Agenda
Alaska Alternate Assessment
Annual Mentor Training Webinar
Tuesday, November 6, 2012, 3:00 PM to 5:00 PM

Trainers:
Aran Felix, Alternate Assessment Program Manager, Alaska Department of Education
Kim Sherman, Coordinator of Process for Alaska Alternate Assessment, Dillard Research Associates
Dan Farley, Coordinator of Deliverables for Alaska Alternate Assessment, Dillard Research Associates
Elizabeth Davis, Assessment Administrator, Alaska Department of Education

Purpose of Annual Mentor Training: Train mentors to train Assessors throughout the state who administer alternate assessments that maintain fidelity to the administration and scoring rules and accurately reflect student scores.

WEBINAR GUEST LINK:

https://sas.elluminate.com/m.jnlp?sid=2010175&password=M.63A3DDA73EDA0622A85D84A9FF32CD

If you need to connect through a telephone line for audio, call GCI @ 1-800-315-6338 PIN code is 8431.

Assessment Website and Training Review
1. Writing Scoring Addendum (and review 2012 study results)
2. 2013 Reading/Writing study
3. Test Window
4. Refresher Training Schedule
5. Web Walk and Review of Data Entry – entering scores, entering reasons not tested, Acc/AT, Student Communication Survey SCS) link
6. Explanation of Answer document – Changes and Distribution (mailed to Mentor after they call EED to change their status and request the document)
7. Accommodations report – modifications
8. Monitoring training and test completion
9. "Modifications = Do Not Use" clarified in General Instructions of Test Documents and Practice Tests
10. Location of training materials, quick reference guides, other tools – Materials Tab
State System Review
1. NCSC Updates
2. Implementation Plans
3. Test Security Agreements
4. Update on new standards/link to overview

Welcome to the Annual Mentor Training Webinar!

In order for you to upgrade to Qualified Trainer status, you must let us know you are participating (either live or via webinar); please send an email to Kim at **kim.dra.eed@gmail.com** stating that you have completed the Annual Mentor training webinar.

Then, Kim will email zip folders of all the documents that will be used in the 2-day Annual Mentor Training.

Webinar Etiquette

If you are calling in by phone, please MUTE your line by touching * 6. You may Un-MUTE by touching # 6.

If you need to leave the webinar briefly, please just put your phone headset down or hang up.

DO NOT place the call on hold (so we don't rock out to your hold-music…)

If you are participating through your computer's audio system, we will MUTE you. Please refer to your Elluminate instructions regarding ways to gain our attention or ask a question.

Annual Mentor Webinar

November 2012

Refresher Test Schedule

Returning Qualified Assessors and Qualified Mentors

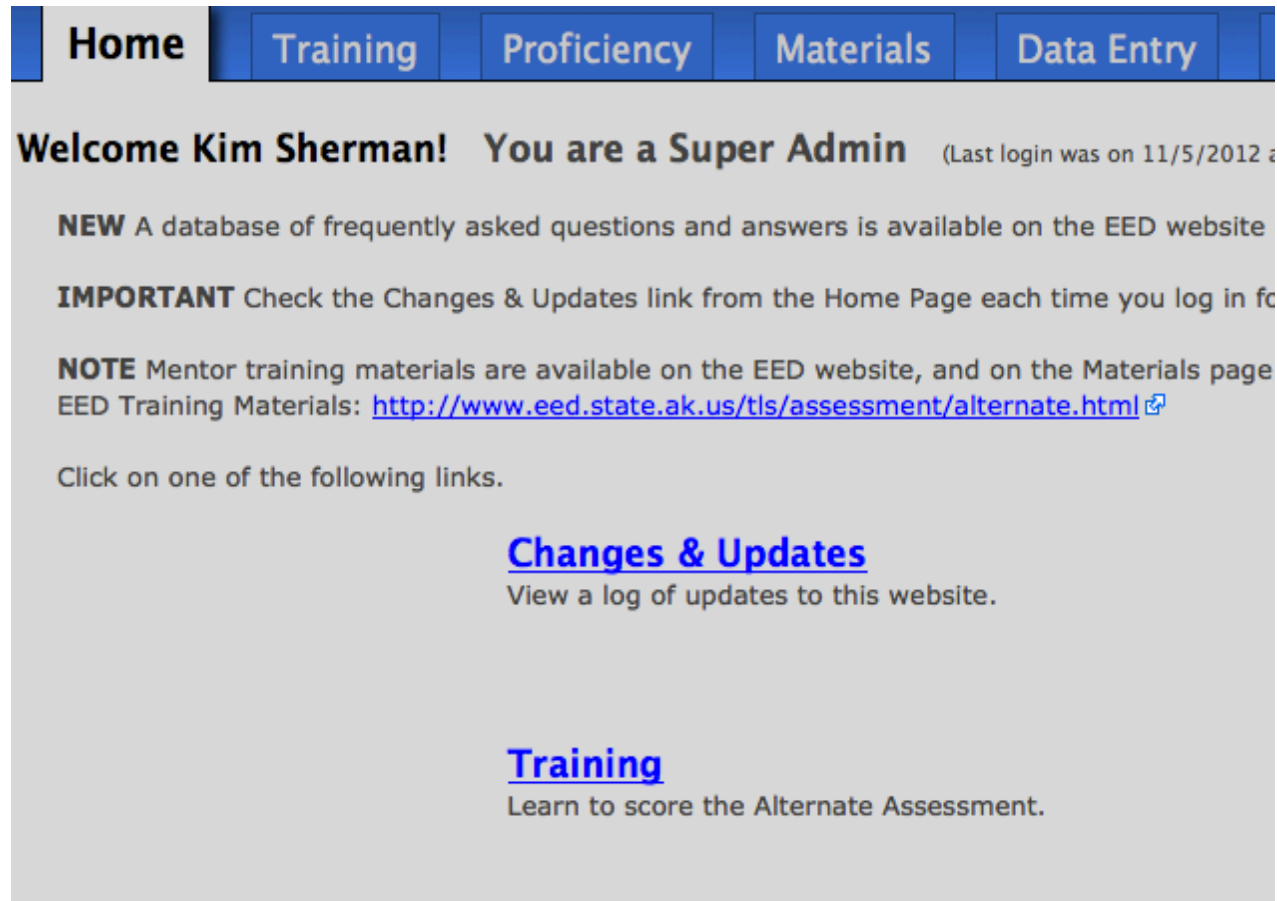| Year	Online Training Requirements
1	Complete the entire training and all 100 proficiency test questions (20 questions in 5 areas of Administration, Reading, Writing, Math, Science).
2	Reduced training and proficiency expectation (25 proficiency questions over the 5 areas).
3	Reduced training and proficiency expectation (25 proficiency questions over the 5 areas).
4	Complete the full training and proficiency testing.

4

Critical Testing Dates

January 23	Pretest Audio and Preview of Online System for Mentors, 3:30-4:30 pm
January 25	Vendor deletes all practice data from online website (student demographics and scores)
January 28	Alternate Assessment Test Window Opens, 8:00 AM
April 5	Alternate Assessment Test Window Closes at 6:00 PM Final date for entering and submitting student scores into online system

5

Web Walk !!

- Not today… But you'll get to walk the web yourselves when you complete your training!

- Some changes, though:

6

Web Walk !!

7

Modifications vs Accommodations

- Clarification added to General Test Instructions
  - Modifications are not allowed in testing
- Improvement in listed modifications from 2010-2011
  - Continue to see "hand over hand assistance"… "to choose correct answer." This is a modification and not allowed.

Monitoring Protégés

- Monitoring:
  - Protégé training completion
  - Protégé proficiency completion (and resets)
  - Assessor student data enrollment
  - Assessor Alternate Assessment completion
  - Assessor Alternate Assessment Submission
- Resources:
  - Day1_PM_01_AnnualMentor_MentorProtege in zip folder (Day 1, PM)
  - Quick Reference Guide

Scoring Writing for the 2013 AKAA

Mini-Lesson

Objectives

◆ To train new mentors about how to score writing for the AKAA
  - ◆ Presentation
  - ◆ Guided Practice
  - ◆ Independent Practice
  - ◆ Follow-up
◆ To have 100% pass rate on the writing proficiency tests!

Color-coded Handouts

- 2012 Writing Scoring Manual (Approved for use in 2012-13) - white paper
- 2013 WSM Addendum – light blue paper
- Mini-lesson PPT – light yellow paper
- Mini-lesson worksheet – light tan paper
- Mini-lesson answers document – light pink paper
- Activities Guide – light green paper

Same Manual

◆ *2012 Writing Scoring Manual (Approved for use in 2012-13)*

　　◆ Correct Word Sequences (CWS)

　　◆ Correct Letter Sequences (CLS)

　　◆ Ideas & Organization (I&O)

　　◆ Legibility

◆ NOTE: You can simply print the 2013 Addendum and add it to your 2012 Writing Scoring Manual.

Nationally Accepted Writing Scoring

◆ Dr. Gerald Tindal developed the methodology for scoring CLS and CWS

◆ The model was used by many states and enhanced by practitioners, including Lynn and Doug Fuchs

◆ Their manual, which forms the foundation of our scoring and training methodology, can be found at:

http://www.studentprogress.org/weblibrary.asp#expression

Agenda & Handouts

◆ Goal is to prepare you to take the writing proficiency examinations

◆ You will need a copy of the 2012 Writing Scoring Manual

◆ You will need a copy of the Writing Scoring Mini-Lesson handout (light yellow paper)

CWS Rules

◆ **CWS Rule 1** **Maximum Number of Sequences**

◆ **CWS Rule 2** **Spelling**

◆ **CWS Rule 3** **Beginning Capitalization**

    ◆ *CWS Rule 3a* *Internal Capitalization*

◆ **CWS Rule 4** **Beginning Punctuation**

    ◆ *CWS Rule 4a* *Internal Punctuation*

    ◆ *CWS Rule 4b* *End Punctuation*

◆ **CWS Rule 5** **Syntax**

◆ **CWS Rule 6** **General Semantics**

◆ **CWS Rule 7** **Story Titles and Endings**

Implied Spaces & Sequences

Implied Spaces

This is a sentence.

Sequences

^s^e^q^u^e^n^c^e^

^You^score^the^sequences,^not^the^words!^

^Use^caution^when^scoring^sentences^that^
wrap^to^the^next^line.^

CWS Exercises

◆ Rule 1: Maximum Number of Sequences

You are great.	CWS=
This room is very comfortable.	CWS=
Nobody loves trainings on scoring writing more than I do!	CWS=

CWS Answers

◆ Rule 1: Maximum Number of Sequences

^You^are^great.^ (3 words +1=4)	CWS= 4
^This^room^is^very^comfortable.^ (5 words +1=6)	CWS= 6
^Nobody^loves^trainings^on^scoring^writing^more^than^I^do!^ (10 words +1=11)	CWS= 11

CWS Exercises

◆ Rule 2 Spelling

You are grate.	CWS= /
This room is vary comfortable.	CWS= /
Nobody luvs trainengs on scoring writing more than I do!	CWS= /

CWS Answers

◆ Rule 2 Spelling

^You^are-grate.- ('great' spelled incorrectly)	CWS= 2/4
^This^room^is-vary-comfortable.^ ('very' spelled incorrectly)	CWS= 4/6
^Nobody-luvs-trainengs-on^scoring^writing^more^than^I ^do!^ ('loves' and 'trainings' spelled incorrectly)	CWS= 8/11

CWS Exercises

◆ Rule 3 Capitalization

you are great.	CWS= /
Nobody loves trainings on scoring writing more than i do!	CWS= /

CWS Answers

◆ Rule 3 Capitalization

-you-are^great.^ ('You' not capitalized)	CWS= 2/4
^Nobody^loves^trainings^on^scoring^writing^more^than-i-do!^ ('I' not capitalized)	CWS= 9/11

CWS Exercises

◆ Rule 4 Punctuation

You are great	CWS= /
This room is very comfortable," she said.	CWS= /
Nobody loves trainings on scoring writing more than I do	CWS= /

CWS Answers

◆ Rule 4 Punctuation

^You^are-great- (missing end punctuation)	CWS= 2/4
-This-room^is^very^comfortable,"^she^said.^ (missing open quotation mark)	CWS= 6/8
^Nobody^loves^trainings^on^scoring^writing^more^than^I-do- (missing end punctuation)	CWS= 9/11

CWS Exercises

◆ Rule 5 Syntax

You is great.	CWS= /
"This room is very comfortable," her said.	CWS= /
Nobody loves trainings on scoring writing more than me does!	CWS= /

CWS Answers

◆ Rule 5 Syntax

^You-is-great.^ (incorrect verb tense)	CWS= 2/4
^"This^room^is^very^comfortable,"-her-said.^ (incorrect pronoun)	CWS= 6/8
^Nobody^loves^trainings^on^scoring^writing^more^than-me-does!- (incorrect pronoun and verb tense)	CWS= 8/11

CWS Exercises

◆ Rule 6 Semantics

You are greatly.	CWS= /
"This room very comfortable," she said.	CWS= /
Nobody loves trainings on scoring writing most than I do!	CWS= /

CWS Answers

◆ Rule 6 Semantics

^You^are-greatly.- (adverb used where an adjective is required)	CWS= 2/4
^"This^room-very^comfortable,"^she^said.^ (we wouldn't know what word(s) is/are missing in a testing situation; we've thus scored one incorrect sequence based on what is actually written – there are only 7 possible sequences, as the student has written 6 words)	CWS= 6/7
^Nobody^loves^trainings^on^scoring^writing-most-than^I^do!^ (incorrect adverb)	CWS= 9/11

CWS Exercises

◆ Rule 7 Story Titles and Endings

This is My Storie	CWS= /
And thatz how it end	CWS= /

CWS Answers

◆ Rule 7 Story Titles and Endings

^This^is^My-Storie- ('Story' misspelled)	CWS= 3/5
^And-thatz-how^it-end- ('that's' misspelled; 'end' should be 'ends' – student gets more points with example treated as sentence)	CWS= 2/6

CLS Rules

- ***CLS Rule 1***   ***Maximum Number of Sequences***
- ***CLS Rule 2***   ***Implied Spaces***
- ***CLS Rule 3***   ***Insertions***
  - *CLS Rule 3a*   *Capital Letters*
  - *CLS Rule 3b*   *Rotated Letters*
- ***CLS Rule 4***   ***Omissions***
  - *CLS Rule 4a*   *Double Letters*
- ***CLS Rule 5***   ***Punctuation***

CLS Exercises

◆ Rule 1 Maximum Number of Sequences

you	CLS= /
learn	CLS= /
quickly	CLS= /

CLS Answers

◆ Rule 1 Maximum Number of Sequences

^y^o^u^ (3 letters +1=4)	CLS= 4
^l^e^a^r^n^ (5 letters +1=6)	CLS= 6
^q^u^i^c^k^l^y^ (7 letters +1=8)	CLS= 8

CLS Exercises

◆ Rule 2 Implied Spaces

Word	k i d	CLS= /
kid	k i d d	CLS= /
	s k i d	CLS= /

CLS Answers

◆ Rule 2 Implied Spaces

Word	^k^i^d^	CLS= 4/4
kid	^k^i^d-d	CLS= 3/4
	s-k^i^d^	CLS= 3/4

CLS Exercises

◆ Rule 3 Insertions

Word		apple	CLS= /
		a p q l e	CLS= /
apple		a p l e	CLS= /
		a P P l e	CLS= /

CLS Answers

◆ Rule 3 Insertions

Word	^a^p^p^l^e^	CLS= 6/6
	^a^p-q-l^e^	CLS= 4/6
apple	^a^p- -l^e^	CLS= 4/6
	^a-P-P-l^e^	CLS= 3/6

CLS Exercises

◆ Rule 4 Omissions

Word	textbook	CLS= /
	textbok	CLS= /
textbook	textb	CLS= /
	extbook	CLS= /

CLS Answers

◆ Rule 4 Omissions

Word	^t^e^x^t^b^o^o^k^	CLS= 9/9
	^t^e^x^t^b^o- -k^	CLS= 7/9
textbook	^t^e^x^t^b- - - -	CLS= 5/9
	- -e^x^t^b^o^o^k^	CLS= 7/9

CLS Exercises

◆ Rule 5 Punctuation

Word	Shane's	CLS= /
Shane's	Shanes	CLS= /

CLS Answers

◆ Rule 5 Punctuation

Word	^S^h^a^n^e'^s^	CLS= 7/7
Shane's	^S^h^a^n-e-s^	CLS= 5/7

Calculating CWS/CLS (Possible, Earned, & Percentages)

- ◆ First, calculate the maximum number of possible sequences using Rule 1
- ◆ Second, record each correct sequence (^) and incorrect sequence (-)
- ◆ Third, count the number of correct sequences
- ◆ Fourth, take the number of correct sequences and divide it by the number of possible sequences to determine the percentage
- ◆ Fifth, use the relevant scoring key to see how many points that percentage earns

CWS Scoring Key
Grade 9-10 Exercise

Sentence	CWS Percent Correct	CWS Score Points
U are scoring this sentence vary well!		
i don't understand y u write like this.		

CWS Scoring Key
Grade 9-10 Answer

Sentence	CWS Percent Correct	CWS Score Points
-U-are^scoring^this^sentence-vary-well!^ (7 words +1=8 possible sequences)	4/8 = 50%	15
-i-don't'^understand-y-u-write^like^this.^ (8 words +1=9 possible sequences)	4/9 = 44%	15

CLS Scoring Key Exercise

Student Word	CLS Percent Correct	CLS Score Points
M a y g (Meg is correct)		
B r i t e n y (Brittany is correct)		

CLS Scoring Key Answer

Student Word	CLS Percent Correct	CLS Score Points
^M-a-y-g^ (Meg is correct)	2/4 = 50%	10
^B^r^i^t- -e-n^y^ (Brittany is correct)	6/9= 67%	15

I&O Scoring Guide – Gr. 5-8

Ideas and Organization Scoring Guides

The writing task in **Grades 5, 6, 7, & 8** requires the student to write a sentence. A transition in a sentence may include (but does not require) specific transitional words or conjunctions (e.g., and, but, although, however, etc.), or words that connect similar thoughts. Ideas and Organization scoring for sentences is based upon the following rubric:

Ideas and Organization	Score
A complete sentence with at least two descriptive details such as adjectives, adverbs, prepositional phrase, or clause or a compound sentence was written. The sentence relates to the prompt.	5
A complete sentence with at least one descriptive detail, such as an adjective, adverb, prepositional phrase, or clause was written. The sentence relates to the prompt.	4
A complete sentence was written, containing at least a subject and a verb. The sentence relates to the prompt.	3
A simple sentence was written; it relates to the prompt, but does not constitute a complete thought.	2
An incomplete sentence was written; it does not relate to the prompt.	1
No writing sample was generated, or the writing was illegible.	0

I&O Scoring
Grade 5–8 Exercise

Student Sentence	I&O Scoring Level
I went to the beach.	

I&O Scoring
Grade 5–8 Answer

Student Sentence	I&O Scoring Level
I went to the beach.	4
Discussion: The student has written a complete sentence that relates to the prompt with one descriptive detail, a prepositional phrase 'to the beach'.	

I&O Scoring Guide Gr. 9-10

The writing sample in **Grades 9 & 10** requires the student to write a story. A transition in a story may include appropriate use of conjunctions or two or more sentences that relate to each other and to the topic. A list of details or activities could indicate appropriate "transition" if they relate to each other and to the topic. Ideas and Organization scoring is based upon the following rubric:

Ideas and Organization	Score
The story contains two or more sentences; all sentences relate to the topic, utilize subject/verb structure, and the story contains at least two descriptive details, such as adjectives, adverbs, prepositional phrases, or clauses, and/or a transitional word (e.g., however, because, first, last, finally, etc.).	5
The story has two or more sentences; all sentences relate to the topic, utilize subject/verb structure, and contain at least one descriptive detail, such as an adjective, adverb, prepositional phrase, or clause.	4
The story contains at least two sentences; all sentences relate to the topic and contain at least a subject and verb.	3
A simple story was written; it relates to the prompt, but does not constitute a complete thought.	2
An incomplete story was written; it does not relate to the prompt.	1
No writing sample was generated, or the writing was illegible.	0

I&O Scoring
Grade 9–10 Exercise

Student Story	I&O Scoring Level
I went fishing with my family. We caught a lot of salmon near the inlet.	

I&O Scoring
Grade 9–10 Answer

Student Story	I&O Scoring Level
I went fishing with my family. We caught a lot of salmon near the inlet.	5
Discussion: The student has written a story that contains two complete sentences that relate to the prompt. The sentences both contain descriptive details. The first sentence includes a prepositional phrase, 'with my family'. The second sentence includes an adjective, 'a lot' and two prepositional phrases 'of salmon' and 'near the inlet'.	

Scoring Legibility Gr. 7-8

◆ The letters (and/or numerals, if applicable) and words are written in a standard manner such that any able reader would be able to decode them.

◆ The letters and words are written in an appropriate, left-to-right orientation (and top-to-bottom, if applicable).

◆ The student spaced letters and words appropriately such that the letters and words are clearly seen as separate, but also are not too far apart.

◆ The student used the lines provided in the student materials or by the Assessor appropriately, ensuring that the letters and words are generally contained within the lines and of a relatively uniform size.

Legibility Rating Scale

Legibility Rating Scale

1-point items

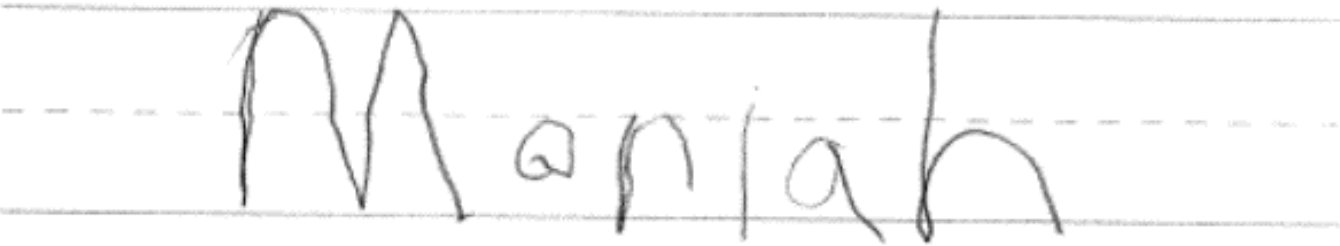0 pts. – Illegible   Legible – 1 pt.

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2-point items

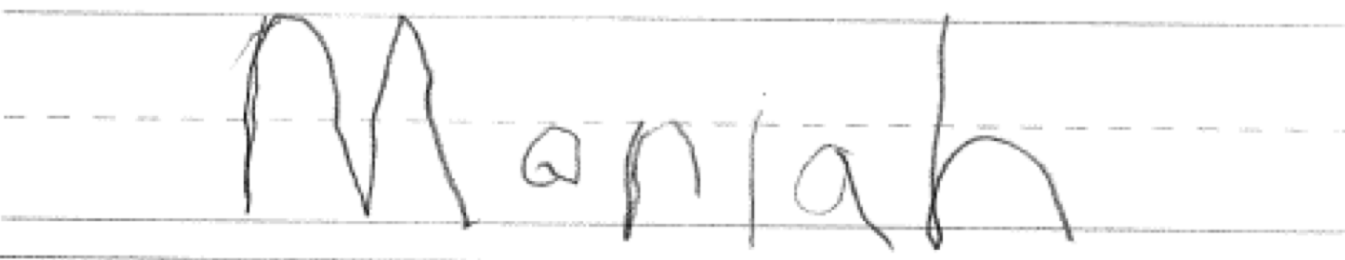0 pts. – Illegible   1 pt. -Legible, but requires inference   Legible – 2 pts.

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Legibility Scoring Exercise

Student work sample	Legibility Points
1. First Name	

Legibility Scoring Answer

Student work sample	Legibility Points
1. First Name Moriah (handwritten)	1

Discussion: Moriah spelled her name in a standard manner that an able reader can easily decode. The letters are written left-to-right. Her spacing is appropriate and her writing is generally contained within the lines. She earns full credit.

Legibility Scoring Exercise

Student work sample	Legibility Points
1.78D - Write A Sentence - Assisted 1 my faidisfun	

Legibility Scoring Answer

Student work sample	Legibility Points
1.78D - Write A Sentence - Assisted 1 My faidisfun	2

Discussion: This student spelled her sentence in a standard manner that an able reader can easily decode, despite misspelling 'friend'. The words are written left-to-right. Her spacing is appropriate and her writing is generally contained within the lines. She earns full credit.

New Information

- *Results of 2012 Writing Study*
  - *Rounding (*we round to the hundredths)*
  - *Word Sequences with provided words (*end punctuation clarification)*
  - *Scoring CWS with multiple sentences (* there are two transitions between two sentences)*
  - *Internal capitalization (*folks did not deduct points for N's, P's, L's, etc., in the middle of words)*
  - *Be consistent and do not enter scores that are impossible (*6/5 is not a possible score; also, make sure that the score you record on the SP matches the one you wrote in the SM – or at least enter the correct one of the two!)*
  - *ELOS Administration clarifications (*it is never appropriate to administer every item of both assessments)*

Rounding & Hundredths

- The results of our 2012 Writing Study demonstrated that some Assessors were having difficulty with rounding.

  - For the AKAA, we round to the hundredths' place, for example:

    - [13/14 = .92**8**57143 = .93 = **93%** (the thousandths' place is 8; 8 ≥ 5, therefore the 2 in the hundredth's place is rounded up to 3)]

    - [1/21 = .04**7**619048 = .05 = **5%** (the thousandths' place is 7; 7 ≥ 5, therefore the 4 is rounded up to 5)]

Addendum of New Sentence Examples Adapted from the Field

- *Sentence 1*: One-word sentence
- *Sentence 2*: Benefit of the doubt
- *Sentence 3*: High I & O ≠ High CWS
- *Sentence 4*: High variability
- *Sentence 5*: Word sequencing
- *Sentence 6*: Clauses & Phrases
- Sentence 7: Implied Subjects

Addendum of New Story Examples Adapted from the Field

◆ *Story 1*: One-sentence story
◆ *Story 2*: General story considerations
◆ Story 3: Bulleted Lists

ELOS 3X3 Scoring Rule

◆ If a student receives a '0' on three consecutive items in a task, skip to the next task. If the student continues to receive a '0' on three consecutive items for three consecutive tasks within a content area, stop administration of the Standard AKAA and proceed to administer the ELOS for that content area

◆ NOTE: an 'NA/I' does not count as a '0' for purposes of the three-by-three rule

◆ The ELOS must be administered in its entirety, all three tasks composed of 15 items.

Questions?

Alternate Assessment Mentor Training November 2012

Overview of
Alternate Assessments &
Mentor Responsibilities

Introduction and Icebreaker

- Housekeeping
  - BP Energy Center Safety Announcement
  - Turn cell phones off, or to vibrate

- Shuttle schedule

- Introduce Presenters

- Icebreaker & Participant Introductions

- Paperless

- Review Agenda, Evaluation

- Getting Questions Answered

What is alternate assessment?

- Alternate Assessments (AA) based on Alternate Academic Achievement Standards

- Specially designed for those students with disabilities who are unable to participate in general large-scale assessments even when accommodations or modifications are provided.

- Usually 1 to 2% of the student population.

- Provides access to academic content (instruction and assessments) for students including those with the most significant disabilities.

- AA are aligned with the general curriculum

Alaska's Comprehensive System of Student Assessments (CSSA)

Assessments by Grade Levels	Diploma Track Assessments	Non-diploma Track Assessments
Kindergarten/Grade 1	Developmental Profile	Developmental Profile
Grades 1-2	None	None
Grades 3-10	Standards Based Assessment(SBA)	Alternate Assessment based on Alternate Achievement Standards (AA-AAS)
Grades 5, 7	Terra Nova (TN)	Alternate Assessment based on Alternate Achievement Standards (AA-AAS)
Grades 10, (11, 12 until pass all 3 subtests)	High School Graduation Qualifying Exam (HSGQE)	None
Grade 11	WorkKeys	WorkKeys if appropriate

Alaska's Alternate Assessment

- Part of Comprehensive System of Student Assessments (CSSA)

- Tests skills in reading, writing, math (grades 3-10)

- Tests science skills (grades 4, 8, 10)

- No alternate assessments administered in grades 11, 12

- Performance-task assessment using standardized materials that are provided on a secure website.

- Tasks are grade level specific.

- A Qualified Assessor (QA), in a one-on-one setting with the student, administers and scores the tasks.

- Scores are entered in a secure online data entry system.

Participation Guidelines & Criteria

PARTICIPATION GUIDELINES

For Alaska Students In State Academic Assessments

Students Identified as Limited English Proficient and Students with Disabilities

Alaska Department of Education & Early Development

June 2011
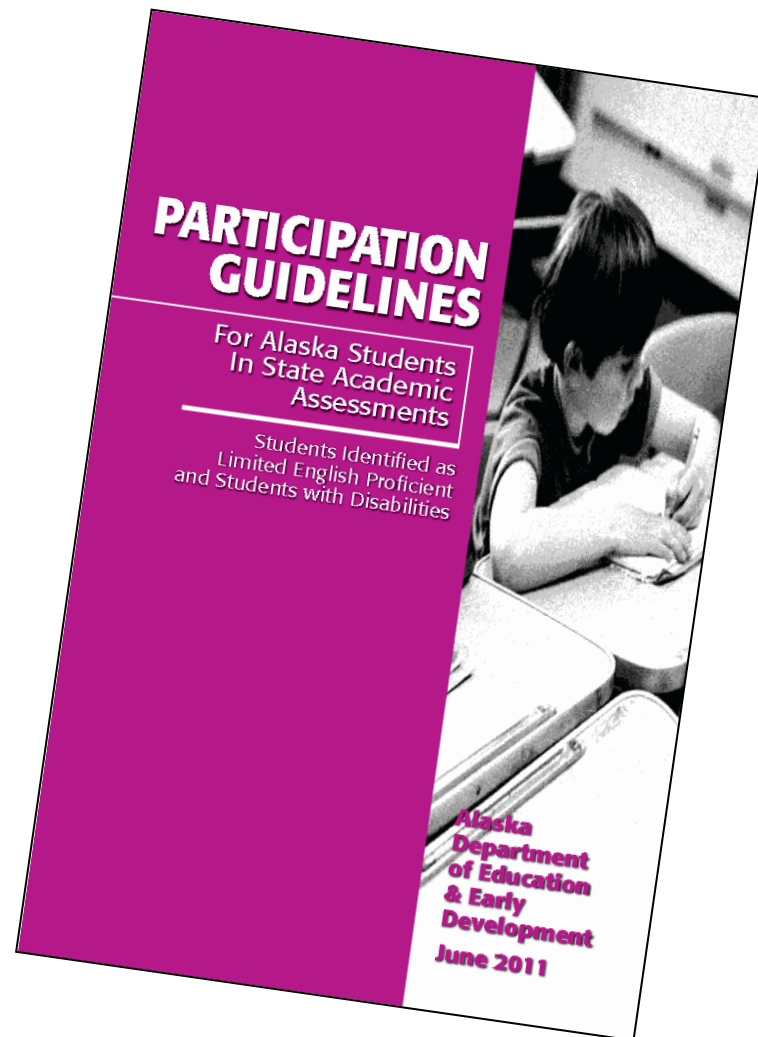
Which Students? Eligibility Criteria

- Students with significant cognitive deficits and poor adaptive skills and behaviors

- Requires extensive direction instruction in academics and functional skills in order to learn and transfer skills

- Learning standard academic curriculum is **not** the result of excessive or extended absences or primarily the result of visual, auditory, or physical disabilities; emotional behavioral disabilities; specific learning disabilities; or social, cultural, or economic differences.

Making the decision

- IEP team makes the decision

- Non-diploma track

- Parent must be notified that the AA is a non-diploma track assessment and a parent signature acknowledging receipt of this information is highly desirable.

- Must explain why Standards Based Assessments (SBA) is not appropriate for the student

- Must explain why the AA is appropriate

- Resources: *Participation Guidelines, June 2011 edition*

Work Keys Regulation and SWSCD

- SWSCD in grades 11-12 may take the Work Keys assessments in applied mathematics, reading for information, and locating information

- IEP team to determine if these assessments support the transitional plan of the IEP

Administering the AK AA

- Only trained and certified Qualified Assessors (QAs) may administer and score the Alternate Assessment.

- QAs are trained under the guidance of an AA Qualified Mentor Trainer (QT). Online training and proficiency modules are provided to provide reliable scoring.

- Assessors in training must also administer and score a practice test which is evaluated by a QT.

- Every district should have a Qualified Mentor-Trainer or Qualified Assessor in case a student moves into the district

- New Mentor Training

- Annual Mentor Training and Webinar Option

Test Security

- All personnel handling secure test materials and Qualified Assessors must sign an AA-TSA and file with DTC.

- Mentors must sign an AA-TSA and file with EED.

- Qualified Assessors (QA)must be trained and certified by a Qualified Mentor Trainer.

- Only a QA can access the secure test.

- Secure tests (scoring protocols and student materials) are downloaded from the test website.

- Make a copy of scoring protocols for each student.

Assignment

- Please read carefully the Alternate Assessment Test.

- You must read and initial each line.

- Sign, date, and turn in at this training by the end of Thursday.

- Three sections: testing personnel, Qualified Assessors, and Qualified Mentor-Trainers

Test Security Agreement

Due to changes in state regulation the Test Security Agreement (TSA) will be revised for the 2013-14 school year.

4 AAC 06.710. Statewide student assessment system

- The commissioner shall develop a statewide student assessment system composed of multiple indicators, which must include

- (1) a standardized norm referenced test, selected by the commissioner, to measure student achievement in reading, language arts, and mathematics in grades five and seven;

- (2) a standards-based test to measure student attainment of the performance standards adopted by reference in 4 AAC 04.150;

- (3) a state high school graduation qualifying examination selected by the commissioner under 4 AAC 06.755;

- (4) an alternate assessment under 4 AAC 06.775(b) ;

- (5) biennial participation in the national assessment of educational progress in mathematics and reading in grades four and eight;

- **(6) the assessment described in 4 AAC 34.055 to identify English language proficiency; and**

- **(7) the assessment described in 4 AAC 06.717 to measure a student's level of preparedness to make the transition to work or college.**

4AAC 06.761. Test Administration

- (c) **Each district shall designate an employee of the district as the district test coordinator**. In districts with two or more school test centers, the district shall designate an on-site associate test coordinator for each center. The district test coordinator or associate test coordinator shall assign as many test administrators or proctors to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each test coordinator, associate test coordinator, proctor, and test administrator must execute an agreement, on a form provided by the department, affirming that the test procedures of the department and test publisher will be followed.

Impact of the Change

- This change in regulation may impact the job description of the District TC) and will impact the expectation for the DTC to provide oversight for all 7 of the Alaska State Assessments.

- The DTC may delegate direct responsibility for an assessment to an Associate Test Coordinator, but they must still provide adequate oversight to ensure that the regulations regarding administrations are followed.

Timeline

- EED currently revising TSA's to reflect change
  - Revisions will include streamlining of the TSA to reflect the responsibility level of person signing (District, Site, Classroom/Student, Others)
- Draft available for comment at February DTC training
- New TSA in place by August, 2013.

Important Dates of Who Does What

.Alaska·Alternate·Assessment
Calendar·of·Important·Dates
2012-2013

Yellow·=·DTC·task

DATE	ACTIVITY	
September 30	DRA Help Desk opens	
October 1	Open online training system https://ak.k12test.com	
October 15-17	New Mentor Training, Juneau	
November 6	Mentor Webinar for Mentors not attending Annual training, 3:00-5:00 pm	
November 7-8	Annual Alternate Assessment Mentor Training, Anchorage	
November – January	Mentors train district assessors (new and returning) and change status in online system. Assessors complete online training and proficiency exams.	
November 30	Districts submit Alternate Assessment LP/Braille Counts to EED	
December 28	DRA generates new passwords for DRA AA Reporting Website – distributed to Mentors and DTCs January/February	
January 17	AA Large Print and Braille tests mailed to District Test Coordinators for distribution to appropriate AA mentors and assessors	
January 23	Pretest Audio and Preview of Online System for Mentors, 3:30-4:30 pm	
January 25	Vendor deletes all practice data from online website (student demographics and scores)	
January 28	Alternate Assessment Test Window Opens, 8:00 AM	
February 1	Mentors mail Explanation of Answer documents to EED (unless have received specific permission to keep to finalize any training of protégés)	
TBD-February 2-3	Communities of Practice Meeting with National Center State Collaborative, Anchorage	
February 15	Assessors enter student caseload and demographic information into online system: https://ak.k12test.com/, Data Entry, Student Setup, including Student Communication Survey (SCS) included in Student Setup.	
February 26-27	District Test Coordinators receive (at DTC training): 1. Updated passwords for Secure Web Reporting Site for AA individual student reports 2. Specific instructions on collecting/shipping Alternate Assessment Writing tests to vendor (DTC) for grade 5	
April 5	Alternate Assessment Test Window Closes at 6:00 PM Final date for entering and submitting student scores into online system	
April 8	Post-Test Webinar for Mentors, 3:30-4:30	
April 8-12	Mentors collect/organize Grade 5 Writing for DTCs	
April 15	DRA Help Desk Closes	
April 15-22	DTCs organize/ship Alternate Assessment Grade 5 Writing Scoring Protocols and Student Materials and ship to Dillard Research Associates (DRA)	
April 30	Close of assessor/mentor Survey of Consequential Validity https://ak.k12test.com/, link on home page	
May 1	EED emails districts to confirm mentor status as returning or new	
May 16	Reporting Website Opens for District Test Coordinators and Mentors AA Individual Student Report and Guides to Test Interpretation available: https://akreports.k12test.com/	
Summer	DIASA Website – Student data uploaded See your District Test Coordinator for a password http://www.eed.state.ak.us/tls/assessment/diasa.html	
August/September	EED emails districts with applications for New Mentor Training	
August/September	EED emails districts with registrations for Annual Mentor Training	

*Note: If a student arrives late in district requiring Large Print/Braille Alternate test forms, contact EED before December 1, 2011.

DTC responsibilities for Alternate

- Know and work with AA mentor
- Make sure your district has trained Qualified Assessors
- Distribute any materials from EED to Assessors/Mentors
- Train Assessors on AA test security. Collect TSA
- Distribute Alaska Student Ids (AKSID) to Assessors
- Order Braille and Large Print tests, November 30, 2012
- Ensure AA students are tested and receive IEP accommodations
- Ensure that student scores are entered, and submitted by April 5, 2013, 6:00 PM
- Submit materials for Rater Study to DRA
- Distribute student reports to parents and teachers along with guides to test interpretation

Mentor Responsibilities

- Complete district Implementation Plan

- Read, initial, sign, submit to EED & DTC–TSA

- Refresh skills online, then notify EED (we will change you to QT)

- Train a protégé or more (don't skip this step)

- Evaluate each new protégé's practice tests using the Scoring Protocol Review Sheet

- Change protégés status in online system from AIT to QA

- Note: Returning QAs do not have to do practice tests

- Ensure that new and returning Assessors complete training before proficiency tests

Mentor Responsibilities

- Use the Explanation of Answer (EOA) document to explain mistakes

- Must return the EOA document to EED immediately after completing training (SECURE TEST DOCUMENT!)

- Ensure that QAs sign TSA and submit to DTC

- Work with DTCs to ensure students receive AA if qualified and any accommodations needed.

- Ensure that protégés enter student demographic data and Student Communication Survey Information by February 15 (data entry)

- Ensure that protégés enter/submit scores on time

- Assist with arrangements and materials collections for Rater Studies

Miscellaneous Reminders

- **Refreshing Skills for returning QAs and Mentor QTs**
  - 4 year cycle. All/refresh/refresh/All
- **Entering scores or a Reason Not Tested**
- **Absent as a reason not tested eliminated**. Rare that a student is absent for 10 weeks. Select Other and explain.
- **Other as a reason not tested.** Not a new field, but make sure that the Assessors write a **brief** explanation in the text box.
- **Submitting vs. Saving test scores**
- **Mail EOA document back to EED otherwise it is a security breach!**

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