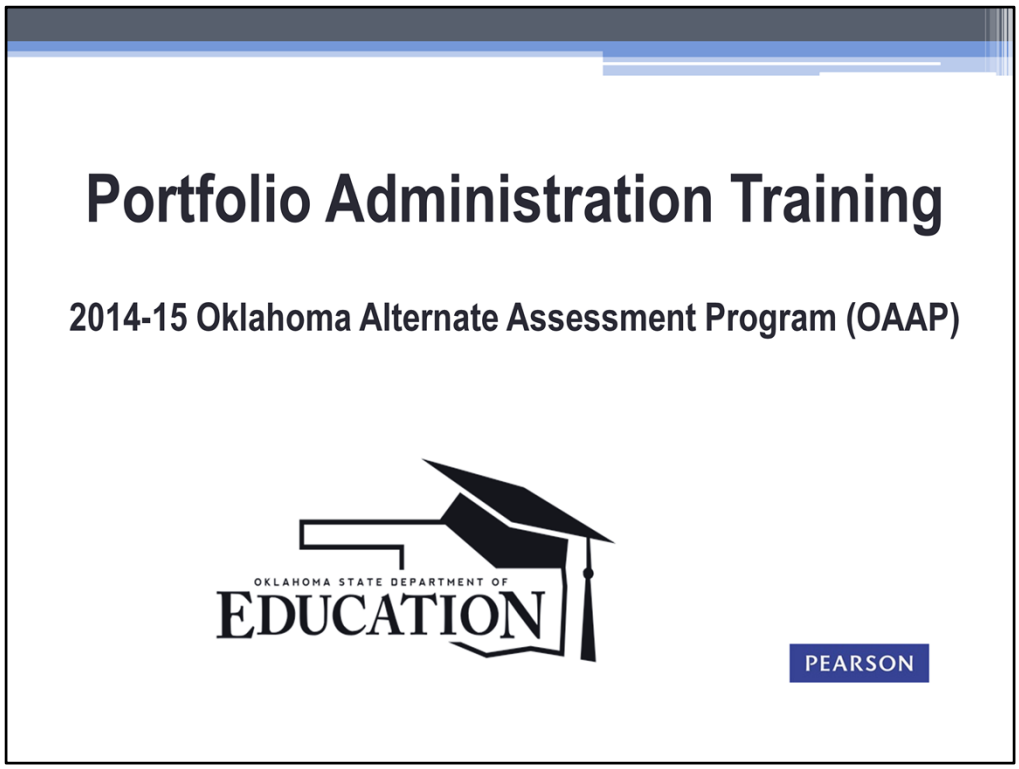
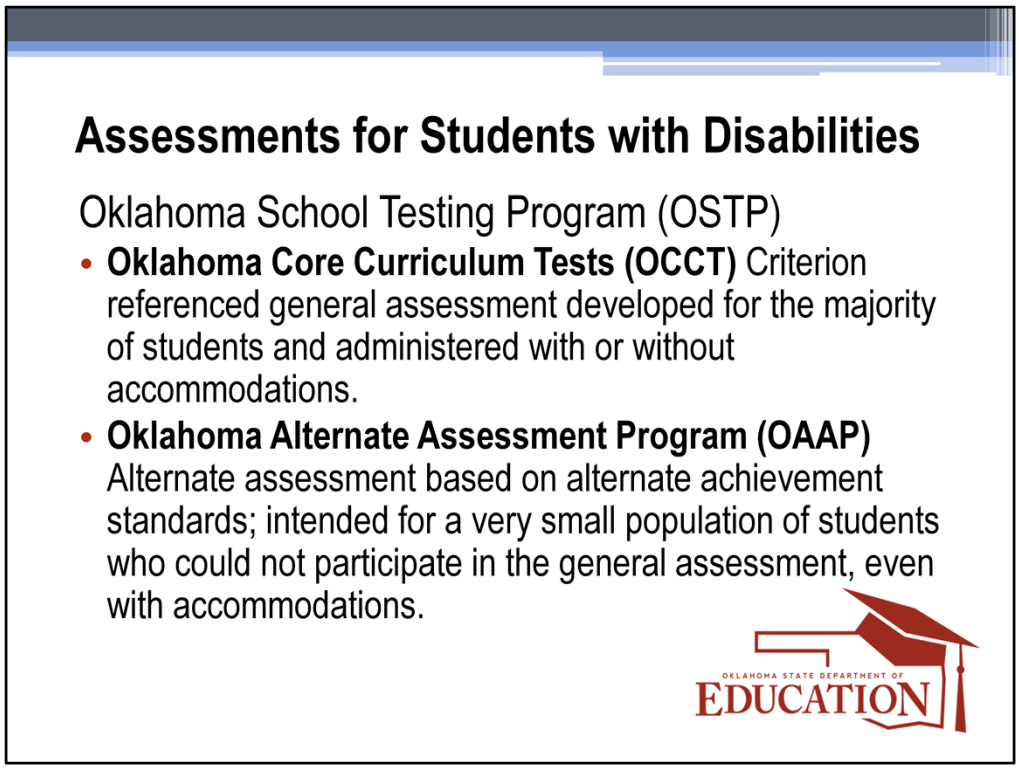
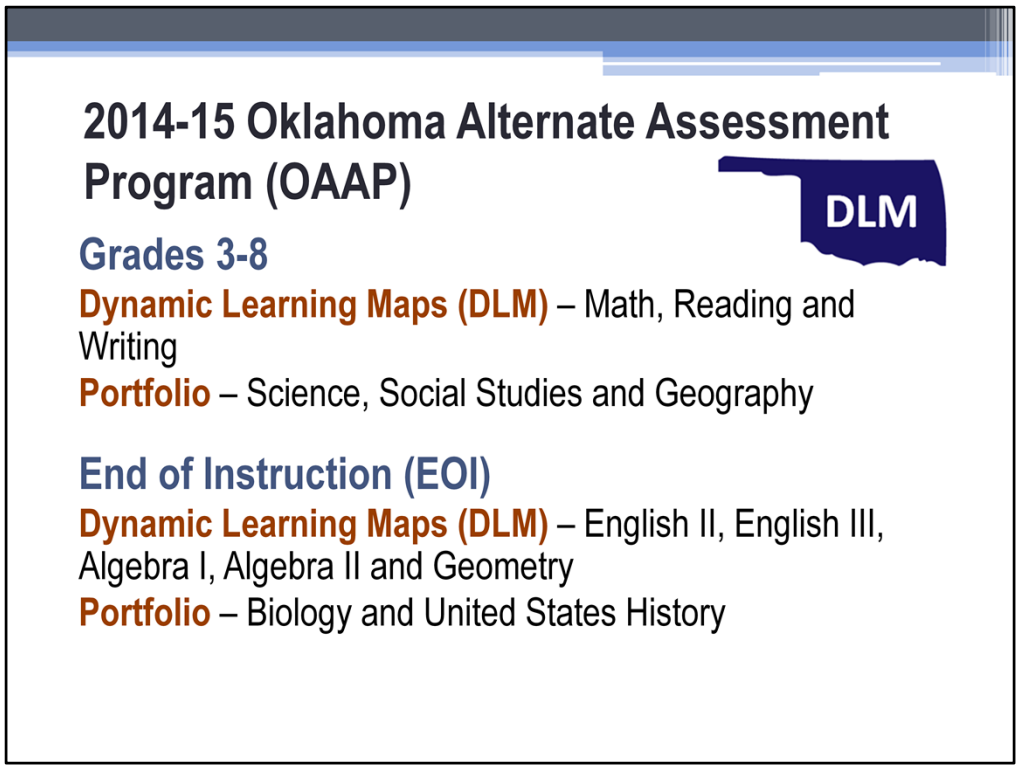


Welcome to the 2014-15 Oklahoma Alternate Assessment Program training. This presentation fulfills the training requirement for the development and submission of the OAAP Portfolio. You will see link at the end of this presentation which takes you to a survey. Once you complete the survey, a confirmation page will appear. This page may be printed for your personal records. The confirmation page will not be submitted with portfolio evidence and should not be sent to the Oklahoma State Department of Education. It is for your records only.



The No Child Left Behind Act of 2001, requires **ALL** students enrolled in public schools be assessed. There are two types of assessments within the Oklahoma School Testing Program (OSTP) for Grades 3-8 and End-of-Instruction (EOI) secondary level tests. The IEP team determines annually how the student will participate in state and district wide assessments - with or without accommodations, or by means of alternate assessment. Alternate assessments are developed in lieu of general assessments and are designed to measure functional skills within the same domains required by regular state assessments.



2014-2015 Oklahoma Alternate Assessment Program will utilize two different assessment systems. Math and English/Language Arts will be assessed through Dynamic Learning Maps Alternate Assessment System. Science and social studies will be assessed through Portfolio/Pearson Access. The alternate assessment can not be mixed with any other type of state assessment within a school year.

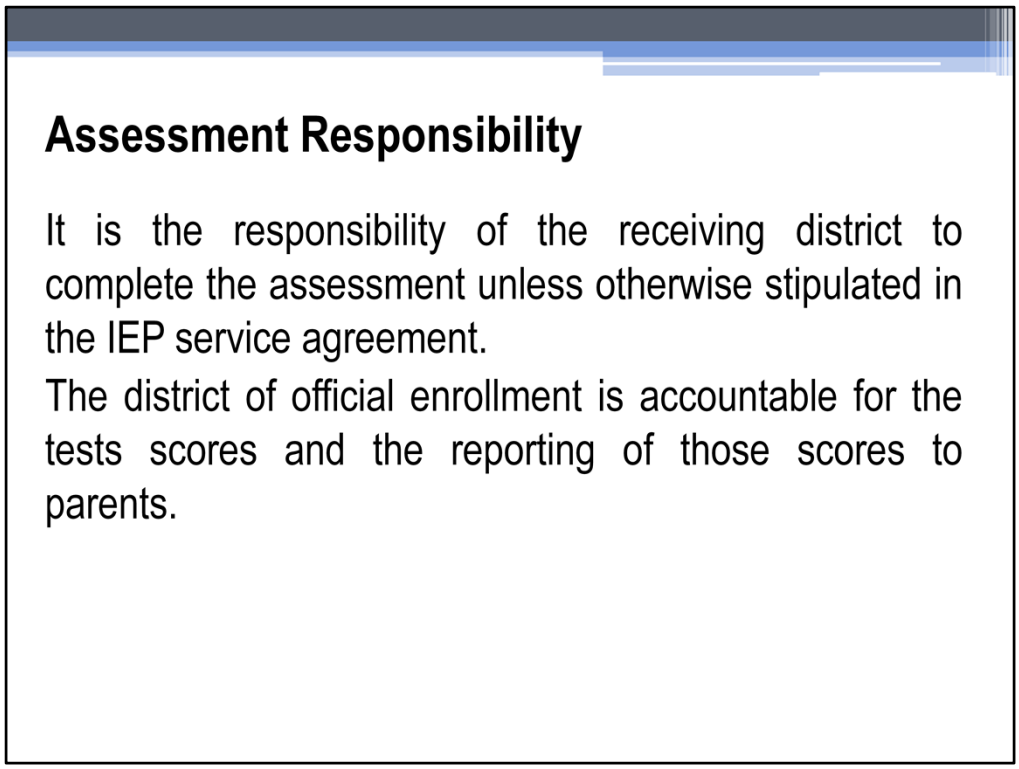
Alternate Sites of Instruction

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.)

As was stated in a previous slide, it is a requirement that all students enrolled in public school are assessed. This includes students who are receiving services in alternate sites of instruction such as Co-ops and hospital placements. The district of official enrollment remains accountable for the test scores. Score reports will be sent to the districts where the students are officially enrolled at the time of testing. These districts are responsible for sending the individual Parent/Student Score Reports to the sites where students are receiving instruction.

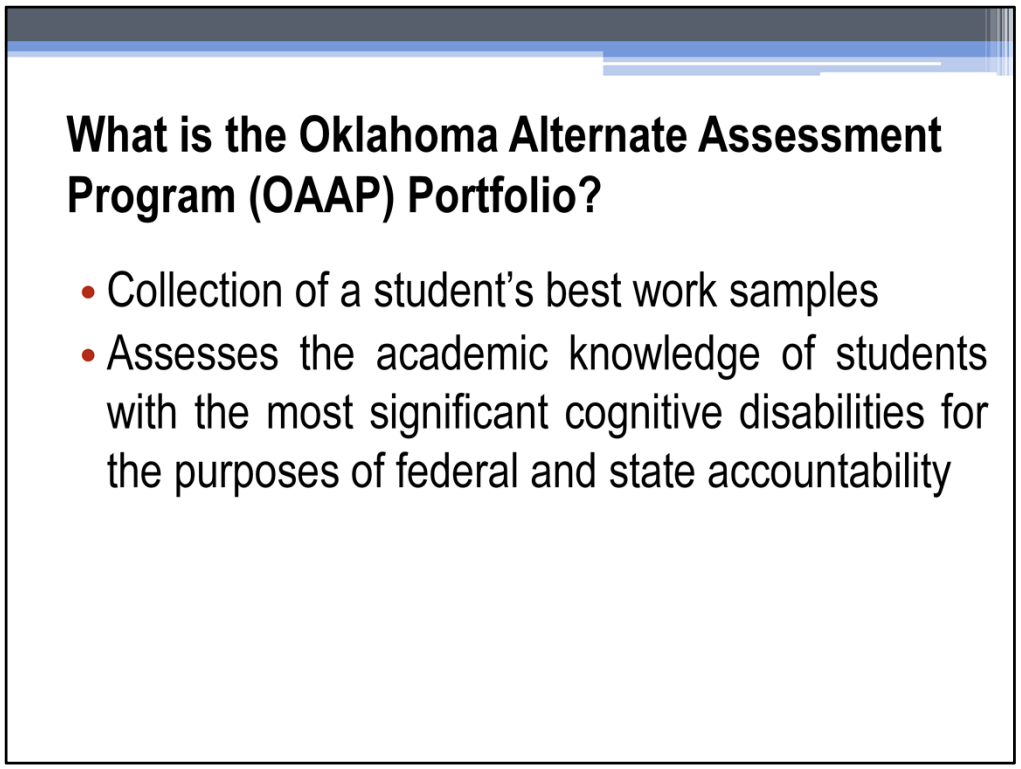


In the case of an IEP service agreement, the responsibility of completing the assessment falls upon the receiving district, unless otherwise stated in the service agreement. However, the district of official enrollment still remains accountable for the test scores and the reporting of those scores to parents.

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.		

National data shows students participating in alternate assessments represent fewer than 1 percent of all students, or less than 10 percent of all students with disabilities. Assessment decisions are made by the IEP team on an annual basis. Students must meet the state-established criteria to be eligible for the OAAP. The eligibility criteria for alternate assessments in Oklahoma is found in the revised "Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments". The "Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments" can be found on the Oklahoma State Department of Education website and in SEAS.

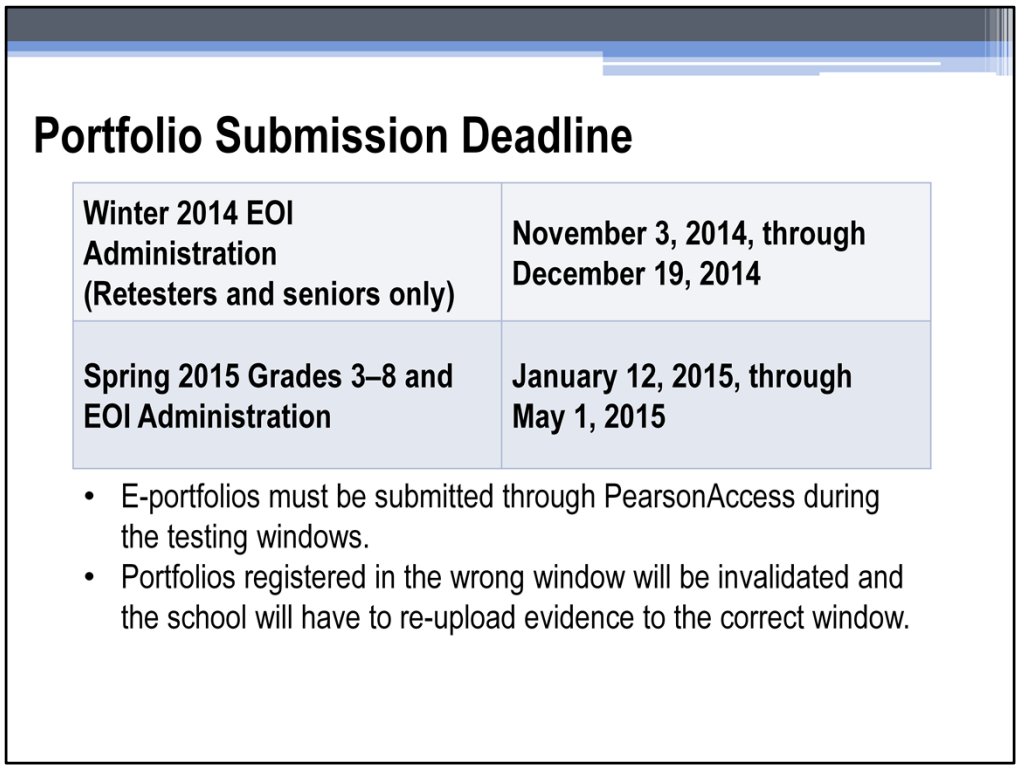


The OAAP Portfolio relies on the involvement of teachers to customize the assessment for each student. Teachers collect academic pieces of evidence throughout the school year that best exemplify a student's knowledge of the standards. The pieces of evidence are submitted online via the PearsonAccess system. In addition, the assessment can assist in measuring the progress on academic goals and objectives identified in the Individualized Education Program (IEP).

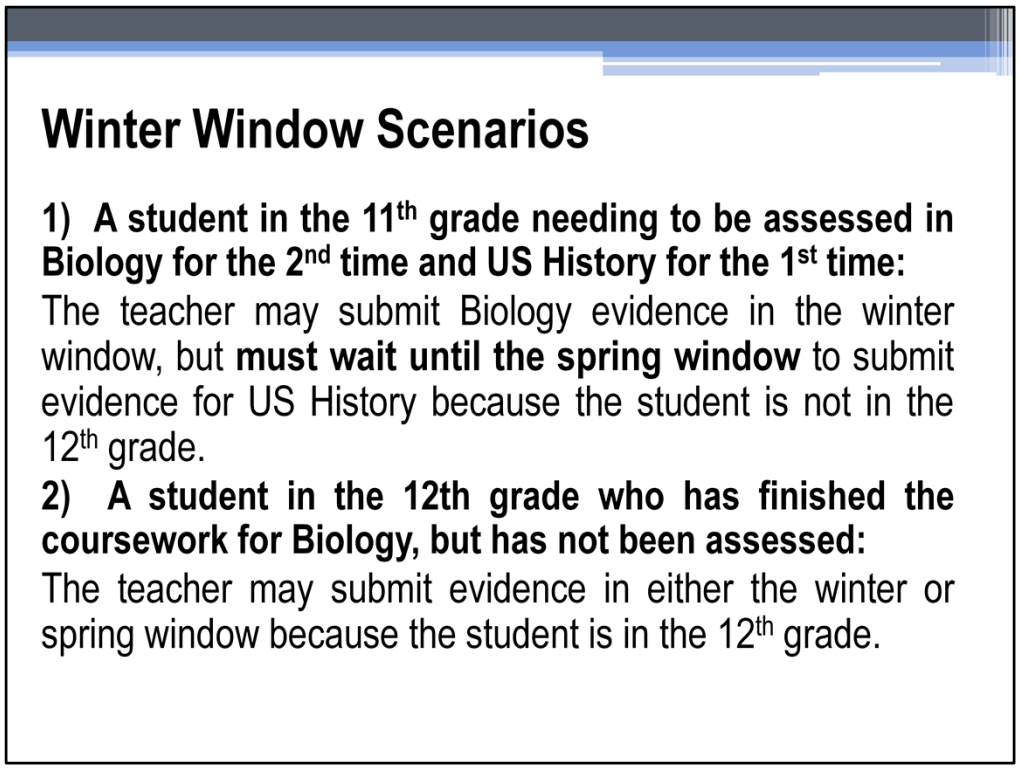
Grades & Courses Assessed with Portfolio

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

The portfolio assessment is used for science and social studies subject areas only; therefore, only students in grade 5, 7, and 8 and students taking US History or Biology tests will participate in the OAAP Portfolio Assessment. Math and English/Language Arts subject areas will be assessed through Dynamic Learning Maps.



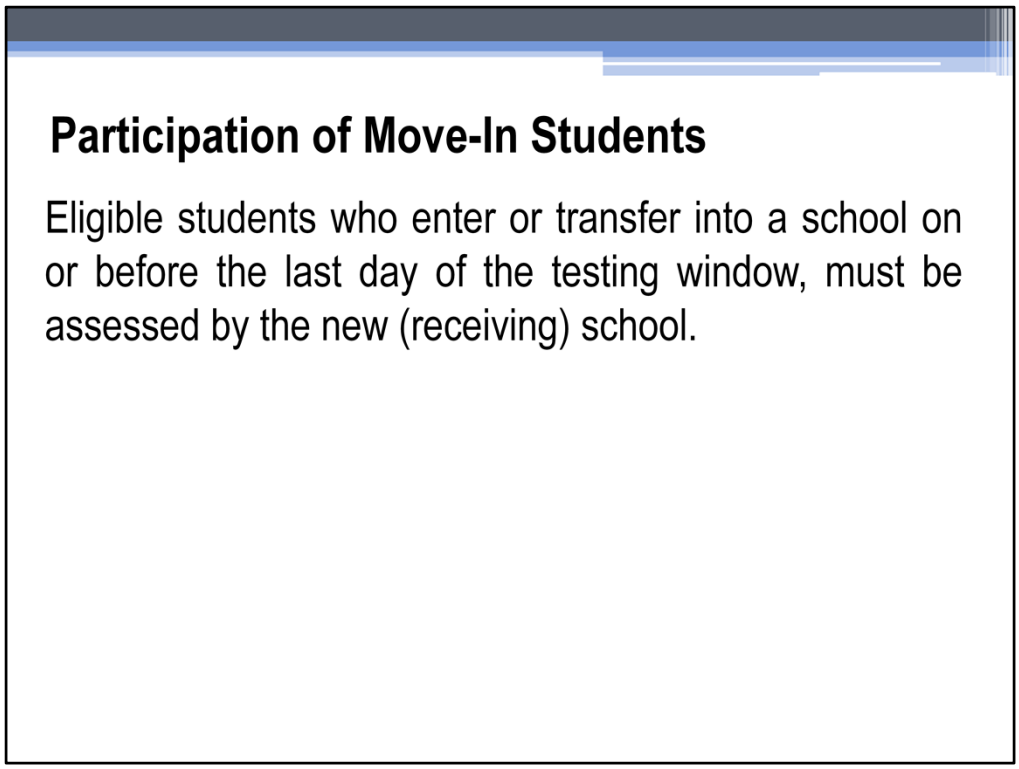
This slide shows the dates for both the winter submission window and the spring submission window. The PearsonAccess system will open for uploading on January 12, 2015. Portfolio evidence will not be accepted after the deadline for each administration. The testing windows will not be extended. Please note that only 2nd time testers and high school seniors are allowed to test in the winter window.



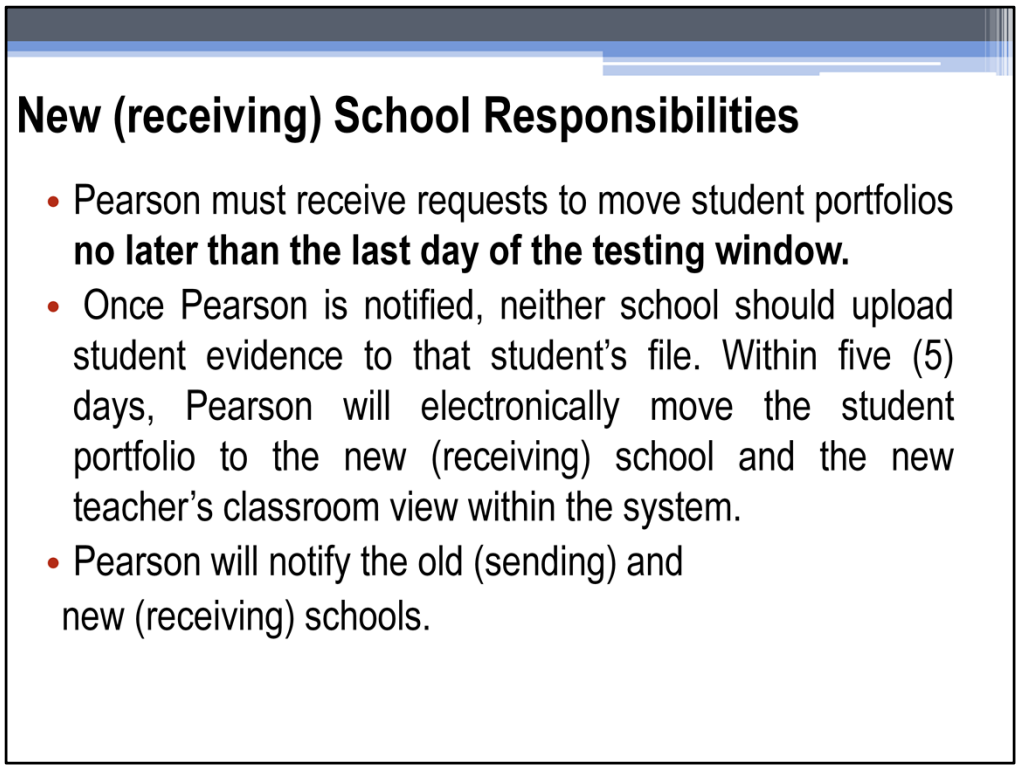
Let's look at this example of choosing the correct submission window for students assessed at the EOI level. In example number 1, the teacher may submit Biology evidence in the winter window, but **must wait until the spring window** to submit evidence for US History because the student is not in the 12th grade. This scenario will require that the teacher utilize both windows concurrently. This makes it very important for the teacher to choose the correct window in the PearsonAccess system.

In example 2, the teacher may submit evidence for all areas in either the winter or spring window because the student is in the 12th grade. It is not appropriate to assess a student before they have finished instruction in a course. The winter window should only be used for students who have completed instruction in the course being assessed.

It is not required that teachers utilize the winter window. Evidence may be submitted in the spring window for all students regardless of retesting status.



Students who enter or transfer into a school on or before the final day of the OAAP testing window, must be assessed, and the alternate assessment must be administered by the new school. If portfolio evidence has already been uploaded by the old school, the school must submit a request to Pearson to move the student's portfolios, in order for the portfolio to be scored.

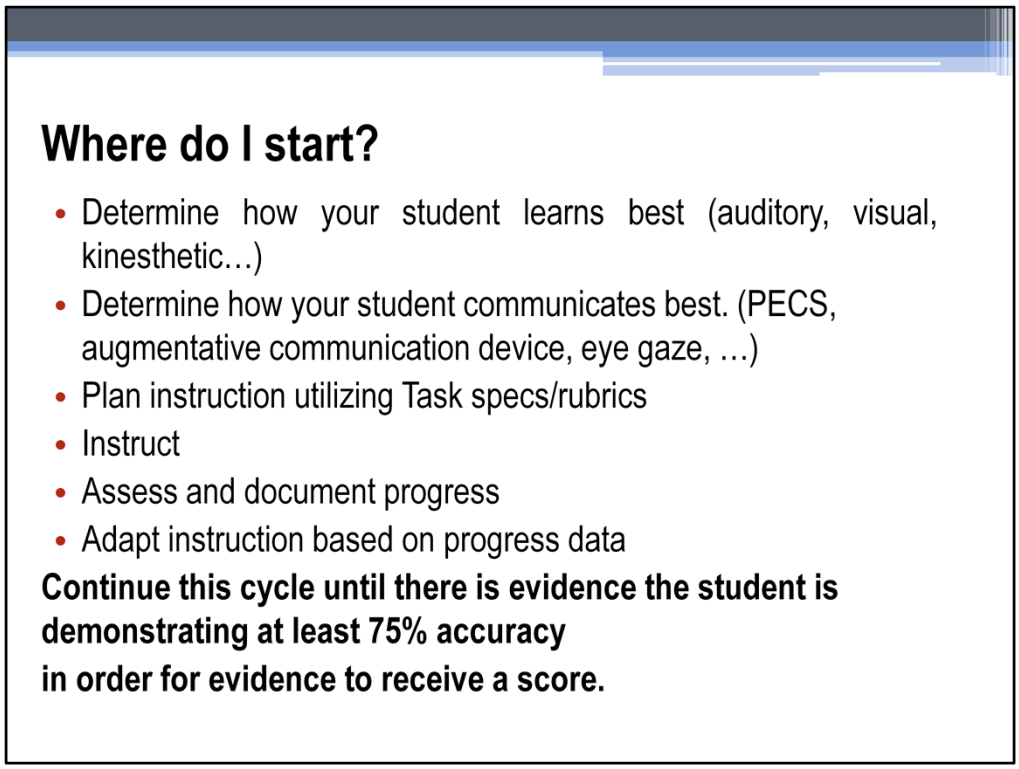


Pearson must receive requests to move student portfolios **no later than the last day of the testing window.** Once Pearson has been notified, no evidence can be uploaded to the PearsonAccess system for five days. Within five (5) days, Pearson will electronically move the student portfolio to the new school and the new teacher's classroom view within the system. Pearson will notify the old and new schools upon completion of moving student evidence from one school to another.

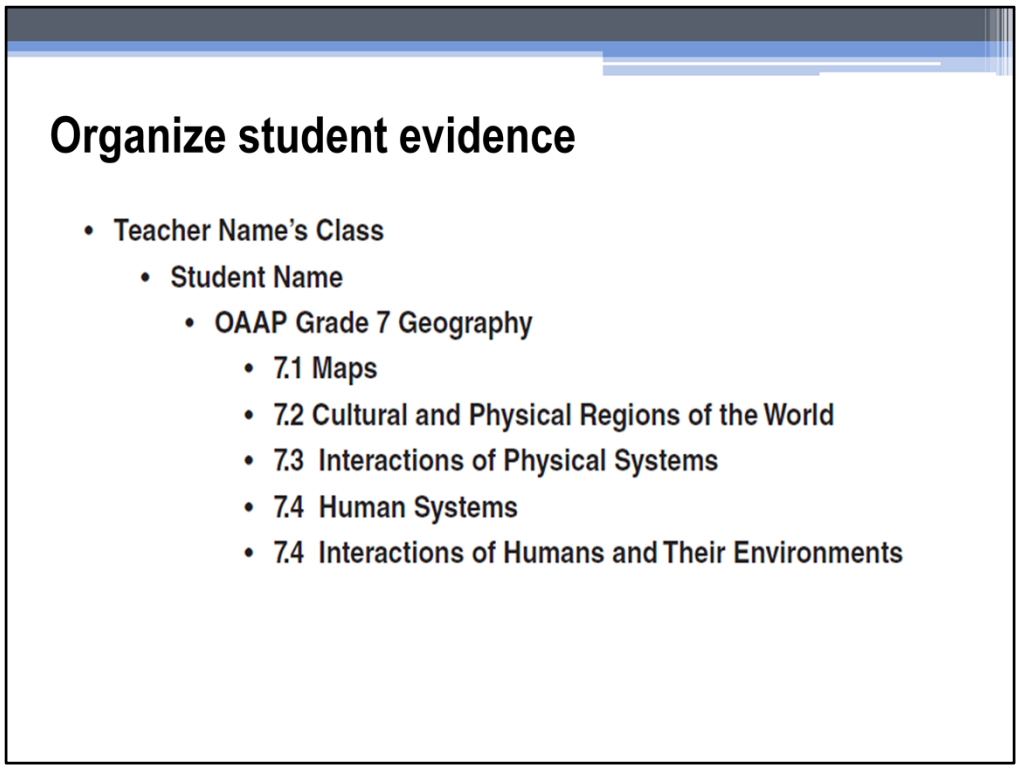
Old (sending) School Responsibilities

- 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 PearsonAccess has already begun or been completed.

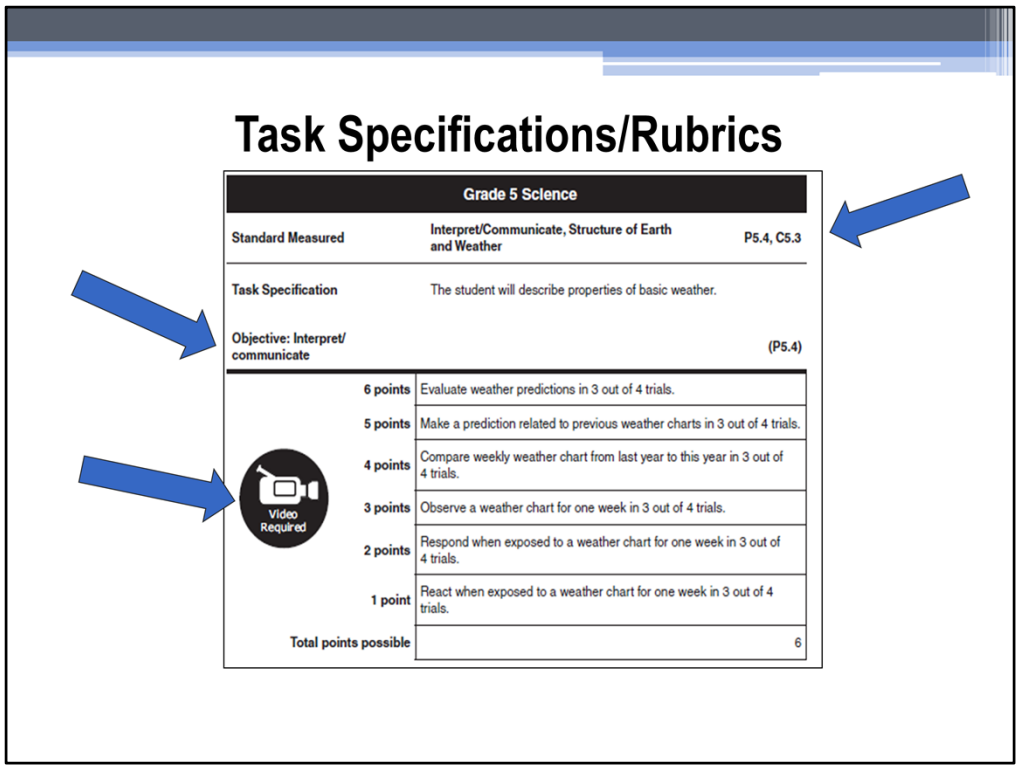
It is the responsibility of the old (sending) school to send any physical portfolio evidence to the new (receiving) school. The old (sending) school is also responsible to inform the new (receiving) school whether the upload process into PearsonAccess has already begun or been completed.



Teachers must reference the OAAP rubrics to plan instruction for the items assessed by the portfolio assessment. After instructional planning has been completed, it's time to begin instruction. Because teaching is a cyclical process, teachers will continuously be planning, teaching, assessing, documenting progress, and adapting instructional methods in order to find the best way for student's to learn and show their knowledge. When the student reaches at least 75% accuracy, you should begin collecting evidence and organizing it on your computer for future use in the portfolio.



This is a simple organizational system that you can use on your computer to organize student evidence. Although we encourage teachers to use the PearsonAccess system as an organizational tool for the portfolio, we also feel it is important to keep your own copy of student evidence and documentation in case there is a technical glitch within the PearsonAccess system. A back-up of student evidence eliminates the need for reassessing students if a system crash were to occur.



Now let's look more closely at a rubric. The rubric shown on this slide is for the first standard in 5th grade science. The standard being measured is identified by the number P5.4, C5.3 shown in the top right corner of the rubric. The objective is interpret/communicate, which is identified immediately above the point values to the left. I'd also like to point out the "Video Required" symbol to the left of the point values. This means that video evidence is required for this standard. Notice the scaffolding of the skill at each point value.

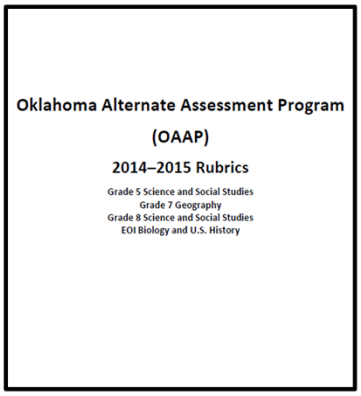
After a student has shown at least 75% proficiency in three different trials of the skills at the highest obtainable point level, the teacher can upload evidence of the student's best work into the PearsonAccess system. For example, if the student has mastered the skills at the 5 point level of the rubric, then the teacher will upload evidence of proficient skills at the 5 point level only. Every expectation within that point level must be demonstrated by the student in order to receive a score point of 5 for that piece of evidence. The expectation at the 5 point level of this rubric requires that the student make a prediction related to previous weather charts in 3 out of 4 trials. If the student does not meet the expectation of the 5 point level, the evidence won't support a score point of 5. In this instance, the scorers will look at the evidence and identify if the evidence supports the expectations for a different point level on the rubric. If the evidence does not meet expectations at a different point level on the rubric, the evidence will be given a condition code of A meaning that the task performed does not align with the rubric and a score point of zero. It is very important to analyze the rubrics carefully and consult with a content teacher if needed to ensure that the academic expectations are being met in the activities intended as portfolio evidence.

OAAP Rubrics/Task Specifications

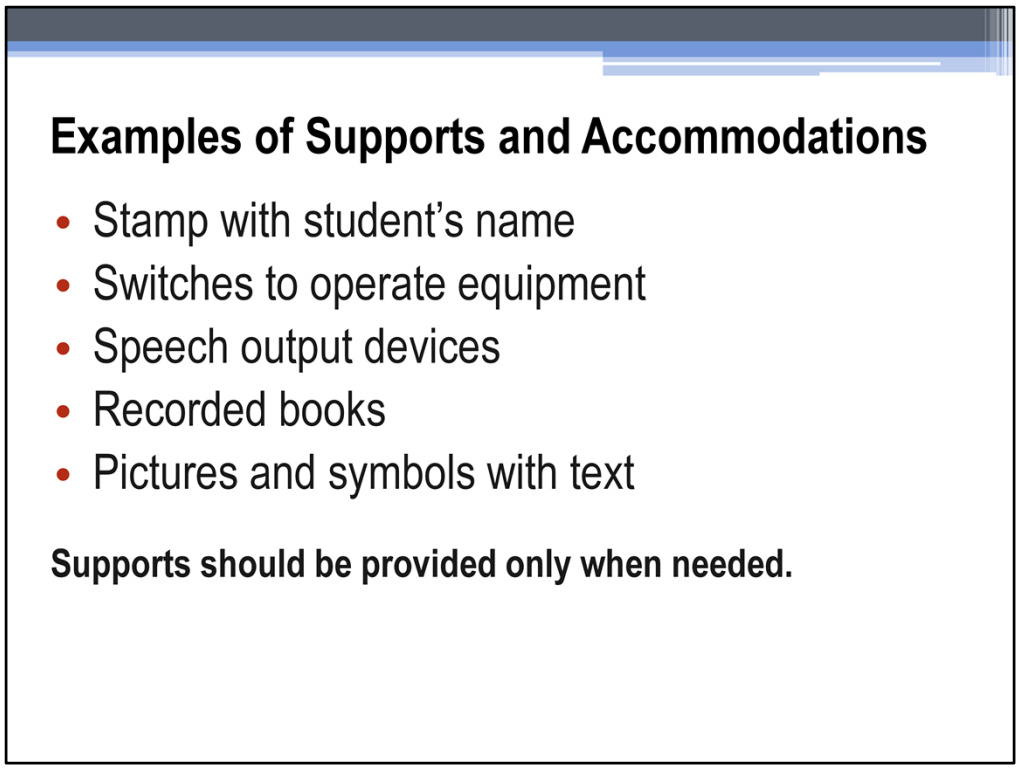
OAAP Rubrics/Task Specs can be found at:

http://ok.gov/sde/assessment

www.okassessments.com



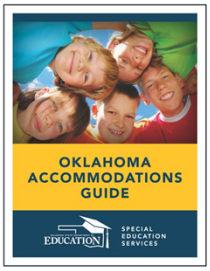
The OAAP rubrics are not in the OAAP manual. You can find them on the State department website or on the Pearson website.



Students with significant cognitive disabilities express themselves in many ways, including speech, gestures, facial expressions, vocalizations, and body movements. Many students with severe disabilities will benefit from utilizing low-tech assistive technology such as manual signs and picture exchange communication systems or high-tech assistive technology such as augmentative communication devices and switches. It is important for teachers to determine how students learn best and what mode of communication will enable them to participate more fully in various settings, access the curriculum, and express their knowledge.

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.

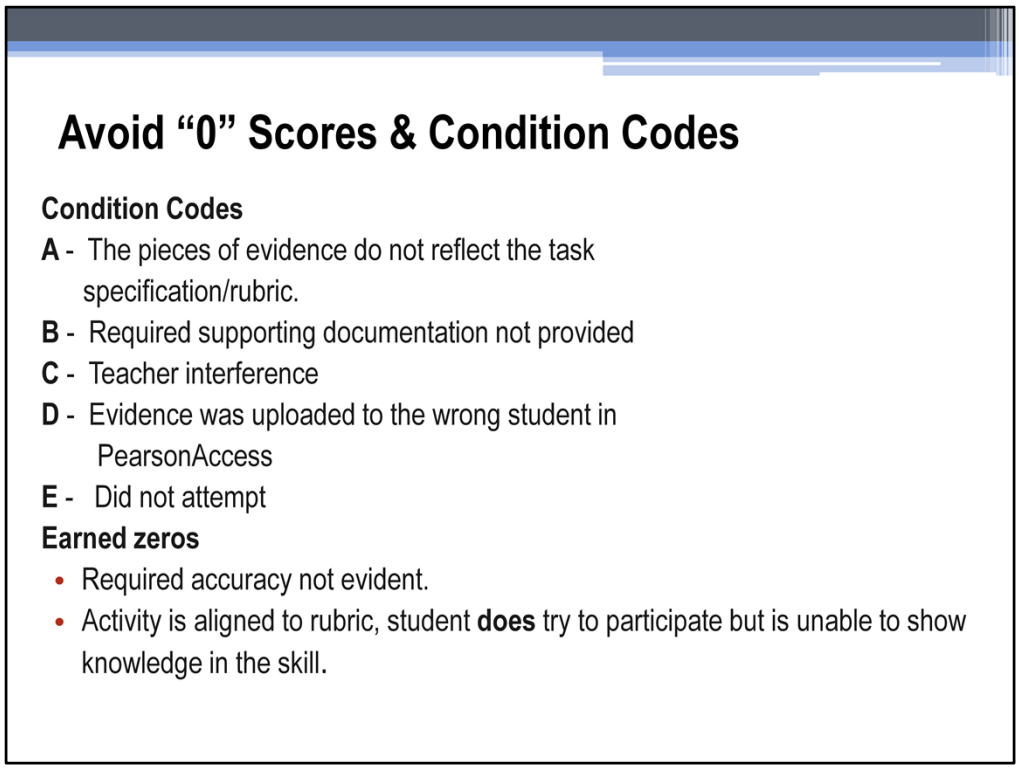


http://ok.gov/sde/documents-forms

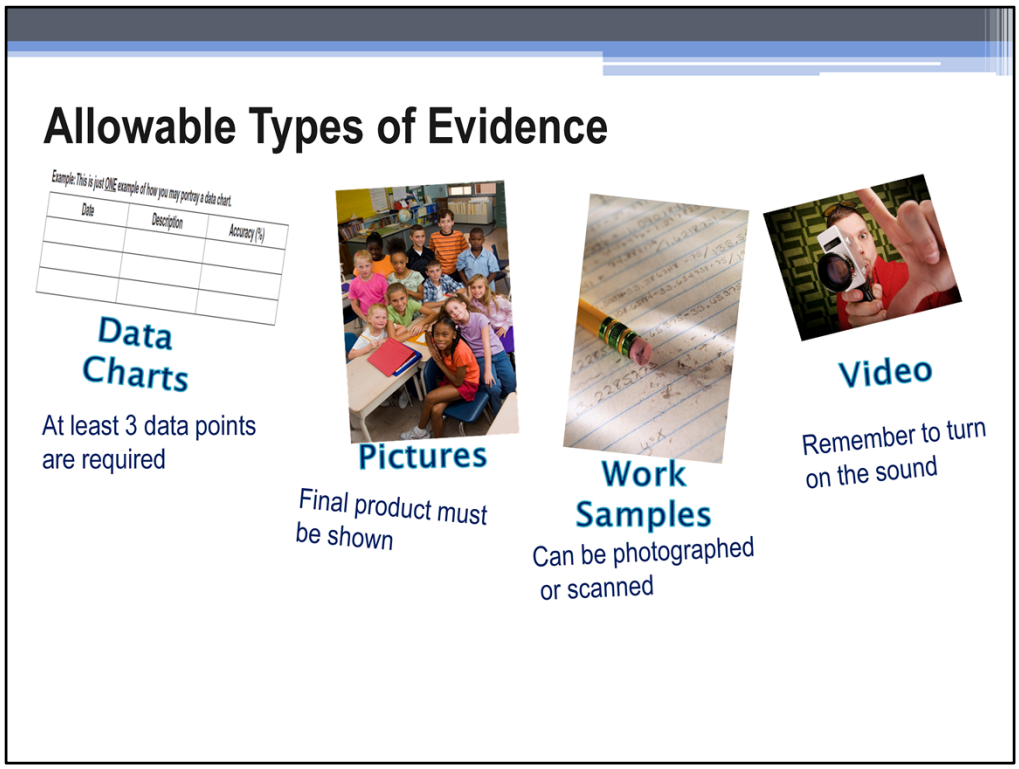
Supports enable people with disabilities to access resources and information, as well as communicate in a more independent manner. Appropriate supports lead to strong programs for students. Providing access to a task is not the same as prompting. Using assistive technology devices such as a computer monitor magnifier or providing positioning assistance for a child are examples of ways to provide access for students to demonstrate a skill independently. If the test administrator is interfering with the student's ability to show content knowledge, such as completing the task for the student or leading the student to a correct response, that cannot be considered appropriate support for assessment and will result in a "0" score. If hand over hand assistance, color coding, or any other inappropriate prompting is observed during the assessment, the evidence will be invalidated due to teacher interference, resulting in a "0" score for that objective.

Inappropriate supports/prompts = 0 Score

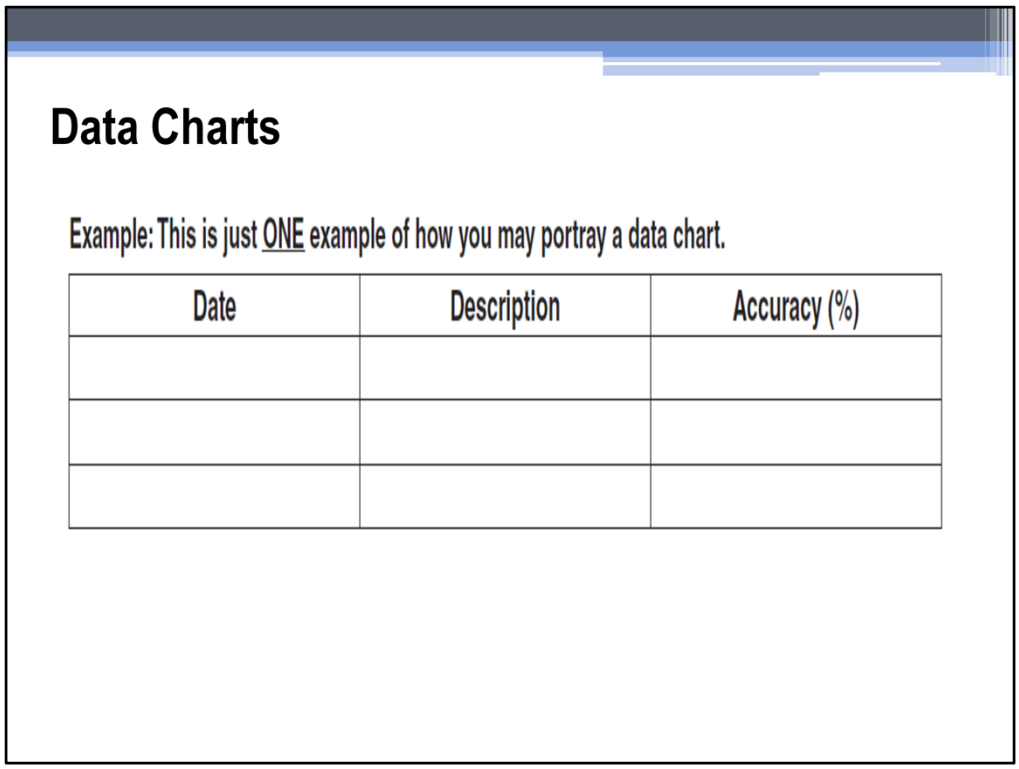
This is an example of an inappropriate prompt used in an assessment. Color-coding is fine for organizational purposes but must not be used if it in any way interferes with the student's ability to show content knowledge.



In an effort to provide better feedback to educators, condition codes will be assigned at the objective level to all non-scorable pieces of evidence. At the subject level, a test would have been designated (Did Not Attempt) if more than half of the objectives did not receive a valid score. A student is considered attempted on the subject as long as at least half of the objectives have valid scores. For example, if a test has 5 items, then 3 must be assigned valid scores in order for the subject to be considered attempted.



Now let's talk about submission of the evidence required in the portfolio. Evidence of the student's actual performance must be included in the portfolio for each objective. This slide contains the different types of evidence that are allowed for the assessment. Some of the rubrics will have a "video required" symbol to the left of the point values. This means that video evidence is required for that objective. If a rubric is not marked with this symbol, teachers may upload any of the allowable types of evidence for that objective.



This is an example of a simple data chart. At least 3 data points from different dates are required in data charts. Each data point must have a brief explanation of the activity performed.

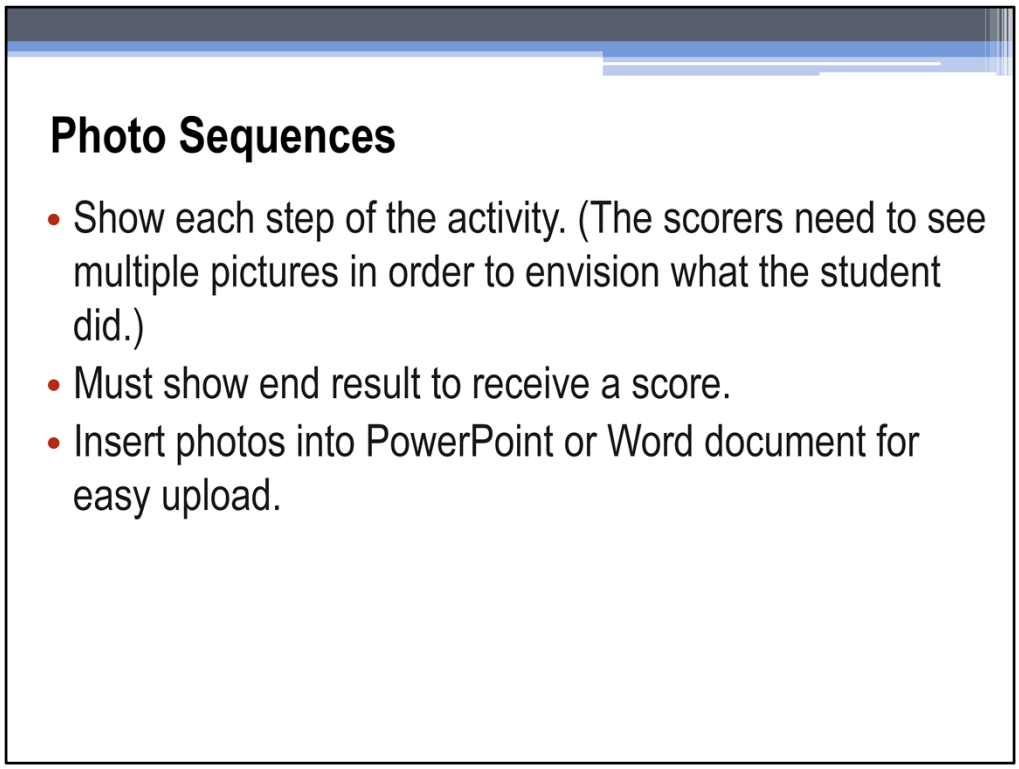
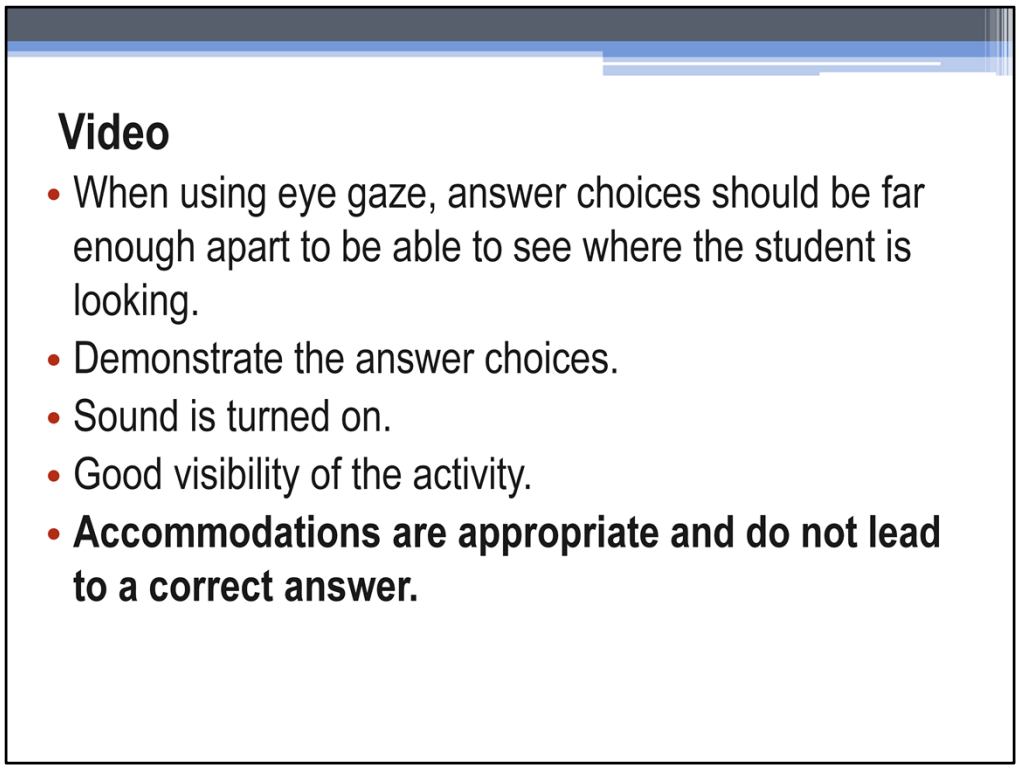


Photo sequences must show the steps involved in the activity as well as the final result. If the final result is not shown, the evidence cannot be scored. We recommend that teachers imbed their photographs in a PowerPoint presentation or word document for ease of uploading. This would allow the upload of only one document as opposed to an upload for each photograph.

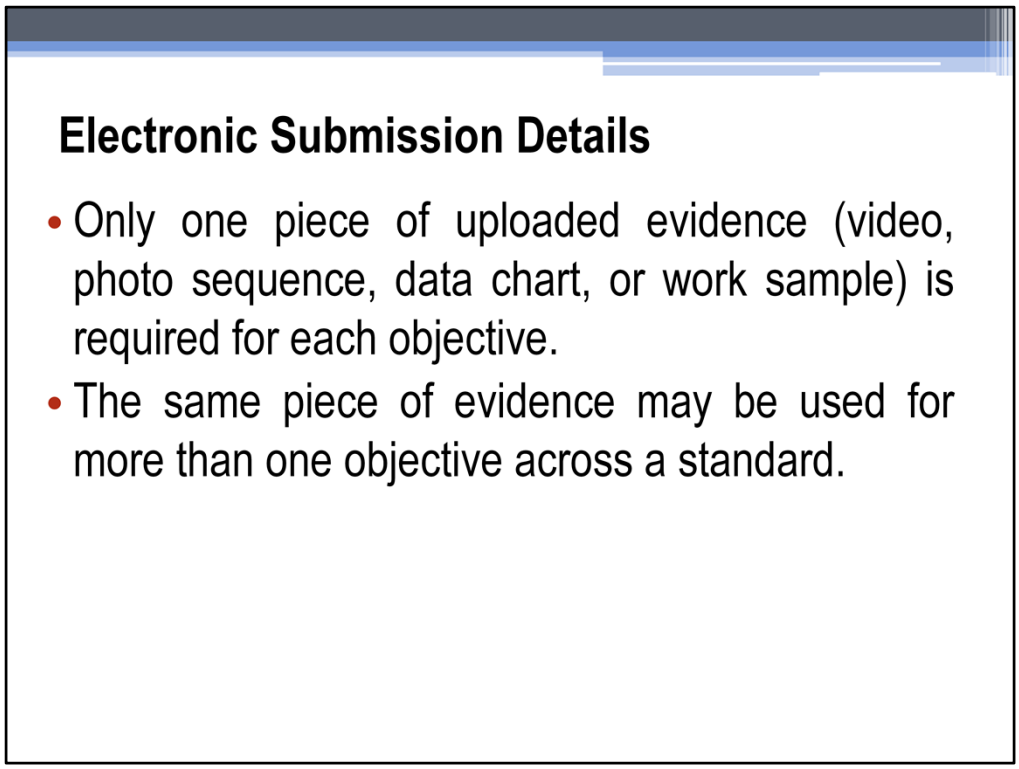
Work Samples

- 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 PearsonAccess system.

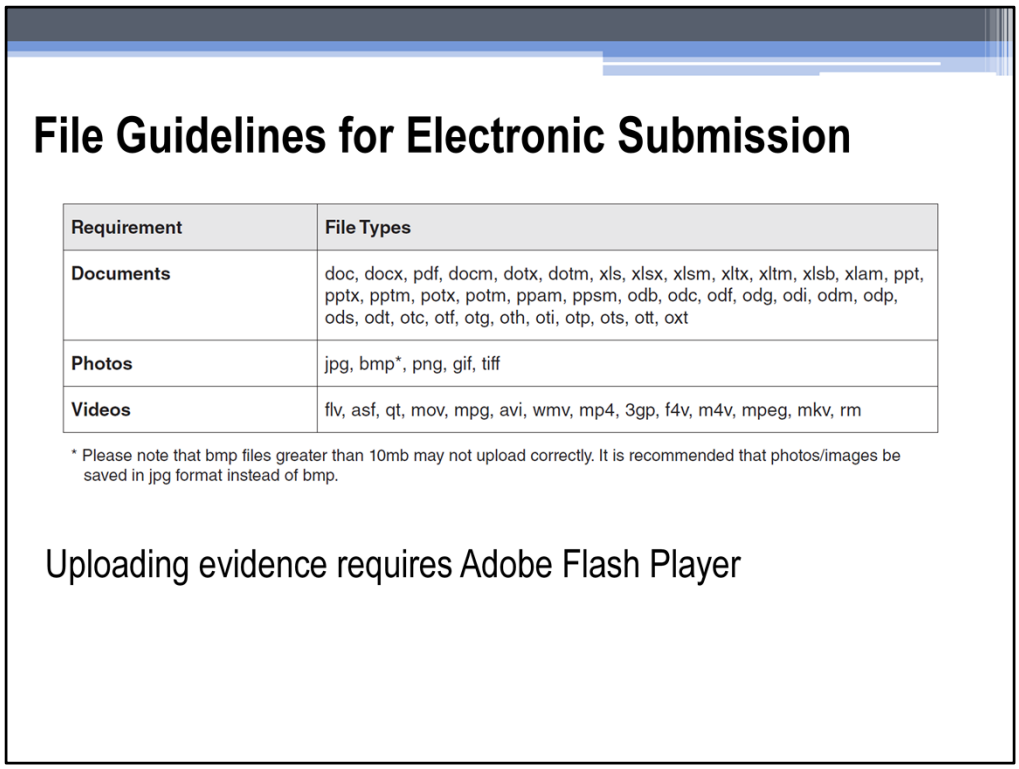
Here are a couple of ideas to make the uploading process easier. Any time that evidence can be combined into one document, you will spend less time in the actual uploading process. For instance, some students may require more than one piece of evidence to fulfill the expectations in a rubric. In these cases, photographing these multiple work samples and inserting them into a PowerPoint presentation or Word document results in only one upload per objective in the PearsonAccess system as opposed to a separate upload for each piece of evidence.



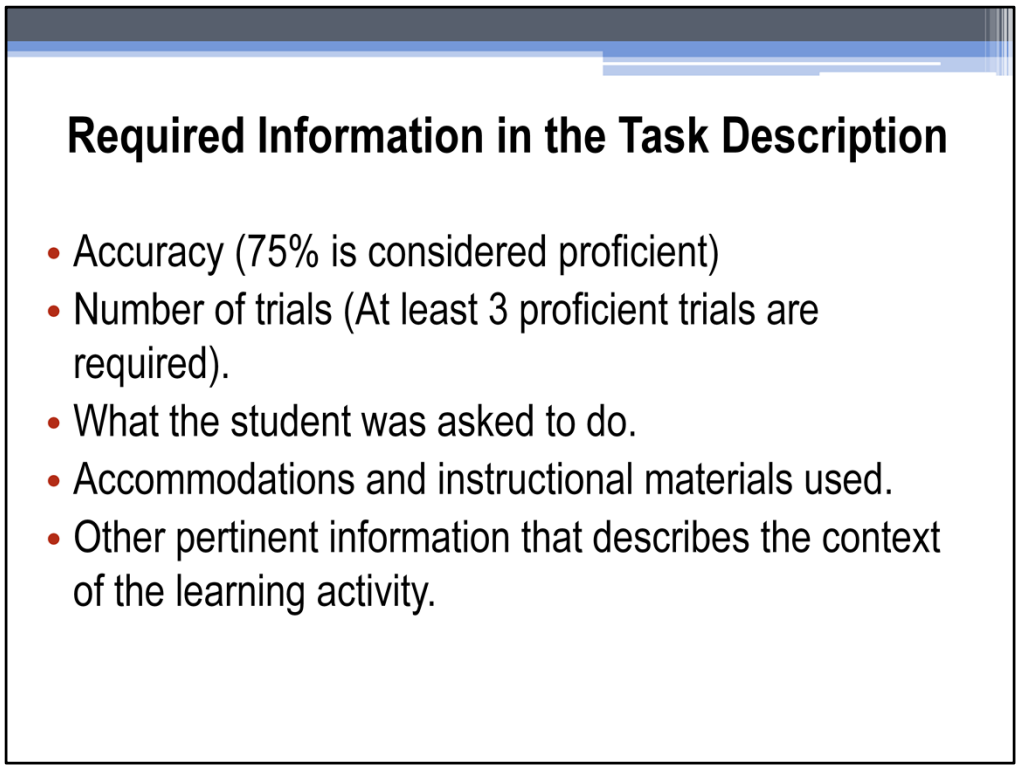
Remember to make sure that the sound is turned on in the audio/video evidence submitted. The scorers need to be able to hear what is happening in the activity. Work samples can be photographed or scanned and then uploaded into the PearsonAccess system.



Only one piece of evidence is required for each objective. The same piece of evidence may be used to meet multiple objectives across a standard. Teachers are encouraged to only upload one piece of evidence per objective, however they do have the ability to upload up to three pieces of evidence per objective in instances when a student requires more than one activity to show his or her knowledge. All evidence uploaded into the PearsonAccess system is scored.



This slide shows the file types accepted by the PearsonAccess system. Please share this information with the IT personnel in your district to ensure access to the appropriate file types on your computer. Videos may be recorded on a digital video camera, mobile phone (including iPhone), electronic notepad (including iPad), or other device, as long as the device supports one of the file types listed on this slide. However, files may NOT be uploaded directly from iPads, iPhones, or any other device that does not have Adobe Flash Player. iPad and iPhone users must transfer files to a computer and then upload to PearsonAccess.



In addition to the work samples that are uploaded for each objective, a task description must also be uploaded for each objective assessed. The task description is a very important piece of the portfolio assessment. This information will be entered into a text field in the PearsonAccess system to explain each piece of evidence submitted. Documentation of at least 3 proficient trials are required and each trial must be performed on a separate occasion. The trial which is described and submitted as evidence should be the student's best work and must be performed with at least 75% accuracy to be considered proficient in the skill. Only one trial (any of the three) should be described and uploaded as evidence in the PearsonAccess system. Other required information in the task description is documentation of what the student was asked to do, materials or accommodations used in the activity such as voice output devices or manipulatives, and any other pertinent information describing the activity.

Grade 5 Science		
Standard Measured	**Interpret/Communicate, Structure of Earth and Weather**	**P5.4, C5.3**
Task Specification	The student will describe properties of basic weather.	
Objective: Interpret/ communicate		**(P5.4)**
	6 points	Evaluate weather predictions in 3 out of 4 trials.
	5 points	Make a prediction related to previous weather charts in 3 out of 4 trials.
Video Required	**4 points**	Compare weekly weather chart from last year to this year in 3 out of 4 trials.
	3 points	Observe a weather chart for one week in 3 out of 4 trials.
	2 points	Respond when exposed to a weather chart for one week in 3 out of 4 trials.
	1 point	React when exposed to a weather chart for one week in 3 out of 4 trials.
	Total points possible	6

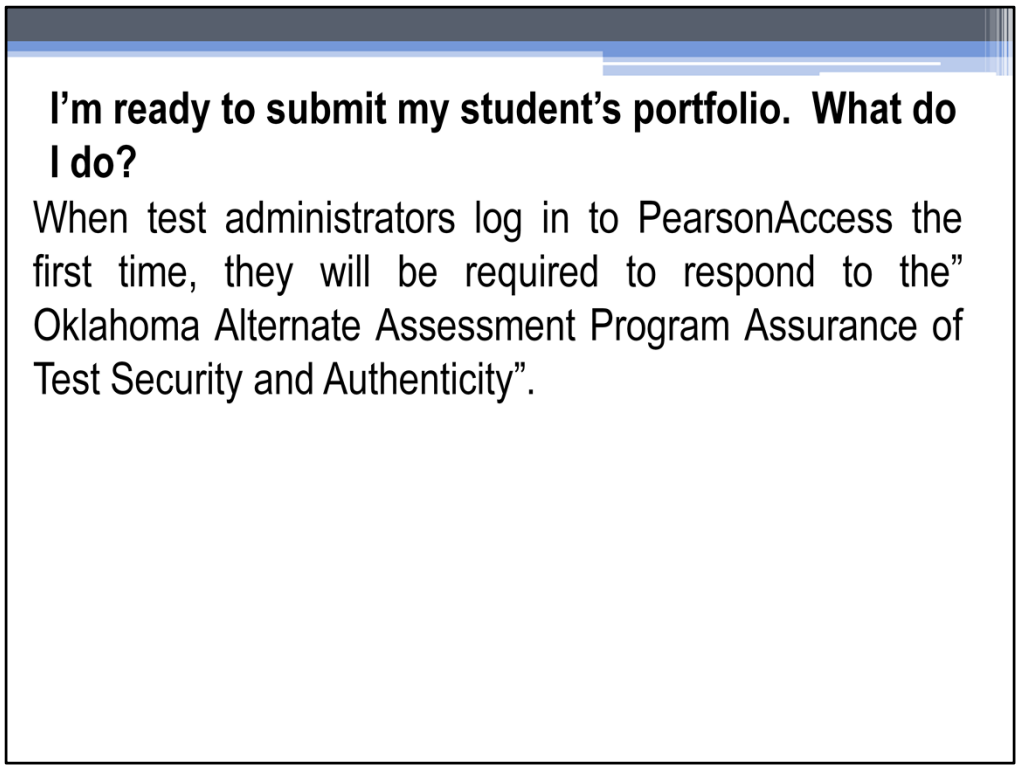
Nick reviewed a picture chart representing last year's weather. The chart was composed of major seasonal events, such as snow, ice, thunderstorms, rain, hot sunny days and cold windy days matched to the months in which they occurred. Nick then predicted which major seasonal events would occur in the upcoming months of 2015. Nick supported his predictions by selecting one sentence strip from a selection of three that was read to him.

He completed this activity with 100% accuracy.

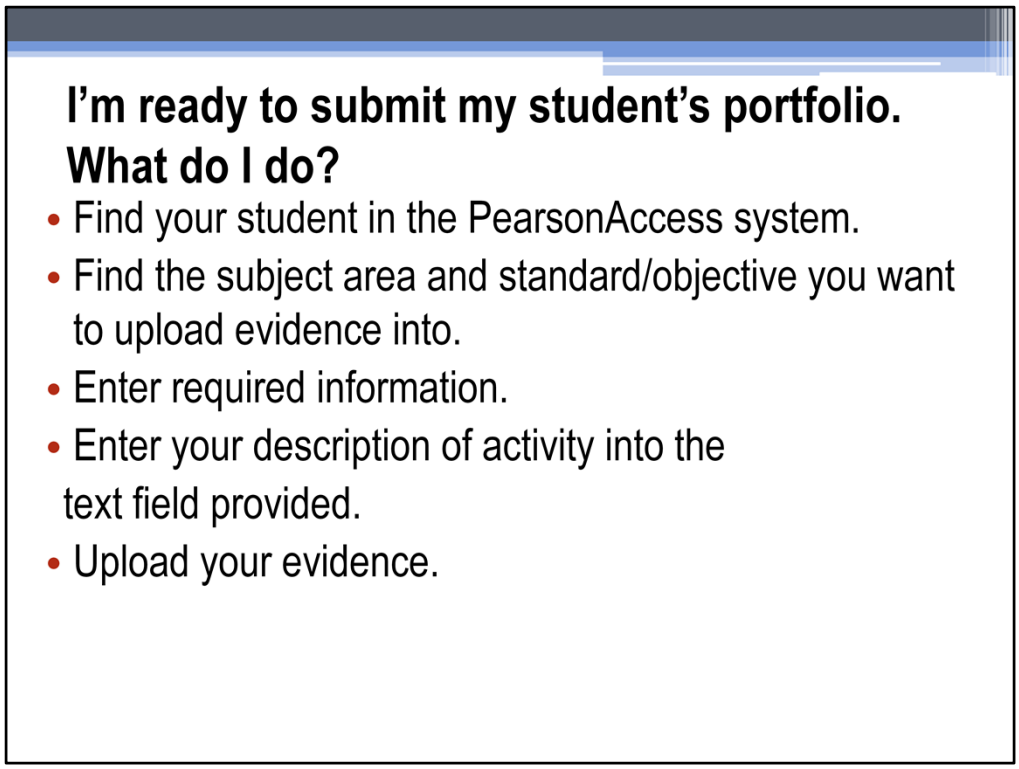
Nick completed has completed this activity on three occasions using different seasonal events.

Now let's look at an example task description. I would like you to ask yourself these questions as you look at the task description:

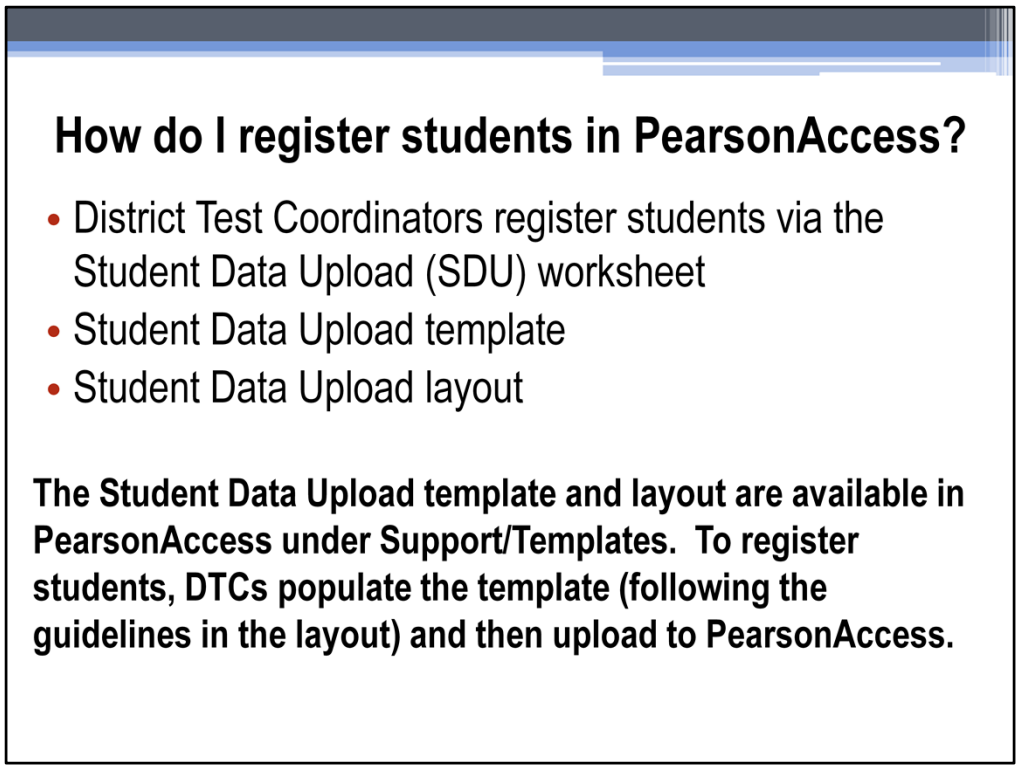
- Does the task description draw a clear picture of what the student demonstrated?
- Does it adequately reflect a point value on the rubric?
- Does the accuracy provided indicate at least 75% mastery?
- Have at least 3 attempts been documented?



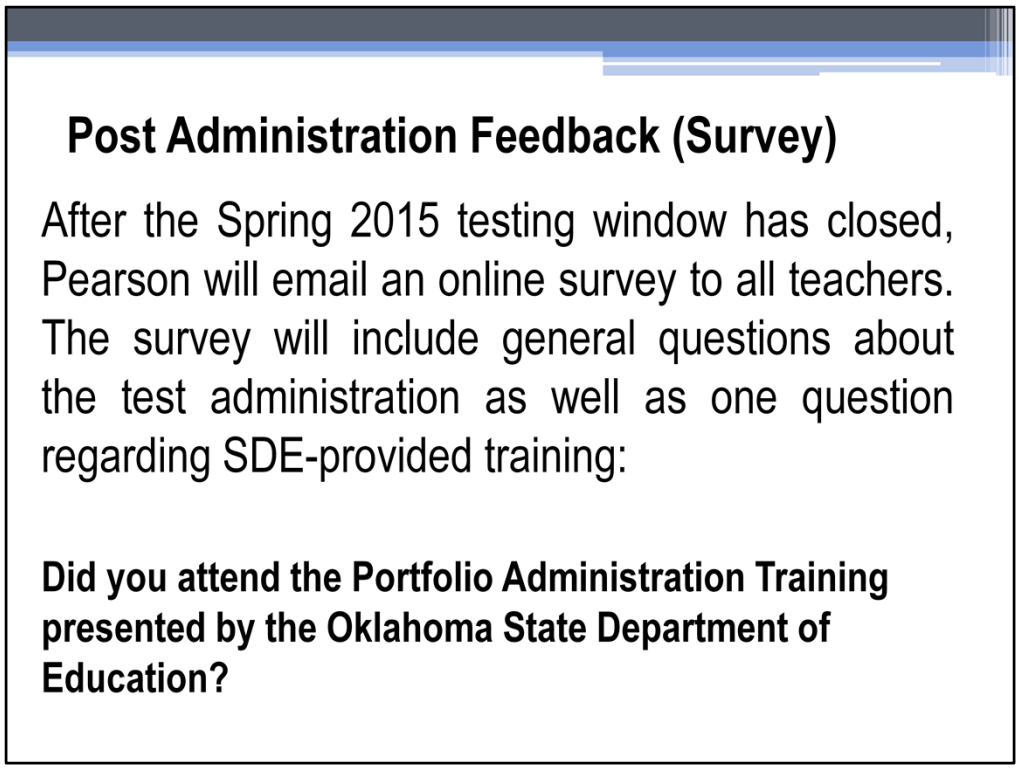
In the past, teachers were required to include an Assurance of Test Security and Authenticity form in the portfolio that had been signed by a district administrator. You will not upload an Assurance of Test Security and Authenticity form into the PearsonAccess system. This assurance will be verified through an electronic question the first time you enter the PearsonAccess site. Teachers will not be able to proceed in the system until they have completed this step.



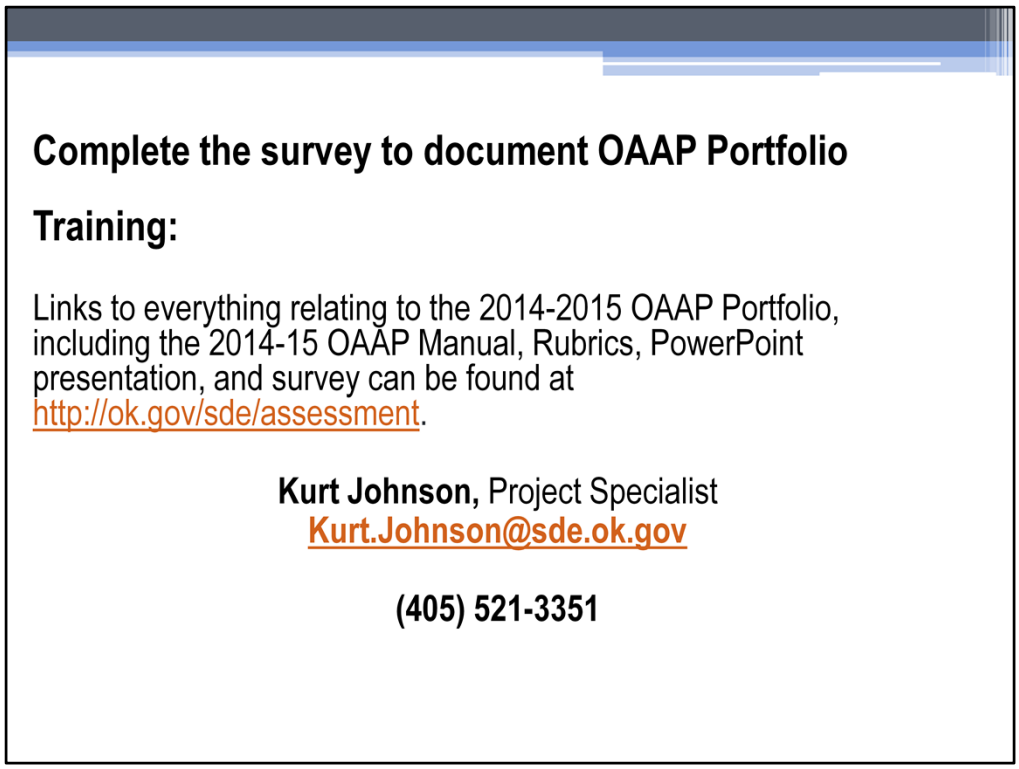
After answering the test security question you will need to find your student in the PearsonAccess system, enter the requested information, and find the correct subject area, standard and objective. Once you have found the correct location in the system you can begin uploading evidence. Either type your description of the activity into the text field provided or copy and paste the description into the text field if you have typed it previously and saved it on your computer. Teachers will be able to delete and replace work samples and videos or edit task descriptions in the PearsonAccess system throughout the school year.



The school district assigns a person (usually a district test coordinator or a building test coordinator) to enter students into the system and assigns a test administrator (usually the students' teacher) to upload the evidence. Test administrators will be unable to access the system until this process has been completed. The Student Data Upload template and layout are available in PearsonAccess under Support/Templates. To register students, district test coordinators populate the template (following the guidelines in the layout) and then upload to PearsonAccess.



You will verify your participation in the OAAP training through the Post Administration Feedback survey which will be sent the week after the portfolio window closes. A certificate of attendance will not be uploaded for this training.



This presentation fulfills the training requirement for the development and submission of the OAAP Portfolio. Please note, upon submission of your survey a confirmation page will appear. This page may be printed for your personal records. The confirmation page for completing the survey should not be sent to the Oklahoma State Department of Education and it will not be submitted with portfolio evidence. It is for your records only. Thank you for viewing the 2014-15 OAAP Training Webcast.