

KENTUCKY ALTERNATE ASSESSMENT

Based on Alternate Achievement Standards

2013-2014 ADMINISTRATION GUIDE

for

TRANSITION ATTAINMENT RECORD



KENTUCKY DEPARTMENT OF EDUCATION
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Kentucky Alternate Assessment Revised: Transition Attainment Record 2013-14

The **Transition Attainment Record (TAR)** is one of two components of the Kentucky Alternate Assessment. The TAR was designed to provide an alternate assessment to the EXPLORE, PLAN, and ACT in the content areas of English/Language Arts, Mathematics, and Science. The Individuals with Disabilities Education Improvement Act (IDEA 1997, PL 108-446) requires states to develop and implement guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments with accommodations. The TAR approach:

- assesses skills that evidence performance of desired skill sets and concepts,
- allows the instructional team to evaluate student performance, and
- permits students with significant cognitive disabilities to be assessed on skills and concepts that are linked to grade level academic skills through basic literacy, language, quantitative, and science skills that will lead to successful transitions from middle school to high school and from high school to adult life.

Specifications

The Transition Attainment Record has the same participation guidelines as the Attainment Tasks. There is not a separate version for students participating in Performance Dimension A and B. Participation must be an IEP team decision and must be documented on the IEP. The TAR is designed exclusively for students with significant cognitive disabilities who have met all of the participation guidelines.

Grade Level Requirements

The Transition Attainment Record assesses a student's ability to demonstrate understanding of concepts and skills that are related to academic curriculum at grades 8, 10, and 11 and mirrors the content and grades assessed by the ACT assessments.

In grade eight the following concepts and skills may be included:

English/Language Arts – literary elements and devices, author's purpose and support author's opinion, and edit and revise a writing piece

Mathematics – solving for an unknown variable in a simple equation, comparing slopes of 2 proportional relationships, functions, congruent and similar figures, and volume of cones, cylinders and spheres

Science – chemical and physical properties of elements and compounds, straight-line and unbalanced forces (cause and effect), and how genes and chromosomes pass genetic information

In grade ten the following concepts and skills may be tested:

English/Language Arts – literary elements and devices, central idea and details, objective summary, author's purpose and rhetoric, and plan, revise and edit a writing piece

Mathematics – scale of graphs and data displays, graph 2 linear equations, and describe objects using geometric shapes and properties

Science – effects of forces on motion (Law of Motion), meiosis and homeostasis principles

In grade eleven the following concepts and skills may be tested:

English/Language Arts – literary elements and devices, determining how characters advance the plot, theme, objective summary, determining how the author advances plot using rhetoric, organize writing, select a writing style, and produce clear and coherent writing

Mathematics – creating histograms and dot plots, mean and median, solving linear equations and inequalities

Science – effects of forces on motion (Law of Motion), meiosis and homeostasis principles

Test Security

The Transition Attainment Record is considered secure testing material and must follow the administration code and 703 KAR 5:070 established for the general assessment. The following information from the administration code training is adapted to address the Transition Attainment Record.

District assessment coordinators (DACs), administrators, and teachers shall ensure the security of the assessment materials before, during, and after test administration. **When not being used for testing sessions, all attainment tasks and materials shall be stored in a secure location with access granted to authorized personnel only.**

OK	Not OK
<p>It is appropriate for teachers to know the concepts measured by the statewide assessment and to teach those concepts. Concepts appropriate for curriculum instruction can be found in The Kentucky Performance Rating for Educational Progress.</p> <p>The Transition Attainment Record can be reviewed and administered from the date in which it is posted on the KDE website through the due date.</p>	<p>Secure test materials shall not be reproduced in whole, in part, or paraphrased in any way. Examples include: photocopying, photographing, handwriting, or typing.</p> <p>Local district staff may not show items in the test booklets to anyone not involved in administration of the test unless directed by the superintendent (See Section IV of this document for details). Once authorization has been granted to local district staff to have access to the tests, staff shall not use</p>

OK	Not OK
Test Administrators shall destroy or file in the Alternate Assessment Accountability Folder (AAAF) any notes, rough drafts, or scratch paper produced by students during testing immediately after each testing session or at the end of the testing day, ensuring that no test item is compromised.	<p>knowledge about the content of any specific questions to prepare students for the assessment.</p> <p>Teachers or other staff, who become aware of specific test items through any means, shall not use this knowledge to prepare students for the assessment.</p>

Students may have TAR materials provided to them by using a text reader or by creating the symbol choice answers on the computer. When secure material is located on a disk drive, district staff shall assure that on completion of assessment administration, files containing secure materials are completely and permanently deleted from all computer equipment. This applies to both the scanning and entry of secure test materials and student responses. Electronic or other versions of secure assessment materials or related student responses shall not be maintained in the district and should be destroyed.

Administration Protocol

This section provides detailed specifications for rating the TAR with individual students. Adherence to these guidelines is required to facilitate the assessment process.

Timelines

The TAR is part of the Kentucky Alternate Assessment, and ratings can begin once training is complete and the document has been downloaded (test administrators will be prompted to download the quiz after successful completion of the quiz). The TAR must be completed by the due date. The due date is May 23, 2014.

Teachers or district representatives will print the appropriate grade level TAR for each student in grades 8, 10, and 11. Experience in the field following the first year of implementation showed that the best time to complete the majority of the record is during the transition meeting or the Annual Admissions and Release Committee (ARC) meeting. This is the best time to conduct the team and (student) interview portion of the TAR. The interview information is used for data purposes only and does not impact student assessment scores. The interview information is designed to provide valuable information for transition planning. The scored items should be stored in the AAAF. Information on reporting the scores will be delivered through the KAAP distribution list and through DAC emails.

Administrators

The TAR must be completed by a professional certified staff member of the student’s instructional team and done in collaboration with other instructional team members. The person responsible for recording the assessment must pass a qualification quiz before

completing the TAR. Upon successful completion of the quiz, you will be granted access to the TAR for each selected grade (under Teacher Tools/Quiz Site Location). Instructional team members may include:

- Primary Special Education Teacher: If a student has more than one special education teacher, the individual who is most familiar with the student's performance across multiple settings should be responsible for completing the record and the interviews. This teacher will also be responsible for recording scores as directed. The specifics on recording the scores will be sent via the Alternate Assessment e-mail and through the DAC email.
- General Education Teacher(s): To the extent a student participates in the general education program, the student's general education teacher(s) should collaborate with the primary special education teacher in determining appropriate ratings for the items on the Record.
- Other Staff: Other team members who have knowledge of a student's current performance levels in the areas assessed by the TAR should be consulted. Often, a student's Speech/Language Pathologist, Guidance Counselor, School Psychologist, or one of the other team members will have valuable information about the student's performance in different settings.
- **Paraprofessionals may assist in administering the assessment.** However, the primary administration and all of the scoring must be completed by a certified teacher.

Steps to Completing the TAR

The TAR is based on the rater's knowledge of the student's current performance at the time it is administered. The student's lead instructional team member should solicit input from other teachers and certified staff members when completing the TAR. They should supplement their own observations of the student with additional assessment activities as needed. The lead instructional team member's online certification should be printed and filed in the AAAF.

The goal of the TAR is to provide an accurate picture of the student's achievement and must reflect the student's current achievement levels. This means that the rater must be confident that the ratings being assigned accurately reflect the student's achievement when the TAR is finalized. The items being rated must have been observed within a year's time. Any item that has not been assessed within a year must be reassessed prior to completion of the TAR to confirm the student's performance level.

1. Complete the online training. Complete the qualification quiz. Only one person (usually the lead member) on the instructional team needs to complete the training and quiz.
2. Sign a Code of Ethics, and file it in the AAAF. Each person assisting with the administration of the Transition Attainment Record must sign a Code of Ethics. The Code of Ethics is the same for all assessment components; therefore, a teacher need

only sign one Code of Ethics per student. The original Code of Ethics signed by the teacher administering the assessment and *should be filed in the AAAF*. Any non-school personnel who assist should sign a non-disclosure form that should also be filed in the AAAF.

3. Review all the standards, critical functions, items, and possible documentation locations for each item in each content area.
4. Before rating a student's performance, it is important to review the TAR items with other professionals who participate in the implementation of the student's instruction and jointly decide whether the student's performance on each item should be scored as a 0, 1, or 2 (as explained in the following section). Note the location of supporting documentation.
5. Make sure to respond to every item and record where the documentation for that item is located (e.g., due process folder, AAAF, etc.)
6. If you are unsure of the student's current performance level for an item, develop an assessment activity (as explained in the following section) during which you can observe the student's behavior.
7. Review the completed TAR to ensure that all areas have been marked.
8. Complete the Teacher and Student Interviews. If a student is unable to complete the student interview even with support, the team may complete it based on knowledge of the student.
9. Store in the AAAF in a secure location between assessment sessions and when completed.
10. Transfer scores to the Student Registration Database as indicated when directions are received through the KAAP distribution list and DAC email.

Items Rating Scale

Every item must be rated on the following 3-point scale. **There must be a response for every item.** When rating an item, any mode of communication or responding that is typically utilized by the student is acceptable. It is important, whenever possible, to identify a modality that will permit the student to demonstrate the basic skill addressed by the item. This means that for some students, skills will be demonstrated verbally; other skills might be demonstrated by gestures, eye gaze, assistive technology, etc.

Rating Scale

Explanation

0	Does not demonstrate skill	Use this response for skills and
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concepts that the student does not demonstrate in any setting.

- | | | |
|---|----------------------|---|
| 1 | Developing/Prompted | Use this response for skills the student displays only with some level of prompt (i.e., a verbal cue, partial physical guidance, modeling, etc.). Use also for skills that are displayed inconsistently. If a student can demonstrate a skill occasionally but not consistently (79% of the time), then the skill should be rated a “1 Developing/Supported.” |
| 2 | Independent/Mastered | Use this response for skills that the student clearly has mastered and performs independently. To be rated as “2 Independent/Mastered,” the student must demonstrate the skill consistently over time. The student does not have to demonstrate the skill every time but over the course of instruction would have shown that he/she has mastered the skill 80% or more of the time without prompt support. |

***If an item requires two parts (e.g., Mathematics item 3 at grade 10: The student is able to identify the origin **and** choose the appropriate scale to graph given data. If the student completes only one part, then the student would receive a 1).

Supporting Documentation

Rating of student performance must be based on direct observation and must be documented. The documentation may take various forms, including quizzes, anecdotal notes, placement tests, class work, etc. The location of supporting documentation must be noted for each item. The lead team member should check off the location of the documentation. If the location is not listed, then “other” can be checked and the location listed. Following are the provided locations with a brief explanation:

- AAAF (the Alternate Assessment Accountability Folder required for alternate assessment and would include any assessments designed for the TAR)
- ILP (current Individual Learning Plan or the most current transition planning documents)
- Student’s working folder (due process folder, classroom working folder, etc.)
- Other _____
- No previous documentation

Instructional Team Consensus

For many items, there will be immediate consensus regarding the student's current performance level. For this reason, the team members may wish to focus on discussing and resolving any differences in their perceptions for items about which there is no general agreement. If, after exploring the reasons for their differing opinions, the team members cannot reach agreement or if they determine that the student demonstrates different performance levels at different times or under different conditions, then the **lowest** of the ratings being considered must be assigned to the item.

Designing and Utilizing Assessment Activities

When unsure of the student's current performance on an item, the team should create an assessment activity to allow demonstration of performance. As needed, consult with the content teacher to clearly understand the TAR concepts and skills. Select an activity that reflects the critical function of the concept or skill set to which the item is related. When observing the student during an assessment activity, remember the following guidelines:

- a. provide assessment directions,
- b. provide the student with tools necessary to demonstrate the knowledge, skill, or concept as indicated on the assessment item,
- c. observe the student at a different time if the session is interrupted with medical or behavioral problems,
- d. use supports (assistive technology, adaptations, and modifications) as needed,
- e. provide a minimum of three choices when choices are provided, and include distractors or incorrect answers along with the correct choice,
- f. score any prompts (models, prompts, cues, etc.) provided that would guide to the correct answer as a 1 – Developing/Supported, and
- g. **DO NOT** provide full physical prompting (e.g., hand over hand)

Example Assessment Activity:

The student is able to identify the author's purpose in a text.

In order to assess whether the student is able to identify the author's purpose, the teacher develops an activity around a newspaper article about storm damage in his town. The student is read the article from the paper and allowed to look at the photos. He/she is given the article, which has been modified, reduced, and adapted with picture symbols to read. Given three picture options, the student selects the picture that best represents the author's purpose for writing the article.

Rating:

0 = the student was not able to respond even with verbal and/or partial physical prompts

1 = the student selected the author's purpose with verbal prompts

2 = the student selected the author's purpose independently

It is critical that the scoring criteria be applied correctly and objectively for every item assessed. To the extent that a rater works to become a better observer of student behavior and to more fully understand the subtleties of various student responses and the role that

cues and prompts play in eliciting these responses, he/she will become a more reliable rater and will produce more accurate and reliable results.

Score and Reporting

The team rates or scores the student performance as the TAR is completed. The lead team member reports the student's scores to the Kentucky Department of Education through the Student Registration Database.

Glossary

AAAF: The Alternate Assessment Accountability Folder is a collection of work samples, raw data, assessment probes, notes, etc. that support the submitted alternate assessment. Information contained in the folder may be used for audits by the department of education. It is a confidential and secure file and should be stored accordingly.

accommodation: changes in how a test or assessment is presented or in the response a test-taker gives (e.g., test format, response format, setting, timing, schedule); changes do not affect level, content, or performance criteria but provide equitable instructional and assessment access for students with disabilities. Accommodations are intended to *mediate* the effects of a student's disability – they are *not* intended to reduce learning expectations.

adaptation: changes made to existing materials or instructional delivery in order to meet the needs of a student (e.g., head pointers, Opti-Indicator, *Boardmaker* [Mayer Johnson] symbols, photographs, symbols paired with real objects, real objects, enlarged pictures, textured or raised pictures, high contrast color or coactive signs).

alignment: The effort to ensure that what teachers teach is in accordance with what the curriculum says will be taught and what is assessed on official assessments. The alignment of expectations for student learning with assessments for measuring students' attainment of these expectations is an essential attribute for an effective standards-based education system. Without adequate alignment between standards and assessments, teachers and students become confused about educational expectations. Among other things, this can result in learning expectations being lowered for some students while being raised for others, creating potential inequities.

Alternative High School Diploma: a diploma provided to students with significant cognitive disabilities who are unable to meet requirements for a regular high school diploma. Recipients of an Alternative High School Diploma will participate in alternate assessments. The Alternative High School Diploma is not equivalent to a regular high school diploma.

assistive technology: tools and strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; can range from *low technology* (e.g., unaided communication systems, sign language, etc.) to *high technology* (e.g., computers with switch interfaces, etc.).

augmentative communication: low, medium, or high technology system that assists the student in expressive language (e.g., making a request, initiate, and respond to questions, describe things or events, and express refusal).

cut scores: set by the standards setting committee, cut scores are demarcations on a scale of all possible raw scores that show the beginning and ending points for each performance level.

DOK (Depth of knowledge): varies on a number of dimensions, including level of cognitive complexity of information students should be expected to know, how well they should be able to transfer this knowledge to different contexts, how well they should be able to form generalizations, and how much prerequisite knowledge they must have in order to grasp ideas.

mode of communication: the predominate way a student expresses his/her thoughts (e.g., through words, pictures, objects, tactile cues, augmented communication/assistive technology).

modification: substantial changes in what a student is expected to learn and/or demonstrate; changes may be in level, content, performance, test format, and/or performance format.

prompt: for the purpose of this assessment, a prompt is defined as any word(s), gesture, or physical assistance provided by the teacher that is designed **to lead or guide the student to the correct answer** during any instructional activity (e.g., work samples, projects, or assessment probes).

supports: adaptations, modifications, assistive technology, and other accommodations that provide the student access to information and allow the student to demonstrate understanding. These do not guide the student to the answer.

References

Individuals with Disabilities Education Act (IDEA) Amendments of 1997, PL 105-17, 20 U.S.C. §§ 1400 *et seq.*

Individuals with Disabilities Education Improvement Act of 2004, PL 108-446, 20 U.S.C. §1400 *et seq*

No Child Left Behind Act of 2001, PL 107-110, 115 Stat. 1425, 20 U.S.C §§ 6301 *et seq.*

U.S. Department of Education (December 9, 2003). Improving the academic achievement of the disadvantaged. *Federal Register*, 66 (236), 68698-68708

U.S. Department of Education (April 2004). Standards and assessment, peer review guidance: information and examples for meeting the requirements of No Child Left Behind Act 2001

U.S. Department of Education (August 2005). Alternate achievement standards for students with the most significant disabilities, non-regulatory guidance