 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016, pp. 101-110</p> <p>Ex. 36: Georgia Milestones Assessment System 2016 Operational Technical Report</p> <p>Ex. 163: Technical Memo on DIF with Students Requiring Accommodations</p> <p>Ex. 178: Accommodations Manual</p> <p>Ex. 66: GAA Questions and Answers for Parents of Georgia Students</p> <p>Ex. 67: GAA 2015-2016 Technical Report</p>	<p>5.3.1 Georgia provides guidelines that clarify how accommodations are applied.</p> <p>5.3.2 Georgia provides guidance for the selection and provision of available supports and/or accommodations.</p> <p>5.3.3i Georgia assures that accommodations are selected for individual students by their IEP teams and does not allow modifications for State assessment.</p> <p>5.3.3ii Georgia provides evidence that accommodations do not alter the construct being assessed.</p> <p>Georgia should provide evidence that test constructs in the GAA are not altered by varying accommodations.</p> <p>5.3.3iii DIF analyses provided.</p> <p>5.3.4 There is a process for review of individual exceptional requests not included in the Student Assessment Handbook.</p>
<p>Section 5.3 Summary Statement</p> <p><input checked="" type="checkbox"/> No additional evidence is required for the Georgia Milestones Assessment</p> <p><input type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> Evidence that test constructs in the GAA are not altered by varying accommodations. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>5.4 – Monitoring Test Administration for Special Populations</p> <p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> • Consistent with the State’s policies for accommodations; • Appropriate for addressing a student’s disability or language needs for each assessment administered; • Consistent with accommodations provided to the students during instruction and/or practice; • Consistent with the assessment accommodations identified by a student’s IEP Team or 504 team for students with disabilities, or another process for an English learner; • Administered with fidelity to test administration procedures. 	<p>Georgia Milestones Assessment and Georgia Alternate Assessment Ex. 213: Disproportionality Identification Compliance Review</p> <p>Ex. 241: Disproportionality Placement Compliance Review</p> <p>Georgia Milestones Assessment Ex. 29: Georgia State Law O.C.G.A § 20-2-281 (see p. 3).</p> <p>Ex. 30: State Board Rule 160-3-1-.07 Testing Programs (see pp. 7-9).</p> <p>Ex. 178: Accommodations Manual details (see pp. 16-18).</p> <p>Ex. 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016</p> <p>Georgia Alternate Assessment Ex. 67: GAA 2015–2016 Technical Report (see pp. 21-26).</p> <p>Ex. 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016</p> <p>Exhibit 103: GAA Test Coordinator’s Manual</p>	<p>Georgia describes procedures for monitoring test administration for special populations, including guidelines for the selection of appropriate accommodations and the recording of information before and after assessment.</p> <p>Georgia addresses the needs of English learners with disabilities. However, the State should provide evidence that the State monitors the provision of appropriate accommodations to students with disabilities, students with 504 plans and English learners.</p> <p>Peers would like evidence that the disproportionality reviews provide the necessary information to monitor how the summative assessment accommodations relate to student instruction and practice. Peers also would like the State to provide evidence of accommodation use in testing and instruction/practice.</p>
<p>Section 5.4 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State monitors the provision of specific accommodations to students with disabilities, students with 504 plans and English learners in order to link the disproportionality protocol to monitoring test administration for special populations • Evidence that accommodations are consistent with those provided during instruction and/or practice 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>6.1 – State Adoption of Academic Achievement Standards for All Students</p> <p>The State formally adopted challenging academic achievement standards in reading/language arts, mathematics and in science for all students, specifically:</p> <ul style="list-style-type: none"> • The State formally adopted academic achievement standards in the required tested grades and, at its option, also alternate academic achievement standards for students with the most significant cognitive disabilities; • The State applies its grade-level academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply; • The State’s academic achievement standards and, as applicable, alternate academic achievement standards, include: (a) At least three levels of achievement, with two for high achievement and a third of lower achievement; (b) descriptions of the competencies associated with each achievement level; and (c) achievement scores that differentiate among the achievement levels. 	<p>Georgia Milestones Assessment Ex. 216: Index to Minutes - Called State Board of Education Meeting – September 3, 2015</p> <p>Ex. 162: Georgia Milestones Standard Setting Technical Report</p> <p>Georgia Alternate Assessment Ex. 217: Index to Minutes – State Board of Education – May 10, 2007 (see p. 11)</p> <p>Ex. 67: GAA 2015-2016 Technical Report</p>	<p>Georgia has provided adequate evidence through various documents to demonstrate the adoption of challenging academic achievement standards for all students, including alternate achievement standards for students with significant cognitive disabilities. These include four performance levels for the general assessment and three stages of progress for the alternate assessment. Details are provided on the process for setting cut scores.</p> <p>However, the State should provide confirmatory evidence that the GAA cut scores are aligned and valid given changes to the content standards and blueprints over time.</p>
<p>Section 6.1 Summary Statement</p> <p><input checked="" type="checkbox"/> No additional evidence is required for the Georgia Milestones Assessment</p> <p><input type="checkbox"/> The following additional evidence is needed for the GAA /provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the GAA cut scores are aligned and valid given changes to the content standards and blueprints over time. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>6.2 – Achievement Standards-Setting</p> <p>The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting its academic achievement standards and alternate academic achievement standards to ensure they are valid and reliable.</p>	<p>Georgia Milestones Assessment Ex.161: Achievement Level Descriptor Workshop</p> <p>Ex. 162: Georgia Milestones Standard Setting Technical Report</p> <p>Ex. 36: Georgia Milestones Assessment System 2016 Operational Technical Report</p> <p>Ex. 144: Evaluation of the Alignment Quality in the Georgia Milestones Assessment System in ELA, Mathematics, Science, and Social Studies</p> <p>Additional evidence provided: Ex. 248. Coordinate Algebra and Algebra I Crosswalk Ex. 249. Analytic Geometry and Geometry Crosswalk Ex. 250. TAC Presentation June 2015</p> <p>Georgia Alternate Assessment Ex. 200: 2007 GAA Standard Setting Report</p> <p>Ex. 201 2011 GAA Standard Setting Report: Confirming the Standards for the High School Mathematics GAA</p> <p>Ex. 67: GAA 2015-2016 Technical Report, pp. 13-14</p> <p>Ex. 147: GAA Alignment Report: Links for Academic Learning</p>	<p>Georgia followed a process for establishing achievement level descriptors and cut scores.</p> <p>For the GAA, given that standards have changed, the peers believe the State should conduct confirmatory standard setting to ensure alternate academic achievement standards are valid and reliable.</p> <p>Based on the peers’ review of additional documents submitted by Georgia regarding crosswalks for Coordinate Algebra and Algebra I and Analytic Geometry and Geometry, Georgia should additional evidence from the TAC review, proposed plans and outcomes of the linking, as well as a summary from the third-party expert review.</p>
<p>Section 6.2 Summary Statement</p> <p><u> X </u> The following additional evidence is needed for the Georgia Milestones/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence of the TAC endorsement/approval (reflected in TAC meeting minutes) of the State’s approach and potential impact of linking the Algebra I and Coordinate Algebra and of linking the Geometry and Analytic Geometry end-of-course scales and the resulting cut scores • Evidence of the evaluation of the outcome of the linking between the courses mentioned in Bullet 1 as provided in subsequent TAC minutes and third-party expert review 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u> X </u> The following additional evidence is needed for the GAA/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that a confirmatory standard setting has been conducted for the GAA to ensure alternate academic achievement standards are valid and reliable, given that the State’s academic content standards have been revised 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>6.3 – Challenging and Aligned Academic Achievement Standards</p> <p>The State’s academic achievement standards are challenging and aligned with the State’s academic content standards such that a high school student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</p> <p>If the State has defined alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards are linked to the State’s grade-level academic content standards or extended academic content standards, show linkage to different content across grades, and reflect professional judgment of the highest achievement standards possible for students with the most significant cognitive disabilities.</p>	<p>Georgia Milestones Assessment</p> <p>Ex. 36: Georgia Milestones Assessment System 2016 Operational Technical Report - Section 6.1 (see pp. 126-128)</p> <p>Ex. 144: GM Alignment Evaluation Report</p> <p>Ex.161: Achievement Level Descriptor Workshop</p> <p>Ex. 162: Georgia Milestones Standard Setting Technical Report</p> <p>Georgia Alternate Assessment</p> <p>Ex. 67: GAA 2015-2016 Technical Report</p> <p>Ex. 200: 2007 GAA Standard Setting Report (see pp. 9-14), as well as the draft Stages of Progress used during the meeting (see pp. 24-33)</p> <p>Ex. 201: 2011 GAA Standard Setting Report: Confirming the Standards for the High School Mathematics GAA</p> <p>Ex. 218. Georgia Alternate Overall Summary of Student Performance Specifications</p>	<p>Georgia followed a process for establishing achievement level descriptors and cut scores.</p> <p>Alignment studies provides further evidence of alignment between academic achievement standards and academic content standards.</p> <p>For the GAA, given that standards have changed, the peers believe the State should conduct a review of the Achievement Level Descriptors (Stages of Progress) to reflect linkage to the State’s new grade-level academic content standards.</p> <p>In Criterion 5, on Page 6 of Ex. 147, the GAA Alignment Report, it states: “The items showing identical standards referenced to the same content across grade levels (lack of differentiation) are areas for future planning by either providing a rationale for this redundancy or by developing more differentiation to provide for greater evidence of growth. While some redundancy may be desirable in creating common items across grades (to measure maintenance or even growth by students at the item level), a rationale for a limited number of redundancies should be provided or more differentiation should be planned.” Georgia should submit evidence to show that grade-level differentiation has been demonstrated.</p>
<p>Section 6.3 Summary Statement</p> <p><input checked="" type="checkbox"/> No additional evidence is required for Georgia Milestones Assessment</p> <p><input type="checkbox"/> The following additional evidence is needed for the GAA/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State has conducted a review of the Achievement Level Descriptors (Stages of Progress) for the GAA to reflect linkage to the State’s new grade-level academic content standards. • Evidence that show that grade-level differentiation has been demonstrated as suggested in Criterion 5 of the GAA Alignment Report. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR GEORGIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>6.4 – Reporting</p> <p>The State reports its assessment results, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public, including:</p> <ul style="list-style-type: none"> • The State reports to the public its assessment results on student achievement at each proficiency level and the percentage of students not tested for all students and each student group after each test administration; • The State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the specific academic needs of students, and the State also provides interpretive guides to support appropriate uses of the assessment results; • The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that: <ul style="list-style-type: none"> ○ Provide valid and reliable information regarding a student’s achievement; ○ Report the student’s achievement in terms of the State’s grade-level academic achievement standards (including performance-level descriptors); ○ Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students; ○ Are available in alternate formats (e.g., 	<p>Georgia Milestones Assessment and Georgia Alternate Assessment</p> <p>Ex. 31: Georgia Student Assessment Program: Student Assessment Handbook 2015-2016 (see pp. 88-93).</p> <p>Ex. 219: Portal Navigation Guide</p> <p>Ex. 220: 2016 Content Mastery by Subgroup</p> <p>Ex. 221: GOSA Report Card Web Sample</p> <p>Ex. 222: Special Education Parent Rights</p> <p>Georgia Milestones Assessment</p> <p>Ex. 56-57: Interpretive guides provided</p> <p>Ex. 223-227: Sample reports provided</p> <p>Ex. 162: Georgia Milestones Standard Setting Technical Report (see pp. 37-39).</p> <p>Exhibit 144: Evaluation of the Alignment Quality in the Georgia Milestones Assessment System in ELA, Mathematics, Science, and Social Studies</p> <p>Georgia Alternate Assessment</p> <p>Ex. 69: GAA Score Interpretation Guide 2015-2016 (see pp. 11-26 for sample reports);</p> <p>Ex. 175: GAA Post-Assessment Webinar 2015-2016</p> <p>Ex. 191: GAA 2016 Testing Brief</p> <p>Ex. 220: 2016 Content Mastery by Subgroup</p>	<p>6.4.1 Georgia provides evidence of public reports of assessment results.</p> <p>6.4.2 For GMA, Georgia reports student results in two-step process: 1) preliminary results as soon as one content area is scored – doesn’t have state- and district-level data on those reports for comparison but reports go out quickly; 2) after final data are received, final ISRs, which include state- and district-level data, are provided.</p> <p>Georgia provides interpretive guides for both assessments. Achievement level descriptors are posted.</p> <p>6.4.3.1 Reports provide valid and reliable information regarding a student’s achievement.</p> <p>6.4.3.2 For GMA, reports present information about student achievement in terms of academic achievement standards, including whether to remediate learning, monitor learning, or accelerate learning.</p> <p>6.4.3.3 For GMA, reports also include suggestions for books based on Lexile scores for both leisure reading and motivating challenge.</p> <p>6.4.3.4 The GaDOE ESOL Department has also developed a Parent Communication Requirements video outlining the requirements for home language</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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<p>Braille or large print) upon request and, to the extent practicable, in a native language that parents can understand;</p> <ul style="list-style-type: none"> The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration. 	<p>Ex. 240: GOSA GAA Report 2015-2016</p> <p>Ex. 66: GAA Questions and Answers for Parents of Georgia Students</p>	<p>translation and interpretation, but additional evidence that reports are available in alternate formats should be submitted.</p> <p>6.4.4 Reports for both assessments are provided according to schedule.</p>
Section 6.4 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale for both the Georgia Milestones Assessment and the Georgia Alternate Assessment:</p> <ul style="list-style-type: none"> Evidence that reports are available in alternate formats (e.g., Braille or large print) upon request and, to the extent practicable, in a native language that parents can understand 		

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