

Guidance on Standard and ELOS Item Administration

Clarification for ‘Three Task – Three Item Minimum Rule’

ALL students begin with the Standard Administration of test items/tasks for the student’s grade level with or without accommodations every year. If a student is non-responsive, refuses, or earns a zero score on **three consecutive items in three consecutive tasks** for a content area, the standard administration should be stopped and the Qualified Assessor (QA) should administer the Expanded Levels of Support Items (ELOS). The focus of the ELOS is on students who have very early systems of communication (may look at a speaker when her name is called, may indicate choice between activities, may have very early pre-skills for academic areas, etc).

The intent is to provide an opportunity for each student to demonstrate skills in the Standard Administration of the Alternate Assessment without administering the entire test to students who are not yet able to demonstrate skills at that level. In contrast, students who are capable of substantial engagement in a content area and reach their ceiling after scoring points in several early tasks would not be likely candidates for the ELOS.

The rule is operationalized as follows: The QA engages the student with the first three items on a task and enters zeros if the student has (a) no interactive behaviors, (b) actively refuses to engage in the activity, or (c) is consistently incorrect. The QA then administers another task and enters zeros if they cannot elicit interactions, the student refuses, or the student is consistently incorrect. Finally, the QA moves to a third task and enter zeros if they cannot elicit interactions, the student refuses, or the student is consistently incorrect.

Test Administration Considerations

Start with Task 1 and proceed with successive tasks. Generally, the early tasks in each content area Alternate Assessment are easier and become progressively more difficult and complex.

If the student scores three consecutive zeros in a task, testers CAN move to the next task; if you feel that the student may get any subsequent items correct, proceed to administer these items. However, realize that if the student DOES get any item correct, you no longer have 3 consecutive items incorrect.

Assuming the test administrator moves to the next task after these 3 consecutive items are zero; an additional 3 consecutive items in the second task need to be scored zero before moving to the next task.

On this third and consecutive task, this rule is applied one last time with the student needing to have 3 consecutive zeros before the ELOS items can be administered.

If a student participates in both the Standard Alternate Assessment tasks (with or without accommodations) AND ELOS, the scores obtained in the Standard Alternate Assessment score count.

If a student is well into an Alaska Alternate Assessment subject area before she reaches the “3 tasks –3 item” criteria then the assessor should determine if the student has clearly demonstrated her abilities in this subject area. If this is the case, the assessor need not move to the ELOS section as the student has demonstrated abilities beyond those assessed in the extended levels of support (ELOS) items.

If you submit scores you can edit them later; if you choose “Record Complete”, you can still edit scores later UP TO THE DATE THE TESTING WINDOW CLOSES. After the window closes, QAs cannot enter or edit any scores.

If you have a valid entry and then delete it, the deleted data will no longer be available to you (but the valid data are still saved in an archive file that can be accessed by DRA).

Examples of Student Testing Outcomes Related to ELOS Decisions

Following are patterns of responses for two illustrative students across a number of items and tasks.

Student 1	Student 2
Task 1: 0,0,0	Task 1: 1,0,0
Task 2: 0,0,0	Task 2: 0,0,1
Task 3: 0,0,0	Task 3: 0,0,0
	Task 4: 0,0,0
	Task 5: 0,0,0
Appropriate to administer ELOS	Appropriate to administer ELOS

In both cases below, the student should NOT be given the ELOS until more additional tasks are given.

Student 1	Student 2
Task 1: 0,0,0	Tasks 1, 2, and 3 include various 0s and 1s
Task 2: 0,0,1	Task 3: 1,1,1
Task 3: 0,0,0	Task 4: 0,0,0
	Task 5: 0,0,0
This student needs 2 more tasks (with 3 consecutive zeros) before moving to ELOS	This student needs 1 more task (with 3 consecutive zeros) before moving to ELOS
Task 4: 1,1,1,0,0,0	Task 6: 1,1,0,0,0
Task 5: 1,0,0,0	
Now it is appropriate to administer the ELOS if the QA wants to find out more information about the student’s skills	Now it is appropriate to administer the ELOS if the QA wants to find out more information about the student’s skills