



# **Alaska**

## **Alternate Assessment**

Teacher Participation Guide

2007-2008

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## **ALASKA ALTERNATE ASSESSMENT SYSTEM**

### **Introduction and Overview**

The Alaska Alternate Assessments focus on basic academic skills comprised of reading, writing, mathematics, and science tasks to provide sensitive administration and scoring systems that relate to Alaska's extended grade level expectations.

The alternate assessment is comprised of the following components of a web-based training system that can be located at the following URL – <http://ak.k12test.com>. At this web site, all materials can be found, including:

- Video-based training in each task
- Training manuals for each subject area
- Proficiency examinations (see section on Qualified Assessors and Trainers)
- Practice materials for test administration
- Secure test materials accessible only to qualified assessors
- A data entry and reporting portal

### ***Alaska Alternate Assessment System Requirements***

Windows 2000/XP: Firefox 1.5+ or Internet Explorer 6.0+

Mac OS X: Safari 1.2+ or Firefox 1.5+

-Javascript Enabled

-PDF Viewer (Acrobat Reader)

-Excel or equivalent spreadsheet program (Only if you want to view CSV exports of student scores)

## **Vendor Contact Information**

Dillard Research Associates (DRA) is committed to providing Alaska special educators with the best service and support possible. Registered users and Qualified Assessors who experience difficulty accessing the internet-based assessment system can call the **Help Desk (800) 838-3163**. If registered users and Qualified Assessors have other types of questions, they should first contact their district Alternate Assessment Qualified Mentor-Trainer.

The DRA Help Desk representatives will respond to calls or emails within 24 hours. If DRA representatives are unable to answer your question, they will research the answer and get back to you with an answer by the following day. All questions are collected in a spreadsheet, coded by topics, and the response noted.

The Help Desk will be open from November 1, 2007 until April 13, 2008.

DRA requests that the district Alternate Assessment Qualified Mentor-Trainer notify DRA a week in advance of scheduled computer lab trainings for district staff. DRA will have a representative on standby to assist with any technical difficulties.

The Alaska Alternate Assessment was originally developed and used with the state of Oregon from 1997 – 2005. The assessment has been significantly revised to align with Alaska content strands and proficiency level descriptors. Information about the test vendor can be accessed at <http://dillardresearchassociates.com/> or Email: [info@dillardresearchassociates.com](mailto:info@dillardresearchassociates.com)

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## Qualified Assessors and Qualified Mentor-Trainer

### *Administering the Alternate Assessment and Definitions of Roles*

Only school personnel may administer the Alternate Assessment (4 AAC 06.765, c). All testing personnel must receive standardized training and become qualified as assessors in order to access the secure assessment, administer the assessment to students, and enter valid test scores. Mentors who are *Qualified Mentor-Trainers* will provide this training and certify testing personnel as *Qualified Assessors*.

District Alternate Assessment Qualified Mentor-Trainers are people appointed by the Special Education Director or Superintendent to be the primary point of contact for the Alternate Assessment Program Manager. Districts may choose to have more than one Qualified Mentor-Trainer depending on the number of district personnel who require training.

Qualified Assessors are teachers or paraprofessionals who have been trained by Qualified Mentor-Trainers. Anyone who administers the Reading/Writing/Math/Science Alternate Assessments **must** be a certified Qualified Assessor.

- Level 1: This is the demo site that is not being used for the 2007-2008 school year. This level of security previously allowed the user to access some of the training materials and establish a record to test proficiency and become familiar with the web site. All records were wiped out daily. This level of security was for “demonstration” use only.
- Level 2: Registered Users can access the training materials and proficiency examinations.
- Level 3: After registered users have completed all proficiency examinations accurately, the Registered User becomes a Qualified Assessor (QAs), and also gains access to the secure test materials (including scoring protocols, student materials, and data entry and reporting). See section on the qualification process.
- Level 4: Qualified Mentor-Trainers (QTs) can access the training materials, proficiency examinations, and all secure test materials. They also can grant access to individuals who become qualified assessors (QAs).
- Level 5: Key personnel within the Alaska Early Education and Development (EED) Office and Dillard Research Associates (DRA) have access to all materials noted above, as well as the records of all test administrators and students.

## ***Training Requirements***

### **A Registered User is trained to become a Qualified Assessor (QA):**

- Receive training from a Qualified Mentor-Trainer
- Attain Proficiency in Reading/Writing/Math/Science Administration
- Give a Practice Test to become familiar with materials
- Administer the assessments (reading, writing, math, and science) to one or more student(s)
- Notify a Qualified Mentor-Trainer to review and award a certificate

### Ongoing requirements to administer assessments for Qualified Assessors:

- Hold a Qualified Assessor Certificate
- Refresh proficiency annually to maintain access to online system
- Sign Test Security Agreements annually and give to District Test Coordinators (DTCs) to keep on file

### **Qualified Assessors become Qualified Mentor-Trainers (QT):**

- Complete 1-2 days of training
- Receive materials to support training (PPT, handouts, examples of scoring protocols)
- Train a protégé to become a qualified assessor by:
  - Providing orientation to assessments and online training program and ongoing support
  - Reviewing and providing feedback to protégé's on practice test after they achieve proficiency on the online training
  - Awarding QA certificates after protégé's have produced corrected scoring protocols to the qualifying level
- Become certified as Qualified Mentor-Trainer after meeting qualifications and having their status upgraded by EED or DRA

### Ongoing requirements to continue as a Qualified Trainer:

- Hold a Qualified Mentor-Trainer Certificate, or attend new Qualified Mentor-Trainer training
- Attend any required refresher trainings
- Refresh proficiency annually to maintain access to online system
- Sign Test Security Agreements annually and give to EED with a copy on file with the District Test Coordinators (DTCs)

<b>Summary for 2007-2008 Mentor-Trainer Training Sequence</b>	
<b><i>Qualified Assessor</i></b>	<p><b>Certification Checklist for <i>Qualified Assessors</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete <i>Qualified Assessor</i> training</li> <li><input type="checkbox"/> Sign a Qualified Assessor Test Security Agreement and send to District Test Coordinators (DTC)</li> <li><input type="checkbox"/> Become familiar with student materials and scoring protocols</li> <li><input type="checkbox"/> Attain proficiency in the Reading/Writing/Math/Science Administration online modules</li> <li><input type="checkbox"/> Administer Practice Tests (reading, writing, mathematics, and science) to a student</li> <li><input type="checkbox"/> Submit Practice Test Scoring Protocols for review and approval by a <i>Qualified Trainer</i></li> <li><input type="checkbox"/> Receive feedback and additional training if required</li> <li><input type="checkbox"/> Obtain a <i>Qualified Assessor</i> certificate</li> <li><input type="checkbox"/> Refresh proficiency annually to maintain access to online system</li> </ul>
<b><i>Yearly Requirements: Qualified Assessors</i></b>	<p><b>Ongoing requirements to remain a <i>Qualified Assessor</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hold a <i>Qualified Assessor</i> Certificate</li> <li><input type="checkbox"/> Refresh online proficiency to maintain access to online system</li> <li><input type="checkbox"/> Sign Test Security Agreements annually and file with DTC</li> </ul>
<b><i>Qualified Mentor-Trainer</i></b>	<p><b>Certification Checklist for <i>Qualified Mentor-Trainers</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hold a <i>Qualified Assessor</i> certificate</li> <li><input type="checkbox"/> Complete a <i>Qualified Mentor-Trainer</i> training</li> <li><input type="checkbox"/> Train a protégé to become a qualified assessor by: <ul style="list-style-type: none"> <li>(a) Providing orientation to assessments and to online training program, give ongoing support,</li> <li>(b) Reviewing and providing feedback to protégé’s on practice test after they achieve proficiency on the online training,</li> <li>(c) Awarding QA certificates after protégé’s have produced corrected scoring protocols to the qualifying level</li> </ul> </li> <li><input type="checkbox"/> Submit protégé’s scoring protocols to DRA via EED for approval</li> <li><input type="checkbox"/> Become certified as <i>Qualified Mentor-Trainer</i></li> </ul>
<b><i>Yearly Requirements: Qualified Trainer</i></b>	<p><b>Ongoing requirements to remain a <i>Qualified Mentor-Trainer</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attend required refresher trainings</li> <li><input type="checkbox"/> Refresh proficiency annually to maintain access to online system</li> <li><input type="checkbox"/> Sign Test Security Agreements annually, file with EED and DTC</li> </ul>

## **Qualified Mentor-Trainer Scoring Protocol Review Sheet**

**Mentor-Trainer Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Protégé Name:** \_\_\_\_\_

**District:** \_\_\_\_\_

This document is a guide to help Qualified Mentor-Trainers train district personnel to become Qualified Assessors and administer the alternate assessment. The requirements are listed below along with a checklist for completing a review of the Qualified Assessor's practice test. Additionally, this document and the scoring protocols are reviewed by EED and the test vendor in order to certify mentors-in-training.

### **Mentors-in-training:**

- QA will find and train a protégé
- Protégé will administer a practice test and submit back to the mentor
- Mentor will review practice test, mark any issues in the protocol and fill out the mentor checklist
- Mentor will send reviewed packet to EED
- EED will review packet to make sure correct materials were sent, then re-package and send to DRA
- DRA will review packet and notify EED of status change
- EED will send out Qualified Mentor-Trainer certificate

### **Checklist for reviewing Practice Scoring Protocol:**

The scoring protocol is reviewed for accuracy in recording student performance and scoring. This is only for administration under standard conditions (if the student requires Expanded Levels of Support (ELOS), separate test items are administered. The following checklists are provided for mentors to fill out as they review their protégé's practice test scoring protocols. The practice test is reviewed for accuracy in recording student responses and scoring. An extra column is added for any additional comments for each task. The protégé may receive one point for correctly addressing the student responses and one point for scoring. After the review has been completed, all scores are totaled and percentages are calculated. If the protégé receives 75% or higher in each subject area and the overall review, Qualified Assessor status is obtained.

A rating scale is provided for the Overall Review Across all Four Content Areas.

<b>Reading Tasks</b>	<b>Student Responses</b>	<b>Scoring/ Recording</b>	<b>Additional Comments</b>
1: Identify Pictures			
2: Identify Signs and Symbols			
3: Identify Letter Names			
4: Comprehend Oral Text			
5: Segment Phonemes			
6: Identify Letter Sounds			
7: Blend Sounds			
8: Identify Beginning Reading Words			
9: Identify Advanced Reading Words			
10: Read Sentences			
11: Read Passages			
12: Comprehend Printed Text			
<b>Total</b>	<b>/12</b>	<b>/12</b>	<b>/24 = ____%</b>

<b>Writing Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
1: Copy Letters			
2: Copy Words			
3: Copy Sentences			
4: Write Your Own Name			
5: Write Words from Dictation			
6: Write Sentences From Dictation			
7: Sentence Mechanics			
8: Write a Sentence			
9: Write a Story with Pictures			
10: Write a Story without Pictures			
<b>Total</b>	<b>/10</b>	<b>/10</b>	<b>/20 = ____%</b>

<b>Mathematics Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
1: Identify Numerals			
2: Copy Numbers			
3: Identify Shapes			
4: Write Numerals			
5: Discriminate Differences			
6: Measurement-Size			
7: Identify Money			
8: Time of Day			
9: Number Line			
10: Tell Time			
11: Order Numbers			
12: Ordinal Numbers			
13: Calendar			
14: Manip. w/Take Away			
15: Manip. w/Quantity			
16: Fractions			
17: Count money			
18: Place Value			
19: Count on Dictation			
20: Comp. Addition			
21: Comp. Subtraction			
22: Mixed/Story Problems			
<b>Total</b>	<b>/22</b>	<b>/22</b>	<b>/44 = _____ %</b>

<b>Science Tasks</b>	<b>Student Responses</b>	<b>Scoring Recording</b>	<b>Additional Comments</b>
1: Structure and Properties of Matter			
2: Chemical and Physical Changes			
3: Fundamental Forces and Motions			
4: Interaction of Energy and Matter			
5: Organism Characteristics and Needs			
6: Transmission of Traits			
7: Interdependence of Organisms in Environment			
8: Diversity of Species and Adaptation			
9: Structure of Earth and Material Use			
10: Change in Lithosphere, Hydrosphere, Atmosphere			
11: Earth, Sun, Moon			
<b>Total</b>	<b>/11</b>	<b>/11</b>	<b>/22 = _____%</b>

**Overall Review Across all Four Content Areas**

Use the following rating scale:

<b>1</b>	<b>Unacceptable</b>
<b>2</b>	<b>Needs Additional Work</b>
<b>3</b>	<b>Satisfactory</b>
<b>4</b>	<b>Exceptional</b>

No.	Review Area				
<b>1</b>	<b>Cover Page:</b> Names and identifying information recorded on cover page.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
<b>2</b>	<b>Task Administration:</b> Each task is clearly marked so that both tasks administered and tasks not administered are easily identified on the scored protocol.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
<b>3</b>	<b>Scoring:</b>				
	• Incorrect responses written to show student’s response.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	• Scored correctly.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	• Arithmetic completed correctly, e.g. scoring was correct and the total score was added correctly.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Comments:					
<b>4</b>	<b>Clear Markings:</b> The scoring protocol is marked clearly so that it can be interpreted easily, e.g. by an instructional assistant entering the data online or by the next teacher reviewing the student’s previous performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
<b>5</b>	<b>Stop Testing:</b> If assessment was terminated early, evidence for this decision is provided on the scoring protocol (3 Error Rule).	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Comments:				
<b>Total</b>		<b>/28 = ____%</b>			

## Decision Making Guide: Alternate Assessment Administration Rules

### *Selection 1- Standard Administration of Test*

- Students taking the Alternate Assessment for the first time
- Students who were administered the Alternate under the Standard or Expanded Levels of Support (ELOS) conditions of administration in the spring 2007 test administration, but who did **not** follow the Three Task Minimum Rule (If unsure about the status of your student, email or call EED for verification)
- Any student, including a student who previously took the Expanded Levels of Support, has the option of following Selection 1, which is to administer the test under the standard condition of administration

Administer the Alternate Assessment under the Standard condition of administration following the Three Task-Three Item Minimum Rule. If a student gives no response, refuses, or scores zero on three consecutive items in three tasks, the assessor may stop the assessment for that content area. The assessor may choose to administer the Expanded Levels of Support (ELOS) items for additional instructional feedback.

#### **Three Task-Three Item Minimum Rule (Standard Administration)**

Every student taking an Alaska reading, writing, mathematics, or science Alternate Assessment must take a minimum three tasks under the Standard administration with or without accommodations. For each of the minimum three tasks, the student must be presented with at least three items in the task before moving on to the next task. When the student gives no response, refuses, or scores zero on three consecutive items in three tasks, the assessor may stop the assessment for that content area. Not Administered—Inappropriate (NA-I) will not be accepted as an administration condition for the three minimum tasks.

### *Selection 2-Expanded Levels of Support Test Items*

For students who perform so poorly (score zero in three items in at least three tasks), teachers may opt to administer the Expanded Levels of Support (ELOS) test items. These items provide teachers useful information of the skills a student needs to learn that are related to the ExGLEs but do not count toward proficiency.

- Students who took the Alternate Assessment under ELOS following the Three Task-Three Item Minimum Rule **and** submitted the Assistive Technology-Communications Needs Survey for the student in spring 2007, may start with the ELOS items this year
- Students who were administered the Alternate Assessment under ELOS conditions, and submitted the AT-CN Survey required in spring 2007, but who did **not** follow the Three Task-Three Item Minimum Rule, are **required** to be administered the Alternate Assessment under the standard test administration this year, as explained in Selection 1

After completing the Three Task-Three Item Minimum Rule under a Standard Condition of Administration with or without accommodations, and meeting the no response or zero score

criteria explained above, a student will be eligible to move to the ELOS test items. Administer the Alternate Assessment Expanded Levels of Support (ELOS) items following the **Three Task Fifteen Item Minimum Rule**.

**Three Task-Fifteen Item Rule (ELOS)**

Each ELOS task has five items. Students are scored using the *Levels of Independence Scoring Rubric* shown below. A student is presented with a minimum of three tasks, including all five items in each of the three tasks, for a total of 15 items. *A-Already has this skill* will not be accepted as fulfilling the three task fifteen item minimum. If an entire task is marked *I-Inappropriate/ Inaccessible based on the nature of the student’s disability*, the assessor must document the reason this item was inappropriate or inaccessible based on the student’s disability in the designated online data entry text field. The assessor must then select a more appropriate task to meet the requirements of the Three Task-Fifteen Item Minimum Rule.

**Selecting ELOS Tasks**

The ELOS tasks progress from simple to more difficult. Using professional judgment and knowledge of the student’s abilities, the Qualified Assessor selects three appropriate ELOS tasks and administers all five items in each task using the scores one (1) through four (4) as defined in the *Levels of Independence Scoring Rubric*.

It is acceptable to use the first three (3) ELOS tasks to get a foundation score for the student. If the Qualified Assessor feels that a student may already have the skill a specific task measures, the assessor may mark that task as *A-Already has this skill*, and select a different task to begin the assessment, and continuing for a total of a minimum of three tasks, 15 items.

If after beginning a more difficult task, the student receives a score of five (5) or fewer, the assessor should return to an earlier task in the sequence in order to provide the student every opportunity to show what they know and can do.

**Additional ELOS Task Administration:** If a student receives a score of five (5) or fewer on each of the three (3) required ELOS tasks attempted, there is no obligation to continue. If a student receives scores of ten (10) or above on the required three (3) minimum tasks, the assessor may elect to continue testing for instructional feedback.

Levels of Independence Scoring Rubric				
A- Already has this skill	1 - Full Physical Contact for response <i>(e.g., hand over hand)</i>	2 - Partial Physical Contact for response <i>(e.g., nudge or adjust body)</i>	3 - Visual: Materials Movement <i>(e.g., move into line of vision)</i>  - Verbal: Auditory Statement <i>(e.g., more than repeat prompt)</i>  - Gesture: Hand Signal <i>(e.g., tap table, pick up card)</i>	4 – Independent: No contact and no prompting
I – Inappropriate/ Inaccessible based on the nature of the student’s disability (*)				
R – Student refuses to complete				
(*) In a text box located in the online scoring and reporting system, the Qualified Assessor must provide an explanation about why this item was inappropriate or inaccessible based on the student’s disability.				

## Reasons Not Tested

These are the “reasons not tested” that a Qualified Assessor or district test coordinator would choose to alert DRA and EED about why they are not testing a student.

<b>Reasons Not Tested in an Alternate Assessment Content Area</b>	
<b>Long Term Illness</b>	Student out of school for the entire test window due to a medical condition.
<b>Suspension</b>	Student suspended or expelled for the entire test window.
<b>Absent</b>	Student out of school for the entire test window for other than medical condition.

These are the “reasons not tested” for specific tasks within a content area test:

<b>Reasons a Specific Task Not Administered in Standard Administration</b>	
<b>Not Administered-Inappropriate</b>	Task # 1.34A for blind students only Task # 1.34C for deaf students only
<b>Reasons an ELOS Item Not Administered – <i>Levels of Independence Scoring Rubric</i></b>	
<b>A-Already has this skill</b>	Assessor moves to another task following the 3 Task-Fifteen Item Rule (ELOS).
<b>I-Inappropriate/Inaccessible based on the student’s disability</b>	Assessor marks this code in the online scoring system and provides an explanation about why this item was inappropriate or inaccessible based on the student’s disability in the text box provided and moves to another task following the 3 Task-Fifteen Item Rule (ELOS).
<b>R-Student refuses to complete</b>	Student Refusal means that if a student is resisting the assessment (refuses to cooperate or respond), a Qualified Assessor should attempt to administer the content area test on a different occasion. If the student continues to refuse, follow the 3 Task-Fifteen Item Rule (ELOS).

### **(Practice) Test Description**

The test has been adapted in 2007-2008 to exactly fit the Extended Grade Level Expectations (ExGLEs). At each grade band (3/4, 5/6, 7/8, 9/10) the strands-attributes were used, along with specific objectives, to organize the tasks and items forming the alternate assessment. A cross walk has been provided to reflect how the tasks from last year (appearing in both the web training and proficiency as well as the practice test materials) fit with the new 2007-2008 secure test. The tests were updated to (a) ensure complete coverage of each grade band and (b) provide comparability in distribution of point totals across all the grade level attributes-strands.

#### *Reading*

- Task 1: Identify Pictures
- Task 2: Identify Signs and Symbols
- Task 3: Identify Letter Names
- Task 4: Comprehend Oral Text
- Task 5: Segment Phonemes
- Task 6: Identify Letter Sounds
- Task 7: Blend Sounds
- Task 8: Identify Beginning Words
- Task 9: Identify Advanced Words
- Task 10: Read Sentences
- Task 11: Read Passages
- Task 12: Comprehend Printed Text

#### *Writing*

- Task 1: Copy Letters
- Task 2: Copy Words
- Task 3: Copy Sentences
- Task 4: Write Your Own Name
- Task 5: Write Words from Dictation
- Task 6: Write Sentences from Dictation
- Task 7: Sentence Mechanics
- Task 8: Write a Sentence
- Task 9: Write a Story with Pictures
- Task 10: Write a Story without Pictures

*Mathematics*

- Task 1: Identify Numerals
- Task 2: Copy Numbers
- Task 3: Identify Shapes
- Task 4: Write Numerals
- Task 5: Discriminate Differences
- Task 6: Measurement-Size
- Task 7: Identify Money
- Task 8: Time of Day
- Task 9: Number Line
- Task 10: Tell Time
- Task 11: Order Numbers
- Task 12: Ordinal Numbers
- Task 13: Calendar
- Task 14: Manipulate – Count - Take Away
- Task 15: Manipulate – Concepts Quantitative
- Task 16: Fractions
- Task 17: Count Money
- Task 18: Place Value
- Task 19: Count on Dictation
- Task 20 AND 21: Timed Computation-Addition/Subtraction Facts
- Task 22: Mixed Computation/Story Problems

*Science*

- Task 1: Structure and Property of Matter
- Task 2: Chemical and Physical Changes
- Task 3: Fundamental Forces and Motion
- Task 4: Interaction of Energy and Matter
- Task 5: Organism Characteristics and Needs
- Task 6: Transmission of Traits
- Task 7: Interdependence of Organisms in Environment
- Task 8: Diversity of Species and Adaptation
- Task 9: Structure of Earth and Material Use
- Task 10: Change in Lithosphere, Hydrosphere, and Atmosphere
- Task 11: Earth, Sun, and Moon

*Administration*

<b>Administration</b>	<b>Training</b>	<b>Proficiency</b>
1: Flashcard Manipulation	Note: Administration contains only Proficiency Exercises (not Training Exercises)	
2: Verbal Prompting		
3: Timed Tasks		
4: Student Response		
5: Written Response		
6: Student Production Response		
7: Verbal Response		
8: Verbal and/or Physical Prompt		

## Overview of Web Training Components

### *Logging In*

Teachers and test administrators can access all of the materials at the web site noted above (<http://ak.k12test.com>). In the opening screen, they must log in by entering an email address and a password; if they are a new user, they should note that, at which time, they will be asked to register. If a current user has forgotten their password, they should select that option, at which time they will have a password sent to their email account (and which they can then change to something that can be easily remembered).

Alternate Assessment : Alaska

Welcome Alaska Teachers!

Visitors may view a demo by entering the word demo into both the email and password boxes to the right (demo must be all lower case in the password box). Teachers who want to become Qualified Assessors must [register](#) as a new user.

**Registered User Login**

Email:

Password:

[Register](#) [Reset Password](#)

This web site supports the Alaska Alternate Assessment. The site provides access to assessment materials, online data entry, and immediate reporting for qualified assessors. In addition, the site provides training and proficiency evaluation. If this is your first visit to this site, please view the [System Requirements](#) and then click on the Register link to sign up to use the system. The State of Alaska EED maintains a [website](#) with important information regarding this assessment.

[About](#) - [Contact](#) - [Requirements](#) - [FAQ](#) - [Login](#) - [Register](#)

### *Alternate Assessment Registration*

Registration is critical as all contact information is used to monitor levels of security. Furthermore, this registration information is used to assist teachers and test administrators when they are having difficulty accessing the web site or in sending them protocols.

1. Register by entering your email, where you will find the following message:

Thank you for starting the registration process for Alaska Alternate Assessment!

Please go to the confirmation link below, so we know that you've received this email. Just click the link if it's click-able, otherwise copy and past it into your web browser.

Confirmation Link:  
[http://akdev.k12test.com/teachers/register.php?email=stindal@uoregon.edu&confirmation\\_key=35b7048cb1185ac73132c34a9e937d80](http://akdev.k12test.com/teachers/register.php?email=stindal@uoregon.edu&confirmation_key=35b7048cb1185ac73132c34a9e937d80)

Thanks again,  
 - The Alternate Assessment Team

2. When you click on the link above, you can register by entering the appropriate information.

### User Registration

Thank you for confirming your email address. To complete the registration process, please fill out the form below, and then click Register at the bottom. All fields are required.

Account Information

**Email:** gerald@uoregon.edu

**Pick a Password:**

**Retype Password:**

Personal Information

**First Name:**

**Last Name:**

**Phone:**

**Street Address:**

**City:**

**State:** Other

**Zip:**

District and School Information

**Your District:**

**Your School:**

(Selectable once you pick a District)

By selecting the agreement checkbox below as a user of the DRA Alternate Assessment Training and Scoring Online System (AA Online System) you agree to the following:

1) Use of the AA Online System is limited to authorized educators.

2) All materials on the AA Online System (text, videos, and files) are only to be distributed by the AA Online System. Users may not copy, email, or otherwise distribute any of the materials.

3) Users may be tracked at any time as presented by EDO.

I agree to the above

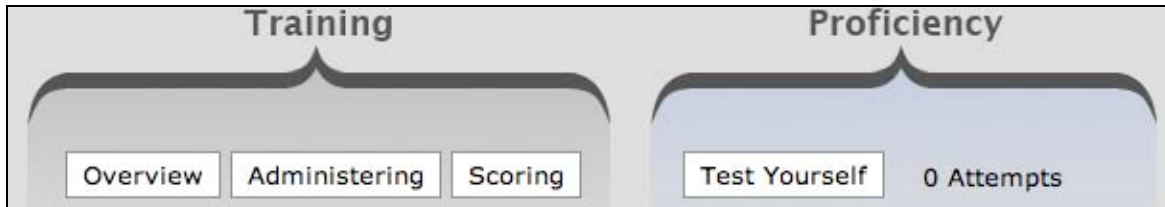
You will receive a confirmation with all the information you entered and can log in.

In each area (reading, writing, mathematics, and science) a training manual is available as well as scoring protocols and student materials. The test includes scripted directions (in the scoring protocol) that are to be read by the test administrator. Given the population of students for whom this test was developed, however, the need might exist for adapting the directions.

Three screens can be selected: (a) training, (b) materials, or (c) account management.



For each area (reading, writing, mathematics, and science), you can select either training (how to administer and score) or proficiency (to test your skill and reach 80% correct).



**Critical Note:** For each task you select, an overview is provided where you can view the relation between the tasks included in this web site (and associated with the practice tests) and the tasks to appear in the new secure test. The naming convention for the new secure test includes a task number followed by the grade level in which it is used. For example, Task 7 in the web site and practice test is used in Task 1 for all grade levels and therefore the overview notes the following: Task 7 for Practice Test and Task 1.34C, 1.56A, 1.78A, and 1.910A for Secure Test (Word Identification Skills strand).

Learn how-to administer and score this task  
 Read the information on the screen  
 Click the speaker to listen to information about the task  
 Click “play” to view a video clip of a teacher administering this task

Evaluate your proficiency  
 When you believe you are ready to test out on the task, click “[Test your scoring proficiency](#)” and score the student responses  
 You will be presented with a video and a scoring window online  
 Judge the student responses and score them online  
 You will receive feedback about your proficiency

Continue this process until you attain proficiency on all training areas and all tasks.

## Required Refresher Tasks

The purpose of refresher tasks is to familiarize the test administrator on the essential administration and scoring process for the AK Alternate Assessment (AAA) while also being efficient. Because the 07-08 AAA has been changed to be more ‘grade bound’ (the tasks critical to establishing proficiency change at each grade level), it is important to focus on those tasks that have the most application across the grades.

In the subject areas below, tasks have been selected with this feature of grade band applications in mind; they also have been selected so they address all of the strands and attributes from the Extended Grade Level Expectations (ExGLEs). Finally, they minimize the amount of time needed to re-establish proficiency.

### Reading

Listen Comprehension (4)  
 Blend Sounds/Decode Words (7)  
 Read Words (8-9).  
 Reading Comprehension (12)

*In order of former task numbers: Tasks 4, 7-9, and 12*

### Writing

Write Own Name (4)  
 Revise Sentences (7)  
 Write a Sentence (8)  
 Write a Story (10)

*In order of former task numbers: Tasks 4, 7-8, and 10*

### Mathematics

Copy Numbers (2)  
 Same or Different Shapes, Identify Shapes (3)  
 Shorter or Longer (5)  
 Identify Units of Measurement (6)  
 Number line (9)  
 Identify Money (17)  
 Simple/Double Digit Addition, Subtraction, Multiplication (20-22)

*In order of former task numbers: Tasks 2, 3, 5, 6, 9, 17, 20-21, and 22*

### Science

All tasks

**New Secure Tests and Cross Walk with Practice Tasks**

<b>08 TASK #</b>	<b>Grade</b>	<b>2007-2008 STRAND NAME</b>	<b>READING TASK NAME*</b>	<b>WHAT'S NEW AND WHAT'S THE SAME</b>	<b>TASK #</b>	<b>TASK NAME</b>
1.34A	3/4	Word Identification Skills	ID signs and symbols	Taken from 06-07 test	Task 2	ID signs and symbols
1.34B	3/4	Word Identification Skills	ID letter sounds	Taken from 06-07 test	Task 6	ID letter sounds
1.34C	3/4	Word Identification Skills	Blend sounds	Taken from 06-07 test	Task 7	Blend Sounds
1.34D	3/4	Word Identification Skills	ID own name	NEW	NEW	NEW
2.34A	3/4	Forming a General Understanding, Analysis of Content and Structure	Read Passages: Story 1	Taken from 06-07 test, dictation only	Task 4 and 12	Comprehend Printed Text
2.34B	3/4	Forming a General Understanding, Analysis of Content and Structure	Read Passages: Story 2	Taken from 06-07 test, dictation only	Task 4 and 12	Comprehend Printed Text
2.34D	3/4	Forming a General Understanding, Analysis of Content and Structure	Read Passages: Story 3	Taken from 06-07 test, dictation only	Task 4 and 12	Comprehend Printed Text

1.56A	5/6	Word Identification Skills	Read words	Taken from 06-07 test	Task 7, 8 and 9	Identify Beginning Reading Words (Task 8) Identify Advanced Reading Words (Task 9)
1.56B	5/6	Word Identification Skills	Read sentences	Taken from 06-07 test	Task 10	Read Sentences
2.56A	5/6	Forming a General Understanding, Analysis of Content and Structure	Read Passages: Story 1	Taken from 06-07 test, dictation only	Task 4 and 12	Comprehend Printed Text
2.56B	5/6	Forming a General Understanding, Analysis of Content and Structure	Read Passages: Story 2	Taken from 06-07 test, dictation only	Task 4 and 12	Comprehend Printed Text
2.56C	5/6	Forming a General Understanding, Analysis of Content and Structure	Read Passages: Story 3	Taken from 06-07 test, dictation only	Task 4 and 12	Comprehend Printed Text

1.78A	7/8	Word Identification Skills	Read words	Taken from 06-07 test	Task 7, 8 and 9	Identify Advanced Reading Words
1.78B	7/8	Word Identification Skills	Obtaining Information	NEW	NEW	NEW
1.78C	7/8	Word Identification Skills	Read sentences	Taken from 06-07 test	Task 10	Read sentences
2.78A	7/8	Forming a General Understanding, Analysis of Content and Structure	Read Passages: Story 1	Taken from 06-07 test, dictation only	Task 4 and 12	Comprehend Printed Text
2.78B	7/8	Forming a General Understanding, Analysis of Content and Structure	Read Passages: Story 2	Taken from 06-07 test, dictation only	Task 4 and 12	Comprehend Printed Text
2.78C	7/8	Forming a General Understanding, Analysis of Content and Structure	Read Passages: Story 3	Taken from 06-07 test, dictation only	Task 4 and 12	Comprehend Printed Text

<b>08 TASK #</b>	<b>Grade</b>	<b>2007-2008 STRAND NAME</b>	<b>READING TASK NAME*</b>	<b>WHAT'S NEW AND WHAT'S THE SAME</b>	<b>TASK #</b>	<b>TASK NAME</b>
1.910A	9/10	Word Identification Skills	Decode words	Taken from 06-07 test	Task 7, 8 and 9	Blending Sounds
1.910B	9/10	Word Identification Skills	Root words	NEW	NEW	NEW
2.910A	9/10	Forming a General Understanding, Analysis of Content and Structure	Read Passages: Story 1	Taken from 06-07 test, dictation only	Task 4 and 12	Comprehend Printed Text
2.910B	9/10	Forming a General Understanding, Analysis of Content and Structure	Read Passages: Story 2	Taken from 06-07 test, dictation only	Task 4 and 12	Comprehend Printed Text

\* 3 Error Rule applies to all tasks

<b>TASKS NOT USED IN 2007-2008 ALTERNATE ASSESSMENT</b>	<b>TASK #</b>	<b>TASK NAME</b>
	Task 1	Identify Pictures
	Task 3	Identify Letter Names
	Task 5	Segment Phonemes
	Task 11	Read Passages

<b>08 TASK #</b>	<b>Band</b>	<b>2007-2008 STRAND NAME</b>	<b>MATHEMATICS TASK NAME*</b>	<b>WHAT'S NEW AND WHAT'S THE SAME</b>	<b>WEB TASK #</b>	<b>WEB TASK NAME</b>
1.34A	3/4	Numeration	Copy Numbers	Taken from 06-07 test	Task 2	Copy Numbers
1.34B	3/4	Numeration	Number Line	Taken from 06-07 test	Task 9	Number Line
1.34C	3/4	Numeration	Counting	NEW	NEW	NEW
2.34A	3/4	Functions and Relationships	Same or Different	First 4 items taken from 06-07 test, NEW Items 5-9,	Task 5	Discriminate Differences
2.34B	3/4	Functions and Relationships	Shorter or Longer	Taken from 06-07 test	Task 6	Measurement-Size
3.34A	3/4	Geometry	Identify Shapes	Taken from 06-07 test	Task 3	Identify Shapes
3.34B	3/4	Geometry	Same or Different Shapes	Modified content from 06-07 test	Task 5	Discriminate Differences
4.34A	3/4	Process Skills	Story Problem	Modified content from 06-07 test, Modified Scoring	Task 22	NEW
1.56A	5/6	Numeration	Reading and Writing Numbers	Taken from 06-07 test	Task 1 & 2	Identify Numerals (Task1) & Copy Numbers (Task 2)
1.56B	5/6	Numeration	Number Line	Taken from 06-07 test	Task 9	Number Line
1.56C	5/6	Numeration	Counting Objects	Modified content from 06-07 test	Task 12	Ordinal Numbers
1.56D	5/6	Numeration	Counting	NEW	NEW	NEW
2.56A	5/6	Estimation and Computation	Simple Addition	Taken from 06-07 test	Task 20 & 21 (untimed)	[Timed] Computation-Addition/Subtractions Facts
3.56A	5/6	Functions and Relationships	Reproducing Simple Patterns	NEW	NEW	NEW
4.56A	5/6	Statistics and Probability	Reading Simple Graphs	NEW	NEW	NEW
5.56A	5/6	Measurement	Shorter or Longer	Taken from 06-07 test	Task 6	Measurement-Size
5.56B	5/6	Measurement	Identify Money	Taken from 06-07 test	Task 7	Identify Money
6.56A	5/6	Geometry	Identify Shapes	Taken from 06-07 test	Task 3	Identify Shapes
6.56B	5/6	Geometry	Same or Different (shapes)	Modified content from 06-07 test	Task 5	Discriminate Differences
6.56C	5/6	Geometry	Identify Perimeter	NEW	NEW	NEW
7.56A	5/6	Process Skills	Story Problems	Modified content from 06-07 test, Modified Scoring	Task 22	NEW

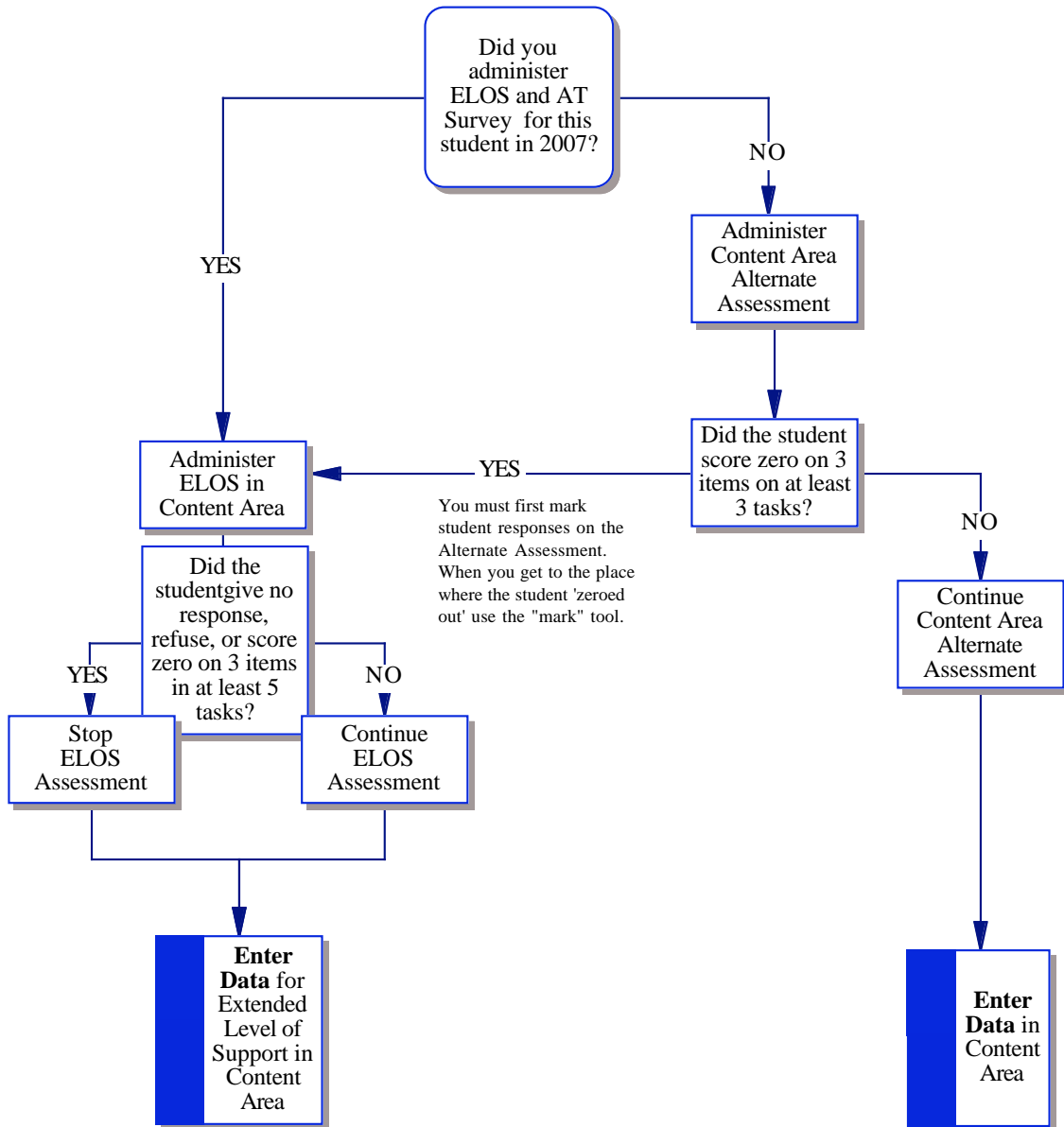
<b>08 TASK #</b>	<b>Band</b>	<b>2007-2008 STRAND NAME</b>	<b>MATHEMATICS TASK NAME*</b>	<b>WHAT'S NEW AND WHAT'S THE SAME</b>	<b>WEB TASK #</b>	<b>WEB TASK NAME</b>
1.78A	7/8	Numeration	Reading and Writing Numbers	Taken from 06-07 test	Task 1, 2 & 4	Identify Numerals (Task1) & Write Numerals (Task 4)
1.78B	7/8	Numeration	Identify Whole and Half	Taken from 06-07 test	Task 16	Fractions
1.78C	7/8	Numeration	Number Line	Taken from 06-07 test	Task 9	Number Line
1.78D	7/8	Numeration	Identify Skip Patterns	NEW	Task 19	Count on Dictation
1.78E	7/8	Numeration	Counting	NEW	NEW	NEW
2.78A	7/8	Estimation and Computation	Double Digit Addition and Subtraction	Taken from 06-07 test	Task 20-21 (untimed)	[Timed] Computation-Addition/Subtractions Facts
3.78A	7/8	Functions and Relationships	Reproducing Simple Patterns	NEW	NEW	NEW
3.78B	7/8	Functions and Relationships	Labeling a Set as None or Zero	NEW	NEW	NEW
3.78C	7/8	Functions and Relationships	Understanding Symbols	NEW	NEW	NEW
4.78A	7/8	Statistics and Probability	Reading Simple Graphs	NEW	NEW	NEW
5.78A	7/8	Measurement	Identify Units of Measurement	Taken from 06-07 test	Task 6 & Task 8	Measurement-Size & Time of Day
5.78B	7/8	Measurement	Counting Coins	Taken from 06-07 test	Task 17	Count money
5.78C	7/8	Measurement	Identify Money	Taken from 06-07 test	Task 7	Identify Money
6.78A	7/8	Geometry	Identify Shapes	Taken from 06-07 test	Task 3	Identify Shapes
6.78B	7/8	Geometry	Matching Shapes	NEW	NEW	NEW
6.78C	7/8	Geometry	Identify Perimeter	NEW	NEW	NEW
7.78A	7/8	Process Skills	Story Problems	Modified content from 06-07 test, Modified Scoring	Task 22	NEW
1.910A	9/10	Numeration	Identify Place Value	NEW	Task 18	Place Value
1.910B	9/10	Numeration	Identify Fractions	Taken from 06-07 test	Task 16	Fractions
1.910C	9/10	Numeration	Ordering Numbers	Taken from 06-07 test	Task 11	Order Numbers
2.910A	9/10	Estimation and Computation	Rounding Numbers	NEW	NEW	NEW
2.910B	9/10	Estimation and Computation	Double Digit Addition and Subtraction	Taken from 06-07 test	Task 20-21 (untimed)	[Timed] Computation-Addition/Subtractions Facts
2.910C	9/10	Estimation and Computation	Multiply Single Digit Numbers	NEW	NEW	NEW
3.910A	9/10	Functions and Relationships	Reproducing Simple Patterns	NEW	NEW	NEW
3.910B	9/10	Functions and Relationships	Fill in Simple Patterns	NEW	NEW	NEW
3.910C	9/10	Functions and Relationships	Understanding Symbols	NEW	NEW	NEW

08		MATHEMATICS TASK		WHAT'S NEW AND	WEB	
TASK #	Band	2007-2008 STRAND NAME	NAME*	WHAT'S THE SAME	TASK #	WEB TASK NAME
4.910A	9/10	Statistics and Probability	Creating and Reading Simple Graphs	NEW	NEW	NEW
5.910A	9/10	Measurement	Identify Units of Measurement	Taken from 06-07 test	Task 6 & Task 8	Measurement-Size & Time of Day
5.910B	9/10	Measurement	Counting Money	Modified content from 06-07 test	Task 17	NEW - items need to be written
6.910A	9/10	Geometry	Describing and Comparing Shapes	NEW	NEW	NEW
6.910B	9/10	Geometry	Lines of Symmetry	NEW	NEW	NEW
6.910C	9/10	Geometry	Identify Perimeter	NEW	NEW	NEW
7.910A	9/10	Process Skills	Story Problems	Modified content from 06-07 test, Modified Scoring	Task 22	NEW
			* 3 Error Rule applies to all tasks			

WEB TASKS NOT USED IN 2007-2008 ALTERNATE ASSESSMENT	WEB TASK #	WEB TASK NAME
	Task 10	Time of Day
	Task 14	Manipulate Math Concepts Count Take Away
	Task 15	Manipulate Math Concepts Quantity

08		WHAT'S NEW AND WHAT'S THE SAME				
TASK #	Grade	2007-2008 STRAND NAME	WRITING TASK NAME*	WHAT'S THE SAME	TASK #	TASK NAME
1.34A	3/4	Write Using a Variety of Forms	Copy Letters	Taken from 06-07 test	Task 1	Copy Letters
1.34B	3/4	Write Using a Variety of Forms	Copy Words	Taken from 06-07 test	Task 2	Copy Words
1.34C	3/4	Write Using a Variety of Forms	Write own name	Taken from 06-07 test (Scoring modified)	Task 4	Write Your Own Name
1.34D	3/4	Write Using a Variety of Forms	Write words from dictation	Taken from 06-07 test	Task 5	Write Words from Dictation
1.56A	5/6	Write Using a Variety of Forms, Structures and Conventions of Writing	Copy sentences	Taken from 06-07 test (Scoring modified) and new items added	Task 3	Copy Sentences
1.56B	5/6	Write Using a Variety of Forms, Structures and Conventions of Writing	Write Own Name	Taken from 06-07 test (Scoring modified)	Task 4	Write Your Own Name
1.56C	5/6	Write Using a Variety of Forms, Structures and Conventions of Writing	Write words from dictation	Taken from 06-07 test	Task 5	Write Words from Dictation
1.56D	5/6	Write Using a Variety of Forms, Structures and Conventions of Writing	Write a Sentence	Taken from 06-07 test (Scoring modified)	Task 8	Write a Sentence
1.78A	7/8	Write Using a Variety of Forms, Structures and Conventions of Writing, Revise	Write sentences from dictation	Taken from 06-07 test (Scoring modified)	Task 6	Write Sentences From Dictation
1.78B	7/8	Write Using a Variety of Forms, Structures and Conventions of Writing, Revise	Revise Sentences	NEW	Task 7	Sentence Mechanics
1.78C	7/8	Write Using a Variety of Forms, Structures and Conventions of Writing, Revise	Write a sentence	Taken from 06-07 test	Task 8	Write a Sentence
1.910A	9/10	Write Using a Variety of Forms, Structures and Conventions of Writing, Revise	Revise Sentences	Taken from 06-07 test (Scoring modified) and new items added	Task 7	Sentence Mechanics
1.910B	9/10	Write Using a Variety of Forms, Structures and Conventions of Writing, Revise	Write a story	Taken from 06-07 test (Scoring modified)	Task 10	Write a Story without Pictures
1.910C	9/10	Write Using a Variety of Forms, Structures and Conventions of Writing, Revise	Revise Writing	NEW	NEW	NEW
			* 3 Error Rule applies to all tasks	<b>TASKS NOT USED IN 08</b>	Task 9	Write a Story With Pictures

### Data Entry



**Point Blueprint for Secure Test 2007-2008**

*Reading – Grade Band 3/4, 5/6*

<b>Grade Band</b>	<b>Strand/Attribute</b>	<b>Task Number</b>	<b>Task Name</b>	<b>Points</b>
3/4	Word Identification Skills	1.34A	Identify Signs and Symbols	16
3/4	Word Identification Skills	1.34B	Identify Letter Sounds	10
3/4	Word Identification Skills	1.34C	Blend Sounds	24
3/4	Word Identification Skills	1.34D	Identify Own Name	2
3/4	Forming a General Understanding	2.34A-C	Read Passages	48

Word ID Skills	52%
Forming Gen. Understanding	48%

Total Points	100%
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<b>Grade Band</b>	<b>Strand/Attribute</b>	<b>Task Number</b>	<b>Task Name</b>	<b>Points</b>
5/6	Word Identification Skills	1.56A	Read Words	16
5/6	Word Identification Skills	1.56B	Read Sentences	18
5/6	Forming a General Understanding	2.56A-C	Read Passages	33
5/6	Analysis of Content and Structure	2.56A-C	Read Passages	32

Word ID Skills	34%
Forming Gen. Understanding	33%
Analysis of Content/Structure	33%

Total Points	100%
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*Reading - Grade Band 7/8, 9/10*

<b>Grade Band</b>	<b>Strand/Attribute</b>	<b>Task Number</b>	<b>Task Name</b>	<b>Points</b>
7/8	Word Identification Skills	1.78A	Read Words of Increasing Complexity	19
7/8	Word Identification Skills	1.78B	Obtain Information	7
7/8	Word Identification Skills	1.78C	Read Sentences	8
7/8	Forming a General Understanding	2.78A-C	Read Passages	33
7/8	Analysis of Content and Structure	2.78A-C	Read Passages	33

Word ID Skills	34%
Forming Gen. Understanding	33%
Analysis of Content/Structure	33%

<b>Total Points</b>	<b>100%</b>
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<b>Grade Band</b>	<b>Strand/Attribute</b>	<b>Task Number</b>	<b>Task Name</b>	<b>Points</b>
9/10	Word Identification Skills	1.910A	Decode Words	28
9/10	Word Identification Skills	1.910B	Identify Root Words	6
9/10	Forming a General Understanding	2.910A-C	Read Passages	38
9/10	Analysis of Content and Structure	2.910A-C	Read Passages	28

Word ID Skills	34%
Forming Gen. Understanding	38%
Analysis of Content/Structure	28%

<b>Total Points</b>	<b>100%</b>
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*Writing – Grade Band 3/4, 5/6, 7/8, 9/10*

<b>Grade Band</b>	<b>Strand/Attribute</b>	<b>Task Number</b>	<b>Task Name</b>	<b>Points</b>
3/4	Write Using a Variety of Forms	1.34A	Copy Letter	22
3/4	Write Using a Variety of Forms	1.34B	Copy Words	28
3/4	Write Using a Variety of Forms	1.34C	Write Own Name	25
3/4	Write Using a Variety of Forms	1.34D	Write Words from Dictation	25

Total Points:	100%
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<b>Grade Band</b>	<b>Strand/Attribute</b>	<b>Task Number</b>	<b>Task Name</b>	<b>Points</b>
5/6	Write Using a Variety of Forms	1.56A	Copy Sentences	10
5/6	Write Using a Variety of Forms	1.56B	Write Own Name	25
5/6	Write Using a Variety of Forms	1.56C	Write Words from Dictation	20
5/6	Structures and Conventions of Writing	1.56D	Write a Sentence	45

Total Points:	100%
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<b>Grade Band</b>	<b>Strand/Attribute</b>	<b>Task Number</b>	<b>Task Name</b>	<b>Points</b>
7/8	Write Using a Variety of Forms	1.78A	Write Sentences from Dictation	33
7/8	Revise	1.78B	Revise Sentences	33
7/8	Structures and Conventions of Writing	1.78C	Write a Sentence	34

Total Points:	100%
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<b>Grade Band</b>	<b>Strand/Attribute</b>	<b>Task Number</b>	<b>Task Name</b>	<b>Points</b>
9/10	Revise	1.910A	Revise Sentences	32
9/10	Write Using a Variety of Forms	1.910B	Write a Story	35
9/10	Structures and Conventions of Writing	1.910C	Revise Writing	33

Total Points:	100%
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*Mathematics – Grade Band 3/4*

<b>Grade</b>	<b>Strand/Attribute</b>	<b>Task Number</b>	<b>Task Name</b>	<b>Points</b>
3/4	Numeration	1.34A	Counting	6
3/4	Numeration	1.34B	Copy Numbers	16
3/4	Numeration	1.34C	Number Line	2
3/4	Functions and Relationships	2.34A	Same or Different	14
3/4	Functions and Relationships	2.34B	Shorter or Longer	11
3/4	Geometry	3.34A	Identify Shapes	12
3/4	Geometry	3.34B	Same or Different (Shapes)	13
3/4	Process Skills	4.34A	Story Problem	24

Numeration	24%
Functions and Relationships	26%
Geometry	26%
Process Skills	24%

Total	100%
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*Mathematics – Grade Band 5/6*

<b>Grade</b>	<b>Strand/Attribute</b>	<b>Task Number</b>	<b>Task Name</b>	<b>Points</b>
5/6	Numeration	1.45A	Reading and Writing Numbers	6
5/6	Numeration	1.56B	Number Line	3
5/6	Numeration	1.56C	Counting Objects	4
5/6	Numeration	1.56D	Counting	3
5/6	Estimation and Computation	2.56A	Simple Addition	15
5/6	Functions and Relationships	3.56A	Reproducing Simple Patterns	14
5/6	Statistics and Probability	4.56A	Reading Simple Graphs	14
5/6	Measurement	5.56A	Shorter or Longer	7
5/6	Measurement	5.56B	Identify Money	8
5/6	Geometry	6.56A	Identify Shapes	7
5/6	Geometry	6.56B	Same or Different	3
5/6	Geometry	6.56C	Identify Perimeter	4
5/6	Process Skills	7.5A	Story Problem	15

Numeration	16%
Estimation and Computation	15%
Functions and Relationships	14%
Statistics and Probability	14%
Measurement	15%
Geometry	14%
Process Skills	15%

Total	100%
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*Mathematics – Grade Band 7/8*

<b>Grade</b>	<b>Strand/Attribute</b>	<b>Task Number</b>	<b>Task Name</b>	<b>Points</b>
7/8	Numeration	1.78A	Reading and Writing Numbers	3
7/8	Numeration	1.78B	Identify Fractions	2
7/8	Numeration	1.78C	Number Line	5
7/8	Numeration	1.78D	Identify Skip Patterns	1
7/8	Numeration	1.78E	Counting	4
7/8	Estimation and Computation	2.78A	Double Digit Addition and Subtraction	14
7/8	Functions and Relationships	3.78A	Reproducing Simple Patterns	8
7/8	Functions and Relationships	3.78B	Labeling a Set as None or Zero	4
7/8	Functions and Relationships	3.78C	Understanding Symbols	2
7/8	Statistics and Probability	4.78A	Reading Simple Graphs	14
7/8	Measurement	5.78A	Units of Measurement	7
7/8	Measurement	5.78B	Count Money	7
7/8	Measurement	5.78C	Identify Money	4
7/8	Geometry	6.78A	Identify Shapes	7
7/8	Geometry	6.78B	Matching Shapes	3
7/8	Geometry	6.78C	Identify Perimeter	4
7/8	Process Skills	7.78A	Story Problem	14

Numeration	15%
Estimation and Computation	14%
Functions and Relationships	14%
Statistics and Probability	14%
Measurement	17%
Geometry	14%
Process Skills	14%

<b>Total</b>	<b>100%</b>
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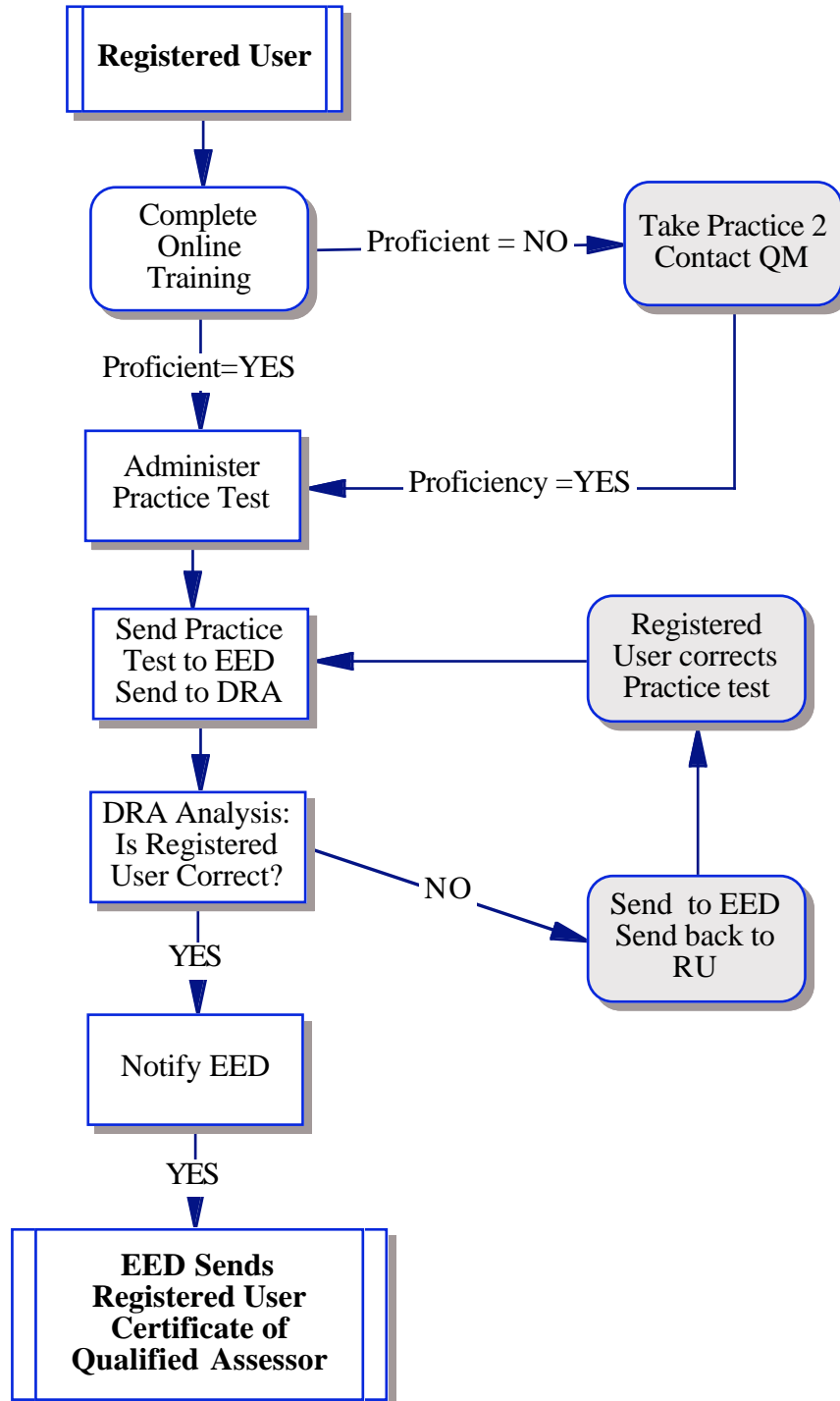
*Mathematics – Grade Band 9/10*

<b>Grade</b>	<b>Strand/Attribute</b>	<b>Task Number</b>	<b>Task Name</b>	<b>Points</b>
9/10	Numeration	1.910A	Identify Place Value	5
9/10	Numeration	1.910B	Identify Fractions	4
9/10	Numeration	1.910C	Order Numbers	5
9/10	Estimation and Computation	2.910A	Rounding Numbers	3
9/10	Estimation and Computation	2.910B	Addition, Subtraction, Multiplication	11
9/10	Functions and Relationships	3.910A	Reproducing Simple Patterns	10
9/10	Functions and Relationships	3.910B	Understanding Symbols	4
9/10	Statistics and Probability	4.910A	Reading Simple Graphs	14
9/10	Measurement	5.910A	Units of Measurement	7
9/10	Measurement	5.910B	Counting Money	7
9/10	Geometry	6.910A	Describing and Comparing Shapes	8
9/10	Geometry	6.910B	Lines of Symmetry	2
9/10	Geometry	6.910C	Identify Perimeter	4
9/10	Process Skills	7.910A	Story Problem	14

Numeration	14%
Estimation and Computation	14%
Functions and Relationships	14%
Statistics and Probability	14%
Measurement	14%
Geometry	14%
Process Skills	14%

Total	100%
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**Registered User to Qualified Assessor**



### Qualified Assessor to Qualified Mentor-Trainer

