



Assessment & Security Plan

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Vidalia City Assessment Program & Security Plan

All roles and Responsibilities outlined in the Georgia Department of Education (GaDOE) Student Assessment Handbook are incorporated into the Vidalia City Schools Assessment Plans at the system and school levels. The GaDOE's *Student Assessment Handbook (SAH)*, *Assessment Administration Protocol Manual*, and test specific guides are published and periodically revised and published within the Georgia Connects Staff platform and serve as the guiding principle and remain the final authority on testing in the State of Georgia. The Student Assessment Handbook is available online and shared annually with principals and school test coordinators in the district.

The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and inform efforts to improve teaching and learning. Results of the assessment program are utilized to identify students failing to achieve mastery of content, to provide teachers with feedback about instructional practice, and to assist school districts in identifying strengths and weaknesses to establish priorities in planning educational programs. The assessment program includes customized summative criterion-referenced tests at the elementary, middle, and high school levels. In addition, Georgia participates in the National Assessment of Educational Progress (NAEP) in grades 4, 8, and 12 and administers an English language proficiency test in grades K-12. A variety of resources, including formative tools, are provided to assist parents, educators, students and the public with efforts to improve educational opportunities for students to fulfill the purpose and maintain integrity of the statewide assessment program, test security must be established. Occurrences that violate test security risk damage to test integrity and could result in the invalidation of a system's test scores.

Assessments in the Vidalia City Schools are administered in accordance with the requirements of the governing agency for the assessment and with a high level of security to ensure an appropriate testing environment, the integrity of the assessment, and the validity of the data provided by the assessment.

All employees of the district must comply with Vidalia City Schools' policies and Georgia Professional Standards Commission (GaPSC) rules with regard to testing ethics. Employees who violate these provisions could be subject to disciplinary action, up to and including termination.

A copy of the GaDOE *Student Assessment Handbook* is located on the Georgia Department of Education Assessment webpage and can be requested from the school's testing coordinator. Each school in the Vidalia City School district has its own specific testing plan maintained by the school's testing coordinator.

Assessment Program Overview

The Vidalia City Schools assessment program is a combination of National, State, and District level assessments. The measured outcomes of each assessment and the curriculum assessed vary. The assessments are utilized to determine strengths and areas of need for students as well as the overall instructional program.

Required State Assessments

ACCESS for ELLs 2.0/Alternate ACCESS (Assessing Comprehension and Communication in English State to State for English Language Learners)

ACCESS for ELLs 2.0 is administered, annually, to all English learners in Georgia. ACCESS for ELLs 2.0 is a standards-based, criterion referenced English language proficiency test designed to measure English learners social and academic proficiency in English. It assesses social and instructional English as well as language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS for ELLs 2.0 meets the ESSA mandate requiring states to evaluate EL students in grades K through 12 on their progress in learning to speak English. A student who has exited the ESOL program or an alternative language assistance program in the past two years, shall be coded English Learner-Monitored (EL-M) on state wide assessments. EL-M students are not assessment with ACCESS for ELLs 2.0.

Alternate ACCESS for ELLs is required for all students identified as English learners who require special education services under the Individuals with Disabilities Education Act (IDEA). Alternate ACCESS is individually administers and intended only for English learners with significant cognitive disabilities that are severe enough to prevent meaningful participation in the ACCESS for ELLs 2.0 assessment. Alternate ACCESS is not intended for ELs who can be served with special education accommodations on ACCESS for ELLs 2.0. Decisions regarding a student's participation must be made by an IEP team. Alternate ACCESS remains paper-based for administration in 2019-2020.

For more information on ACCESS assessment, visit www.gadoe.org.

Georgia Alternate Assessment 2.0 (GAA 2.0)

The GAA 2.0 is designed to ensure that students with significant cognitive disabilities are provided access to the state-adopted content standards and given the opportunity to demonstrate their achievement of the knowledge, concepts, and skills inherit in the state-adopted content standards. Students with disabilities must participate in either the regular assessment (with or without accommodations) or the alternative assessment. Each student's IEP team makes decisions regarding the participation of the student within the state's testing program. The GAA may only be used in cases where a student is unable to participate in the

regular assessment, even with maximum accommodations, and the student meets participation guidelines. This assessment should only be recommended for a very small number of students.

The GAA 2.0 assessment is comprised of standardized performance tasks and is designed to provide tiered participation within the assessment for students working at various levels of complexity.

The GAA 2.0 should be administered annually in the spring to assess achievement of students in English language arts (grades 3-8, 11), mathematics (grades 3-8, 11), science (grades 5, 8, 11), and social studies (grades 5, 8, 11).

For more information and eligibility criteria on the GAA 2.0 assessment, visit www.gadoe.org.

Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)

Georgia law (O.C.G.A., Sections 20-2-151 and 20-2-281) of the Quality Basic Education Act required that all children enrolled in Georgia public school kindergarten programs be assessed for first-grade readiness with an instrument or instruments adopted by the SBOE. To comply with state statute, the SBOE adopted the Georgia Kindergarten Inventory of Developing Skills (GKIDS) as the designated kindergarten assessment for all Georgia public schools (SBOE Rule 160-3-1.07). The GaDOE is charged with administering and establishing guidelines for the kindergarten assessment program.

GKIDS 2.0 is a progression-based formative assessment, integrated into classwork and is aligned to the state standards. GKIDS 2.0 is organized around big ideas and learning progressions. The goals of the assessment program is to provide teachers with information about the level of instructional support needed by individual students. GKIDS 2.0 allows teachers to assess student performance during instruction, record student performance in an online database, and generate reports for instructional planning, progress reports, report cards, student support team, and/or parent conferences. Throughout the year, teachers may assess students and record GKIDS 2.0 data based on their system's curriculum map or report card schedule. At the end of the year, summary reports and individual student reports will be generated based on the data the teacher has entered throughout the year.

There are seven areas or domains of learning that are assessed as part of GKIDS 2.0.

- English Language Arts
- Mathematics
- Social Studies & Science (optional)
- Approaches to Learning
- Personal & Social Development
- Motor Skills

GKIDS Readiness Check

As part of the GKIDS 2.0, the Readiness Check offers an early assessment window and is designed to provide teachers with important information about children’s learning and development as they enter kindergarten. The Readiness Check is intended to augment GKIDS 2.0 and be administered during the first six weeks of kindergarten. It is designed to be developmentally appropriate and will be used primarily for planning and instructional purposes.

Although designed to be administered in kindergarten classrooms, the GKIDS Readiness Check is aligned to the Georgia Early Learning and Development Standards (GELDS), a set of high-quality, research-based early learning standards for children, from birth to age five.

Assessment of mastery of essential GELDS standards provides baseline information about students’ readiness for kindergarten and allows for early intervention and differentiation of instruction.

The GKIDS Readiness Check assesses the five Essential Domains of School Readiness identified by the National Education Goals Panel:

- Communication, Language, and Literacy
- Cognitive Development
- Approaches to Learning
- Social and Emotional Development
- Physical Development and Motor Skills

Some portions of the GKIDS 2.0 assessment are waivable due to an overlap in the literacy screening required by Georgia’s Early Literacy Act, HB 538. Vidalia City Schools, in an effort to streamline testing of Kindergarteners, has opted to waive some Literacy portions of the GKIDS Readiness Check.

The GKIDS Readiness Check is administered during the first six weeks of the school year. After that time, teachers will no longer be able to update the student performance data in the GKIDS Readiness Check data collection system.

Georgia Milestones Assessment System (Georgia Milestones)

The SBOE is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) is designed to fulfill this requirement and to inform efforts to improve student achievement by assessing student performance on the standards specific to each course or subject/grade tested. Specifically, Georgia Milestones is designed to provide students and their parents with critical information about each student’s achievement and, importantly, their preparedness for the next educational level. The assessment system is a critical informant of the state’s accountability measure, the College and Career Ready Performance Index (CCRPI), one indicator

regarding the quality of the educational services and opportunities provided throughout the state. Goals of Georgia's assessment and accountability system are to ensure that all students are provided the opportunity to engage with high-quality content standards, receive high-quality instruction predicated upon those standards, and are positioned to meet high academic expectations.

End-of-Grade Assessments (EOG) - Grades 3 through 8

Students enrolled in grades 5 and 8 test in the content areas of English language arts, mathematics, science, and social studies; while student in grades 3, 4, 6, and 7 test in the content areas of English language arts and mathematics. Student must be assessed in the grade level for which they are reported for FTE purposes; no out-of-grade testing is permitted. Systems and schools have a process in place to ensure that students are being administered the correct test. Errors on this front carry far-reaching implication and may be irreparable. Students must participate in all content areas identified for their grade level.

EOG assessments are scheduled as part of the local testing calendar and in accordance with the state testing window.

Georgia Milestones and the Promotion, Placement, and Retention Law

The Georgia Promotion, Placement, and Retention law (O.C.G.A., Section 20-2-282 through 20-2-285) and SBOE Rule 160-4-2-.11 mandate the following:

- All third grade students must achieve grade level scores on the state-adopted assessment in Reading to be promoted.
- All fifth-grade students must have achieved grade level scores in Reading and Mathematics on the state-adopted assessment to be promoted.
- All eighth-grade students must have achieved grade level scores in Reading and Mathematics state-adopted assessment to be promoted.

School systems and charter systems that have elected to waive the Georgia Promotion, Placement, and Retention law through flexibility contracts with the GaDOE may have local policies governing student promotion to the next grade and may or may not require a retest administration.

Vidalia City Schools is a charter system and has elected to waive the Georgia Promotion, Placement, and Retention law through flexibility and has local policies governing student promotion.

End-of-Course (EOC) Assessments- Middle/High School

Students enrolled in any of the core courses identified by the SBOE and offered by the Vidalia City School District are required to participate in the Georgia Milestones EOC assessment at the end of each course. The core courses include: American Literature and Composition, Algebra

Concepts and Connections, Biology, and United States History. The EOC measures align with Georgia’s state-adopted content standards and include assessment of the specific content knowledge and skills inherent in each course. The EOC assessments provide information to help identify student strengths and areas of improvement in learning. These assessments also provide data to evaluate the effectiveness of classroom instruction at the school and system levels. As such, the measures contribute to the state’s accountability system, CCRPI.

EOCs are administered throughout the year during the following assessment windows:

- Mid-Month EOCs
- Winter EOC Main Administration (End of 1st semester)
- Spring EOC Main Administration (End of 2nd semester)
- Summer EOC Administration (End of Summer Semester)

National & College Admissions Placement Assessments

National Assessment of Education Progress (NAEP)

Preliminary Scholastic Aptitude Test (PSAT)- 10th graders

Advanced Placement (AP) Exams

District/Local Assessments

Vidalia City Schools administers assessments to determine individual student needs. Locally administered assessments include screeners, benchmark assessments, formative assessments, and summative assessments.

Communication

Vidalia City Schools’ assessment plans are communicated to the schools, parents, and the public through district and school level meetings and by posting assessment plans on district and school websites. The District Assessment Calendar is developed by district and school leaders to ensure that testing days are free from disturbances such as fire drills, tornado drills, intercom interruptions, etc. The District Assessment Calendar is posted on the district website for staff and parents to access. During the year, each school communicates assessment information with staff and parents through emails, newsletters, conferences, school websites, and/or social media.

State, system, and school data are released to the public by press release from the office of the State School Superintendent. Both federal and Georgia law require that states issue “report cards” with results in a parent-friendly format. The Governor’s Office of Student Achievement (GOSA) provides access to the State Report Card each year. Aggregated and disaggregated

results of all state assessments can be found on this website by assessment, school, system, and state.

Dissemination of scores are important components of the mandate that systems inform the public concerning assessments. Each year, state required district and school level results are published in the newspaper and other local media platforms.

Individual assessment and growth reports are disseminated to parents as soon as the reports are available. Parent conferences may be requested to discuss individual student results.

Test Security Management

The following outlines processes to manage the security of test materials and security incidents including testing misconduct, breaches and mishandling of protected exam material, coaching and other testing improprieties. These guidelines should be used in conjunction with those set forth by the GaDOE Student Assessment Handbook and Assessment Administration Protocol Manual.

Receipt, Verification, and Distribution of Materials

- Materials are delivered and signed for at the Vidalia City Schools Board of Education.
- Materials are received by the System Test Coordinator who verifies all material are received and prepares materials for distribution to each school.
- Materials are provided School Test Coordinators who verify the materials received and organize the test materials for distribution.
- School Test Coordinators may request additional materials by contacting the System Test Coordinator.

Storage of Secure Materials

As outlined in the Georgia Department of Education’s Student Assessment Handbook, all test materials including test tickets must be kept in a locked central location with limited key access. Examiner’s and Test Coordinator’s manuals, while not considered secure, should be inventoried by the school and system upon receipt and at the close of testing. Materials for online and paper/pencil administrations are distributed to each school system two to three weeks prior to test dates depending upon the assessment. Test tickets for online testing are also available in advance of a local districts’ testing window. System and School Test Coordinators can access additional Examiner’s manuals on the GaDOE website. Examiner’s manuals do not contain secure test content and may be checked out to Examiners for review. Manuals in PDF format are posted on the GaDOE website prior to testing. Digital copies should be deleted, and paper copies destroyed at the close of testing. Vidalia City Schools has implemented an accounting system for distributing and collecting all testing materials, secure and unsecure, at both the system and school level for each test administration. The Superintendent and System Test Coordinator are responsible for test security.

Assessment Protocols

- Training
 - System Test Coordinator conducts training for School Test Coordinators before each testing administration.
 - School Test Coordinators train Examiners and Proctors prior to each testing administration.
- Testing Irregularities
 - Any testing irregularities must be addressed immediately.
 - All test administration irregularities must be reported by the Examiners to the School Test Coordinator.
 - The School Test Coordinator sends details regarding irregularities to the System Test Coordinator for verification.
 - The System Test Coordinator contacts the GaDOE Assessment Specialist immediately for direction.
 - The System Test Coordinator will investigate and complete the Testing Irregularities Form provided online in the MyGaDOE portal.
- Consequences for Violation
 - Any breaches of security will be documented by the School Test Coordinator and building Administrator. This documentation will be forwarded to the System Test Coordinator and Superintendent for review and possible presentation to the Professional Standards Commission.

Special Populations

- Students are identified for GAA by the Special Education Director.
- Students are verified for ACCESS and Alternate Access by the English Learner Coordinator.
- School Test Coordinators determine testing groups based on student individual education plans, EL plans, and 504 plans.

During the Testing Administration Window: All online or paper/pencil test materials must be stored in a secure locked location with restricted access when not in use. No student, teachers, or other school personnel may have access to test tickets, test booklets, or questions prior to testing. Test materials must be returned to the central location (System Test Coordinator) as soon as possible, but no later than three days after all test administration has been completed. The System Test Coordinator must implement an accounting system between the central location and the school, and then back to the central location. System and School Test Coordinators ensure that only appropriate personnel have access to testing materials. Procedures for shipping, disposing of and/or securing materials are specific to each program. Consult the Student Assessment Handbook, Test Coordinator's Manual and the Assessment Administration Protocol Manual for specific instructions regarding these procedures. Online

test tickets should be maintained securely until scores are received for students. Districts should securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities associated with students' test administrations. Districts/Schools should retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years.

For each test session, the examiner must account for all materials before dismissing students. The School Test Coordinator or principal must count all material as examiners check in at the end of each testing session. The information must be recorded and verified for accuracy on the Testing and Assessment School Security Form. Additionally, each Test Examiner must certify appropriate test administration by signing an Examiner Certification of Adherence to Prescribed Test Administration Procedures form. Once the counts are verified and forms are completed, materials are stored in the secure location. All Examiners must complete this process and account for any test materials in their possession.

As outlined by the Georgia Department of Education, the examiner with direct administrator supervision, at the conclusion of testing will:

- Ensure all student test tickets have been signed and collected from each student.
- Ensure all answer documents have all student identification information correctly bubbled in the appropriate places.
- Ensure all answer documents have necessary coding/labeling and that this information is labeled correctly.

After the Testing Window: Following the testing period, the School Testing Coordinator and /or the Principal is required to count and verify the return of all testing materials and package all scorable and non-scorable documents according to the shipping instructions for delivery to the Central Office Building by the School Testing Coordinator or Principal.

The System Test Coordinator has designated a time for schools to return materials to the Central Office. **All test booklets, unused/voided answer documents, examiner manuals, student test tickets, and scratch paper must be returned.** All answer documents are counted and checked for accuracy to ensure that all documents are accounted for and verified. When all documents are accounted for and verified, the System Testing Coordinator follows state testing security guidelines and protocols for closing out the testing administration.

Dealing with Emergency/Unexpected Situations

The following procedures are from the Georgia Department of Education's Student Assessment Handbook.

In any unexpected situation, educators must first act to assure the safety of all children and adults, and to protect property from damage. While test security is critical and must be maintained as much as possible, **student safety is always the priority.** Beyond that, and to the

greatest extent possible, the integrity of the test being administered is to be maintained. Below are some examples of situations where unexpected interruptions of the testing session could occur. If handled appropriately, testing can be resumed during the same day or on a subsequent day without compromising the integrity of the test. Any Interruption that is protracted or involves a large number of students should be reported as a Testing Interruption irregularity.

Unplanned fire drill/bomb threats: Emergency drills should not be scheduled during a testing administration window; however, should an unplanned event occur, students should not take the test materials outside and should not be permitted to talk about testing during the event. Test materials should be kept secure (lock door when students have evacuated the room/building). If the school's safety plan permits for the testing groups(s) to be kept together and under direct supervision, they should do so. The Examiner should take note of the time of the evacuation, if possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration, once all considerations relative to student safety have passed, the System Test Coordinator will contact GaDOE for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Examiners should make certain that students resume testing with the correct materials. In all cases, student and staff safety is always the priority.

Sudden or severe weather event: Districts should always monitor the weather during their local testing windows. Be mindful that online testing can be particularly vulnerable to severe weather due to the possibility of power/Internet disruptions. If it is feasible and safe to monitor weather conditions and continue testing, that is permissible. In the event weather causes an immediate need to stop testing, then students should not take the test materials outside of the classroom and should not be permitted to talk about testing during the event. Test material outside should be kept secure (lock door when students have evacuated the room for designated safe areas.) The Examiner should take note of the time, if possible, to ensure students have the allotted time to complete the testing session upon return. When possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration, once all considerations relative to student and staff safety have passed, the System Test Coordinator will contact the GaDOE for further direction regarding a plan to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Examiners need to make certain that students resume testing with the correct materials.

Security Lockdown: Security drills should be avoided during the test administration window, if at all possible. If an event is known to be a drill, and it is deemed feasible and proper to continue testing, that is permissible-though it may not be optimal. The need for a successful drill supersedes testing during the period of the drill. Ideally, of course, drills should not be conducted during testing if possible. Should conditions merit the suspension of testing, test

materials should be kept secure within the test setting until the lockdown has been lifted and all students and staff are safe. Student and staff safety protocols should NOT be violated for the purposes of materials collection. Safety is the first priority. Students should not be permitted to talk about testing during the event. The Examiner should note the time of the event so that when all is clear, if possible, students have the ability to utilize the remaining allowable time to complete the testing session. Testing should be resumed as quickly as possible, if appropriate. Should the event become lengthy, once all considerations relative to student and staff safety have passed, the System Test Coordinator will contact the GADOE for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Examiners must ensure that students resume testing with the correct materials.

Power/Internet Outage (Online and Paper/Pencil Testing): Examiners will follow all instructions that address loss of connectivity/power in the online testing manual(s). It may also be necessary to contact the support line for the testing contractor. Students should not be permitted to talk about testing during the period during which testing is suspended. Examiners should be sure to note the time of the event so that they can determine how much time students have remaining to complete the testing session. When testing resumes, it should be done as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration requiring the suspension of testing for the remainder of the scheduled session or for the day, the System Testing Coordinator will contact the GaDOE for further direction regarding plans to resume testing.

Student becomes ill during the test: Each situation must be considered independently. An ill student should be removed from the test environment as quickly as possible so that their needs can be attended to and so that other students are not disrupted. If cleaning the room is necessary to the extent that it will require the relocation of students, the test examiner must collect secure test materials while students transition to a new setting. Students may then be allowed to complete testing once relocated. If relocation is not possible, students may be removed from the room while the room is cleaned and testing is paused. Testing materials must remain secure throughout. Details regarding pausing online testing are provided for in the test administration manual. Students should be kept in a location where they cannot discuss the test until the room has been restored. Resume testing as soon as it is feasible, allowing students the remainder of the allowable testing time.

Hospital/Homebound Student: Any student receiving hospital or homebound services during testing administration will have a testing plan developed to ensure participation in required state assessments. The testing plan will include, at a minimum:

- Communication plan for parents, guardians, and any medical personnel
- Test Administration Manual and Test Examiner’s Manual for the appropriate test to be administered

- Required secure test materials
- Equipment necessary for administration of the test

The System Testing Coordinator will submit a testing flexibility scheduling request for the administration. The same testing window and standard administration procedures and test security protocols will be followed. The System Testing Coordinator will contact GaDOE assessment specialists with any questions or concerns regarding unique and special situations.

Georgia Student Assessment Program Roles and Responsibilities

The following section outlines the roles and responsibilities for school level personnel published by the Georgia Department of Education (GaDOE) in the Student Assessment Handbook (SAH). Please be aware that the outline below may not encompass all school specific roles and responsibilities. In order to verify the adherence to these roles and responsibilities all examiners must complete an *Examiner Adherence Certification Form* and *District Test Examiners Receipt and Acknowledgement Form* for each assessment day and cycle. Professional ethics are covered in more detail in the *Georgia Student Assessment Handbook* and on Georgia Professional Standards Commission (www.gapsc.com) website.

NOTE: The failure of any personnel to assume the responsibilities described herein may result in testing irregularities and /or invalidation of scores. Additionally, failure to assume responsibilities may affect professional certification status.

Superintendent

1. Has ultimate responsibility for all testing activities within the local school system.
2. Appoints the System Test Coordinator (STC)
3. Supervises Principals and STC to ensure that they fulfill their specific responsibilities for the administration of tests.
4. Maintains contact with STC to become thoroughly informed of all testing activities.
5. Conducts investigations of reported testing irregularities (e.g. student cheating, unethical professional conduct). Reports unethical professional conduct to the Educator Ethics Division of the GaPSC.
6. Monitors testing activities in the local school system to guarantee compliance with regulations established by the State Board of Education (SBOE) and current legislation.
7. Informs local board members, parents, and other citizens about requirements pertaining to statewide testing.
8. Ensures that the appropriate local personnel attend GaDOE workshops concerning state assessment programs.
9. Ensures that the appropriate personnel complete all necessary readiness checks for online testing.
10. Ensure that personnel enforce prescribed calculator, cell phone, and electronic device guidelines.

11. Reviews and returns certification/verification forms to the Office of Assessment and Accountability at the GaDOE by the due dates.
12. Ensures that Principal's Certification Forms are completed after each test administration and retained as required.
13. Approves all special administrations.
14. Informs stakeholders residing within the local system's area concerning the collective achievement of enrolled students by school and system.
15. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar.
16. Completes the Superintendent's Certification survey for in the MyGaDOE portal due January 31 assessments conducted January 1-July 31 each year.

System Test Coordinator

1. Coordinates all test administration activities within the school system including collaboration with the Technology Director and/or technical staff Special Education Director and/or designated staff, Principals, and School Test Coordinators.
2. Coordinates with System Technology Director or Coordinator for the appropriate implementation of technology-based test administrations including scheduling, training, system and device requirements, and other communications.
3. Serves as a liaison between the system and the GaDOE for all test administration activities.
4. Coordinates all training plans related to test administration activities (online and paper), ethical behavior of personnel, and test security for personnel and students.
5. Coordinates with various local system divisions to ensure successful test administrations (Special Education, Technology, Title III, etc.)
6. Assumes responsibility for carrying out the approved plan for administration of all tests.
7. Furnishes all information and submits all forms required by the GaDOE by specified dates.
8. Ensures principals complete the *Principal Certification Form* for each administration and maintains these forms for five years.
9. Orders special format tests (Braille, large print, advanced reading aids, etc.).
10. Receives test materials from GaDOE at a designated time and place and maintains them in a secure location.

11. Reviews and follows all procedures in all administration manuals and is familiar with administrators' roles and proctors' roles.
12. Ensures that appropriate security provisions and technology readiness checks are in place/completed relative to online testing environments including, but not limited to, security of logins, test tickets, passcodes, seating arrangements, etc.
13. Adheres to test dates, time schedules, and specified instructions set by the GaDOE and returns all materials to GaDOE and/or its contractors as specified and by the prescribed date(s).
14. Ensures that each test setting (room) is suitable, has an assigned trained Examiner, and has the appropriate number of trained Proctors.
15. Ensures that prescribed calculator, cell phone, and electronic device guidelines are applied in each school.
16. Accounts for all test materials delivered to the school system and for the disposition of specific materials.
17. Attends statewide testing program meetings/webinars and redelivers to local school coordinators.
18. Arranges a schedule for staff to monitor schools during testing sessions.
19. Trains all system/school personnel involved in test administration, including School Test Coordinators, examiners, proctors, the system Special Education Coordinator (on the administration of the GAA 2.0), the system ESOL Coordinator (on the administration of ACCESS for ELLs 2.0/Alternate ACCESS), and any others who have responsibilities related to testing and/or testing materials.
20. Ensures that principals and School Test Coordinators are aware of and follow the protocols/procedures prescribed in *Students Assessment Handbook, Accommodation Manual*, testing manuals, and other ancillary materials.
21. Maintains a portfolio of all training session materials and rosters of attendees.
22. Answers questions of all School Test Coordinators and Principals and makes decisions regarding testing, when appropriate.
23. Ensures that the School Test Coordinators account for all students in terms of testing requirements.
24. Ensures that School Test Coordinators or other designated personnel have assigned appropriate accommodations for students accurately in the online platform prior to administration of assessments, and that any corrections made to accommodations include the printing of a new test ticket where required.
25. Ensures strict test security and reports to Superintendent concerning testing irregularities (e.g. student cheating, unethical professional conduct).
26. Communicates to the Assessment Administration Division when testing irregularities occur.

27. Distributes test results to the Superintendent and to the schools in a timely manner and ensures that students are informed of the expected date of the return of the test results.
28. Interprets test results to school personnel and appropriate others.
29. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar that provides testing dates for the current and future academic years.
30. Ensures that students, parents, and other stakeholders have access to information concerning all test administrations and utilization of test results.
31. Works with system personnel to communicate to parents of students with IEPs, IAPs, and ELL/TPC plans pertinent information regarding all statewide tests.
32. Monitors each test administration for school or system-level errors and data corrections that may result in the local system being invoiced for additional costs.
33. Communicates any special accommodation requests to the Assessment Administration Division at least six (6) weeks prior to the administration of state-mandated assessment.
34. Provides information for the Superintendent's Test Certification twice a year to allow for submission by the Superintendent by January 31 for assessments administered between August 1 and December 31; and by July 31 for assessments administered between February 1 and July 30 each year.

System Technology Director

1. Acquires and maintains current information on the statewide testing program, including technology requirements for testing programs, training manuals, and testing schedules.
2. Coordinates with the STC for the appropriate implementation of computer-based test administrations.
3. Attends or view GaDOE assessment technology trainings and webinars.
4. Works with the STC to ensure that all schools have technology ready for online testing.
5. Performs readiness checks for the system and local testing devices.
6. Coordinates with schools so local software is installed and ready for use with each testing administration.
7. Coordinates with schools so local software is installed and ready for use with each testing administration.
8. Verifies that district network security including firewalls and content filters are configured to work with the testing vendor to allow for test content and student responses to pass through the district network.
9. Verifies that wired and wireless bandwidth is appropriate for testing as defined in the system requirements documentation and training sessions.

10. Monitors district resources during test administration for quality assurance.
11. Troubleshoots technology issues as they arise prior to and during test administrations.
12. Completes all post-testing task as stated in technology manuals, handbooks, and guides.

System Special Education Director

1. Acquires and maintains current information on the statewide testing programs, including the section for Students with Disabilities, which is found in the Assessing Special Populations section of the *Student Assessment Handbook*.
2. Acquires and maintains current information of IDEA, state rules, and waiver process for students with disabilities.
3. Provides technical assistance to special education teachers on test administration.
4. Ensures that all due process rights pertaining to the testing program are provided for students with disabilities.
5. Ensures that IEP teams understand the appropriate selection of approved accommodations for all state-mandated assessments.
6. Ensures that IEP teams understand the appropriate selection and eligibility criteria for students who require the Georgia Alternate Assessment (GAA 2.0).
7. Ensures that appropriate documentation is maintained for all students with disabilities.
8. Ensures that students with disabilities have the appropriate test-taking experience or have been taught test-taking skills prior to taking the tests.
9. Informs STC of the number of special format tests (i.e., Braille, state-approved assistive technology, or large print) needed to test students with disabilities for all test administrations.
10. Informs the STC of any special accommodation requests at a minimum of eight weeks prior to the administration of a state mandated assessment.
11. Informs the STC of the number of students who must receive each accommodation allowed by state regulations.
12. Acquires and maintains current information about the alternate assessments (e.g. GAA2.0 and Alternate ACCESS for ELLs).
13. Ensures that the following activities are completed by the special education personnel in preparation for all state-mandated assessments.
 - a. Discusses the state required tests with the students and parents/guardians.
 - b. Informs IEP students and their parent(s)/guardian(s) of pertinent test information and the role of the IEP team in identifying test accommodations, if any, which the student may require to participate.
 - c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment (such as promotion/retention requirements, EOCs constituting 20% of the final course grade, and any relevant local policies). Documents the occurrence of this discussion.
14. Ensures that all special education teachers have been trained to administer the GAA 2.0.

15. Collaborates with the Title III/ESOL colleagues to train the appropriate teachers to administer the Alternate ACCESS for ELLs.
16. Coordinates with the System Technology Coordinator for the successful implementation of technology-based assessments including technology-related requirements for students with disabilities, scheduling, training, system requirements, and other communications.

System Title III/ESOL Coordinator

1. Ensures that all assessments and, in certain cases, conferences relating to a student's ESOL eligibility are documented prior to assigning EL, EL-1, or EL-2 status.
2. Acquired and maintains current information on the statewide testing program (SB Rule 160-3-1-.07), including the section on accommodations for English learning (EL) found in the Accommodations section of the SAH.
3. Ensures EL-1 and EL-2 students are not administered the ACCESS for ELLs 2.0. By definition, EL-1 and EL-2 students have exited ESOL services and are no longer eligible for the ACCESS for ELLs 2.0 assessment.
4. Provides technical assistance to teachers on test administration.
5. Ensures that appropriate documentation is maintained for all EL students.
6. Ensures that EL students have appropriate test-taking experience or have been taught test-taking skills prior to taking the tests.
7. Informs the STC of the number of students who must receive each accommodation allowed by state regulations.
8. Ensures that the following activities are completed by EL/ESOL personnel in preparation for all state-mandated assessments:
 - a. Discusses the state-required tests with the students and parents/guardians.
 - b. Informs EL, EL-1, and EL-2 students and their parent(s)/guardian(s) of pertinent test information and the role of the EL/TPC in identifying test accommodations, if any, which the student may require to participate.
 - c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment (such as promotion/retention requirements, EOCs constituting 20% of the final course grade, and any relevant local policies). Documents the occurrence of this discussion.
9. Train Title III/ESOL teachers to administer ACCESS for ELLs 2.0 and collaborates with special education colleagues to train the appropriate teachers to administer the Alternate ACCESS for ELLs.
10. Verifies all test examiners have completed annual certification and training requirement with WIDA for administering ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs as well as appropriate test security and test administration procedures.

Principal

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1. Has ultimate responsibility for testing activities in the local school.
2. Designates a School Test Coordinator to coordinate the testing program. The School Test Coordinator must hold a GaPSC issued certificate.
3. Ensures proper online and/or paper testing environments for all test administrations.
4. Ensures that all testing sites are appropriately prepared: updated devices and technology resources, adequate student workspace, proper lighting, good ventilation, sufficient number of desks in good repair, instructional materials (e.g. posters, word walls, etc.) removed or covered, etc.
5. Ensures that the appropriate personnel complete all necessary readiness checks for online testing.
6. Ensures that personnel apply prescribed calculator, cell phone, and electronic device guidelines to each test setting and each testing administration.
7. Ensures that the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans are provided for each student as specified prior to the administration of all testing sessions.
8. Ensures that testing sites are free of interruptions during test administration (e.g. intercom messages, visitors, wandering students, entry into test settings by person/persons not serving as the examiner or proctor unless necessitate by emergency/time-sensitive need), and that sites do not have content-related materials posted that could advantage one group of students over others.
9. Assigns appropriately trained personnel to serve as Examiners and Proctors.
10. Arranges appropriate schedules for teachers who will be Proctors and Examiners and for those who will be teaching other students not involved in testing.
11. Informs students and parents/guardians about the purpose of testing, dates and times for testing, and expected dates for return of test results (see Test Preparation section).
12. Creates an atmosphere in which all staff members know that their Cooperation is needed and expected for successful test administration.
13. Advises School Test Coordinator, Examiners, and Proctors if emergency situations arise.
14. Monitors the administration of tests.
15. Supervises all testing activities to ensure strict test security.
16. Maintains test materials in a secure location, which restricted access.
17. Ensures that only staff members who have been trained on the proper management of secure test material handle such materials.
18. Notifies STC of testing irregularities and provides explanation of circumstances.
19. Ensures that the school calendar is planned so that all tests are administered according to the system's testing calendar.
20. Monitors test preparation activities to ensure that secure testing materials are not misused.
21. Verifies all examines have been trained in test security, educator ethics, and test administration protocols and policies to administer the state-mandated assessments.

22. Reviews and returns the Principal's Certification Form to the STC after each administration.

School Test Coordinator

1. Prepares all testing sites.
2. Assists Principal in assigning Examiner(s).
3. Conducts orientation and training sessions related to test administration, test security, and ethical behavior for all personnel expected to be in direct contact with the test administration process, including Examiners and Proctors.
4. Assigns trained Proctors appropriately in accordance with state guidelines.
5. Coordinates with various local school and/or system divisions to ensure successful test administrations (Special Education, Technology, Title III, etc.).
6. Ensures that students have only one opportunity to test during each window.
7. Adheres to system testing schedule.
8. Accounts for all students in terms of testing requirements, including special populations and those requiring testing accommodations.
9. Ensures that appropriate security provisions are in place relative to online testing environments and materials including, but not limited to, security of logins, passcodes, conducive seating arrangements, etc.
10. Receives test material from STC and verifies numbers received.
11. Ensures all materials are stored in a secure, locked location with restricted access, confirms access is restricted by accounting for keys.
12. Accounts for the security of all test materials during the time the materials are in the building.
13. Ensures that only staff members who have been trained on the proper management of secure test materials handle such materials.
14. If applicable, determines the number of paper test booklets and answer documents to be assigned to each testing site and accounts for material distribution and return.
15. Under supervision, ensures the accuracy of student FTE and GTID numbers on each answer document.
16. Provides each Examiner with a list of student FTE and GTID numbers.
17. Gives Examiners extra No. 2 pencils, online test tickets, computer peripherals, and resource materials, where appropriate.
18. Ensures that personnel apply prescribed calculator, cell phone, and electronic device guidelines to each test setting.
19. Ensures that testing sites are free of interruptions during test administration (e.g. intercom messages, visitors, wandering students, entry into testing setting by person/persons not serving as the examiner or proctor unless necessitated by an emergency/time-sensitive need) and that sites do not have content-related materials posted that could advantage one group of students over others.

20. Distributes test materials to and collects from each Examiner on the testing days.
21. Ensures Examiners sign out (date and time) materials each testing day shortly before testing begins each day.
22. Counts materials returned from Examiners each day and accounts for all materials distributed each day of testing.
23. Ensures Examiners return (sign, date, and time) materials immediately after testing each day.
24. Maintains dated student sign-in/sign-out sheets for each test administration.
25. Ensures that a minimum of one certified administrator is present and witnesses the transcription of student responses when/where necessary transcriptions completed when necessary.
26. Notifies Principal and STC of any emergency and helps to decide what action needs to be taken.
27. Conducts, coordinates, and supervises inspection of all completed answer documents before delivering them to the STC for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning.
28. Packages and returns materials to STC according to directions and timeline.
29. Notifies Principal and STC of any testing irregularities and provides explanation of circumstances.
30. Ensures that for any students not currently enrolled in their local school, the following protocol is applied:
 - a. Contact students' schools for verification of test eligibility, and
 - b. Requires photo ID and maintains photocopy record.
 - c. The decision of test out-of-system students is a local one. The burden of identification, establishment of eligibility, and record-keeping ensuring score reports are returned to the appropriate school must be borne by the administering school/system. Systems should collaborate and discuss such cases prior to test administration.

Examiner

1. Must be GaPSC certified and adheres to the Georgia Code of Ethics for Educators. As required by State Board Rule 160-3-1-.07, certified educators (teachers, counselors, administrators, and paraprofessionals) must administer all state-mandated assessments. The term **Certified Educator** in this statement is defined as those educators directly involved with the instruction of students, and who must hold a clearance certificate as defined by the GaPSC. Educators with a Georgia certification from the GaPSC must not administer state assessments. Local systems must be mindful of certificate expiration dates and ensure that all examiners possess a valid/unexpired

certificate at the time of test administration. The term **Examiner** refers to the person administering the assessment.

2. At least annually, and more frequently where required, participates in and completes all training related to test administration, test security, and ethical behavior.
3. Reviews and follows all procedures in handling all administration materials.
4. Documents the daily receipt (date, time, and number received) of test materials and the daily return of test materials.
5. Ensures the security of test booklets while they are in the testing site before, during, and after testing.
6. Provides No. 2 pencils, erasers, pens for writing tests, and resource materials (if appropriate).
7. Follows procedures for testing as given in the *Examiner's Manual*, including reading all directions word-for-word to students.
8. Confirms that all assigned students have entered and bubbled in the test form number correctly if one is required.
9. Maintains control of testing situation and keeps students on task. **Examiners must actively circulate and monitor students throughout the testing session(s).**
10. Monitors test administrations and communicates with the School Test Coordinator and/or the Technology Coordinator or designee when test administration, technology, and/or student issues arise.
11. Applies and enforces prescribed calculator, cell phone, and electronic device guidelines.
12. Observes students during testing to monitor that they are marking answers completely and correctly and using only specified test materials. Reports student actions to School Test Coordinator immediately.
13. Allows no student to leave the test room unless there is an emergency/health/restroom need.
14. Counts and verifies all testing materials each day prior to dismissing students.
15. With direct administrator supervision, after testing, inspects answer documents for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning.
16. Returns all test materials to School Test Coordinators immediately after testing each day, including special format tests, such as Braille or large print.
17. Ensures that no content-related instructional materials are displayed in the testing site. Charts, diagrams, and posters should not be visible. Chalkboards/Whiteboards should be free of any writing except for test procedure information.

Proctor

1. Participates and completes all training related to test administration, test security, and ethical behavior.

2. Assumes responsibility for assigned students.
3. Monitors a specific area if a large testing site is used.
4. Monitors online test administrations and communicates with Examiner when test administration, technology, and/or student issues arise.
5. With Examiner supervision, assists in preparing test materials for distribution to students in a classroom on days of testing.
6. Ensures that desks are clear of everything except test materials.
7. Assists the examiner in applying and enforcing prescribed calculator, cell phone, and electronic device guidelines.
8. With examiner supervision, assists in distributing and collecting classroom test materials.
9. With examiner supervision, answers questions regarding test procedures but does not explain items or answer any questions regarding the content of the test.
10. Remains in testing site during entire testing time.
11. Observes students during testing to monitor that they are marking answers completely and correctly and using only specified test materials. Reports student actions to School Test Coordinator immediately.
12. Reports any unusual circumstances to Examiner immediately (e.g. suspicion of cheating).
13. Circulates among students during testing to discourage misconduct and to be available to answer student questions.
14. Avoids standing by a student's desk too long or touching a student, as this may be distracting.
15. Monitors students with disabilities, 504 students, or EL students who may require closer observation than other students or who need special assistance.
16. With examiner supervision, assists in accounting for all classroom test materials (Test materials should be returned to the School Test Coordinator by the Examiner).
17. Assists the Examiner in maintaining strict test security.