# Kentucky Alternate Assessment

# (Alternate K-PREP)

# 2020-2021 Administration Guide
# Overview and
# Attainment Task Administration
## READING, MATHEMATICS, WRITING, SCIENCE AND SOCIAL STUDIES



# Kentucky Department 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 content alignment  and potential issues of bias and sensitivity. 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 guideline descriptions (link to document), administration guidelines, scoring criteria, performance standards, implications for the Individualized Education Program (IEP), and testing protocol for the Attainment Tasks (AT).  The Administration Guide for the Transition Attainment Record (TAR) is made available at the same time as the TAR training.

**Alternate K-PREP Components**

The Alternate K-PREP includes 2 major components:

1. *Attainment Tasks (AT)*
2. *Transition Attainment Record (TAR)*

The Kentucky Department of Education (KDE) provides both the AT and the TAR to meet ESSA and IDEA requirements. The ATs are administered by a test administrator (i.e., certified teacher) and the TAR is rated by the Admissions and Release Committee

(ARC), IEP or instructional team. The AT and TAR ratings are reported online in the Student Registration Database (SRD). The TAR training was made available Oct. 5, 2020 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 all assessment requirements by grade:

**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 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 house each student response and apply a correct or incorrect result. The total score is then assigned a performance level (novice, apprentice, proficient or distinguished) 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 of the skill.

**All teachers must complete the 703 KAR 5:080 Administration Code for Kentucky's Educational Program and the 703 KAR 5:070 Inclusion of Special Populations in the State Required Assessment and Accountability trainings, and alternate assessment trainings following state and district procedures.** The alternate assessment administration qualification process includes completing the required training/quizzes: Assessment Overview and Attainment Tasks as well as the TAR at the respective grades (Alternate K-PREP Trainings). The last step is completing the corresponding online quizzes. A copy of the completed quiz certificate must be printed and given to the District Assessment Coordinator (DAC) when receiving the AT assessment materials to verify quiz completion. If the district chooses to continue to require the AAAF, then a copy may be placed there as well.

# Grade Level Requirements

| Grade | Content Areas | Kentucky Academic Standards-Alternate Assessment Targets | Attainment Tasks (AT) | Transition Attainment Record (TAR) |
|---|---|---|---|---|
| 3 | Reading and Mathematics | Kentucky Academic Standards-Alternate Assessment Targets for Reading and Mathematics | ✓ | |
| 4 | Reading, Mathematics, and Science | Kentucky Academic Standards-Alternate Assessment Targets for Reading and Mathematics. Science based on Alternate K-PREP Aligned to KAS for Science. | ✓ | |
| 5 | Reading, Mathematics, Social Studies and Writing | Kentucky Academic Standards-Alternate Assessment Targets for Reading, Mathematics, Social Studies and Writing | ✓ | |
| 6 | Reading and Mathematics | Kentucky Academic Standards-Alternate Assessment Targets for Reading and Mathematics | ✓ | |
| 7 | Reading, Mathematics and Science | Kentucky Academic Standards-Alternate Assessment Targets for Reading and Mathematics. Science based on Alternate K-PREP Aligned to KAS for Science. | ✓ | |
| 8 | Reading, Mathematics, Social Studies and Writing | Kentucky Academic Standards-Alternate Assessment Targets for Reading, Mathematics, Social Studies and Writing | ✓ | |
| 9 | **No Assessments Administered** | **No Assessments Administered** | | |
| 10 | Reading and Mathematics | Kentucky Academic Standards-Alternate Assessment Targets for Reading and Mathematics | ✓ | |
| 11 | Science, Writing and Social Studies | Alternate K-PREP Aligned to KAS for Science.  Kentucky Academic Standards-Alternate Assessment Targets for Writing and Social Studies. | ✓ | ✓ |
| 12 | **No Assessments Administered** | **No Assessments Administered** | | **Optional** |

**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 ARC-IEP team decision and as such, should be based on the individual needs of the student. The *Participation Guidelines* are designed to assist the placement 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 placement 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 located and reviewed annually 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 it is recommended that he/she should be placed into a grade closest to the student's chronological age.

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 academic and assessment requirements by grade 12, he/she may be placed into grade 14 on attendance rosters and focus on transition with no more accountability assessment administration required.

**Alternate Assessment and Accountability Folder (AAAF)**

**The Kentucky Department of Education (KDE) no longer requires the AAAF to be kept as a requirement of the state**. The decision to use the AAAF beginning in the fall of 2020 will be a district decision only. For additional details related to the AAAF please visit the AAAF link on the Alternate K-PREP webpage found below.

[AAAF Link](AAAF Link)

**Achievement Standards**

**Alternate Achievement Standards:** Alternate Achievement Standards are the expectation of how much content knowledge a student must demonstrate in order to reach a specific proficiency level. 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.  The process includes reviewing performance levels, performance level descriptors, 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:

·   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;
·   reducing the amount or extent of the standard that the student must demonstrate;
·   simplifying the way the student demonstrates the knowledge, skill, and/or concept (e.g., utilizing objects to give the answer).

**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 the 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).

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**CAUTION**

Placement is solely a placement team (ARC or IEP team) decision and should be guided by the individual needs of the student and the principles of the Least Restrictive Environment (LRE). The placement team should consider the placement that best facilitates the student's access to the general curriculum.

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**Administration Code and Inclusion of Special Populations Training**

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.

**II. Attainment Tasks**

The **Attainment Tasks** are designed to provide an alternate assessment 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 of 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 must be destroyed.

**Test Security**

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

District Assessment Coordinators (DACs), 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 AT's and materials shall be stored in a secure location with access granted to authorized personnel only.

| OK | Not OK |
|---|---|
| • It is appropriate for teachers to know the concepts measured by the statewide assessment and to teach those concepts. <br><br> • Attainment Tasks can be reviewed prior to administration and the start of the testing window so that needed modifications to materials can be made. <br><br> • 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. <br><br> • If materials are photocopied to enlarge or provide color contrast based on needs identified as an allowable accommodation, all photocopies must be securely destroyed at the conclusion of the testing window with all other secure materials. | • Secure test materials shall not be reproduced/altered in a way that could lead or guide a student to the correct response. <br><br> • No one shall take notes regarding the content, concepts or structure of any secure test item. <br><br> • No one may have test binders without authorization from the district or building assessment coordinator. <br><br> • Local district staff may not show items in the test binders to anyone not administering the test. <br><br> • Teachers or other staff with knowledge of the content of any secure test item shall not reveal this content to anyone. <br><br> • 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. |

**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 Overview and Attainment Task online training and the qualifying quiz.

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.**

**Steps to Administering**

1. 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.

2. Review the Attainment Task Resource Guide for Administration.

3. Read the Overview and Attainment Task Administration Guide.

4. Complete the online training and review any supplementary materials. Complete the qualification quiz. Print a copy of the quiz certification for the DAC. If the district chooses to continue to require the AAAF, then a copy may be placed there as well.

5. Non-school personnel or classified staff who **assist** with the administration of the assessment must sign a nondisclosure form and keep on record.

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

7. Make modifications to materials to ensure accessibility to individual students. Refer to the Accommodations section (pages 14-16) 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,
   · 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 in the Office of Assessment and Accountability (OAA).

8. 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

9. 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.).**

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

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

12. 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.

13. 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 that could lead the student to 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 attempts to correct a response, and
- start the task over if stopped.

14. 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, <u>the student cannot "go back" to a previous question</u> as information in questions that follow may provide answers.

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

16. The SRD is scheduled to open for Window 1 score entry February 15, 2021.

17. The Attainment Tasks will be administered and responses entered during two different assessment windows, Window 1: February 15-March 26, 2021 and Window 2: April 19-May 28, 2021.

18. After scores are entered into the SRD store the answer sheets in a secure location. It is recommended to keep the answer sheets until the end of the school year in case electronic scores become unavailable for any reason. Answer sheets may be destroyed at the same time Window 2 tasks are destroyed when the school year ends.

19. Return the Attainment Task Binder at the conclusion of each testing window to the District Assessment Coordinator (DAC), Building Assessment Coordinator (BAC) or Director of Special Education (DoSE) for secure destruction.

**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 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. <u>This would include coloring pictures</u>.

- 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 <u>all pictures are changed consistently</u> (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 remove all files from 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 . Not all grades will have tactile materials available.

**Glossary**

**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.

**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 grade 11 and made available at grades 12 and 14 for any student not meeting benchmark at grade 11.

**References**

Individuals with Disabilities Education Act (IDEA) Amendments of 1997, PL 105-17, 20 U.S.C. §§ 1400 *et seq.*

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

Kentucky Department of Education. (2004, February). *Administration Code Training Materials.* Retrieved December 16, 2008, from Kentucky Department of Education Testing and Reporting - District Support: http://www.kde.state.ky.us/KDE/Administrative+Resources/Testing+and+Reporting+/District+Support/Administration+Code+Training+Materials

No Child Left Behind Act of 2001, PL 107-110, 115 Stat. 1425, 20 U.S.C §§ 6301 *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