



## Comprehensive System of Student Assessment (CSSA)



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

## Introduction

The Educator Guide explains the Alternate Assessment so educators can understand the outcomes and various reports. The following information is included in this guide:

- The first four pages of the Educator Guide are the same as the Parent Guide and provide an explanation of the purpose of testing, the components of the Alternate Assessment, and a description of the Student Report.
- The Conditions of Administration of the Alternate Assessment, including standard administration and eligibility for using the Expanded Levels of Support (ELOS) test items
- Example Report: Expanded Levels of Support (ELOS)
- Example Report: Unofficial Student Report
- Description of the Reading, Writing, and Mathematics tasks
- Alternate Assessment Regulation, Cut Score Ranges, and Proficiency Level Descriptors
- Frequently Asked Questions
- Glossary of Terms

## 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 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, and mathematics (and science) compared to the Alaska Extended Grade Level Expectations (ExGLEs) for students with significant cognitive disabilities. The Alaska Alternate Assessment is based on Extended Grade Level Expectations with the performance measured against alternate achievement standards which differ in complexity from grade level achievement standards. The Alternate Assessments are organized into grade bands: 3/4, 5/6, 7/8, and 9/10.

## Components of the Alternate Assessment

The Alternate Assessment tests reading, writing, and 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. After student information is verified for accuracy, scores are calculated, and proficiency levels assigned. An **official student report** then is 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. Only valid scores are used for Adequate Yearly Progress (AYP). If the student takes Standard and ELOS items, only the standard data are displayed. No ELOS scores are graphed.

<b>A</b>	This section identifies the year for the report and all student demographic information.
<b>B</b>	<b>Your Student's Overall Performance</b> 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.
<b>C</b>	<b>Interpretation of Chart</b> explains how to read components of the chart such as proficiency levels, student skills performance, and expanded levels of support (ELOS) items.
<b>D, F, H</b>	<b>Your Student's Performance by Standard</b> 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.
<b>E, G, I</b>	A graphical representation provides 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.
<b>J</b>	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.

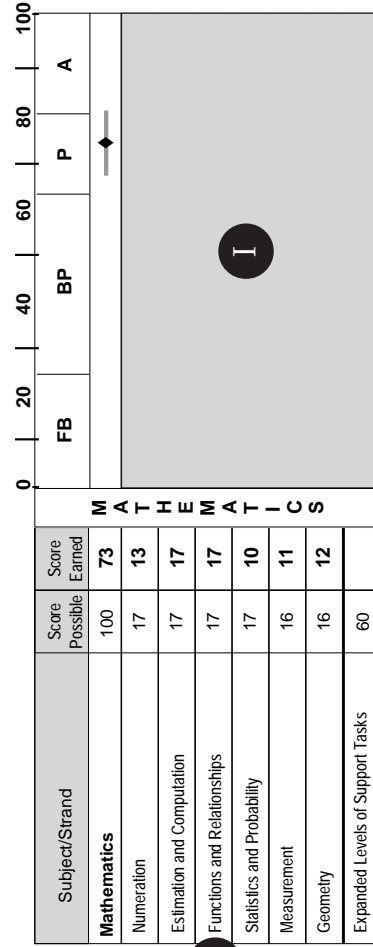
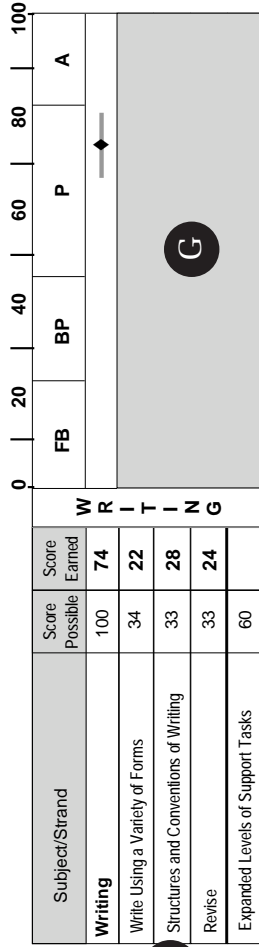
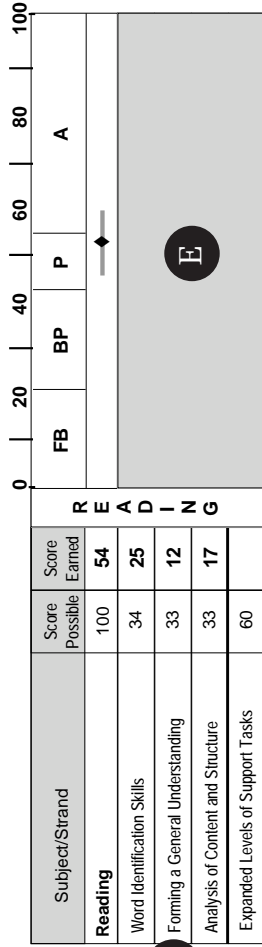
**Student Skills Performance**

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**



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



**PROFICIENCY LEVEL DESCRIPTORS - GRADES 9 AND 10**

<b>Proficiency Level</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>	<b>Score Ranges</b>
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

## Explanation of the Conditions of Administration for the Alternate Assessment

All students must first take the standard administration of the alternate assessment before becoming eligible for the Expanded Levels of Support (ELOS) test items. ELOS scores are always far below proficient and not scaled to the cut scores. The following rules govern the administration of standard or ELOS items in the Spring of 2008 assessment cycle.

**STD** means **Standard administration with or without accommodations**. Standard administration conditions refer to a student taking the test in a manner consistent with the test directions and appropriate accommodations. The tasks can be administered with accommodations that do not alter the content being assessed. A score obtained under standard administration conditions with or without accommodations is considered comparable to other scores obtained under the standard administration conditions. During the 2008 testing window, standard administration was required for:

- 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.
- Any student, including a student who previously took the Expanded Levels of Support, has the option to take the test under the standard condition of administration.

**Three Task-Three Item Rule** - 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.

**ELOS** means **Expanded Level of Support Items** – ELOS test items were developed to provide accessibility to the academic tests for students with the most profound disabilities. Although the ELOS items are loosely linked to the content strands, the items are subskills of the Extended Grade Level Expectations, and therefore, do not adequately assess the content areas. During the 2008 testing window, ELOS items could be administered for the following students:

- Students who took the Alternate Assessment under ELOS following the Three Task-Three Item Minimum Rule *and* submitted the Assistive Technology-Augmentative Alternative Communication Survey (AT-AAC) 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-AAC 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 Section 1.

### **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.

**NA-I** means **Not Administered-Inappropriate**. NA-I is to be used only for specific disabilities as applied to the Reading Assessment: Task 1.34A for students who are blind or visually impaired and Task 1.34C and 1.910A for students who are deaf or hard of hearing.

\***NT** – Not Tested indicates the student did not test in that content area.

# Example of Student Report with Expanded Levels of Support (ELOS) Scores



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

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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

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### Interpretation of Chart

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#### Proficiency Levels

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

Subject/Strand	Score Possible	Score Earned	Score Range							
			0	20	40	60	80	100		
Reading	100									
Word Identification Skills	34									
Forming a General Understanding	33									
Analysis of Content and Structure	33									
Expanded Levels of Support Tasks	60	22								

Subject/Strand	Score Possible	Score Earned	Score Range							
			0	20	40	60	80	100		
Writing	100									
Write Using a Variety of Forms	34									
Structures and Conventions of Writing	33									
Revise	33									
Expanded Levels of Support Tasks	60	18								

Subject/Strand	Score Possible	Score Earned	Score Range							
			0	20	40	60	80	100		
Mathematics	100									
Numeration	17									
Estimation and Computation	17									
Functions and Relationships	17									
Statistics and Probability	17									
Measurement	16									
Geometry	16									
Expanded Levels of Support Tasks	60	31								

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## **Unofficial Student Reports**








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 in 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 reports. Scores are represented in percentage correct and no proficiency levels are assigned.

The following is an example of an Unofficial Student Report. A summary page reflects percentages correct of the tasks the student took. These scores do not reflect the scores required to gain proficiency. A Summary of Scores by Subject Area is given, indicating the student's percent correct for each subject area. This sample student took all required tasks for the Grade 4 Reading, Writing, and Mathematics Assessments under Standard administration.







# Figure of Reading Results for Unofficial Report

Alaska Alternate Assessment - Unofficial Individual Student Report ... [http://akdev.k12test.com/teachers/auth/reports/student\\_report.php?si...](http://akdev.k12test.com/teachers/auth/reports/student_report.php?si...)

NAME : <b>Last Name, First Name, Middle Name</b>	DISTRICT : <b>Alaska District</b>	GRADE : <b>4</b>
BIRTHDATE : <b>99/99/9999</b>	SCHOOL : <b>AK Elem. Sch.</b>	STATE ID NUMBER : <b>9999999999</b>
DISTRICT ID NUMBER : <b>99</b>		
<b>Alternate Reading: Standard Administration</b>		
<b>Assessor Name :</b> Teacher Name	<b>Date of Assessment :</b> March 20th, 2008	<b>Teacher Name :</b> Teacher Name
1.34A - Identify Signs and Symbols		
3 / 16 = 19%		19%
1.34B - Identify Letter Sounds		
3 / 10 = 30%		30%
1.34C - Blend Sounds		
7 / 24 = 29%		29%
1.34D - Identify Own Name		
1 / 2 = 50%		50%
2.34A - Read Passages: Story 1, Jill and the Zoo		
7 / 16 = 44%		44%
2.34B - Read Passages: Story 2, Annie Goes to a Party		
10 / 16 = 63%		63%
2.34C - Read Passages: Story 3, Jimmy Rides the Bus		
10 / 16 = 63%		63%
Unofficial Report		7/15/2008

## Figure of Writing Results for Unofficial Report

Alaska Alternate Assessment - Unofficial Individual Student Report ... [http://akdev.k12test.com/teachers/auth/reports/student\\_report.php?si..](http://akdev.k12test.com/teachers/auth/reports/student_report.php?si..)






NAME : <b>Last Name, First Name, Middle Name</b>	DISTRICT : <b>Alaska District</b>	GRADE : <b>4</b>
BIRTHDATE : <b>99/99/9999</b>	SCHOOL : <b>AK Elem. Sch.</b>	STATE ID NUMBER : <b>9999999999</b>
DISTRICT ID NUMBER : <b>99</b>		
<b>Alternate Writing: Standard Administration</b>		
<b>Assessor Name</b> : Teacher Name	<b>Date of Assessment</b> : March 20th, 2008	<b>Teacher Name</b> : Teacher Name
1.34A - Copy Letters		
14 / 22 = 64%		64%
1.34B - Copy Words		
16 / 28 = 57%		57%
1.34C - Write Own Name		
15 / 25 = 60%		60%
1.34D - Write Words from Dictation		
7 / 25 = 28%		28%
Unofficial Report		7/15/2008

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## Figure of Mathematics Results for Unofficial Report

Alaska Alternate Assessment - Unofficial Individual Student Report ... [http://akdev.k12test.com/teachers/auth/reports/student\\_report.php?si..](http://akdev.k12test.com/teachers/auth/reports/student_report.php?si..)

NAME : <b>Last Name, First Name, Middle Name</b>	DISTRICT : <b>AK District</b>	GRADE : <b>4</b>
BIRTHDATE : <b>99/99/9999</b>	SCHOOL : <b>AK Elem. Sch.</b>	STATE ID NUMBER : <b>9999999999</b>
		DISTRICT ID NUMBER : <b>99</b>
<b>Alternate Mathematics: Standard Administration</b>		
<b>Assessor Name :</b> Teacher Name	<b>Date of Assessment :</b> March 20th, 2008	<b>Teacher Name :</b> Teacher Name
1.34A - Copy Numbers		
12 / 16 = 75%		75%
1.34B - Number Line		
2 / 3 = 67%		67%
1.34C - Count		
4 / 6 = 67%		67%
2.34 - Same / Different		
2 / 8 = 25%		25%
3.34 - Identify Shapes		
1 / 12 = 8%		8%
Unofficial Report		7/15/2008

## Reading, Writing, and Mathematics Alternate Assessment Task Descriptions

This section contains a description of the Reading, Writing, and Mathematics tasks found in the alternate assessment. The tasks are grouped by strand and grade band. For example Task 1.34A means this is the first task (A) for the first strand (1) for grade band 3/4 (.34).

### Reading

*Task 1.34A – Identify Signs and Symbols:* Common symbols used in signage in the community.

*Task 1.34B – Identify Letter Sounds:* All letters and consonant digraphs (n=42) are sampled for the primary sounds represented.

*Task 1.34C – Blend Sounds, 1.190A – Decode Words:* This is a word reading exercise. Students are asked to identify all of the sounds in a word presented to them on a flashcard. Responses are scored for number of correct sounds produced.

*Task 1.34D – Identify Own Name:* Students are to identify their own name in print.

*Task 2.34A-C, 2.56A-C, 2.910A-B – Read Passages:* This is a reading comprehension task. Students are read 2 or 3 different passages and asked comprehension questions about each passage.

*Task 1.56A – Read Words, 1.78A – Read Words of Increasing Complexity:* This is a word reading exercise. Students are asked to read different words, each individually presented on a flashcard.

*Task 1.56B, 1.78C – Read Sentences:* This is a sentence reading exercise. Students are asked to read sentences individually presented on flashcards.

*Task 1.78B – Obtain Information:* Students are presented with informational text (such as a bus schedule) and asked questions about the text.

*Task 1.910B: Identify Root Words:* Students are presented with compound words and asked to identify the root of the words.

### Writing

*Task 1.34A – Copy Letters:* Responses are scored as letters formed fully, partially, or not at all correct.

General representation of letter groupings:

Big Bellies- a, c, d, o, g, q (start with circle shape)

Tall Guys- b, f, l, h, k, t (start at top line)

Sinkers- j, p, y, (g, q) (go below the line)

Short Sticks- n, m, i, r, u, v, w (start at mid line)

Zigs and Zags- e, s, z, x (change in direction, diagonal lines)

*Task 1.34B – Copy Words:* Responses are scored as letters for Correct Letter Sequences. A general representation of letters in the alphabet is used.

*Task 1.34C, 1.56B – Write Own Name:* Students write their first and last names. Responses are scored for percentage of Correct Letter Sequences written and given a point value based on a scoring key.

*Task 1.34D, 1.56C – Write Words from Dictation:* Responses are scored for correct letter sequences.

*Task 1.56D, 1.78C – Write a Sentence:* This task requires students to produce a sentence in response to a verbal prompt. Responses are scored for number of Correct Word Sequences written. It is comprised of 3 items scored on a continuous scale.

Students write a sentence in response to a prompt. The student is given choices to write about.

*Task 1.78B, 1.910A: Revise Sentences:* This task is administered in two parts: 1) A series of sentences are sampled that represent various grammatical, syntactical, and semantic constructions in grade level materials. 2) Students are given words cards in random order and asked to make a sentence.

*Task 1.910B – Write a Story:* The student is the primary source for this task with a general topical prompt used to frame the content (for example, write a story about school...).

*Task 1.910C - Revise Writing:* This task is administered in two parts: 1) The student is given sentences with missing words and asked to complete the sentences. 2) The student is asked to place the sentences in order to make a story.

## Mathematics

- Task 1.34A – Copy Numbers:* This task is a copying exercise. Responses are scored as digits fully, digits partially or digits not at all correct. All numerals are represented and attempts have been made to distribute them evenly.
- Task 1.34B, 1.56B, 1.78C – Number Line:* This task relates to the student’s understanding of a number line. It is comprised of identifying the first number, the second number, the third number, the fourth number, and the last number.
- Task 1.34C, 1.56D, 1.78E – Count:* This task is a counting exercise. The student is asked to begin with a certain number, and count up to a certain number. It is scored for patterns of at least 5 correct numbers in a row.
- Task 2.34 – Same/Different, 6.56B – Same or Different (Shapes):* For this task students are given sets of different shapes and asked to identify the same shape or a different shape.
- Task 3.34, 6.56A, 6.78A – Identify Shapes:* This is a shape naming exercise. Responses are scored as correct or incorrect. Items are chosen from the following two-dimensional shapes: square, triangle, circle, oval, rectangle. For grades 5/6 and 7/8 students are asked to identify the shape within another shape.
- Task 1.56A, 1.78A – Read and Write Numbers:* This task is comprised of two parts, 1) Naming numbers, and 2) Writing numbers that have been named. Responses are scored for correct or incorrect naming of the number, and correct or incorrect digits written.
- Task 1.56C – Count Objects:* This task requires students to count 5 objects. Responses are scored as correct or incorrect.
- Task 2.56 – Simple Addition, 2.78 – Double Digit Addition and Subtraction, 2.910B – Double Digit Addition/Subtraction and Single Digit Multiplication:* These tasks require calculations. Responses are scored for correct digits. All problems are written vertically.
- Task 3.56 – Reproduce Simple Patterns, 3.78A – Reproduce and Extend Simple Patterns, 3.910A – Reproduce and Fill in Simple Patterns:* These tasks are about patterns. Students are presented with either number patterns or patterns with shapes and asked either to continue the pattern, or fill in the missing component.
- Task 4.56, 4.78, 4.910 – Read Simple Graphs:* These tasks require students to gather information from a simple graph. Grades 9/10 require students to first complete the simple graph, and then gather information.
- Task 5.56A – Shorter or Longer:* This is a measurement task. Students are presented with a graph of lines and asked which lines are longer than line 1, and which are shorter than line 1.
- Task 5.56B, 5.78C – Identify Money:* The task is a money identifying exercise, requiring the student to identify coins and bills. Using real coins and bills is preferred.
- Task 6.56C, 6.78C, 6.910C – Identify Perimeter:* These are geometry tasks. The student is presented with a square or rectangular object and asked to calculate the perimeter of the object.
- Task 1.78B, 1.910B – Identify Fractions:* This task requires students to identify fractional parts of shapes. Responses are scored as correct or incorrect.
- Task 1.78D – Identify Skip Patterns:* For this task the student is presented with several number patterns and asked to identify a specific skip pattern (ex. – pattern counting by 2’s).
- Task 3.78B – Label a Set as None or Zero:* Students are presented with a subtraction problem involving shapes or symbols. The items indicate if you have “x” of something, and you take away “x” of something you will end up with none or 0.
- Task 3.78C, 3.910B – Understand Symbols:* This task requires students to place the correct symbol in a mathematical problem. The symbols include: plus, minus, greater than, less than.
- Task 5.78A, 5.910A – Identify Units of Measurement:* This task measures time of day. Students are to choose which clock represents the correct time of day described.
- Task 5.78B – Count Money:* This task requires calculation of multiple coin values. Responses are scored for partially, fully, or not at all correct.
- Task 6.78B – Match Shapes:* Students are presented with several shapes and asked to match like shapes. Of the like shapes, one will be vertical, and one rotated at an angle. The student is to match the vertical shape with its rotated pair.
- Task 1.910A – Identify Place Value:* This task requires students to exhibit knowledge of place value. Responses are scored as correct or incorrect. Students are presented with a 3-digit number and asked to identify the ones place, tens place, or hundreds place.
- Task 1.910C – Order Numbers:* This task is an ordering exercise. Responses are scored as correct or incorrect. Four single digit numbers are presented in random order. Students reconfigure the numbers in ascending order.
- Task 2.910A – Round Numbers:* Students are presented with a number and two answer options. They are to choose which answer option is correct if the first number was rounded to the nearest ten.
- Task 6.910A – Describe and compare Shapes:* This task requires students to not only identify shapes, but also know certain properties of that shape. They are asked first to identify the shape, then asked how many sides, angles, or faces the shape has.
- Task 6.910B – Lines of Symmetry:* For this task students are presented with 3 shapes, each with a line of symmetry drawn through. They are to identify which line is a correctly drawn line of symmetry.

## Proficiency Level Descriptors and Score Ranges

The Alternate Assessment Standard Setting Committee met in May 2007 to determine proficiency levels and cut scores. A second committee, a Standards Validation Committee, met in May 2008 to review the cut scores and proficiency level descriptors. The State Board of Education has adopted the following cut scores for the Alternate Assessment.

### Alternate Assessment Regulation

4 AAC 06.775(b) is repealed and readopted to read:

(b) The commissioner shall select an alternate assessment for use in this state, to be known as the Alaska Alternate Assessment, for assessment of students with significant cognitive disabilities who are on a track to receive a certificate of achievement under AS 14.03.075, instead of a diploma. A student's eligibility for the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the *Participation Guidelines for Alaska Students in State Assessments*, adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710, except that a student shall not be required to take the Alaska Alternate Assessment twice in one school year. To obtain a proficiency level of advanced, proficient, below proficient, or far below proficient in reading, writing, and mathematics on the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Proficiency Level	Grade 3 & 4	Grade 5 & 6	Grade 7 & 8	Grade 9 & 10
Reading: Advanced	63 or above	77 or above	52 or above	57 or above
Reading: Proficient	32-62	46-76	33-51	43-56
Reading: Below Proficient	8-31	11-45	12-32	22-42
Reading: Far Below Proficient	7 or below	10 or below	11 or below	21 or below
Writing: Advanced	76 or above	67 or above	76 or above	82 or above
Writing: Proficient	38-75	33-66	41-75	47-81
Writing: Below Proficient	7-37	10-32	16-40	24-46
Writing: Far Below Proficient	6 or below	9 or below	15 or below	23 or below
Mathematics: Advanced	62 or above	61 or above	74 or above	81 or above
Mathematics: Proficient	33-61	25-60	52-73	63-80
Mathematics: Below Proficient	6-32	8-24	22-51	24-62
Mathematics: Far Below Proficient	5 or below	7 or below	21 or below	23 or below

The following pages include the Proficiency Level Descriptors for each content area. The Proficiency Level Descriptors are grouped by grade cluster 3/4, 5/6, 7/8, or 9/10 and describe the skills necessary at each of the achievement levels. The achievement levels are: Advanced, Proficient, Below Proficient, and Far Below Proficient.

### Alaska’s Alternate Reading, Writing, and Mathematics Proficiency Level Descriptors – Grades 3 and 4

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student decodes or identifies simple sight words; identifies the main idea and/or main character from a story read aloud; identifies simple sight words in addition to his/her name; identifies all letter sound relationships; and blends more than 5 sounds to make words.	The student uses basic conventions of writing (e.g., capitalization, spacing/alignment, left to right); and communicates ideas to others by producing a graphic product (story/event) through the use of pictures and/or symbols.	The student rote counts single digit numbers to ten; identifies first, second, and last; identifies the basic geometric shapes of triangle, circle, square, and rectangle; and matches items with similar attributes (e.g., matches the triangles).	<u>Reading</u> 63 or above <u>Writing</u> 76 or above <u>Mathematics</u> 62 or above
Proficient	The student identifies signs and symbols; identifies letter sound relationships; blends sounds to make words; identifies a detail using pictures, symbols, or words from a story read aloud; identifies own name in print; and displays an understanding of print directionality.	The student reproduces/copies words using upper and lower case letters; writes/reproduces own first name; and orients graphics in legible format (right-side up, left to right).	The student rote counts single digit numbers to five; copies numbers; identifies first and last; identifies the basic geometric shapes of triangle, circle, and square; and matches items with the same attributes (e.g., matches blue triangles).	<u>Reading</u> 32-62 <u>Writing</u> 38-75 <u>Mathematics</u> 33-61
Below Proficient	The student handles books/literacy materials correctly; holds book upright, right direction; handles books/literacy materials correctly but without demonstration of directionality; identifies pictures and letters; points to words randomly, and is developing phonological awareness.	The student reproduces/copies upper and/or lowercase letters; and writes/reproduces simple strokes that form letters.	The student counts numbers less than five; identifies first or last, but not both; and identifies one of the basic geometric shapes (triangle, circle, or square).	<u>Reading</u> 8-31 <u>Writing</u> 7-37 <u>Mathematics</u> 6-32
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> 7 or below <u>Writing</u> 6 or below <u>Mathematics</u> 5 or below

## Alaska’s Alternate Reading, Writing, and Mathematics Proficiency Level Descriptors – Grades 5 and 6

<b>Proficiency Level</b>	<b>Reading</b>	<b>Writing</b>	<b>Math</b>	<b>Score Ranges</b>
<b>Advanced</b>	The student reads a simple sentence of 3-5 or more words; identifies beginning and end of the sequence of events in the text; identifies or reads words of increasing complexity (e.g., more letters, more syllables); answers who, what, where questions about a passage read aloud; and follows 2-step written directions.	The student uses more conventions of writing (e.g., capitalization, end mark punctuation, letter/word order); and communicates ideas to others by producing a well-organized graphic product that uses complete sentences.	The student counts to 20 or above; graphs simple information; performs simple addition (using the numbers 1-12); creates a simple pattern; identifies more and less; identifies and names coins (penny, nickel, dime, and quarter); identifies value of coins; performs single-digit subtraction; and identifies where an object is located relative to another object (e.g., in and out, over and under).	<u>Reading</u> 77 or above <u>Writing</u> 67 or above <u>Mathematics</u> 61 or above
<b>Proficient</b>	The student identifies or reads simple sight words; reads simple sentences of 2-3 words; identifies the main idea and/or main character from a passage read aloud; and follows 1-step written directions.	The student communicates ideas to others by producing a story/event through the use of pictures and/or symbols; uses some basic conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right); uses beginning (early phonetic) spelling as evidenced by the use of mostly consonants with a few vowels; and writes/reproduces own name, first and last.	The student rote counts single-digit numbers to 12; reads and writes/reproduces single-digit numbers; identifies first, second, and last; identifies the basic geometric shapes of triangle, circle, square, and rectangle; matches items with similar attributes (match the triangles); counts objects to five; identifies bigger/smaller, shorter/taller, and more; reads simple graphs or charts; reproduces simple patterns; identifies coins (penny, nickel, dime, and quarter); performs simple addition with the numbers 1-5; and identifies where an object is located relative to another object (in and out).	<u>Reading</u> 46-76 <u>Writing</u> 33-66 <u>Mathematics</u> 25-60
<b>Below Proficient</b>	The student displays an understanding of print directionality; identifies signs and symbols; identifies letters; identifies a detail using pictures, symbols, or words from a story read aloud; and identifies own name in print.	The student copies/reproduces words using upper and lower case letters; writes/reproduces own first name; and orients graphics in legible format (right-side up, left to right).	The student demonstrates the concept of one; rote counts to five; identifies first and last; identifies two geometric shapes; and identifies same/different.	<u>Reading</u> 11-45 <u>Writing</u> 10-32 <u>Mathematics</u> 8-24
<b>Far Below Proficient</b>	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> 10 or below <u>Writing</u> 9 or below <u>Mathematics</u> 7 or below

## Alaska’s Alternate Reading, Writing, and Mathematics Proficiency Level Descriptors – Grades 7 and 8

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student decodes unfamiliar words using knowledge of letter-sound relationships (phonics), and word structure (base word, prefix, suffix); answers who, what (e.g., main idea), when, where, questions; identifies the theme or makes prediction about a reading passage; summarizes text accurately in correct sequence; and follows 3 or more step written directions.	The student uses a variety of simple sentences that support a topic; communicates by using a variety of words; uses conventions (e.g., capitalization, appropriate spacing, variety of ending punctuation marks such as exclamation and question mark); and correctly spells commonly used words.	The student skip counts by twos, fives, and tens; extends a simple pattern; interprets a simple graph; uses and applies basic units of measurement (e.g., time measurement, temperature, distance, and volume); identifies value of a combination of paper currency and coins; performs double-digit addition and subtraction with regrouping; and identifies whole, one-half, and one-quarter.	<u>Reading</u> 52 or above <u>Writing</u> 76 or above 74 or above
Proficient	The student reads a simple sentence of 4-5 or more words; identifies beginning, middle, and end of the sequence of events in the text; obtains information using text features including pictures (illustrations for text), visual cues (e.g., chapter headings, bolded or italicized text); identifies or reads words of increasing complexity (e.g., 5 or more letters, or 2 or more syllables); identifies answers to who, what, where questions about a reading passage; and follows 2-step written directions.	The student communicates ideas by using complete sentences; communicates by choosing appropriate word choice related to the topic; and uses conventions of writing (e.g., capitalization, appropriate spacing, use of periods, and correct orientation of written letters and/or other graphics).	The student counts to 20 or above and skip counts by fives and tens; reads and writes/reproduces two-digit numbers; reads and writes two-digit numbers; identifies place value of ones and tens; creates simple tables, charts, or graphs; identifies which category of a table has the most or least; performs double-digit addition and subtraction without regrouping; identifies symbols +, -, and =; identifies units of measurement (e.g., time, money, linear, or distance); identifies value of a combination of coins; identifies paper currency (1, 5, 10, and 20); labels empty set as none or zero; identifies where an object is located relative to another object (e.g., in and out, over and under, in front of, and beside); and identifies whole and one-half.	<u>Reading</u> 33-61 <u>Writing</u> 41-75 <u>Mathematics</u> 52-73
Below Proficient	The student decodes simple words; identifies or reads simple sight words; reads simple sentences of 2-3 words; identifies story elements (main idea and/or main character) from a passage read aloud; and follows 1-step written directions.	The student communicates ideas to others (a story/event) by the use of one or two pictures and/or symbols; and uses some conventions of writing (e.g., capitalization and punctuation, spacing/alignment, left to right).	The student rote counts single-digit numbers; reads and writes/reproduces single-digit numbers; identifies first, second, and third in activities; identifies the basic geometric shapes of triangle, circle, and square; matches items with like attributes; and identifies coins (penny, nickel, dime, and quarter).	<u>Reading</u> 12-32 <u>Writing</u> 16-40 <u>Mathematics</u> 22-51
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> 11 or below <u>Writing</u> 15 or below <u>Mathematics</u> 21 or below

## Alaska's Alternate Reading, Writing, and Mathematics Proficiency Level Descriptors – Grades 9 and 10

Proficiency Level	Reading	Writing	Math	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
<b>Proficient</b>	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

Frequently Asked Questions, 2007-2008

Question	Answer
When an assessor-in-training exhausts all ten trials to pass a proficiency module, what do we do?	After 4 no-passes, assessors-in-training should stop, re-take the training and the how-to-score modules again. If they still are receiving no-passes after a couple more tries, they need to seek help from their Qualified Mentor Trainer. When ten trials are attempted, the Qualified Mentor Trainer may request that the training module be reset for more attempts. Contact the DRA HelpDesk at Email: <a href="mailto:sevrina@dillardresearchassociates.com">sevrina@dillardresearchassociates.com</a> , or call: 1-800-838-3163.
How should the assessor or teacher giving the Alternate Assessment respond to the student when the student answers?	The assessor should encourage student responses with a neutrally reinforcing manner. The assessor should avoid reinforcing only correct answers during the assessment. In this way, assessment is different from classroom instruction.
Does testing need to be completed in one session?	Not necessarily. Test administration should be tailored to the needs of student. Testing can be conducted over multiple brief sessions or scheduled at a time most conducive to student responding.
How long does it take for a assessor-in-training to become proficient at administration?	The time to reach proficiency varies from person to person. There are three components: online training modules, online proficiency evaluations, and practice test administration with a student. Typically, assessors will complete all of the online components in a total of 6-12 hours. A practice test involves preparing student materials and administering the four content areas to a student.
Is AYP treated differently for a student on the Alternate Assessment?	The Alternate Assessment is taken by students who are on a non-diploma track and who have significant cognitive disabilities. The results of the Alternate Assessment are included in calculating AYP. However, there is a 1% cap on proficient scores that can be counted for AYP. While more than 1% of students can have proficient scores, a district may count only a maximum of 1% of these scores as proficient in the AYP calculations.
Can you explain the Scoring Key for the Correct Letter Sequence (CLS)?	Total possible score is 9 points, but 9 points = 100% for this item. Since every student will have a different number of letters in their name, scoring is calculated on a percentage basis. For example: John Doe can receive 9 points. If he gets 7 points correct, $7/9$ (7 divided by 9) = 77%. Look at the scoring guide, Percent Correct to find 77% which is between 60% and 79%. Next, look at Points to see that John Doe receives 15 points for this item.

Question	Answer
Can you explain the Scoring Key for the Correct Word Sequence (CWS)?	Total possible score is 10 points, 10 points = 100%. Students are prompted to write sentences on their own, so the length of each sentence may vary. First the sentence is scored for percentage correct. Then the scoring guide is used to calculate total points based on the correct percentage. Example: Student response: My teacher is nise. This sentence is worth a total of 5 CWS: ^ My ^ teacher ^ is ^ nice. ^ The student spelled nice wrong and did not use a period, so the student would receive 3 CWS: ^ My ^ teacher ^ is – nise – To calculate the percentage: $3/5 = 60\%$ Now refer to the scoring key in the scoring protocol: $60\% = 6$ points. The student would receive 6 points for this item. You can find additional information on the CLS and CWS Guide - <a href="http://www.eed.state.ak.us/tls/assessment/AlternateOptional/07-08/CWS_CLS_Guide.pdf">http://www.eed.state.ak.us/tls/assessment/AlternateOptional/07-08/CWS_CLS_Guide.pdf</a>
What happens if we do not enter student data before the deadline?	The online data entry system will be closed and will be taken offline at midnight at the end of the test window. Student data not entered in the system by that time will not be included in that year's statewide accountability system.
Are there guidelines for administering the practice test?	The purpose of the practice test is to become familiar with the materials, administering and scoring the tasks with a student present. It is recommended that a practice test be given to a student in a regular education classroom instead of to a student who is eligible to take the Alternate Assessment. The scoring protocols are then evaluated by a mentor for accuracy and completeness.
What do the Alternate Assessments measure?	The Alternate Assessments in grades 3-10 measure student achievement in relation to the performance standards/extended grade level expectations. All students in grades 3-10 will be assessed in reading, writing, and mathematics. Beginning in 2008, all students in grades 4, 8, and 10 will also be assessed in science.
I'm having trouble printing the practice tests from the online system at <a href="http://ak.k12test.com">http://ak.k12test.com</a> . Every time I click on the materials to download them, Safari quits and I am unable to get them. What do you suggest?	First ensure that your system meets the requirements posted at: <a href="http://ak.k12test.com/info/requirements.php">http://ak.k12test.com/info/requirements.php</a> . If you are still unable to view or print the documents, you may have a pop-up blocker installed, and you will need to disable it. Documents can take up to several minutes to download depending on your network connection. If problems continue, contact the DRA Helpdesk: At 1-800-838-3163, or e-mail <a href="mailto:sevrina@dillardresearchassociates.com">sevrina@dillardresearchassociates.com</a>

Question	Answer
I am having trouble getting the response options of the proficiency trials on the website to play.	The system requirements link on the main page (ak.k12test.com) contains links to the pdf viewer and Flash player download pages. Download the appropriate software to complete the online training. For large training groups, please be aware of the system requirements and contact the district IT person about the system requirements ahead of time.
Can a paraprofessional administer the Alternate Assessment?	Yes. Only school personnel may administer the Alternate Assessment (4 AAC 06.765,c). All personnel must be trained and meet the proficiency requirements as Qualified Assessors before receiving access to the secure test and administering the assessment to a student. Qualified Mentor Trainers certify school personnel as Qualified Assessors.
Can parents give the Alternate Assessment? If so, under what conditions?	Parents may not administer any of the state tests. Only school personnel may administer state tests (4 AAC 06.765, c). All personnel who will administer the Alternate Assessment must also be trained and meet the proficiency requirements as Qualified Assessors before receiving access to the secure test.
I am having trouble downloading and printing the practice test, a popup appears that says the file has been damaged and is unable to be downloaded. What do you suggest?	First check the system requirements. There is a link to "System Requirements" on the main login page. Make sure you have the correct plug-ins for the downloads. Let the DRA Help Desk know if this solves the problem or they will continue troubleshooting the problem.
I'm having trouble printing the practice tests from the online system at www.ak.k12test.com. Every time I click on the materials to download them, Safari quits and I am unable to get them. What do you suggest?	Firefox is the best browser to use with our website. You can download Firefox for free at: <a href="http://www.mozilla.com/en-US/">http://www.mozilla.com/en-US/</a> We suggest that users download the practice test using Firefox. If problems continue, contact the DRA Helpdesk: At phone number 1-800-838-3163.
How will we know if a student is proficient on a Reading, Writing, Mathematics, or Science Alternate Assessment?	The Alaska State Board of Education approved proficiency scores in July 2007. Proficiency levels for the Alternate Assessment are: Advanced, Proficient, Below Proficient, and Far Below Proficient. The cut scores can be viewed at <a href="http://www.eed.state.ak.us/tls/assessment/alternate_optional.html">http://www.eed.state.ak.us/tls/assessment/alternate_optional.html</a> select Alternate Assessment Proficiency Scores.

Question	Answer
What happens at standard setting?	Standard Setting is a formal process for determining the range of scores that will represent the four proficiency levels: Advanced, Proficient, Below Proficient, and Far Below Proficient. This process occurred in May 2007. Science Standard Setting will occur in April 2008. The resulting "cut" scores will be submitted to the State Board for approval in July 2008. Reading, Writing, and Mathematics proficiency scores will be re-evaluated in April 2008 by a Standards Validation Committee.
Who issues Qualified Assessor (QA) Certificates to protégés?	Qualified Mentor-Trainers are responsible for issuing Qualified Assessor certificates to their protégés after completion of all required tasks.
Once a person achieves Qualified Assessor status, is any further training necessary?	To maintain the Qualified Assessor status, the annual requirements are: attend any required district trainings, sign a Test Security Agreement and file with the District Test Coordinator, re-register on the test website, and complete the required refreshing proficiencies to maintain skills.
Once a person achieves Qualified Mentor Trainer status, is any further training necessary?	To maintain the Qualified Mentor Trainers status, the annual requirements are: attend any training required by the Alternate Assessment Program Manager, sign a Test Security Agreement annually and file with both EED and the District Test Coordinator, re-register on the test web site, and complete the required refreshing proficiencies to maintain skills.
What are the annual required refresher tasks?	Refer to page 21 of the Teacher Participation Guide 2007-2008 in the Alternate Assessment Manual for a list of specific tasks required.
Does the Department of Education & Early Development (EED) pay for Alternate Assessment training?	EED pays for Alternate Assessment mentors to attend training, including travel costs, lodging, per diem, and any substitute teacher costs.
If a student took the Alternate Assessment last year as a 10th grader and that same student enrolled in grade 10 again this year, does s/he take the Alternate Assessment again?	Yes. Students in grades 3 through 10 must be assessed, whether they are retained or not. The Alternate Assessment is not administered to 11th or 12th graders as it is a non-diploma track assessment.
How will scoring be reported for students taking the Reading, Writing, Mathematics, and Science Alternate Assessments?	Unofficial Individual Student Reports are received immediately after entering student demographic and test score information. These reports show the percent correct for each task. The official student reports are being redesigned to show the points earned out of the possible points for each task and will be mailed by EED to districts in August. 2008.

Question	Answer
How are the Reading, Writing, Mathematics, and Science Alternate Assessments scored?	In this system the Qualified Assessors are the raters. A Qualified Assessor administers the Reading, Writing, Mathematics, and Science Alternate Assessments one-on-one to an individual student, and records the student's responses on forms called scoring protocols. After testing is completed the Qualified Assessor logs onto the online assessment system and enters the student responses into a secure data entry system. An unofficial student report is generated immediately.
In prior years, districts shipped portfolios to the test vendor. Will districts ship materials to the test vendor for students taking the Alternate Assessments?	Districts do not ship test information to the vendor. All test information is submitted via the online test system. The only materials that districts ship to the test vendor are the two sets of scoring protocols for a mentor-in-training. This process is explained in detail at mentor training. All other assessors in training work directly with their district's Alternate Assessment Qualified Mentor Trainer.
Can students use computers, assistive technology, spell check, etc. to respond under standard administration conditions?	Yes, however, some assistive technologies may represent modifications. The assessments are designed to measure a student's independent response. It is acceptable to provide supports that give the student the best opportunity to show what the student can do independently without modifying the test construct.
How long does it take to administer the test to a student?	In 2008, test administration involves assessing four subjects: reading, writing, mathematics, and science. On the average, each subject will be completed within 15 to 30 minutes. Total time for testing may range between 1 to 2 hours. Administration time varies due to the amount of time an individual student requires to respond.
What are the regulations on allowing a parent of a student to sit in the room while the child takes the test?	Special circumstances, interruptions, or distractions that affect individual or group performance can lead to invalid test results. The presence of a parent in the room would be considered a distraction to all students, including the parent's child.
How do we update online status from Assessor-in-training to Qualified Assessor?	Mentors are in charge of updating the online status of their district's assessors-in-training after all requirements are completed. Log onto the test website ( <a href="http://ak.k12test.com">http://ak.k12test.com</a> ), click on the ADMIN tab on the upper right hand side. Select "Upgrade User Accounts." Here you will be able to view all teachers you are working with. Select an individual name, and a drop down menu will appear. Select Qualified Assessor, and then click "update account." Qualified Mentor-Trainers are responsible for issuing Qualified Assessor certificates to their protégés after completion of all required tasks. Contact the AA Program Manager for an updated QA certificate.

## Glossary of Terms

**Alternate Assessments** are designed for students with significant cognitive disabilities that prevent them from taking the regular Standards Based Assessment (SBA) with or without accommodations. Students must meet the eligibility criteria as specified in the *Participation Guidelines* or located on the Alternate Assessment website in expanded format at

<http://www.eed.state.ak.us/tls/assessment/AlternateOptional/05-06/ExpandedFormatPartCriteriaAug05.pdf>

**Access Skills (Early Entry Points)** are the very basic, underlying social, motor, or communication skills needed by students to be able to accomplish the content learning standards and may be part of the student's Individualized Education Program's (IEP). Instead of teaching these skills in isolation, they may be embedded within the context of standards-based instructional activities. This allows the student to practice targeted IEP skills while providing access to the general education curriculum. Access skills are not part of the grade level expectations but when used during content-related activities, they meaningfully engage students in the content activities and expose students to new ideas while practicing necessary skills required in the student's IEP.

**Age-Appropriate Instruction and Materials** – Instruction of students should open up opportunities to access the content standards, not limit participation in the grade level instructional activities. Materials and activities should reflect the chronological age of the student and be consistent with the content, activities, materials, and expected outcomes for all students. Materials may be adapted to provide access for the student with an Individualized Education Program (IEP).

**Content Standards** are broad statements of what students should know and be able to do as a result of their public school experience.

**Performance Standards** are aligned to the Content Standards and are measurable statements of what students should know and be able to do in the age spans 5-7, 8-10, 11-14, and 15-18. Within these standards are **strands**, which are clusters of learning standards in the content area organized around a central idea or concept.

**Grade Level Expectations (GLEs)** are specific statements of the knowledge and/or skills that students are expected to demonstrate at each grade level. They serve as checkpoints that monitor progress towards the performance standards and ultimately, the content standards. The grade-level expectations do not replace the performance standards; rather, they serve to clarify the standards. They also serve to define and communicate eligible content, or the range of knowledge and skills from which instruction and the new assessments are designed.

**Extended Grade Level Expectations (ExGLEs)** are linked to the Performance Standards/Grade Level Expectations. They are measurable statements of what students with significant cognitive disabilities should know and be able to do at grade level. The extended grade level expectations are foundational skills and are less complex than the grade level expectations.

**Early Entry Points** describe the least complex skills and are prerequisites to the skills being assessed. They provide a range of options at which a student with a disability can access the learning standard at a less complex level. See above for definition of **Access Skills** and their relationship to standards.

**Achievement Standards** are descriptions of a test taker's competency, and **Alternate Achievement Standards (AAS)** are descriptions of competency for students who take the alternate assessment. There are four components of achievement standards.

- 1) **Labels** designating the different levels of student achievement. Alaska's proficiency levels are labeled: Advanced, Proficient, Below Proficient, and Far Below Proficient.
- 2) **Proficiency descriptors** are narrative statements describing student achievement at the different levels of competence useful in determining cut scores.
- 3) **Cut scores** separate the different achievement levels
- 4) **Exemplars** are samples of student work or student test results.