


PEARSON

Portfolio Administration Training

2015-16 Oklahoma Alternate Assessment Program (OAAP)




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Assessments for Students with Disabilities

Oklahoma School Testing Program (OSTP)

- **Oklahoma Core Curriculum Tests (OCCT)** Criterion referenced general assessment developed for the majority of students and administered with or without accommodations.
- **Oklahoma Alternate Assessment Program (OAAP)** Alternate assessment based on alternate achievement standards; intended for a very small population of students who could not participate in the general assessment, even with accommodations.



Which students should be assessed with the OAAP?

PARTICIPATION CRITERIA CHECKLIST	YES	NO
Does the student have significant intellectual disabilities AND significant adaptive behavior deficits?		
Does the student's IEP require alternate achievement standards in ALL content areas?		
Does the IEP team feel extensive family/community supports will be a lifelong requirement , regardless of modifications, accommodations or adaptations implemented in the student's program?		
Does the student require intensive and extensive direct instruction in multiple settings to acquire, maintain, generalize and demonstrate knowledge of skills?		
The decision to place the student on an alternate assessment is based on the student's disability and NOT on excessive absences, language, social, cultural, or economic differences, OR administration reasons such as the student is expected to perform poorly on the regular assessment, the student displays disruptive behaviors, or the student experiences emotional distress during testing.		

Grades & Courses Assessed with Portfolio

	Grade 5	Grade 7	Grade 8	End-of Instruction
Geography		X		
Social Studies	X		X	
US History				X

Alternate Sites of Instruction

Alternate sites of instruction include:

- special education consortiums,
- alternative education cooperatives and interlocals,
- hospital placement, and
- homebound placement.

(This is not an all-inclusive list.)

Assessment Responsibility

It is the responsibility of the receiving district to complete the assessment unless otherwise stipulated in the IEP service agreement.

The district of official enrollment is accountable for the tests scores and the reporting of those scores to parents.

What is the Oklahoma Alternate Assessment Program (OAAP) Portfolio?

- Collection of a student’s best work samples
- Assesses the academic knowledge of students with the most significant cognitive disabilities for the purposes of federal and state accountability

Portfolio Submission Deadline

Winter 2015 EOI Administration (Retesters and seniors only)	November 16, 2015, through January 8, 2016
Spring 2016 Grades 5, 7, 8 and EOI Administration	January 11, 2016, through May 13, 2016

- E-portfolios must be submitted through PearsonAccessNext (a new system) during the testing windows.

Winter Window Scenarios

1) A student in the 11th grade needing to be assessed in US History for the 1st time:

The teacher **must wait until the spring window** to submit evidence for US History because the student is not in the 12th grade.

2) A student in the 12th grade who has finished the coursework for US History, but has not been assessed:

The teacher may submit evidence in either the winter or spring window because the student is in the 12th grade.

Participation of Move-In Students

Eligible students who enter or transfer into a school on or before the last day of the testing window, must be assessed by the new (receiving) school.

New (receiving) School Responsibilities

- Pearson must receive requests to move student portfolios **no later than the last day of the testing window.**
- Once Pearson is notified, neither school should upload student evidence to that student's file. Within five (5) days, Pearson will electronically move the student portfolio to the new (receiving) school and the new teacher's classroom view within the system.
- Pearson will notify the old (sending) and new (receiving) schools.

Old (sending) School Responsibilities

- Transfer the **physical** student portfolio in its then-current state of completion to the new (receiving) school. Inform the new (receiving) school whether the upload process into PearsonAccessNext (a new system) has already begun or been completed.

Non-Full Academic Year (NFAY)

A student receives Non-Full Academic Year (NFAY) status if that student was not enrolled within the first ten days of the school year or has experienced an enrollment lapse of ten or more consecutive school days.

Where do I start?

- Determine how your student learns best (auditory, visual, kinesthetic...)
- Determine how your student communicates best. (PECS, augmentative communication device, eye gaze, ...)
- Plan instruction utilizing Task specs/rubrics
- Instruct
- Assess and document progress
- Adapt instruction based on progress data

Continue this cycle until there is evidence the student is demonstrating at least 75% accuracy in order for evidence to receive a score.

Organize student evidence

- Teacher Name's Class
 - Student Name
 - OAAP Grade 7 Geography
 - 7.1 Maps
 - 7.2 Cultural and Physical Regions of the World
 - 7.3 Interactions of Physical Systems
 - 7.4 Human Systems
 - 7.4 Interactions of Humans and Their Environments

Task Specifications/Rubrics

Grade 5 Social Studies		
Standard Measured	Early Exploration of America	5.2
Task Specification	The student will identify benefits and negative impacts of explorations for both Native Americans and Europeans.	
Objective: Early explorations (5.2)		
6 points	IDENTIFY AND COMPARE ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans in 3 out of 4 trials.	
5 points	Identify ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans in 3 out of 4 trials.	
4 points	Identify ONE benefit OR ONE negative impact of exploration for Native Americans OR Europeans in 3 out of 4 trials.	
3 points	Identify ONE difference between Native Americans and Europeans in 3 out of 4 trials.	
2 points	Respond when exposed to ONE difference between Native Americans and Europeans in 3 out of 4 trials.	
1 point	React when exposed to ONE difference between Native Americans and Europeans in 3 out of 4 trials.	
Total points possible		6

OAAP Rubrics/Task Specifications

OAAP Rubrics/Task Specs can be found at:

<http://ok.gov/sde/assessment>

ok.pearsonaccessnext.com

Examples of Supports and Accommodations

- Stamp with student's name
- Switches to operate equipment
- Speech output devices
- Recorded books
- Pictures and symbols with text

Supports should be provided only when needed.

Accommodations

- Accommodations reduce or even eliminate the effects of a student's disability.
- Accommodations **do not** change the construct that is being measured.
- Accommodations **do not** reduce learning expectations.
- Accommodations for instruction and assessment should be consistently administered and evaluated.



<http://ok.gov/sde/documents-forms>

Inappropriate supports/prompts = 0 Score



Avoid "0" Scores & Condition Codes

Condition Codes

- A - The pieces of evidence do not reflect the task specification/rubric.
- B - Required supporting documentation not provided
- C - Teacher interference
- D - Evidence was uploaded to the wrong student
- E - Did not attempt


Earned zeros

- Required accuracy not evident.
- Activity is aligned to rubric, student **does** try to participate but is unable to show knowledge in the skill.

Allowable Types of Evidence


Example: This is just ONE example of how you may portray a data chart.

Date	Description	Accuracy (%)




Data Charts

At least 3 data points are required




Pictures

Final product must be shown



Work Samples

Can be photographed or scanned



Video

Remember to turn on the sound

Data Charts

Example: This is just ONE example of how you may portray a data chart.

Date	Description	Accuracy (%)

Photo Sequences

- Show each step of the activity. (The scorers need to see multiple pictures in order to envision what the student did.)
- Must show end result to receive a score.
- Insert photos into Word document for easy upload.
- *If you want to use a PowerPoint, you must convert that to a pdf BEFORE uploading to PearsonAccessNext*

Work Samples

- Work samples may be scanned into a file and uploaded OR photographed and uploaded as a photo sequence.
- If more than one page of evidence is needed to meet the expectation in a rubric, the documents can be combined and uploaded as one document in the PearsonAccessNext system.

Video

- When using eye gaze, answer choices should be far enough apart to be able to see where the student is looking.
- Demonstrate the answer choices.
- Sound is turned on.
- Good visibility of the activity.
- **Accommodations are appropriate and do not lead to a correct answer.**

Electronic Submission Details

- Only one piece of uploaded evidence (video, photo sequence, data chart, or work sample) is required for each objective.
- The same piece of evidence may be used for more than one objective across a standard.

File Guidelines for Electronic Submission

Requirement	File Types
Documents	doc, docx, pdf, docm, dotx, dotm, xism, xltx, xltm, xlsb, xlam, pptm, potx, potm, ppam, ppsm, odb, odc, odg, odi, odm, odp, ods, odt, otc, otf, otg, oth, oti, otp, ots, otl, oxt
Photos	jpg, png, gif
Videos	flv, asf, qt, mov, mpg, avi, wmv, mp4, 3gp, f4v, m4v, mpeg, mkv, rm

Uploading evidence requires Adobe Flash Player

Maximum file size is 30mb

Required Information in the Task Description

- Accuracy (75% is considered proficient)
- Number of trials (At least 3 proficient trials are required).
- What the student was asked to do.
- Accommodations and instructional materials used.
- Other pertinent information that describes the context of the learning activity.

Grade 7 Geography		
Standard Measured	Interactions of Physical Systems	7-3
Task Specification The student will describe the impact of natural disasters.		
Objectives: Natural disasters (7.3)		
6 points	Describe AT LEAST TWO types of natural disasters AND describe AT LEAST TWO impacts of those SAME types of natural disasters in 3 out of 4 trials.	
5 points	Describe ONE type of natural disaster AND describe AT LEAST ONE impact of those SAME types of natural disasters in 3 out of 4 trials.	
4 points	Identify ONE kind of natural disaster AND Identify ONE impact of that same OR another kind of natural disaster in 3 out of 4 trials.	
3 points	Identify ONE type of natural disaster OR Identify one impact of a natural disaster in 3 out of 4 trials.	
2 points	Respond when one type of natural disaster OR its impact is identified in 3 out of 4 trials.	
1 point	React when one type of natural disaster OR its impact is identified in 3 out of 4 trials.	
Total points possible		6

Task Description:
James reviewed 4 pictures, each of a natural disaster (earthquake, tornado, hurricane and flood). He then matched a sentence strip with a description of the natural disasters to each picture. James was then asked how each disaster affects humans and the possible effects of the natural disaster by selecting two answers for each natural disaster. James completed the activity with 100% accuracy. James completed this activity on three occasions.

I'm ready to submit my student's portfolio. What do I do?

When test administrators log in to PearsonAccessNext the first time, they will be required to respond to the "Oklahoma Alternate Assessment Program Assurance of Test Security and Authenticity".

I'm ready to submit my student's portfolio. What do I do?

- Find your student in the PearsonAccessNext system.
- Find the subject area and standard/objective you want to upload evidence into.
- Enter required information.
- Enter your description of activity into the text field provided.
- Upload your evidence.

How do I register students in PearsonAccess?

- District Test Coordinators register students via the Student Data Upload (SDU) worksheet
- Student Data Upload template
- Student Data Upload layout

The Student Data Upload template and layout are available in PearsonAccessNext under Support/Templates. To register students, DTCs populate the template (following the guidelines in the layout) and then upload to PearsonAccessNext.

Post Administration Feedback (Survey)

After the Spring 2016 testing window has closed, Pearson will email an online survey to all teachers. The survey will include general questions about the test administration as well as one question regarding SDE-provided training:

Did you attend the Portfolio Administration Training presented by the Oklahoma State Department of Education?

Complete the survey to document OAAP Portfolio

Training:

Links to everything relating to the 2015-2016 OAAP Portfolio, including the 2015-16 OAAP Manual, Rubrics, PowerPoint presentation, and survey can be found at <http://ok.gov/sde/assessment>.

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