Kentucky Alternate Assessment – Alternate K-PREP

Revised

Based on Alternate Achievement Standards

2018-19 Administration Guide

Overview and Attainment Task Administration

Reading, Mathematics, Writing, Science and Social Studies

Kentucky Department of Education

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Commissioner of Education
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I. Overview of the Test Design

The Kentucky Alternate Assessment was the result of the comprehensive Kentucky education reform in 1990. An accountability system was established as part of the reform, setting a goal for all students in Kentucky to reach a level of proficiency on learning goals and academic expectations by 2014. The purpose of the Kentucky Performance Rating for Educational Progress (K-PREP) assessment is to encourage and enable educators in each public school to increase the academic achievement of their students as they are designed to improve teaching and student learning in Kentucky. Kentucky includes all students in this accountability system, allowing students with disabilities to participate in one of three ways - general assessment without accommodations, general assessment with accommodations, and in the alternate assessment.

In December 2015, the Every Student Succeeds Act (ESSA) replaced the former federal education law known as No Child Left Behind, and reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). This new law, along with the 2007 Individuals with Disabilities Education Improvement Act (IDEIA) (PL 108-446) has, necessitated extensive revisions to the alternate assessment. These revisions have been carefully considered based on existing knowledge of effective practice and extensive stakeholder involvement, including the selection of standards by Kentucky teachers and administrators. Additionally, after the new Attainment Tasks were developed by content experts, Kentucky content area teachers, special education teachers and administrators from across the state were brought together to review the tasks for construct and bias. These work groups sought to consider the highest achievement standard possible for this population while carefully balancing the regulatory requirements with the individual needs of the students.

This administration guide provides an overview of the test design for the Alternate K-PREP as well as protocol for Attainment Task delivery. Included are: participation guidelines, administration guidelines, scoring criteria, performance standards, implications for the Individualized Education Program (IEP), and testing protocol for the Attainment Tasks. The Administration Guide for the Transition Attainment Record (TAR) will be available at the same time as the TAR training.

Scoring

The test administrator is trained to administer the Attainment Task (AT) and record student responses. The AT responses are entered by the test administrator in the Student Registration Database (SRD). For each task the test administrator records the student’s selection in a series of multiple choice questions and enter the student’s selected response into the SRD. The SRD will score each student response as correct or incorrect and the total score is then assigned a proficiency level that was established based on cut scores validated through a formal standard setting or standards validation process at the end of each assessment year.
The Transition Attainment Record (TAR) is a checklist of skills and knowledge in English/language arts (reading), mathematics and science. The student’s IEP team records a score of 0 - 2. “2” indicates the student can perform the skill independently; “1” indicates the student’s performance is developing or requires supports from others; and “0” indicates that the student does not demonstrate performance on the skill.

All teachers must complete the Administration Code and the Inclusion of Special Populations trainings; and alternate assessment trainings following state and district procedures. The alternate assessment process includes completing the required training modules: Assessment Overview and Attainment Tasks as well as the TAR (Alternate K-PREP Trainings), and completing the corresponding online quizzes. Two copies of the completed quiz certificates must be printed; give one copy to the District Assessment Coordinator (DAC) when receiving the AT and place the other copy in the AAFAF.

Alternate K-PREP Components

The Alternate K-PREP includes 2 major components:

1. KY Attainment Tasks
2. KY Transition Attainment Record

The AT and TAR meets both ESSA and IDEA requirements. Both the AT and TAR are provided by KDE. The ATs are administered by a test administrator (i.e., certified teacher) and the TAR is rated by the IEP or instructional team. The AT and TAR ratings are reported online in the SRD. The TAR training will be available beginning September 24, 2018 and can be administered once the training is completed (www.education.ky.gov–Assessment and Accountability–Alternate K-PREP). Table 1 on the following page outlines these requirements by grade:
## Grade Level Requirements

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CONTENT AREAS</th>
<th>STANDARDS ASSESSED</th>
<th>ATTAINMENT TASKS (AT)</th>
<th>TRANSITION ATTAINMENT RECORD (TAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Reading and Mathematics</td>
<td>Alternate K-PREP Aligned Content Standards</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reading, Mathematics and Science</td>
<td>Alternate K-PREP Aligned Content Standards for Reading, Mathematics, and Science</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reading, Mathematics, Social Studies and Writing</td>
<td>Alternate K-PREP Aligned Content Standards for Reading, Mathematics, and Writing Core Content 4.1 (AA Social Studies)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reading and Mathematics</td>
<td>Alternate K-PREP Aligned Content Standards for Reading and Mathematics</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Reading, Mathematics and Science</td>
<td>Alternate K-PREP Aligned Content Standards for Reading, Mathematics and Science</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reading, Mathematics, Social Studies and Writing</td>
<td>Alternate K-PREP Aligned Content Standards for Reading, Mathematics and Writing Core Content 4.1 (AA Social Studies)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Reading</td>
<td>Alternate K-PREP Aligned Content Standards for Reading</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mathematics</td>
<td>Alternate K-PREP Aligned Content Standards for Mathematics</td>
<td>✓</td>
<td>Alternate for College Entrance Exam</td>
</tr>
<tr>
<td>11</td>
<td>Science and Writing</td>
<td>Alternate K-PREP Aligned Content Standards for Writing and Science</td>
<td>✓</td>
<td>Alternate for College Entrance Exam</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>✓</td>
<td>Optional</td>
</tr>
</tbody>
</table>
Participation Guidelines

The IEP team must determine how the student will participate in the state-wide assessment system: general assessment, general assessment with accommodations, or the alternate assessment.

Participation in the Kentucky Alternate Assessment is an IEP team decision and as such, should be based on the individual needs of the student. The Participation Guidelines are designed to assist the IEP team in determining how the student will participate in the statewide assessment and accountability system. Finally, these participation guidelines apply to the entire alternate assessment system including all the assessment components specified in the Overview of the Test Design (p.3).

It is important to note that placement should not determine participation in the alternate assessment, nor should participation in the alternate assessment determine placement or the Least Restrictive Environment (LRE).

The Participation Guidelines for the Kentucky Alternate Assessments require the IEP team to consider all items to properly identify a student and then answer “YES” to ALL statements. The Participation Guidelines for the Kentucky Alternate Assessment can be found and completed as part of the IEP evaluation process.

Grade Placement

Students should move from grade to grade each year along with same age peers. A student may repeat a grade which would be considered a retention requiring the student to repeat that specific grade level assessment(s).

If a student moves into a district with no previous grade level placement, then he/she should be placed into a grade closest to the student’s chronological age. It is recommended that the student be no more than three years older/younger than peers in the same grade.

A student should be assessed at the same grade at which he/she is listed on the attendance roster (Infinite Campus). Once a student has completed all assessment requirements through grade 12, he/she should be placed into grade 14 on attendance rosters and focus on transition with no more accountability assessment administration required. Any student placed in grade 14 should not have a graduation code assigned until they age out at 21 or officially exit the program.
Alternate Assessment Accountability Folder (AAAF)

As part of the Alternate K-PREP, the Kentucky Department of Education (KDE) shall require each teacher to maintain an Alternate Assessment Accountability Folder (referred to as the AAAF) for each student participating in the Kentucky Alternate Assessment. This folder will support the submitted alternate assessment work samples and can be used by KDE for potential audits and observations of student work. The contents of the AAAF are expected to address all the alternate assessment requirements for the student’s grade level. Items that should be included in the AAAF are as follows:

- Student Information Page
- Teacher Code of Ethics
- Teacher Quiz Certifications

Attainment Tasks Documentation:
- Original Attainment Tasks Score Sheets and support sheets
- One Work Sample (Per Standard)
- Anecdotal Notes

Transition Attainment Record Documentation:
- Documentation concerning meeting held to complete the record (i.e., who, where, when)
- Anecdotal notes
- Location where the support documentation is stored (e.g., IEP data in Due Process Folder)
- Original completed Attainment Transition Record document

Storage of the AAAF:

The AAAF shall be kept at the school of accountability (A-1 school), since the folder is created each year that the student participates in the alternate assessment program. The folder does not move with the student. District-operated, special education programs can retain the AAAF folders and do not have to return them to the A-1 school. Storage of the AAAF shall be in a secure area specified by the district for other confidential information, such as the IEP. Copies of the AAAF may be provided to parents based on school and district policy while the folder is active.
Achievement Standards

**Alternate Achievement Standards** must be aligned with the state’s academic content standards (i.e., include knowledge and skills that link to grade-level expectations), must promote access to the general curriculum, and must reflect professional judgment of the highest learning standards possible for the group of students with the most significant cognitive disabilities. (Standards and Assessment Peer Review Guidance, 2004) Alternate Achievement Standards are established using the same steps as those used for developing achievement standards for the general assessment. It involves setting performance levels, performance descriptors, selecting exemplars, and determining cut scores.

**Performance Levels:** The Alternate K-PREP uses the same performance levels used in the general assessment: Distinguished, Proficient, Apprentice, and Novice.

**Performance Level Descriptors** are aligned to Kentucky’s Academic Expectations and linked to the grade level Kentucky Academic Standards (KAS). They are reduced in complexity by:

1. allowing adaptations, modifications, and/or assistive technology that assist the student in accessing the information, as well as demonstrating knowledge, skill, and/or concept but do not directly guide the student to the answer;
2. reducing the amount or extent of the standard that the student must demonstrate;
3. modifying the way in which the student demonstrates the knowledge, skill, and/or concept (e.g., utilizing objects to give the answer).

Achievement Standards are determined by considering the distribution of all the scores from the assessment and establishing cut scores.

**The IEP and the Alternate Assessment**

Questions often arise regarding the relationship between the IEP and the alternate assessment. There are two federal laws to consider when discussing this relationship.

ESSA: Non-Regulatory Guidance (Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities, 2015) provides two reasons that the student’s IEP goals are not appropriate measures for annual yearly progress as required by ESSA:

1. IEP goals are designed to meet the individual needs of the student, provide a means to monitor progress and report to parents, as well as to make decisions regarding special education and related services the student receives.
2. Title I requires all students to be assessed in academic content areas of reading, mathematics, and science, while IEP goals may address a broader range of student needs including behavioral and developmental needs.

However, the requirements of IDEA 2004 suggest that it is reasonable for the IEP to support the student in the alternate assessment.
1. IDEA 2004 regulations define specially designed instruction as adapting the content, methodology, or delivery of instruction to address the unique needs of the child and to ensure access to the general curriculum so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children (§300.39(b)(3)).

2. It further requires annual IEP goals to be designed to enable the child to be involved in and make progress in the general education curriculum (§300.320(a)(2)(i)). (Federal Register 34 CFR Parts 300 and 301, 2003)

The IEP should clarify the specially designed instruction including: adaptations, modifications, and delivery of instruction that support access to the content standards that are assessed. IEP goals can be designed to move the child toward attainment of the content standards, either by writing specific objectives that address individual standards or by targeting skills that will facilitate learning of the standards (e.g., switch activation that will assist the student in accessing information and demonstrating understanding of the standards or the number recognition that will help with solving mathematics problems).

CAUTION
Placement is solely an IEP team decision and should be guided by the individual needs of the student and the principles of the Least Restrictive Environment. The IEP team should consider the placement that best facilitates the student’s access to the general curriculum.

Administration Code and Inclusion of Special Populations training, Code of Ethics and Nondisclosures

Teachers administering the Kentucky Alternate Assessment MUST complete training in 703 KAR 5:080 Administration Code for Kentucky’s Educational Assessment Program and 703 KAR 5:070 Inclusion of Special Populations in the State Required Assessment and Accountability Programs. These trainings provide teachers the proper assessment practices required by law. These trainings must be completed before any state assessment may be administered.

The Code of Ethics must be signed one time for every student completing the Alternate Assessment. All students will have a Code of Ethics included in the AAAF. The Code of Ethics is an agreement from the test administrator to comply with legal guidelines addressing professional ethics, educational defensibility, student ownership, accommodations, and student performance.

A nondisclosure agreement should be signed by anyone assisting in the administration of the alternate assessment. This may include para-professionals, volunteers, or any outside sources etc. All nondisclosures should be placed in the AAAF and should not be submitted to the state.
II. KY Attainment Tasks

The Kentucky Attainment Tasks are designed to provide an alternative to the Kentucky Performance Rating for Educational Progress (K-PREP). The Individuals with Disabilities Education Improvement Act (IDEIA 2007) requires states to develop and implement guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments with accommodations. The attainment task approach:

- provides evidence of understanding, skills and concepts related to the specified grade level content standards,
- begins with an authentic task that requires understanding, skills and concepts necessary for real world problems, genuine purposes and audiences and is fully scripted for the test administrator to follow,
- requires the student to answer questions needed to complete a task, working step by step as directed by the teacher or test administrator, and
- allows the teacher to score the student responses.

In the event that a computer is used to assist in the accommodation of test materials secure measures must be followed. Accommodations that include placing any materials onto the computer must have those files completely removed and permanently deleted. This applies to both the scanning and entry of secure test materials and student responses. Electronic or other versions of secure assessment materials or related student responses shall not be maintained in the district and should be destroyed.
Test Security

The Attainment Tasks are considered secure testing materials. Test administrators must follow the Administration Code and Inclusion of Special Populations established for the general assessment. Following is information from the administration code training that is adapted to address the Attainment Tasks.

District assessment coordinators, administrators, and teachers must ensure the security of the assessment materials before, during and after test administration. When not being used for testing sessions, all attainment tasks and materials shall be stored in a secure location with access granted to authorized personnel only.

<table>
<thead>
<tr>
<th>OK</th>
<th>Not OK</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It is appropriate for teachers to know the concepts measured by the statewide assessment and to teach those concepts.</td>
<td>• Secure test materials shall not be reproduced in whole, in part or paraphrased in any way. Examples include: photocopying, photographing, handwriting, or typing.</td>
</tr>
<tr>
<td>• Attainment Tasks can be reviewed prior to administration and the start of the testing window so that needed modifications to materials can be made.</td>
<td>• No one shall take notes regarding the content, concepts or structure of any secure test item.</td>
</tr>
<tr>
<td>• Teachers may use test items from previous years released by the Kentucky Department of Education to help prepare their students for the assessment by adapting them to meet the needs of the students participating in the alternate assessment.</td>
<td>• No one may have test binders without authorization from the district or building assessment coordinator.</td>
</tr>
<tr>
<td>• Test Administrators shall file in the Alternate Assessment Accountability Folder (AAAF) any notes, rough drafts or scratch paper produced by students during testing immediately after each testing session or at the end of the testing day, ensuring that no test item is compromised.</td>
<td>• Local district staff may not show items in the test binders to anyone not administering the test unless directed by the Superintendent (See Section IV of this document for details).</td>
</tr>
<tr>
<td></td>
<td>– Once authorization has been granted to local district staff to have access to the tests, staff shall not use knowledge about the content of any specific questions to prepare students for the assessment.</td>
</tr>
<tr>
<td></td>
<td>• Teachers or other staff with knowledge of the content of any secure test item shall not reveal this content to anyone.</td>
</tr>
<tr>
<td></td>
<td>• Teachers or other staff, who become aware of specific test items through any means, shall not use this knowledge to prepare students for the assessment.</td>
</tr>
</tbody>
</table>
Administration Protocol

This section provides detailed specifications for conducting the attainment tasks with individual students. Adherence to these guidelines is required to facilitate the assessment process.

Protocol for Administering the Task

The task must be administered in a one to one setting with the student in a quiet place without interruptions. The room should be free of other students or in an area of the classroom that:

- does not distract the student and
- does not allow other students to hear the student’s answers.

As addressed in the Administration Code; any materials containing content information or strategies for solving problems must be covered or removed from classroom walls, bulletin boards, or other surfaces (e.g., ceilings, floors, blinds, windows, and clothing) during testing sessions.

The task must be administered by a certified staff member (e.g., teacher, counselor, related service provider, etc.). The test administrator must qualify by completing the Combined Overview and Attainment Task online training and the qualifying quiz. One copy of the completed quiz must be placed in the AAAF and another provided to the District Assessment Coordinator (DAC) prior to receiving testing materials. For further information about what belongs in the AAAF, please see AAAF Training on KDE’s website.

The task is scripted and is to be read to the student as written or using acceptable adjustments as described in the Steps to Administrating found on page 13. “Quotation marks” signify the scripted portions to be read to the student.

The task may be administered in more than one session, allowing for a smaller amount of time for each session. A five-minute break between each section of the task is OPTIONAL, but only one content area may be administered to an individual student each day. Optional breaks will be noted in the testing materials. If a student is having difficulty attending, is having medical or behavioral difficulties, the task can be stopped within a section. Resume the task at the point stopped during the prior session. DO NOT start over. The administrator can orient the student to where he or she was in the process. For example, the teacher could say, “Last time we looked at food items and compared them. Now we are going to…” No re-teaching should occur between these sessions.

Store the Attainment Tasks in a secure location when not testing.
The tasks must be administered in the same content order that is provided within the binder. For example, a grade 3 student would first complete the reading assessment before moving onto the mathematics assessment on the next available day an assessment was given.

Steps to Administering

1. Read the Overview and Attainment Task Administration Guide.


3. Complete the online training module and review any supplementary materials.

4. Complete the qualification test. Print two copies of the quiz certification, one for the AAAF and the other for the District Assessment Coordinator. It is important to enter the district e-mail address when registering for the Online Training System.

5. Sign a Code of Ethics and file in the AAAF. Each person assisting with the Attainment Tasks must sign a Code of Ethics and file in the student’s AAAF.

6. Non-school personnel who assist with any administration of the assessment must also sign a nondisclosure form and file in the AAAF.

7. Preview the task and the accompanying materials and prepare for administration (e.g., gathering materials, gaining familiarity with all vocabulary).

8. Make modifications to materials to ensure accessibility to individual students. Refer to the Accommodations section on page 15 and 16 for important information regarding appropriate use. The accommodations may include but are not limited to:
   - enlarging or coloring pictures and text,
   - creating a high contrast version of the pictures/symbols, and
   - using objects to represent answers and distractors
   - highlighting sections that are to be reread as indicated in the task
     • Direct questions or concerns about specific accommodations to Kevin O’Hair at the Office of Assessment and Accountability via e-mail (kevin.ohair@education.ky.gov).

9. Read the script, signified by “quotation marks” exactly as written:
   • the script can be repeated if the test administrator deems the student was not paying attention

10. Follow directions included in the script to guide the process. The directions will be signified by an *italics* font and will include:
• what materials to present to the student at specified times (e.g., present the writing template labeled Thanksgiving Dinner Story) and
• instructions on the level of support allowable by the teacher.

* If pictures are cut apart, they must be presented to the student in the original order. The answer choices can be placed horizontally, vertically, in corners (eye gaze board), etc. as long as the choices are given in the same order as provided in the testing material (e.g., left to right, top to bottom, etc.).

11. Words in the questions that are underlined and bolded are to be emphasized for the student (e.g., not, best, most, likely, etc.).

12. Allow the student to independently respond to each task item and record the student’s selected response on the accompanying answer sheet.

13. If a task has materials listed on the cover page of the assessment, all paper-based supplemental materials are found at the end of the task (e.g., after question five). Animation clips are available through an Online Training System (OTS) download. Some tasks may require materials that are not paper-based and they will be provided with the testing materials shipment.

14. All task questions are provided on a single page at the end of the task. These questions are for student use and can be covered, cut apart, and used as needed for student comprehension.

Acceptable Administration Procedures:

Provide supports that assist the student in demonstrating his or her understanding. These may include:
– cueing the student to begin or continue working,
– cueing the student to attend to the task,
– orienting the student to the choices (e.g., reading and pointing to each response item before a question is read, guiding a student who is using textures or objects to feel each to orient placement and then asking the student to choose the answer),
– using an established system for motivation and on task behavior (e.g., positive behavior support, token system, behavior chart, primary reinforcer, etc.), and
– providing multiple cues for the student to respond or an extended wait time before recording a score of “No Response”. These cues should not provide assistance to the student in giving the correct answer.

The student can change his or her answer if done so independently before moving onto the next item and if the teacher has not indicated the accuracy of the student’s response in any way.
Non-acceptable Prompting Procedures:

Provide verbal or nonverbal prompts, cues or general feedback:
- on the accuracy of the response,
- that guides the student to the correct answer (e.g., point to the correct answer, emphasize the correct answer with voice inflection, place the correct answer in a preferred spot, highlight correct answer, etc.), and
- that indicate to the student when he/she is answering correctly or incorrectly;

The test administrator cannot:
- decide that a student response is not the intended response,
- give the student multiple trials to correct a response, and
- start the task over if stopped.

15. Record each student response before moving to the next assessment item. Indicate which answer choice the student selected by recording his or her response on the answer sheet. Once the student has responded to a question and the test administrator has moved to the next question, the student cannot “go back” to a previous question as information in questions that follow may provide answers.

16. The student responses will be transferred from the answer sheet to the SRD.

17. Store the answer sheet in the AAAF. When directed to do so, enter the responses online. Information will come at a later date via the Alternate Assessment E-Mail.

18. The Attainment Tasks will be administered and responses entered during two different assessment windows, Window 1: November 5-December 14, 2018 and Window 2: April 15-May 24, 2019.

19. File the completed task answer sheets, Code of Ethics, and any notes in the AAAF.

20. Return the Attainment Task Binder at the conclusion of each testing window to the District Assessment Coordinator (DAC) or Building Assessment Coordinator (BAC) for secure destruction along with any extra materials.

Accommodations

Providing the appropriate accommodations is vital to the validity of the assessment. Accommodations or supports shall meet the following conditions:

1. For students with a disability, accommodations or supports in the instructional process shall be both age-appropriate and related to both the student’s verified disability and specially designed instruction described in the student’s IEP.
Accommodations or modifications shall be based on the individual needs of the student and not on a disability category;

2. Accommodations or supports shall be part of the student’s ongoing instructional program and not introduced for the first time during state-required assessment;

3. Accommodations or supports shall be for the purpose of students accessing the curriculum and demonstrating what they know and are able to do;

4. Changes in the administration of the assessment or recording of student responses shall be consistent with the instructional strategies, assistive technology devices, and services identified on the student’s Individualized Education Program (IEP); and

5. Accommodations, or supports, or both shall not inappropriately impact the content being measured.

There are several types of accommodations or supports. Following are a few accommodations and guidance on the use of each:

– Enlarge the answer choices/pictures and any accompanying materials to assist with low vision and fine motor limitations. The task items are to be read to the student so there is no need to enlarge the task items.

– Reprint the answer choices/pictures and any accompanying materials on high contrast paper to assist with low vision. This would include coloring pictures.

– Change picture symbols to ones that the student has used during instruction. This can be done at the school level as long as the replacement picture symbol does not cue the student to the correct answer and all pictures are changed consistently (e.g., all pictures are changed, not just the correct answer).

– Pair objects or tactile symbols with the picture symbol answer choices or use to replace picture symbol answer choices. This is appropriate as long as the objects do not cue the student to the correct answer and objects are provided consistently (e.g., tactile objects are used for all answer options, not just the correct answer) and are presented in the same order as the original response options are listed.

– Create raised lines on the picture symbol answer choices using an embosser, glue or craft paint. This is appropriate as long as all answer choices are raised.

– Use a program at the school or district level to place answer choices onto the computer and allow the student to take the test online. These programs may
include but are not limited to Writing With Symbols 2000, Boardmaker, Speaking Dynamically Pro, Classroom Suite, and Read & Write Gold. **When this accommodation is used it is important to completely delete all files off of the computer by deleting and then emptying the recycle bin.**

- Typically, a reader and scribe will not be necessary as accommodations because the expectation is that the test will be read and answers scribed for all students.

- When a question utilizes a closed (fill in the blank) sentence, the test administrator may read the sentence with each response option.

**Teachers may order specialized materials for students with Visual Impairments documented on their IEP.**

These materials are provided only when required supplemental materials can be enhanced using tactile graphics. Tactile graphics are embossed on special thermal paper. Tactile graphics of maps, charts, ecosystems and other relevant items are provided. Students should be receiving instruction on how to read tactile graphics throughout the year. For more information on teaching students how to use tactile graphics refer to: [http://www.tsbvi.edu/tactile-symbols](http://www.tsbvi.edu/tactile-symbols).
Glossary

Alternate Assessment and Accountability Folder (AAAF): The Alternate Assessment Accountability Folder is a collection of work samples, raw data, assessment probes, notes, etc. that support the submitted alternate assessment. Information contained in the folder may be used for audits by the department of education. It is a confidential and secure file and should be stored accordingly.

Accommodation: Changes in how a test or assessment is presented or in the response a test-taker gives (e.g., test format, response format, setting, timing, schedule); changes do not affect level, content, or performance criteria but provide equitable instructional and assessment access for students with disabilities. Accommodations are intended to mediate the effects of a student’s disability – they are not intended to reduce learning expectations.

Adaptation: Changes made to existing materials or instructional delivery in order to meet the needs of a student (e.g., head pointers, Opti-Indicator, Boardmaker (Mayer Johnson) symbols, photographs, symbols paired with real objects, real objects, enlarged pictures, textured or raised pictures, high contrast color or coactive signs).

Alignment: The effort to ensure that what teachers teach is in accord with what the curriculum says will be taught and what is assessed on official assessments. The alignment of expectations for student learning with assessments for measuring students’ attainment of these expectations is an essential attribute for an effective standards-based education system. Without adequate alignment between standards and assessments, teachers and students become confused about educational expectations. Among other things, this can result in learning expectations being lowered for some students while being raised for others, creating potential inequities.

Alternative High School Diploma: Provided to students with significant cognitive disabilities who are unable to meet requirements for a regular high school diploma. Recipients of an Alternative High School Diploma will participate in alternate assessments. The Alternative High School Diploma is not equivalent to a regular high school diploma.

Assessment Prompt: The instructions given to the student that explain what he or she is expected to do.

Assistive Technology: Tools and strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; can range from low technology (e.g., unaided communication
systems, sign language, etc.) to high technology (e.g., computers with switch interfaces, etc.).

**Attainment Tasks (AT):** Attainment tasks are performance events that require students to complete a task, working step by step as directed by the teacher.

**Augmentative Communication:** Low, medium or high technology system that assists the student in both receptive and expressive language (e.g., making a request, initiate and respond to questions, describe things or events, and express refusal).

**Complexity:** Describes the kind of thinking involved in a task. More complex tasks require more demanding reasoning. Complexity does not result from the fact that there are multiple answers. Students relate ideas within the content area standards and have to select or devise one approach among many alternatives to solve the problem.

**Cut Scores:** Set by the standards setting committee, cut scores are demarcations on a scale of all possible raw scores that show the beginning and ending points for each performance level.

**Demonstrators:** Indicators of the way a student shows or communicates his or her

**Individualized Educational Program (IEP):** An Individualized Educational Program (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

**Prompt:** for the purpose of this assessment, a prompt is defined as any word(s), gesture, or physical assistance provided by the teacher that is designed to lead or guide the student to the correct answer during any instructional activity or assessment completions and is different than an assessment prompt.

**Supports:** Adaptations, assistive technology, and other accommodations that provide the student access to information and allow the student to demonstrate understanding. These do not guide the student to the answer.

**Student Registration Database (SRD):** The online data system used to house scores from the Attainment Task and Transition Attainment Record administrations.

**Transition Attainment Record (TAR):** The Transition Attainment Record is a checklist based assessment which evaluates the student’s readiness in reading, mathematics and science. The TAR is required at grades 10 and 11 and made available at grades 12 and 14 for any student not meeting benchmark at grade 11.
References


Individuals with Disabilities Education Improvement Act of 2007, PL 108-446, 20 U.S.C. §1400 et seq


U.S. Department of Education (December 9, 2003). Improving the academic achievement of the disadvantaged. Federal Register, 66 (236), 68698-68708

U.S. Department of Education (April 2004). Standards and assessment, peer review guidance: information and examples for meeting the requirements of No child Left Behind Act 2001

U.S. Department of Education (August 2005). Alternate achievement standards for students with the most significant disabilities, non-regulatory guidance