

## **GET IT, GOT IT, GO! Assessment Frequently Asked Questions 2009-2010**

### ***What is GGG?***

Get It, Got It, Go! (GGG) is a quick, efficient and repeatable tool that is useful to measure children's risk and progress in critical language and early literacy indicators. These individual growth and development indicators (IGDIs) include: picture naming, rhyming and alliteration.

### ***Why administer GGG?***

The information gathered through the administration of GGG is used for two purposes. The first is to supply the Office of Early Learning and School Readiness with aggregated information to track program progress. The second purpose, and the one that directly impacts student progress, is to inform individual instruction.

### ***Which children participate in the GGG?***

All children participating in Early Childhood Education entitlement (ECE, formerly public preschool) are required to participate in the GGG assessment.

All preschool children with disabilities are required to participate in the GGG assessment to be in compliance with federal reporting requirements. This includes preschool children with disabilities receiving centerbased, itinerant teacher and/or related services. All nondisabled preschool children enrolled in a preschool special education classroom operated by a school district (not MR/DD) are required to be assessed. Nondisabled peers supported by ECE grant funds (formerly public preschool) and served in a preschool special education classroom must participate in the GGG assessment and be reported. Nondisabled peers served through an ESC program and not supported with state funds are not required to be reported.

### ***Who administers Get It Got It Go!?***

Because the primary use of GGG is to inform instruction it is strongly suggested that the teachers who work directly with the children and are most familiar with them be the assessors. However, GGG could be administered by other personnel trained to administer the GGG such as, a teacher assistant, supervisor, or psychologist, etc.

### ***What training do assessors need to administer the GGG?***

Teachers or other personnel who will be administering GGG must participate in GGG administration training, which is offered at the 16 State Support Team offices by Early Childhood Coordinators (ECC). The ECC's are the only authorized trainers for the administration of GGG. Training is offered at regularly scheduled dates and times, but sites may contact their regional ECC if they have a need for training in their region.

### ***What setting is best for assessment administration?***

A setting that is relatively quiet and has few distractions is best for assessment.

### ***Do the three parts of the GGG Assessment have to be given at the same time?***

The three assessments can be given one right after the other on the same day or given with a break between Rhyming and Alliteration or given on different days. Assessors must start with Picture Naming to determine if the child will move on to the other two assessment areas.

***Is there a specific order that the GGG assessment must be given?***

The first section that is administered is the Picture Naming section. If the student is unable to answer the Picture Naming sample items, then he/she is not administered Picture Naming, Rhyming, or Alliteration sections of the assessment.

If the student is able to answer the sample items in the Picture Naming section, then administer the Picture Naming section of the assessment. After the Picture Naming section of the assessment is administered, the student should be given the sample items of either Rhyming or Alliteration, in any order. If the child is able to answer the sample items of that section, then proceed with the assessment of that section. Finally, proceed with the sample items of the remaining assessment section. If the assessment was given, a numeric score should be reported. A zero [0] indicates that the assessment was given but the child did not get any of the items correct.

If the student is not able to answer the sample items on Rhyming or Alliteration, then report a “UNS” or “Unable to answer sample items” code for the section for which he/she was not able to answer the sample items and no score is reported.

It is possible that the student is not able to answer sample items in the Rhyming section but is able to answer the sample items in the Alliteration section (or vice versa). Therefore, it is possible to report a numeric score for *Picture Naming*, a “UNS” in *Rhyming*, and a numeric score in *Alliteration*.

***What is the difference between a score of “0” and a “UNS”?***

Before each of the three GGG assessments, a child must complete 4 sample assessment tasks. If the child is unable to complete the four sample tasks, the assessment is not administered and a “UNS” or “Unable to answer sample items” code is assigned to the child. A “0” is given for a child when he or she completes the four sample tasks, but does not get a single card correct during the actual assessment.

***How often is GGG administered?***

To meet the requirements of the Office of Early Learning and School Readiness, GGG will be administered and reported two times per year (once in the fall and once in the spring). In keeping with the purpose of informing instruction, teachers are encouraged to use the GGG every month or two, or as needed, for ongoing student progress monitoring. ODE specifies a test administration window which refers to the time period in which the assessment must be administered to children in the fall and spring. In addition, ODE’s EMIS specifies the due dates by scores are reported to ODE in EMIS.

***How are GGG scores reported?***

Programs and districts will submit the scores for all children. ECE and PSE programs report GGG scores through EMIS.

***Whose GGG scores are reported?***

The scores of all children that participate in state-funded programs, including ECE and PSE programs, are required to be reported to the Office of Early Learning and School Readiness.

***When are assessments given and when are the scores reported?***

The following table provides clarification for when GGG is administered and reported in 2009-2010.

## Get It, Got It, Go! Test Administration Window and Score Reporting Due Dates

Period of Assessment	GGG Test Administration	GGG Score Reporting Due Dates
Fall	Beginning of school year through November 14	Follow EMIS Processing Schedule*
Spring	March 23 through May 1	Follow EMIS Processing Schedule*

Note: Programs should provide GGG scores to their EMIS coordinators as soon as possible after testing.

### ***What is the role of the administrator?***

Administrators or assessment coordinators should observe individual teachers and use the Accuracy Checklists to ensure teachers maintain the integrity and reliability of the assessment administration. You may access each subtest's Accuracy Checklist at the ODE website or contact Office of Early Learning and School Readiness at [ELSR@ode.state.oh.us](mailto:ELSR@ode.state.oh.us).

### ***What factors does a program need to consider when scheduling assessments?***

Decisions about how to manage assessments for all children must be made with consideration to many factors, such as the availability of teaching and support personnel, the schedule of the day (half or full day) and other program requirements.

### ***How does Get It, Got It, Go! fit with other state-mandated assessment?***

Programs are required to report the results of the GGG assessment in the fall and in the spring. In addition, programs are required to complete an ongoing assessment of every child with an assessment tool that is aligned to state standards. This ongoing assessment must be used to plan curriculum and communicate with parents. The GGG assessment is a point-in-time assessment of only a few Early Learning Content Standards. Therefore, it is necessary for programs to identify and use more assessment tools than the GGG for planning instruction.

### ***How does a program get additional GGG materials?***

Following the initial training and distribution, individual programs will have to obtain and maintain the needed testing materials and purchase timers. Testing materials may be downloaded from the following University of Minnesota website: [http://ggg.umn.edu/get/procedures\\_and\\_materials/index.html](http://ggg.umn.edu/get/procedures_and_materials/index.html). Test administration cards must be printed in color when used for test administration with children.

### ***Is there an alternate assessment for children with disabilities?***

When states require reporting of assessment results for all children in the state, they must also provide an alternate assessment. ODE requires that results are reported for only a small proportion of the children in the state. So, an alternate assessment is not required.

### ***Can GGG and/or GGG scores be used in the process to establish eligibility for preschool special education?***

No. However, once a child becomes eligible for special education GGG and/or GGG scores can be used to inform instruction.

### ***Should preschool children with disabilities with a grade level of kindergarten be assessed with the Get It, Got It, Go!?***

No, preschool children with disabilities with a grade level of kindergarten will be screened with the Kindergarten Readiness Assessment—Literacy (KRA-L). Preschool children with disabilities cannot have a grade level of kindergarten.

### ***Are accommodations allowed for GGG?***

Occasionally teachers may need to make accommodations for children when administering the GGG assessment. An accommodation is a change in testing materials or procedures (e.g., timing or scheduling, response format, setting or environment and presentation format) that enables students to participate in an assessment in a way that measures their abilities rather than their disabilities. The purpose of testing accommodations is to “level the playing field” or to achieve parity with non-disabled peers in the test-taking situations.

Any child who meets the federal and state definition in IDEA of a child with a disability is eligible for an accommodation to the GGG assessment. Accommodation decisions are made on a person by person basis. When determining whether accommodations are appropriate, it is important to consider the following:

#### ***Does the child use accommodations for classroom instruction and related services?***

Accommodations are not introduced at the time of the test but are incorporated into the child’s ongoing instruction.

#### ***Are the decisions about the use of an accommodation based upon an evaluation or a subsequent IEP?***

The evaluation will tell whether the accommodation has an impact on the child’s specific areas of learning.

#### ***Do the accommodations alter content?***

Accommodations must not alter the content being measured by the assessment.

### ***What types of accommodations are permitted?***

**Settings**—The type of setting in which a child is assessed may be accommodated. For example, the GGG may be administered in the classroom, outside of the classroom, at home or at a hospital. Adaptive furniture, special acoustics, reduced visual distractions or special lighting may be appropriate.

**Timing**—The GGG assessment is a measure of a child’s fluency in vocabulary, rhyming and alliteration tasks. Therefore, the amount of time a child uses to take the assessment is prescribed by the GGG assessment. The amount of time a child is given for each subtest cannot be changed. The time of day the assessment is administered and whether the subtests are given at the same time or separately are accommodations that may be made without changing the content measured. In fact, many teachers find it helpful to separate the administration of the rhyming and alliteration subtests.

**Presentation** – Presentation of the assessment may be changed if the concepts measured are not changed. For example, larger pictures can be used for a child with limited vision. Assistive devices like a slant board, noise buffers, or magnification devices can be used.

**Response**—The format of responses may be accommodated. For example, the alliteration subtest asks a child to point. An assistive device may be appropriate for some children. A child with aphasia may sign the vocabulary if appropriate.

When making decisions about which accommodations are appropriate it is important to remember that accommodations are not put in place for the purpose of assessment but are meaningful in the child's instruction. Accommodations should be based on evaluation information as to the specifics of the child's learning need. Accommodations must not change the content of the items being assessed.

If, after accommodations are made and a child still cannot see or hear the prompts, it is inappropriate to use GGG as an assessment tool. For the purpose of data collection for the State of Ohio, it is not necessary to administer the assessment or report the scores of a child who can not see or hear the prompts after accommodations are made. For those programs reporting scores in EMIS, a child score record is still required to be reported with the fields of "required test type" and "reasons students did not take test" completed.

For children with other disabilities (including those with complex cognitive or language limitations), an attempt should be made to administer GGG. If an attempt is made to assess a child and he or she misses the sample prompts or scores a "0" on Picture Naming, it is not necessary to continue the assessment at that time.

### **APPROPRIATE USE OF MATERIALS**

- Shuffle entire deck each time to ensure random use.
- **Do not** use cards in the classroom as flashcards. Only introduce the cards when administering the Get It Got It Go! Assessment.
- Keep in mind the intent of what each test measures. Example: if child points to the wrong picture, but says the rhyming word, then the child should get credit for the rhyming portion.
- Always use a timer, and make sure it's set to the appropriate time for each test.
- Always finish the directional statement even if the child answers before the statement is complete.
- Hold cards so you can easily read the back of each card while administering.
- Sweep your finger from your right to the left while pointing to the pictures.
- Do not inadvertently block the view of the pictures, and do not use the child's time with extra directions beyond what is required.
- Cards should be printed and administered in color not black and white.

### **HELPFUL TEACHER TIPS**

- Highlight or underline lightly in pencil the correct answer on the back of the card.
- Hold the cards one at a time in the upper right and left hand corner.
- Consistently put the correct and incorrect cards in the same place to avoid confusion when correct. An evaluator may find it useful to place two different stickers on the table.
- Laminate and swipe tops of each subtest with a different color in case they're dropped.

- Download the “GGG Frequently Asked Questions” document on the Ohio Department of Education Web site and print often.
- Make sure you speak slowly and clearly.
- Try to maintain a slow and steady pace throughout.