



Comprehensive System of Student Assessment (CSSA)



Parent Guide To Test Interpretation for the Alternate Assessment For Reading, Writing, and Mathematics Spring 2008

The Purpose of Testing

The purposes of statewide student assessment specifically are to: 1) help determine which children are meeting statewide performance standards; 2) produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and 3) provide a focus for instructional improvement [4 AAC 06.700]. The purpose of the Alternate Assessment (AA) is to ensure that students with significant cognitive disabilities have access to, participate in, and make progress in the general education curricula, as well as have show what they know and can learn. [4 AAC 06.775].

What the Alternate Assessment Measures

The Alternate Assessment measures what students know and can do at their grade level in reading, writing, mathematics, and science as compared to the Alaska Extended Grade Level Expectations (ExGLEs) for students with significant cognitive disabilities. The Alaska Alternate Assessment is based on Alaska content standards, which are the Extended Grade Level Expectations with their performance measured against alternate achievement standards which differ in complexity from grade level achievement standards.

Components of the Alternate Assessment

The Alternate Assessment tests reading, writing, mathematics, and science as required by state and federal law. Statewide assessment of functional skills is not included in this academic assessment as the statewide assessment must measure the student's academic knowledge and skills in reading, writing, mathematics, and science. The tasks included in this assessment are performance, curriculum-based measures and are aligned to the Extended Grade Level Expectations. The assessment permits the use of accommodations, assistive technology, and adaptations of the material in order to provide the best access of the content for each student.

Reading

The reading assessment is designed to measure essential reading skills. The tasks measure the degree to which students with significant cognitive disabilities are learning to read at the symbol, word, and text levels. The tasks increase in complexity with each grade band and include: identification of pictures, symbols, and letters in the alphabet, identification of own name, distinguishing sounds, generating sounds of letters, reading simple words to more complex words, reading sentences, reading text, comprehending text, obtaining information, and identification of root words.

Writing

The writing assessment is designed to measure skill acquisition in written language development for students with significant cognitive disabilities. The tasks measure the degree to which students with significant cognitive disabilities are learning to write using letters, words, and connected sentences. The tasks increase in complexity with each grade and include the following: copy letters, copy words, copy sentences; write their name, write words from dictation, sentence mechanics, write a sentence, write a story, and revise writing.

Mathematics

The mathematics assessment is designed to measure the degree to which students with significant cognitive disabilities have developed numerical understanding. The tasks measure the degree to which students with significant cognitive disabilities are learning to use numbers and mathematical symbols as well as solve problems. The tasks increase in complexity with each grade and include: copying numbers, identifying numbers on a number line, counting, identifying same and different, identifying and matching shapes, reading and writing numbers, counting objects, simple and double digit addition, subtraction, and multiplication, reproducing and extending simple patterns and identifying skip patterns, reading and creating simple graphs, identifying measurement, counting and identifying money, identifying perimeter, identifying fractions, labeling a set as none or zero, understanding symbols, identifying place value, ordering numbers, rounding numbers, and identifying lines of symmetry.

Reading the Individual Student Report

The Individual Student Report (ISR) provides a graphic and text display of student performance. An **unofficial student report** is generated when Qualified Assessors enter student test scores after completing the administration of the Alternate Assessment during the test window of February - April 2008. It is immediately available and is designed to provide instructional feedback. A separate student report is generated for reading, writing, and mathematics. The unofficial, online reports have a different appearance than the official. Scores are represented in percentage correct and no proficiency levels are assigned. After student information is verified for accuracy, scores are calculated, and proficiency levels assigned. An **official student report** is then uploaded to the DRA Reporting Website and mailed by the Department of Education and Early Development to the districts.

Reading, Writing, and Mathematics Score Possible and Score Earned are scaled scores and only valid scores are used for AYP. ELOS scores are designated as far below proficient. If the student takes Standard and ELOS items, only the standard data are displayed. No ELOS scores are graphed.

A	This section identifies the year for the report, and all student demographic information.
B	Your Student's Overall Performance indicates the student's score, what score is needed for proficiency according to the approved cut scores, and the student's proficiency levels for each subject area of reading, writing, and mathematics.
C	Interpretation of Chart explains how to read components of the chart such as proficiency levels, student skills performance, and expanded levels of support items.
D, F, H	The Your Student's Performance by Standard section describes the proficiency levels reported in section B for Reading, Writing, and Mathematics by separating the scores into strands, and displaying the total possible scores and the scores earned.
E, G, I	This is a graphical representation of the score needed to obtain levels of proficiency for reading (FB – Far Below, BP – Below Proficiency, P – Proficient, and A – Advanced) and indicates where the student's score falls on the proficiency graph. See Interpretation of Chart for explanation of the diamond shape.
J	Reverse side of page shows the Proficiency Level Descriptors and cut scores by proficiency level for this grade.



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT
2008 SPRING**

NAME : Last Name, First Name Middle Name
BIRTHDATE: 99/99/9999

DISTRICT : Alaska District
SCHOOL : Alaska Elementary School

GRADE : 10
STATE ID NUMBER : 9999999999
DISTRICT ID NUMBER : 9999999999

Your Student's Overall Performance

Student's Score	Score Needed for Proficiency	Student's Proficiency Level
54	43 or above	Proficient
74	47 or above	Proficient
73	63 or above	Proficient

*NT-Student Not Tested in this content area.

Interpretation of Chart

This report provides a record of the student's test results on the Alternate Assessment in the content areas of Reading, Writing, and Mathematics.

Proficiency Levels

For each subject, the graphic display of scores shows the possible student scores ranging from 0 to 100. Proficiency levels are noted below the score ranges: FB-Far Below Proficient, BP-Below Proficient, P-Proficient, A-Advanced.

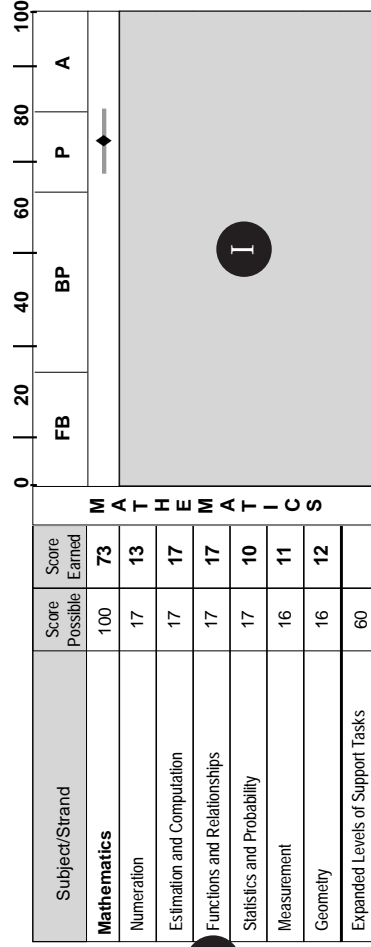
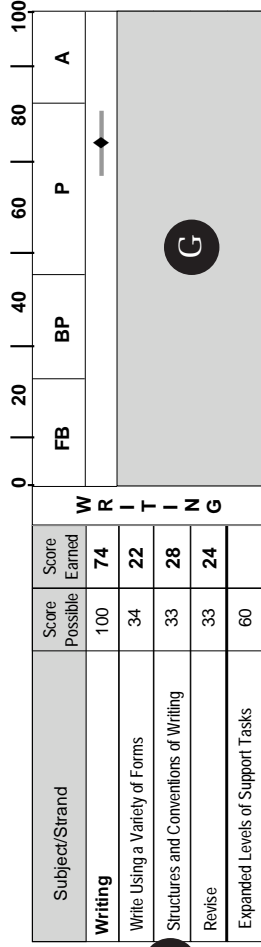
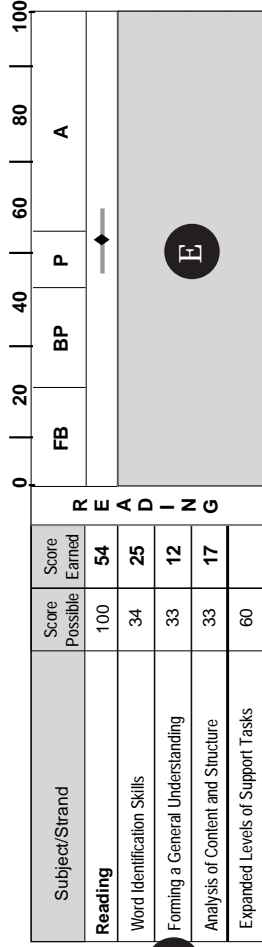
Student Skills Performance

The content areas of Reading, Writing, and Mathematics are composed of different skills organized into strands. Strands are clusters of learning standards in the content area organized around a central idea or concept. The strand sub-scores are represented numerically in the Score Earned column. Score Possible and Score Earned are scaled scores in reading, writing, and mathematics. The graphic displays of student scores are represented by the diamond shapes. The line through the diamond represents the student's score range if the student took the test multiple times; given that all testing results in some variation, sometimes, the student might score a little lower and other times they might score a little higher.

Expanded Levels of Support

Expanded Levels of Support (ELOS) are test items designed to make the alternate assessment more accessible to students who score zero on a minimum number of required test items, and therefore, translate to far below proficient in performance. The ELOS scores are not scaled to the scores of the standard administration of the alternate assessment.

**Your Student's Performance by Standard
PERFORMANCE LEVELS AND PROBABLE SCORE RANGES**



AKAA08 v1 Print Date: 6/19/2008



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT
2008 SPRING**



PROFICIENCY LEVEL DESCRIPTORS - GRADES 9 AND 10

Proficiency Level	Reading	Writing	Mathematics	Score Ranges
Advanced	The student answers who, what, when, where, and why questions about a reading passage; uses strategies for decoding unfamiliar words and reads sentences with increasingly complex text; understands the difference between fact and opinion; and follows more complex written directions.	The student shows increasing complexity in sentence structure; consistently uses supporting details that are related to the topic; consistently organizes information about a topic in a variety of forms for different audiences and purposes that communicates a clear message; and corrects errors in spelling, capitalization (including proper nouns), end punctuation, and commas.	The student performs addition of multiple single-digit numbers; uses simple patterns to solve problems; determines the amount of money needed for a purchase; divides single-digit numbers by single-digit numbers; and identifies whole, one-half, one-quarter, one-third, and three-fourths.	<u>Reading</u> 57 or above <u>Writing</u> 82 or above <u>Mathematics</u> 81 or above
Proficient	The student answers who (main character), what (main idea, problem and solution), when and where (setting) questions about a reading passage; identifies the theme and makes predictions about a reading passage; summarizes text accurately in correct sequence; decodes unfamiliar words using knowledge of letter-sound relationships (phonics) and word structure (base word, prefix, suffix); and follows multi-step written directions to complete a task.	The student produces a variety of simple sentences that support a topic; communicates ideas for different audiences by using a variety of purposes that clearly communicates a message; uses simple editing strategies, such as checking for correct capitalization, punctuation and spelling.	The student performs double-digit addition and subtraction with regrouping; uses and applies basic units of measurement (e.g., time, measurement, temperature, distance, or volume); multiplies single-digit numbers by single-digit numbers; rounds numbers to the nearest ten; and identifies whole, one-half, one-quarter, and three-quarters.	<u>Reading</u> 43-56 <u>Writing</u> 47-81 <u>Mathematics</u> 63-80
Below Proficient	The student reads simple sentences of 2-3 words; answers one who, what, or where question about a passage read aloud; and follows 1- and 2-step written directions.	The student exhibits a limited or an unfocused idea that does not support a topic; communicates own ideas by using incomplete and complete sentences; and edits some errors in punctuation and capitalization.	The student reads and writes two-digit numbers; identifies size (bigger and smaller); reads a simple graph; identifies properties of basic geometric shapes (triangle, circle, and square); finds and supplies the missing element in a repeating pattern; and sorts coins by their value.	<u>Reading</u> 22-42 <u>Writing</u> 24-46 <u>Mathematics</u> 24-62
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	<u>Reading</u> 21 or below <u>Writing</u> 23 or below <u>Mathematics</u> 23 or below