2013-2014 OKLAHOMA ALTERNATE ASSESSMENT PROGRAM (OAAP) PORTFOLIO TRAINING

9/1/2013

OKLAHOMA STATE DEPARTMENT OF
EDUCATION
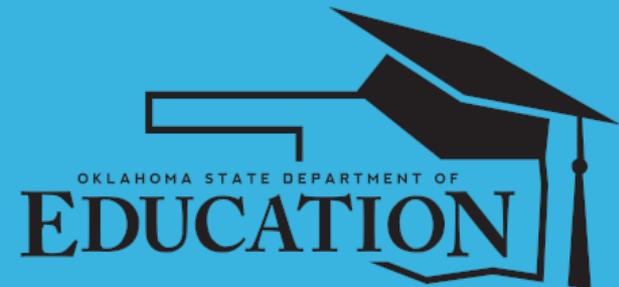
TRAINING TOPICS & AGENDA

9:00-10:45– All teachers

✓ **Overview of the OAAP Portfolio**

✓ **New rubrics and cut score conversion**

✓ **Choosing the appropriate assessment**

✓ **OAAP manual walk-through**

✓ **Dynamic Learning Maps (DLM) and Alternate Assessment**

10:45– EOI teachers take a 15 minute break &

3rd - 8th grade teachers dismissed

11:00-11:30– EOI teachers

✓ **Graduation requirements & OAAP ACE exemptions**

✓ **Winter window submissions**

TRAINING TOPICS & AGENDA

1:00-2:45- All teachers

✓ Overview of the OAAP Portfolio

✓ New rubrics and cut score conversion

✓ Choosing the appropriate assessment

✓ OAAP manual walk-through

✓ Dynamic Learning Maps (DLM) and Alternate Assessment

2:45: EOI teachers take a 15 minute break & 3rd - 8th grade teachers dismissed

3:00-3:30: EOI teachers

✓ Graduation requirements & OAAP ACE exemptions

✓ Winter window submissions

HUNTER

OAAP Manual

CHANGES TO THE OAAP RUBRICS

In an effort to capture the knowledge and progress of students with the most significant cognitive disabilities, the rubrics have been extended to include two additional ability levels.

Formula to look for progress between scores:

Old score + (# of **objectives** x 2) = New **equivalent** score

CHANGES TO THE OAAP RUBRICS

This change does not affect performance levels.

Rubric comparison

Cut Score Conversion (manual pgs. 5-8)

TASK SPECIFICATIONS/RUBRICS

Grade 3 Mathematics	
Standard Measured	**Patterns and Algebraic Reasoning** **3.1**
Task Specification	The student will describe the classification system used to categorize two groups of items.

Objective: Classification		**(3.1)**
6 points	Create and extend patterns in 3 out of 4 trials.	
5 points	Describe the classification system used to categorize two groups of items in 3 out of 4 trials.	
4 points	Categorize two groups of items into a classification system in 3 out of 4 trials.	
3 points	Sort objects by number, size, and other properties in 3 out of 4 trials.	
2 points	Respond when exposed to objects sorted by number, size, and other properties in 3 out of 4 trials.	
1 point	React when exposed to objects sorted by number, size, and other properties in 3 out of 4 trials.	
Total points possible		**6**

Video Required

OAAP RUBRICS/TASK SPECIFICATIONS CAN BE FOUND AT:

http://ok.gov/sde/assessment

www.okassessments.com

MAKING ASSESSMENT DECISIONS

✓ IEP teams are required to make assessment eligibility decisions based on the guidelines in the "Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments (Form 12)" if the IEP team feels an alternate assessment is necessary.

✓ IEP teams are required to make assessment decisions on an annual basis.

Which students should be assessed with an alternate assessment?

Revised "Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments"

OAAP Manual pg. 9-13

DID NOT ATTEMPT (DNA) AT THE TEST LEVEL

NOT ENOUGH OBJECTIVES WITH SCORES
EXAMPLE: 3RD GRADE MATH
3.1- CONDITION CODE A
3.2- CONDITION CODE A
3.3- 2 POINTS
3.4- CONDITION CODE A
3.5- 3 POINTS

THIS 3RD GRADE MATH TEST WOULD RECEIVE A DNA BECAUSE MORE THAN HALF OF THE OBJECTIVES WERE GIVEN CONDITION CODES.

ADMINISTERING THE ASSESSMENT

TASK DESCRIPTIONS & TYPES OF EVIDENCE

MANUAL PGS. 18-19

ALGEBRA I.3
(PHOTO SEQUENCE EXAMPLE)

✓ **Notice that each step of the activity has been labeled to help explain what is happening in the pictures.**

TASK DESCRIPTION 1

- ✓ Does the task description draw a clear picture of what the student did?
- ✓ 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?

TASK DESCRIPTION 2

✓ Does the task description draw a clear picture of what the student did?

✓ 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?

- ✓**Electronic Submission**
- ✓**Evidence Requirements**
- ✓**Supports**

Manual pgs. 20-33

INAPPROPRIATE SUPPORTS = 0 SCORE

SETTING UP THE ASSESSMENT

✓ **Mode of communication has been identified.**

✓ **When using eye gaze, answers choices should be far enough apart to be able to see where the student is looking.**

✓ **At least two visible answer choices.**

✓ **Demonstrate the answer choices.**

✓ **Sound is turned on.**

✓ **Good visibility of the activity.**

✓ **Accommodations are appropriate and do not lead to a correct answer.**

MATH 6.2

- ✓ BOTH SWITCHES ARE IN CLEAR VIEW
- ✓ TEST ADMINISTRATOR DEMONSTRATES THE ANSWER CHOICES
- ✓ SOUND IS TURNED ON

READING 6.1

✓ **Great example of low tech supports**

MATH 4.3

✓ **When using single switch devices, demonstrate answer choices for the scorers..**

✓**Scoring**

✓**Glossary**

✓**Task Descriptions(Examples)**

Manual pgs. 34-61

I'M READY TO SUBMIT MY STUDENT'S PORTFOLIO. WHAT DO I DO?

- ✓ **Find your student in the PearsonAccess 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.**

Test Information

In what setting is the student receiving direct instruction?   Special education
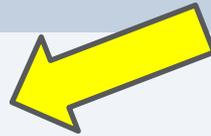
Manage Evidence

Add   Delete

Standard/Objective	Task Description	Evidence				
			Filename	Type	Required	Evidence Status
5.1 Vocabulary	Add/Edit		No Evidence Uploaded		1 - [video]	Not Started
5.3 Comprehension/Critical Literacy	Add/Edit		No Evidence Uploaded		1 - [video]	Not Started
5.4 Literature	Add/Edit		No Evidence Uploaded		1 - [video]	Not Started
5.5 Research and Information	Add/Edit		No Evidence Uploaded		1 - [photo, doc, video]	Not Started

Task Specification: **Identify the relationship between actual geographical features and representations of those features on maps.**

▶ Response:

- ☐ Switch devices
- ☐ Calculator
- ☐ Picture communication system
- ☐ None

- ☐ Sign language
- ☐ Manipulatives
- ☐ Voice output device
- ☐ Other

▶ Presentation:

- ☐ Electronic white board
- ☐ Large print
- ☐ Auditory assistance
- ☐ Braille
- ☐ None

- ☐ Sign language
- ☐ Switch devices
- ☐ Picture communication system
- ☐ Manipulatives
- ☐ Other

If other was selected for any questions above, please provide details:

▶ Task Description: Must include a description of how the student participated in the activity, the accuracy rating, and the number of attempts.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	EOI
Math	✓	✓	✓	✓	✓	✓	
Reading	✓	✓	✓	✓	✓	✓	
3-8 Writing			✓			✓	
Science			✓			✓	
Geography					✓		
Social Studies			✓				
US History						✓	✓
Algebra I							✓
Algebra II							✓
Geometry							✓
English II/Writing							✓
English III/Writing							✓
Biology							✓

Oklahoma Alternate Assessment Timeline

2013-14

OAAP Portfolio & DLM Field Testing:

All tested grades/content areas

2014-15

OAAP Portfolio: All Science, Social Studies, US Hisory

DLM: All Math & English Language Arts

2015-16

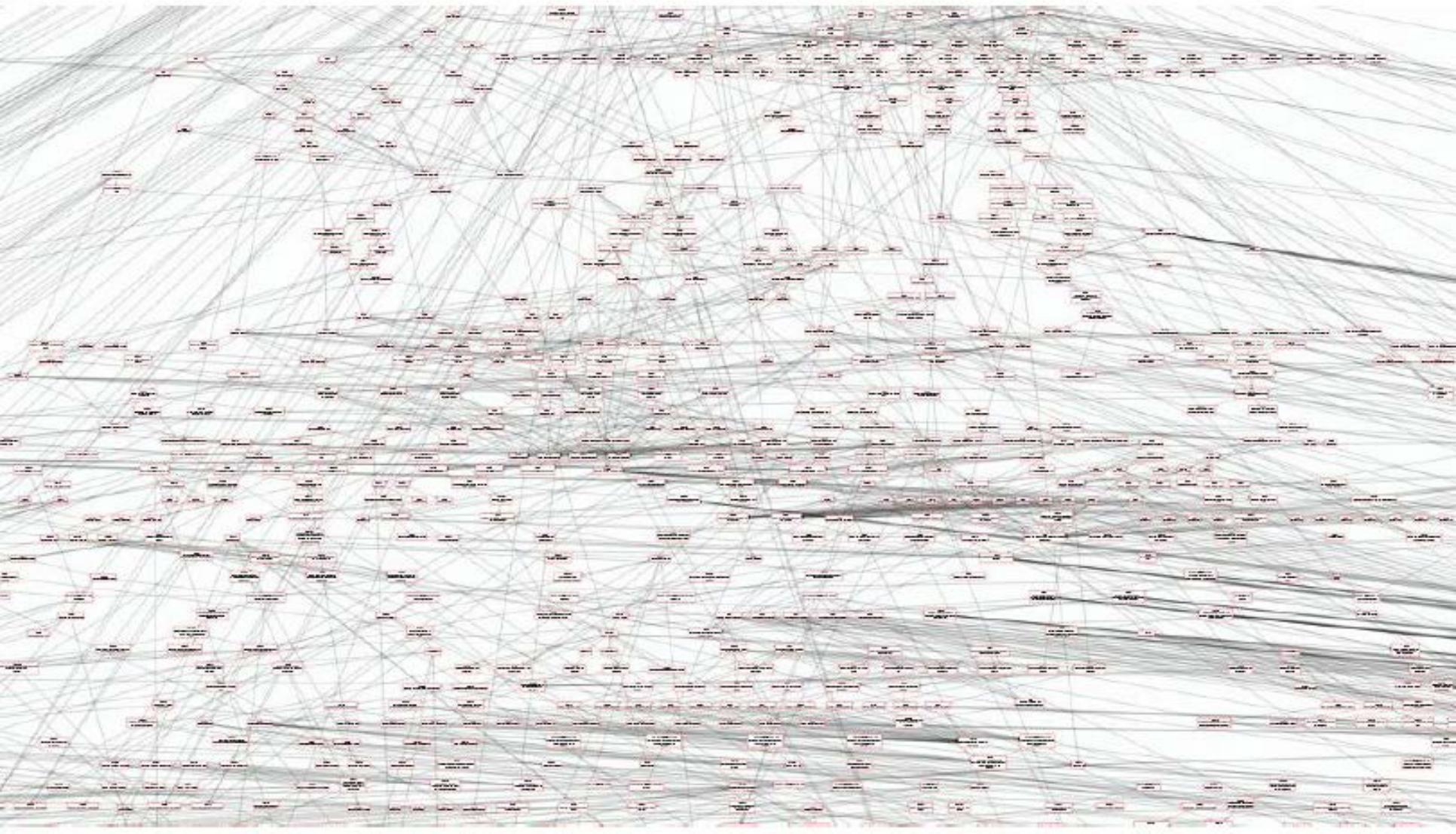OAAP Portfolio: All Science, Social Studies, US Hisory

DLM: All Math & English Language Arts

DYNAMIC LEARNING MAPS (DLM)

- ✓ Dynamic Learning Maps (DLM) is led by the Center for Educational Testing and Evaluation (CETE)

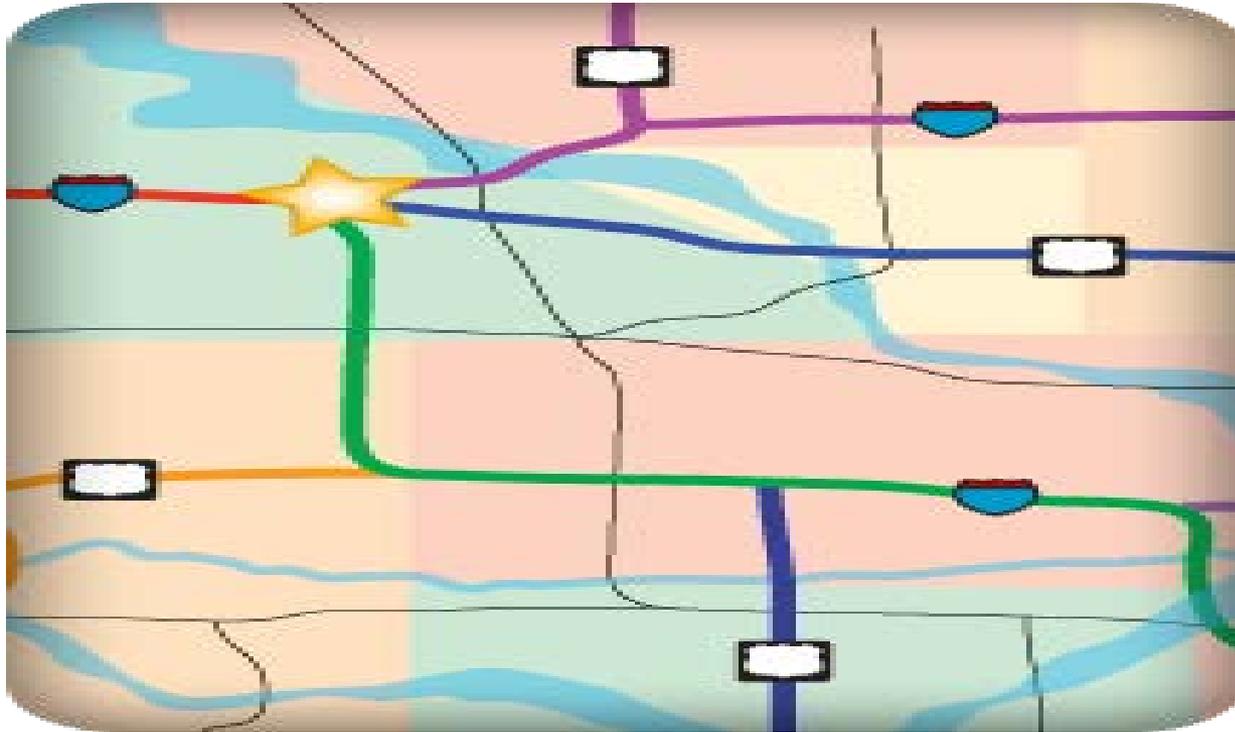- ✓ Oklahoma is 1 of 17 states in the DLM consortium

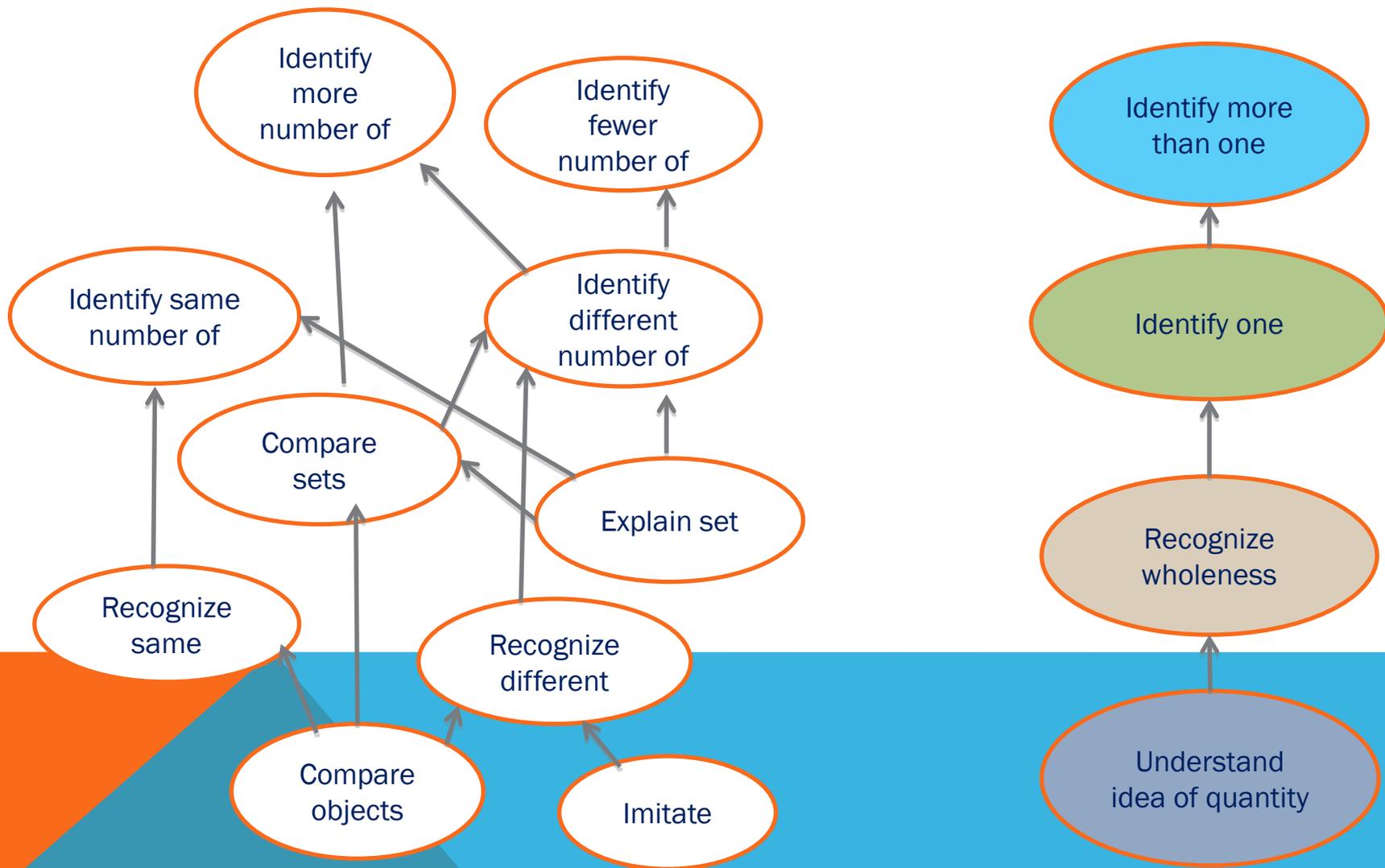www.dynamiclearningmaps.org

Learning Map

WHAT ARE LEARNING MAPS?

Learning Map vs. Learning Progression

WHAT ARE THE ESSENTIAL ELEMENTS?

The Essential Elements are specific statements of the content and skills that are linked to Oklahoma's academic content standards grade level specific expectations for students with significant cognitive disabilities.

ESSENTIAL ELEMENTS: DESIGN PRIORITIES

✓ Define essential differences from grade to grade in

▪ cognitive demand

▪ content knowledge

▪ skills-based expectations

✓ Identify the key elements essential for each grade level

▪ Not always a one-to-one relationship with Oklahoma's academic content standards

✓ Align Essential Elements across and between grades

EXAMPLE

Oklahoma Academic Standard:

✓ W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations ,and multimedia when useful to aiding comprehension.

Essential Element:

✓ Write to convey ideas and information clearly.

> a.   Select a topic and related visual/tactual/multimedia information.

TECHNOLOGY ENHANCED FORMATIVE & SUMMATIVE ASSESSMENTS

Why Technology Enhanced?

- ✓ Validity

- ✓ Instructional Relevance

- ✓ More data

SORTING VIA DRAG & DROP INTERACTION

Sort the words into **people** and **places** from *Peter Pan.*

Wendy Darling

Tigerlily

Neverland

People

Captain Hook

Mermaid Lagoon

Places

The Nursery

Place 10 Objects Into 3 Buckets

KNOWLEDGE OF RELATIONSHIPS VIA MATCHING

Match the character to **where** they live.

Wilber	Ocean
Flipper	Barn
Baloo	Jungle
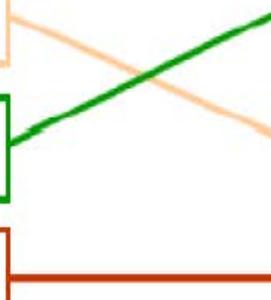
PROFESSIONAL DEVELOPMENT

✓ **Professional development modules can be found on the OSDE Web site**

   http://ok.gov/sde/dynamic-learning-maps

✓ **Professional development tools continue to be created to support the roll-out and implementation of the DLM Alternate Assessment System.**

End-of-Instruction (EOI)

PORTFOLIO SUBMISSION DEADLINE

Winter 2013 EOI Administration (2nd time testers and seniors only)	September 30 , 2013, through December 20, 2013
Spring 2014 Grades 3–8 and EOI Administration	September 30, 2013 through May 2, 2014

- Portfolios registered in the wrong window will be invalidated and the school will have to re-upload evidence to the correct window.
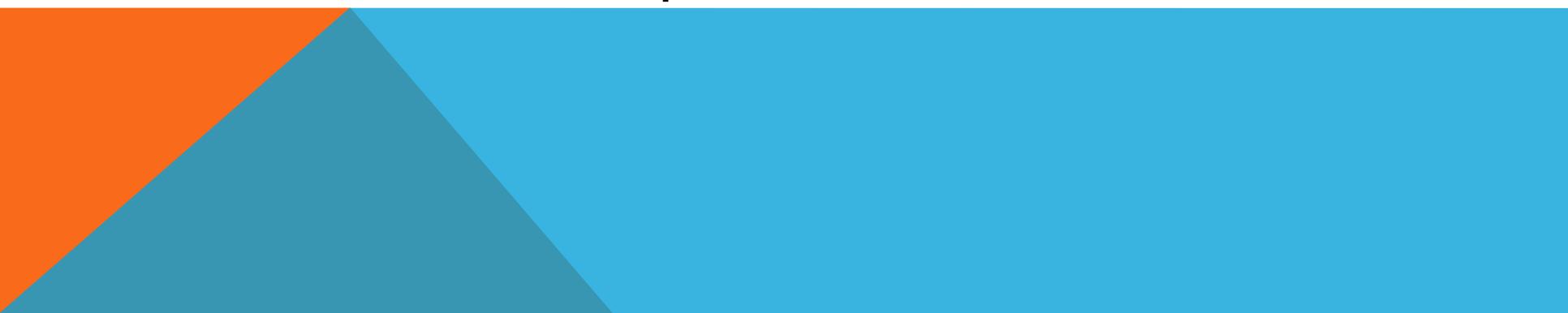
WINTER WINDOW SCENARIOS

A student in the 10ᵗʰ grade needing to be assessed in Algebra I for the 2ⁿᵈ time and English II for the first time:

✓ The teacher may submit Algebra I evidence in the winter window, but must wait until the spring window to submit evidence for English II because the student is not in the 12ᵗʰ grade.

A student in the 12th grade needing to be assessed in English II for the 2nd time and US History and Biology for the first time:

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

ALTERNATIVE ROUTES TO A DIPLOMA

AVAILABLE TO ALL STUDENTS ON AN IEP
- ✓ Modified Proficiency Score
- ✓ Alternative tests
- ✓ End of course project

ONLY AVAILABLE TO STUDENTS ASSESSED WITH THE PORTFOLIO
- ✓ ACE Alternate Determination

None of the alternative routes may be used in lieu of End-of-Instruction (EOI) exams.

MODIFIED PROFICIENCY SCORE

To apply a Modified Proficiency Score, an IEP team must determine:

- ✓ If a student demonstrated progress on the same type of assessment (must compare OPI scores on all assessments including the OAAP Portfolio)

- ✓ If the student had a passing grade in the course for which the IEP team is considering a modified score

- ✓ If the student has met the district's attendance requirements for the course

- ✓ If the student participated in remediation

- ✓ If the IEP team recommends the student for graduation.

Optional worksheet form on SEAS

Form 13
ACE Alternate Determination form

Complete the SurveyMonkey evaluation to receive a Certificate of Attendance.

https://www.surveymonkey.com/s/2013-2014OAAPTRAINING

Everything relating to the 2013-2014 OAAP Portfolio, including this PowerPoint presentation can be found on the following website: www.okassessments.com

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Or call (405) 521-3351