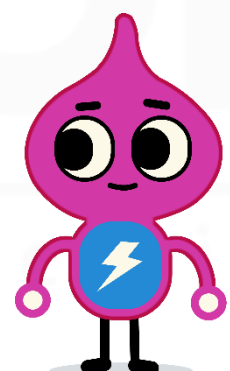


Senate Bill 211

Grades 1 and 2 Formative Assessments in Literacy and Numeracy



Meet the Keens!

Senate Bill 211

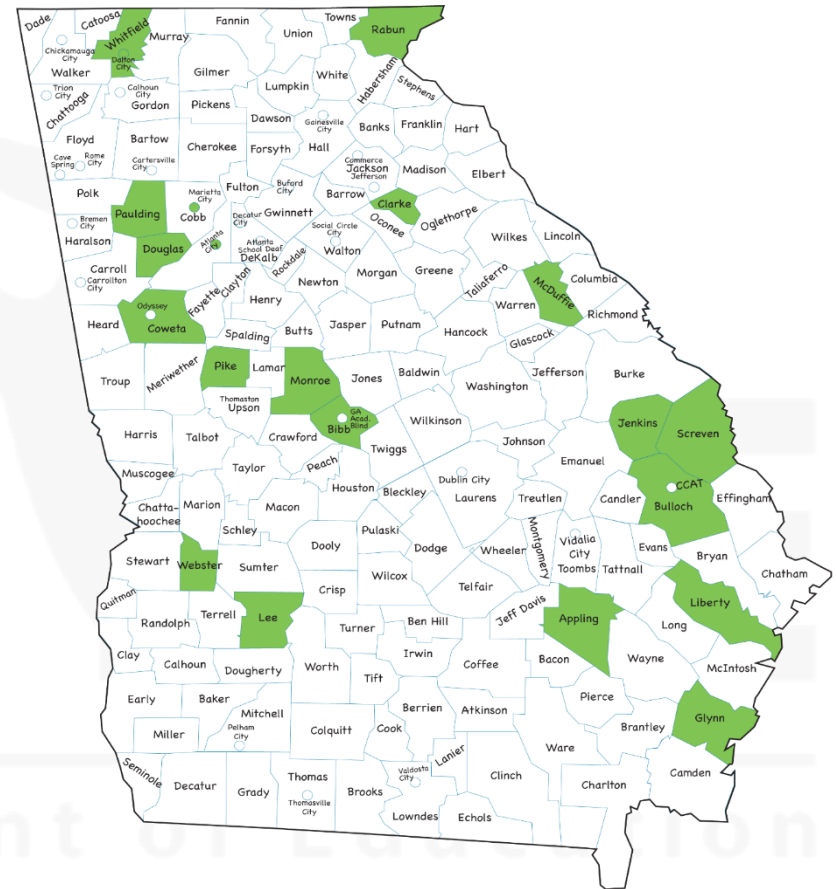
- Clarifies the requirements for grades 1 and 2 formative assessments in reading and mathematics:
 - selection of the solution must be made in consultation with local school systems;
 - solution must provide for timely data and inform flexible grouping of students based on skill level as well as measure student progress toward grade-level expectations over the course of the school year.

'In addition, each local school system shall administer, with state funding, a research based formative assessment with a summative component that is tied to performance indicators in English language arts/reading and mathematics in grades one and two, subject to available appropriations. Such research based assessment shall provide for real-time data analysis for students, teachers, school leaders, and parents; allow flexible grouping for students based on skill level; and measure student progress toward grade level expectations throughout the school year.'

The logo for the Georgia Department of Education (GaDOE) is located in the top right corner. It features a stylized peach with a green leaf on the left, and a graduate figure holding a diploma and wearing a cap on the right, followed by the text "GaDOE" in a bold, sans-serif font.

gadoe.org

- Representatives from 23 districts unanimously recommended that Georgia develop its own statewide solution.
- Development of this solution will be informed by committees of Georgia educators.



Keenville



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

In Keenville, students will explore a highly engaging and developmentally appropriate world where foundational literacy and numeracy content is uniquely integrated in a fun and interactive story.



Game-Based Assessments

- Offers the opportunity to:
 - integrate instruction alongside assessment;
 - support and empower teachers with information to differentiate instruction for struggling, on-level, and advanced students; and
 - hooks students into the fun of learning.
- Research shows that game-based assessment can offer a better solution to traditional methods through increased levels of engagements and by providing formative assessment that students, educators, and parents can act upon where and when it matters most.