Oklahoma School Testing Program

Oklahoma Alternate Assessment Program (OAAP) Portfolio

2014–2015
PORTFOLIO ADMINISTRATION MANUAL

Grades 3–8
End-of-Instruction (EOI)

Science and History

Oklahoma State Department of Education

OKLAHOMA STATE DEPARTMENT OF
EDUCATION
JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Important
For more OAAP information on rubrics and Performance Level Descriptors, training videos, PearsonAccess, etc., visit: http://ok.gov/sde/assessment.

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Contact	For Questions About:
Oklahoma State Department of Education (OSDE), Special Education Services (SES) **Phone:** 405-521-3351 **Web site:** www.ok.gov/sde	• Content • Appropriate evidence submission • OSDE-SES-provided training and online registration for training • Other information regarding the Oklahoma School Testing Program (OSTP), the Oklahoma Alternate Assessment Program (OAAP) Portfolio policies and procedures, and the Dynamic Learning Maps (DLM) Alternate Assessment System
Pearson **Phone:** 866-294-9970 **Fax:** 319-358-4299 **Email:** okhelp@support.pearson.com	• Technical assistance with PearsonAccess site, including uploading evidence • Pearson-provided training • Science and History
Dynamic Learning Maps **Phone:** 855-277-9751 **Fax:** 785-864-3566 **Web site:** http://dynamiclearningmaps.org	• Technical assistance with the upload of teachers and students in the DLM system or problems with the DLM online assessment system • Math and English Language Arts
Office of Accountability and Assessments **Phone:** 405-521-3341 **Fax:** 405-522-6272	• Technical assistance regarding assessment precoding procedures

Training

The Oklahoma State Department of Education- Special Education Services (OSDE-SES), will provide training in the overall administration of the Oklahoma Alternate Assessment Program (OAAP) Portfolio Assessment and the Dynamic Learning Maps (DLM) Alternate Assessment System in early Fall of the 2014–2015 school year.

Professional development for the Dynamic Learning Maps Alternate Assessment is available through the KITE Educator Portal. In order for school personnel to view the required training, they must have an account in Educator Portal. Training resources are available at dynamiclearningmaps.org/Oklahoma.

Pearson will provide technical training on portfolio submission via PearsonAccess in early Fall of the 2014–2015 school year. OSDE-SES will provide online training for Portfolio Administration. The training fulfills the requirement for the development and submission of the OAAP portfolio. Training resources are available at ok.gov/sde/assessment.

Section 1: Information Applicable to Both OAAP Portfolio Assessment and Dynamic Learning Maps (DLM) Alternate Assessment System

OAAP Portfolio Submission Deadlines (Science, History, and Geography)

E-portfolios must be submitted through PearsonAccess during the following testing windows:

Winter 2014 EOI Administration (Seniors and EOI retesters only)	November 3, 2014 through December 19, 2014
Spring 2015 Grades 3–8 and EOI Administration	January 12, 2015 through May 1, 2015

Note that portfolio evidence cannot be uploaded into the PearsonAccess system after the deadline for each administration. Please see the section "Participation of Move-In Students" for important dates related to submitting portfolios for students who move to a new (receiving) school during the testing window.

DLM Alternate Assessment System Submission Deadlines (Math, Algebra, Geometry, Reading, and English Language Arts)

Instructionally Embedded Assessments	Please go to http://dynamiclearningmaps.org/ for the most current information.
End-of-Year Assessments	Please go to http://dynamiclearningmaps.org/ for the most current information.

Objective of the Oklahoma State Testing Program (OSTP)

The OSTP is a statewide assessment program that was established to improve academic achievement for all Oklahoma students, and includes grades 3–8 and high school end-of-instruction (EOI) assessments, for which students who complete an area of instruction must also take the corresponding statewide standardized assessment.

The purpose of the OSTP is to assess students in their mastery of the Oklahoma content standards. In addition, the test results can be used to guide curriculum decisions at the district level and to inform teachers through the use of classroom-level reports. The OSTP offers three types of tests to assess the three groups of students defined by the 2001 Federal Legislation No Child Left Behind (NCLB) Act: the OCCT for the general student population, the OMAAP for students with cognitive disabilities available for EOI retesters only, the OAAP portfolio in science and social studies for students with the most significant cognitive disabilities, and the Dynamic Learning Maps (DLM) Alternate Assessment in math and English language arts for students with the most significant cognitive disabilities. Every student enrolled in a tested grade-level or course in an Oklahoma public school must participate in the statewide assessment program in the same school year that completion of the coursework occurs.

All students will be assessed by either:

- The Oklahoma Core Curriculum Tests (OCCT) general assessment with or without accommodations; or
- An alternate assessment:
  - The Oklahoma Modified Alternate Assessment Program (OMAAP) with or without accommodations available for **EOI retesters only**,
  - The Oklahoma Alternate Assessment Program (OAAP) Portfolio (science and social studies only), or
  - Dynamic Learning Maps (DLM) Alternate Assessment System (math and English Language Arts only)

Overview of the Oklahoma Alternate Assessment Program (OAAP)

Beginning with the 2014–2015 school year, the OAAP will consist of two alternate assessments which will be used to assess students in their mastery of the Oklahoma content standards. The OAAP Portfolio is used to assess science and social studies, and the DLM alternate assessment is used to assess math and English Language Arts. Both assessments were developed for a small population of students with the most significant cognitive disabilities for whom the Individualized Education Program (IEP) team has determined to be unable to participate in the general assessment, even with accommodations. Both of the assessments can be aligned to teaching strategies in the classroom.

OAAP Portfolio

In 2001, the OAAP Portfolio is an alternate state assessment for which the Test Administrator (usually the student's teacher) collects pieces of evidence that demonstrate the student's skills based on standards for that student's grade level. The OAAP Portfolio is collected in grades 3–8 science and social studies content areas and End-of-Instruction Biology I and U.S. History. The evidence collected in these subject areas is based on the grade level of the student in question. Oklahoma's content standards are the foundation standards for the OAAP Portfolio.

In 2001, the OAAP Portfolio format was selected for assessing the knowledge and skills of students with the most significant cognitive disabilities. In 2009, the OAAP Portfolio went through a peer review process. Changes were made to the OAAP Portfolio in order for it to become consistent with the requirements outlined in the Peer Review Notes.

The OAAP Portfolio requires teachers to submit evidence demonstrating their students' levels of academic knowledge and skills through collections of academic evidence. The pieces of evidence are submitted online via Pearson's system, PearsonAccess. Pearson will score the portfolio evidence using teams of professional scorers. A standard-setting meeting, held June 2012, finalized the cut scores that categorize students into four proficiency levels based on the alternate achievement standards.

Beginning in 2011, the OAAP Portfolio test included videos as part of evidence to be collected by teachers. The inclusion of videos signified a major improvement in the assessment. Besides using them as evidence of student performance, the Oklahoma State Department of Education (OSDE) also used the videos for monitoring of accommodations, monitoring of teacher training outcomes, and as validity evidence.

Grades and Courses Assessed with the OAAP Portfolio

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

Dynamic Learning Maps (DLM) Alternate Assessment System

Oklahoma is currently 1 of 18 states participating in the DLM Alternate Assessment System consortium and has assisted in the development of an alternate assessment intended for students with the most significant cognitive disabilities. The DLM alternate assessment is aligned to Oklahoma's content standards and will be used to assess students in the content areas of math and English Language Arts beginning in the 2014–15 school year.

Assessment Format

- Computer based assessment
- Developed with the principles of Universal Design for Learning (UDL)
- Considered dynamic because it will adapt to students' needs and strengths
- Developed by the Center for Educational Testing and Evaluation (CETE) at the University of Kansas
- Inclusion of instructionally-relevant tasks
- Advanced feedback and reporting system (including growth modeling)

Standardization Built into the Assessment

- Provides consistency in expectations across grades and achievement levels
- Emphasizes achievement similarities in content despite diverse student access and performance
- Provides instructional guidance as students move up a varied path on the achievement continuum
- Connects instructionally embedded (formative) assessments to the standards which provide feedback leading up to the end-of-year (summative) assessment
- Accommodates diverse learners by providing a range of examples for accessing the assessment

Grades and Courses Assessed with the DLM Alternate Assessment System

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	End-of-Instruction
Math	✓	✓	✓	✓	✓	✓	
Algebra I							✓
Algebra II							✓
Geometry							✓
Reading/Writing	✓	✓	✓	✓	✓	✓	
English II/Writing							✓
English III/Writing							✓

Alternate Assessment Eligibility

The OAAP Portfolio assessment and the Dynamic Learning Maps (DLM) Alternate Assessment System are intended for a very small population of students with the most significant cognitive disabilities for whom the general assessment is not appropriate even with accommodations. The eligibility criteria for alternate assessments in Oklahoma are found in the "Criteria Checklist for Assessing Students with Disabilities on State Assessments."

Due to the severity of the intellectual disabilities of this population of students, alternate achievement of standards is required in daily instruction.

In order for a student to participate in the OAAP:

1) The IEP team must determine annually that the alternate assessment is most appropriate for the student; and

2) The student must meet the state-established Criterial Checklist.

The "Criteria Checklist for Assessing Students with Disabilities on State Assessments" can be found on the Oklahoma State Department of Education website at http://ok.gov/sde/assessment.

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.	❑	❑

If the answer to **ANY** of the questions above is "NO," the student must participate in the regular assessment with or without accommodations. If **ALL** of the answers to the questions above are "YES," the student is eligible to participate in an alternative assessment.

Absent During Testing

Students who are absent during the districtwide test administration should be administered the tests upon their return to school. Please try to give every absent student an opportunity to take the tests within the state's testing window. If a student is not tested due to absence, illness, or any other reason, the student's demographic information must still be provided to Pearson. This will allow every student who is enrolled in the grade (3–8) or has completed instruction for the course competency (EOI) to be accounted for during testing. For accountability, federal and state law requires that no less than 95 percent of the students in each student subgroup be assessed in mathematics, reading, and science at the specified grade levels.

Please note that tests not administered due to student absence may have a negative impact on accountability results. Please assess students throughout the testing window so that student absences late in the testing window do not result in incomplete tests. The testing window end date will not be extended.

Non-Full Academic Year

A student receives Non-Full Academic Year (NFAY) status if that student was not enrolled on October 1 at the site or district that is administering the test, or has experienced an enrollment lapse of ten or more consecutive school days from that site or district.

Participation of Move-In-Students in the 2014–2015 OAAP Portfolio

Winter 2014 OAAP Portfolio Administration:

- Eligible students who enter into a school during the winter testing window may participate.

- If the decision is made to submit for the Winter 2014 administration, the student should be included in reports for the school/district in which he/she was enrolled at the closing of the Winter test window. To achieve this, Pearson must be notified that the student has relocated in order to move the portfolio evidence to the new (receiving) school district.
- To submit for the Winter 2014 administration by the new (receiving) school, see below for information about the responsibilities of the new (receiving) school and the old (sending) school.

Spring 2015 OAAP Portfolio administration:

- Eligible students who enter or transfer into a school on or before May 1, 2015, must participate, and a portfolio must be submitted for the student by the new (receiving) school. Student scores should be included in reports for the school/district in which he/she was enrolled at the closing of the Spring window. To achieve this, Pearson must be notified that the student has relocated in order to move the portfolio evidence to the new (receiving) school district.
- To submit for the Spring 2015 administration by the new (receiving) school, see below for information about the responsibilities of the new (receiving) school and the old (sending) school.

New (receiving) school responsibilities:

- Submit to the old (sending) school a request for educational records, including the existing portfolio in its then-current state of completion. Keep in mind the testing window end date and request the educational records in time to complete the assessment and upload process.
- If informed by the old (sending) school that the school has already begun or completed the upload process into the e-portfolio system, notify Pearson immediately with the new (receiving) school information. Please do not create new test assignments for the relevant student(s) before contacting Pearson. **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. 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.
- Continue instruction; complete and submit the portfolio by the testing window end date.

Old (sending) school responsibilities:

- Transfer the physical student portfolio in its then-current state of completion to the new (receiving) school. It is expected that the physical portfolio will contain artifacts of student learning that are appropriately labeled and any other pertinent test documents that provide evidence of instruction that has occurred up to that point in the school year. Also, inform the new (receiving) school whether the upload process into PearsonAccess has already begun or been completed.
- If unable to determine the specific school or school district to which the student is transferring, or if the student is relocating to another state, maintain physical versions of the portfolio until the end of the school year. If a record of the new (receiving) school is subsequently obtained, send the portfolio at that time. If no record is available by the first day of the following school year, the portfolio evidence may be destroyed.

Note: New (receiving) and old (sending) schools should communicate openly with each other to allow eligible students to participate fully. The failure to properly transfer student evidence that has been collected throughout the year may result in a student receiving an Unsatisfactory or Limited Knowledge score or a nonparticipation status for that student.

Participation of Move-In-Students in the 2014–2015 Dynamic Learning Maps Alternate Assessment System

Instructionally Embedded Assessments	Please go to http://dynamiclearningmaps.org/ for the most current information.
End-of-Year Assessments	Please go to http://dynamiclearningmaps.org/ for the most current information.

Participation Variances

Every student receiving special education services must have the appropriate state assessment documented in his/her IEP. For students served through an IEP service agreement, the agreement should specify who administers the assessment.

In the case of an unforeseen medical emergency, a student may be prevented from being available to test during the state's testing window. Such an emergency must be approved for exemption by the Office of Accountability and Assessments. Only upon approval from OSDE-SES will the student be exempted.

Any English language learner (ELL) student who is enrolled in an Oklahoma Public School for the first time and has not been enrolled in or attended any school in the United States in previous years has the option of taking the state assessment in Reading/Language Arts. Regardless of ELL status, students must be eligible to participate in the OAAP Portfolio according to the Criteria Checklist for Assessing Students on Alternate Assessments. They are still required to take the English proficiency assessment (ACCESS for ELL or ALTERNATE ACCESS for ELL), and the state assessments in all other subjects (with accommodations if appropriate).

If this option is chosen and the student does not test in reading/language arts, approval must be requested for this exemption by entering the student information on the OSDE-SES's Testing Status Application located on the District Reporting Site. All other tests for the student will be scored.

Interpretation and Guidance:

- All students, including special education students and English language learners, who have completed instruction over the specified competencies, regardless of the name of the course, will participate in the required EOI tests.
- It is recognized that some IEP students receiving instruction over the specified competencies will not complete instruction in one year. In this case, they will test when they have completed instruction.
- Students who receive special education services may be assessed by the OMAAP (EOI retesters only) or the OAAP Portfolio, as determined by their IEP team.
- Completion of instruction is not defined by whether the course is passed or failed. Completion of instruction means the student was enrolled for the entire length of the course. Completion of instruction can be accomplished in any number of instructional settings, such as the general

education classroom, special education classroom, alternate sites of instruction, or distance learning.

Please call the Office of Special Education Services at 405-521-3351 with any questions.

Alternate Sites of Instruction

Alternate sites of instruction include:

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

Students who receive instruction within their district away from their sites of residence or who receive instruction outside their district of residence and enrollment may be tested at their sites of instruction. The OAAP Portfolio and the Dynamic Learning Maps Alternate Assessment must be administered by a Test Administrator (usually the student's teacher). See the "Test Administrator" section of this manual for more information. It is not to be administered by parents or other family members.

The district and site of residence and official enrollment remain accountable for the test scores.

Score Reports: 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.

Test Administrator

The Test Administrator is a professional employed by the school district who is responsible for administering the assessments. The Test Administrator should be thoroughly familiar with the procedures and requirements of the alternate assessments.

Test Administrator Responsibilities:

- reads the alternate assessment administration manuals and attends trainings provided regarding proper testing procedures and requirements
- ensures the student's IEP team has determined an alternate assessment is the appropriate assessment
- provides the student differentiated instruction and multiple opportunities to access the grade-level curriculum
- individualizes the assessment for each student as needed

Section 2: Oklahoma Alternate Assessment Program (OAAP) Portfolio

Students with severe 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 identify 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.

Cut Score

Overview

The Oklahoma Alternate Assessment Program (OAAP) Portfolio assessment is designed to assess students with the most significant cognitive disabilities. The Oklahoma State Department of Education (OSDE) has received feedback from educators regarding access limitations to required assessment items collected for the OAAP portfolio assessment.

In order to measure a broader range of student performance, the OSDE utilizes a 6-point scale. The 6-point scale incorporates a scoring rubric that captures the performance of students functioning at extremely low levels of ability. This method, while providing access to students functioning at lower levels, also satisfies Federal requirements for measuring grade-level academic content standards.

Performance level descriptors were derived from the expectations for student performance and guide the establishment of cut scores. It is important to note score levels 1 and 2 are at the Unsatisfactory performance level. However, these levels do provide a measurement of growth for students functioning at extremely low levels of ability.

Cut Scores on the 6-point Scale

Subject	Grade	Number of Tasks	6-point Cut Scores		
			LK	Pro	Adv
Science	5	7	24	30	39
	8	9	32	40	50
Social Studies	5	8	29	36	45
	7	5	18	22	28
	8	6	21	27	34
Biology	HS	10	36	45	55
U.S. History	HS	8	28	37	46

Administering the Assessment

The portfolio blueprints, task specifications, and rubrics align to the Oklahoma Academic Standards. A complete assessment will include all requested evidence for each subject. The evidence that is collected is considered to be a demonstration of the skill identified and must be reflective of the task specification/ rubric in order to be scored.

The district is ultimately responsible for the collection of the evidence and the submission of the portfolio evidence into the e-portfolio system. The district may decide to have one person responsible for the submission of the portfolio into the PearsonAccess system to ensure that all pieces are submitted. However, it is expected that there may be individuals other than the student's special education teacher who can contribute to the process of building the portfolios. It is essential that there be a collaborative effort among all of the professionals involved in the student's instruction, with oversight from the IEP team. This will ensure that the curriculum, instruction, and assessment needs of the student are fully met. It will also ensure that the OAAP Portfolio is complete and representative of the student's current knowledge of the Oklahoma Academic Standards.

The district is responsible for submission of the portfolio as well as ensuring that security measures are followed, in compliance with State Board of Education rules, but everyone administering any part of the assessment is responsible for attending training, reading the provided materials, and following the OSDE-SES procedures for collection, assessment, and submission, including all security measures.

The following steps are required for administration of the OAAP Portfolio:

ASSESSMENT ELIGIBILITY

The OAAP is based on alternate achievement of standards. It is intended for a very small population of students with the most significant cognitive disabilities and significant adaptive behavior deficits who could not participate in the general assessment, even with accommodations. Due to the severity of the intellectual disabilities of this population of students, alternate achievement of standards is required in daily instruction.

In order for a student to participate in the OAAP:

1) The IEP team must determine annually that the alternate assessment is most appropriate for the student; and
2) The student must meet the state-established Criteria Checklist.

Students who do not meet eligibility requirements should not take the alternate assessment.

The Criteria Checklist can be found on the OSDE-SES website at http://ok.gov/sde/assessment.

2. PLANNING INSTRUCTION

Please reference the task specifications/rubrics in order to plan instruction for the items assessed by the portfolio assessment.

The task specifications/rubrics are shown in a rubric format with the most complex expectation of the standard being given a 6-point value and the lowest expectation of the standard is given a 1-point value. This allows teachers to see the expected content mastery requirement at each complexity level in a standard. The following example is the task specification/rubric for grade 5 Science:

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

The PLDs, task specifications, and blueprints can be found on the OSDE-SES website at http://ok.gov/sde/assessment.

3. INSTRUCTION

Begin instruction giving the student access to the curriculum through the use of appropriate supports and accommodations. Activities should be presented multiple times and differentiated instruction should be used when needed in order to give students ample opportunities to show their knowledge of the Oklahoma Academic Standards. **See the "What are Supports?" section of this manual for more explicit instructions.**

4. DOCUMENTATION

Keep thorough documentation of student outcomes, accommodations used, and the number of attempts in an activity. Some work samples can be photographed or scanned and be used as evidence. The documentation of outcomes can be used in a data chart. **See the "Required Evidence" chart of this manual.**

Tips on Organizing Student Evidence

To aid the process of gathering and uploading evidence into PearsonAccess, we recommend creating a folder on your computer dedicated to Student Evidence. Test Administrators must maintain confidentiality of student information and evidence by using a drive inaccessible to people who do not have authorization to access the files.

It will be helpful to create a folder structure that mirrors the organization of PearsonAccess: **class > student > test > standard/objective**. For example, a file structure for a student taking an OAAP Grade 7 Geography test would look like this:

- **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**

Important Note: OSDE-SES will not be responsible for student work uploaded to an incorrect file in the PearsonAccess system. Please make sure that your electronic files are saved and organized on your computer. Please be careful when moving these student files to ensure they are saved to the correct student and objective folder. See the *Oklahoma PearsonAccess User's Guide* provided by Pearson for instructions concerning portfolio submission.

5. SUBMISSION OF THE E-PORTFOLIO

The PearsonAccess system will be open for the upload of evidence on September 29, 2014. Evidence of the assessed standards should be gathered and uploaded as it is assessed throughout the school year to ensure a smoother process. Evidence can be edited, deleted, or replaced if the student performs better at a later time. There is no ***Submit*** button in the PearsonAccess system and the evidence that is uploaded when the submission window closes is what will be scored.

OSDE-SES strongly encourages teachers to upload evidence into the PearsonAccess system throughout the school year as opposed to waiting until the end of the school year. Be sure to include every piece of evidence required in order to avoid condition codes and zero (0) scores.

The OSDE-SES recommends that all uploaded evidence is stored at the district (either electronic copies or hard copies) until score reports have been received.

Task Description

When uploading evidence to the e-portfolio in PearsonAccess, Test Administrators will be asked to provide a "Task Description" in a free-form text field in the PearsonAccess system. The Test Administrator need only describe student participation in the activity at the highest point value being submitted (e.g., If the student has achieved mastery of the skill listed under the 3-point column of the rubric; that should be the only evidence documented in the "Task Description" area. It is assumed that the student has mastered the skills listed in the lower point value columns of the rubric.). Please refer to the rubrics posted on the OSDE-SES Web site.

The description of task must provide the following information:

- accuracy (The attempt which is described and submitted as evidence must be performed with at least 75% accuracy to be considered proficient in the skill.)
- number of attempts (At least 3 proficient attempts are required and each attempt must be a separate activity. The activities do not have to be different, but they must occur at different times [e.g., first attempt—creating and extending a pattern using different colored buttons; second attempt—creating and extending a pattern using a Smartboard activity; third attempt—creating and extending a pattern using animal shaped manipulatives].)
- what the student was asked to do
- accommodations and instructional materials used in the activity (manipulatives, worksheets, voice output devices, Smartboard, etc.)
- other pertinent information that describes the context of the learning activity

Types of Evidence

Submitted evidence must provide documentation of the student's actual performance and must be included in the portfolio for each content area required for assessment. Please note, if using ink within a piece of evidence, it must be **black** or **blue** in color to ensure it can be viewed electronically.

Evidence for only one attempt will be accepted even though at least three attempts at different times are required and must be reflected in the task description (e.g., the student completed a folder activity on one day, a Smartboard activity on another day, and an activity using manipulatives on another day. The teacher will describe and submit only one of these activities as evidence and briefly document the other two attempts in the task description field. The teacher may describe and submit the student's best example of work; it does not have to be the final attempt.).

Evidence may include any of the following:

1. Audio-video

Camera should be positioned close enough to student to capture performance clearly. For example, scorers don't necessarily need to see the student's face. They need to see what the student is actually doing.

Examples:

- If student is working at a smart board, video should clearly show all relevant information on the smart board.

- If student is working with manipulatives on a wheel-chair tray, video should clearly show materials being used during the activity.
- If student is completing a worksheet, video should be zoomed in on the worksheet so that the scorers will be able to see the student's work.
- Audio-video should be no more than three minutes in length.
- Audio-video must capture any verbal instructions or interactions between student and the Test Administrator.
- Any piece-of-evidence videoed in a group setting should specify which student is being assessed.

2. Data charts: graphs, charts, or tables that measure the student's accuracy and independence in performing tasks related to a skill or outcome in the strand being assessed. Data charts may also summarize the student's performance (i.e., accuracy and independence) on several work samples, tasks, or activities on a specific date that all address the same skill or outcome.

Important data chart requirements:

- Each data chart must contain at least three data points on one specific skill or outcome matched to the objective being assessed.
- Each data chart must include a **brief description** beneath each data point that clearly illustrates how the task or activity relates to the measurable outcome being assessed. One- or two-word descriptions will likely be insufficient to document the relationship between the activity and the outcome and would therefore exclude one or more data points from being scored.

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

Date	Description	Accuracy (%)

3. Work samples should be produced by the student during standards-based activities and provide direct evidence of a student's performance of a standards-based skill or targeted outcome. If the student does not produce paper-and-pencil or other tangible products for the portfolio, work samples may be scribed by a teacher.

4. A sequence of photographs must clearly show images of

- a product that is either three-dimensional, temporary in nature (for example, an exhibit or display), or too large or fragile to include in a portfolio;
- the steps, or sequence of steps, and the final product in an instructional activity for which a tangible product could not be included in the portfolio (for example, a student arranging a pattern or sequence of objects on a table); and
- **the end-product of an instructional activity.**

Please note that multiple pictures/photos may be placed in one document and uploaded as one piece of evidence (e.g., one .doc or .pdf file includes several pictures).

Photographs that document the setting, context, or instructional approach, but do not clearly portray a work sample or the end product of instruction, will not be scored as evidence.

Supports/Prompts

Supports enable people with disabilities to access resources and information, as well as communicate in a more independent manner. When appropriate supports are provided, results will be: enhanced productivity, community integration, independence, and satisfaction. Supports should be age appropriate for the student based on chronological age, not developmental age.

The provision of appropriate supports enables the student to be as independent as possible. Appropriate supports for each student based on his/her individual needs will result in a strong program.

Providing access to a task is not the same as prompting. Using assistive technology devices, positioning assistance for a child, or a computer monitor magnifier are examples of ways to provide access for students to demonstrate a skill **independently**. The teacher is **not** to lead the student to an answer or response with cues/prompts. If the teacher is completing the task or leading the student to a correct response, that cannot be considered appropriate support for assessment and will result in a "0" score.

Note: If hand over hand assistance or color coding is observed in any evidence, the evidence will be invalidated due to teacher interference, resulting in a "0" score for that objective.

What are some examples of supports?

Resources and Strategies:

- Equipment that enhances accessibility (assistive technology)
- Stamp with student's name
- Switches to operate equipment
- Speech output devices
- Recorded books
- Pictures and symbols with text
- Electronic books
- Modified eating utensils, scissors, etc.
- Written or visual schedules

What other things should be taken into consideration when providing supports?

- Supports should be provided only when needed.
- Supports, activities, and materials should be age and grade appropriate

Condition Codes

The student's portfolio must include, at minimum, one uploaded piece of evidence for each objective assessed. Evidence will be scored according to the rubric. Evidence that cannot be scored will receive a condition code.

At the objective/standard level, a zero (0) score and a condition code may be assigned for the following reasons:

Condition code A—Task performed does not align with the task specification/rubric: The evidence submitted does not align with any of the point values on the rubric.

Condition code B—Required supporting documentation not provided: There is no supporting evidence uploaded for the objective (task description, video, worksheet, photo sequence, data chart).

Condition code C—Teacher interference: The teacher utilizes methods of presentation that violate the intended construct by aiding or directing student's response and interferes with the student's ability to recognize what knowledge or skill is expected (color-coding, hand over hand assistance, etc.).

Condition code D—Evidence uploaded to the wrong student: The evidence uploaded is not the student's work. (Annie's video has been uploaded to Jonny's file.)

Condition code E—Student did not participate: The test administrator attempted to assess the student and the student did not respond in any way to the assessment.

At the subject area test level, a test would have been designated DNA (Did Not Attempt) if more than half of the objectives were not scorable. A subject area test is considered attempted when at least half of the portfolio items (objectives) are scorable. For example, if a test has five items, then three must be scorable in order for the subject to be considered attempted.

Scoring

OAAP Portfolio scoring will occur at a regional Pearson scoring site. Professional Pearson scorers will score the portfolio evidence submitted for the Oklahoma Portfolio assessment for grades 3–8 and EOI (grades 9–12). A confidentiality agreement is signed by each scorer. All OAAP scorers will have a B.A. degree or higher. Scorers are trained with training sets approved by SDE-SES. All scorers must qualify to score the assessment. There will be one hundred percent (100%) second scoring with resolution of non-matching scores. Pearson scoring directors will monitor scoring via validity sets of training materials, inter-rater reliability (IRR) reports, and back-reading.

An overall subject score will be generated taking into account all subscores for each subject. This overall score will be used to generate reports that are required by NCLB. The overall score is reported in the same manner as any assessment under the OSTP: Student Roster by Student Name (Online and Paper), School Summary Report, District Summary Report, School Student Data File, District Student Data File, Student Report, Student Labels, Student Roster by Student Name, Class Summary Report, School Summary Report, District Summary Report, State Summary Report.

Reporting performance results to the district will occur following the scoring. Only the state level and district level reports will be public information. District level results will be reported to the public only if doing so would not result in disclosure of identifiable information of individual children, and if doing so would be statistically sound.

File Guidelines for Electronic Submission

For each Required Piece of Evidence, an electronic file must be submitted for a portfolio to be considered complete. The maximum file size is 30 MB. The following table lists file types PearsonAccess will accept.

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

* Please note that bmp files greater than 10mb may not upload correctly. It is recommended that photos/images be saved in jpg format instead of bmp.

Note: 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 above. However, **files may NOT be uploaded directly** from iPads®, iPhones®, and any other device that does not have Flash Player. iPad® and iPhone® users can transfer files to a laptop or desktop computer and then upload to PearsonAccess.

Electronic Submission Details

- If evidence has been captured on worksheets or other paper documents, please scan the paper documents into electronic files for submission. You may also take a picture of the worksheet/paper document to upload as a photograph if you do not have access to a scanner.
- **Only one piece of uploaded evidence is required for each objective.**
  - If additional evidence is needed for an objective, or if multiple pieces of evidence better display a student's knowledge of an objective, two additional pieces of evidence may be uploaded per objective. Any additional evidence uploaded also needs to be of the accepted file type for that objective.
  - If needed, the same piece of evidence may be used to meet multiple objectives. For example, a video may show a student accomplishing Grade 6 Math 6.3.1 (congruent shapes) and 6.3.2 (similar shapes). If a piece of evidence is associated with multiple objectives within the same standard, you can upload it to each objective. In the previous example, the video would be uploaded twice—once for 6.3.1 and once for 6.3.2.
  - If using photographs as evidence, you may insert multiple photographs into a single word processing document or PowerPoint® presentation. Then, the document or presentation can be uploaded as a single piece of evidence instead of uploading each photograph individually.

See the *Oklahoma PearsonAccess User's Guide* provided by Pearson for instructions concerning portfolio submission.

Resource (Location)	Description	Location
PearsonAccess Oklahoma User's Guide	Provides step-by-step instructions for using PearsonAccess and for uploading and managing evidence.	www.okassessments.com/referenceguides

Test Security Oath

When test administrators log in to PearsonAccess the first time, they will be required to respond to the following:

> **Oklahoma Alternate Assessment Program Assurance of Test Security and Authenticity**
>
> *I acknowledge my responsibilities in complying with the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind (NCLB) Act to appropriately assess students with the most significant cognitive disabilities on the Oklahoma Alternate Assessment Program (OAAP) Portfolio. To the best of my knowledge, I verify adherence to the testing rules for the State Board of Education on test security procedures and proper test administration. I further acknowledge that the student performance data provided in the uploaded evidence is accurate and authentic.*

Post Administration Feedback (Survey)

After the spring 2015 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 required question regarding attendance at SDE-provided training:

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

This question is asked for informational purposes only, not to distribute certificates of attendance. SDE will provide a teacher survey link at each training for the purpose of receiving a certificate of attendance.

ACE End-of-Instruction (EOI) Law

Oklahoma law mandates that EOI tests shall be administered yearly **to every student enrolled in the public schools of Oklahoma who has completed instruction for the specified secondary level course competencies, unless otherwise exempt by law.**

The state statute reads as follows: "Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an End-of-Instruction test, to measure for attainment in the appropriate state academic content standards in order to graduate from a public high school with a standard diploma."

Beginning with students entering the ninth grade in the 2008–2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma: Algebra I; English II; and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History. Achieving Classroom Excellence Act of 2006–70 O.S § 1210.52.

To demonstrate mastery, the student shall attain at least a satisfactory/proficient score on the end-of instruction criterion. Students who do not attain at least a satisfactory/proficient score on any End-of-Instruction test shall be provided remediation and the opportunity to retake the test until at least a satisfactory/proficient score is attained. Students will be allowed multiple retakes of the End-of-Instruction tests or will be allowed to substitute approved alternate tests in order to meet this requirement. School districts shall report the student's performance levels of satisfactory/proficient and above on the End-of-Instruction tests on the student's high school transcript.

For students who entered ninth grade prior to the 2008–2009 school year, school officials will continue to test these students under the prior law, using the following guidelines: Students who take an end-of instruction course will be administered the corresponding End-of-Instruction assessment.

These students are not required to pass the End-of-Instruction assessments in order to graduate. They are allowed to retake the test once and the higher of the two scores is recorded on their transcript.

Interpretation and Guidance:

- Students who completed instruction prior to the year of implementation are not required to pass the End-of-Instruction assessments in order to graduate.
- All students, including special education students and English language learners, who have completed instruction over the specified competencies, regardless of the name of the course, will participate in the required End-of-Instruction tests.
- It is recognized that some IEP students receiving instruction over the specified competencies will not complete instruction in one year. In this case, they will test when they have completed instruction or at the last available testing date prior to graduation, whichever comes first.
- Students who receive special education services may be assessed by the OMAAP or the OAAP Portfolio, as determined by their IEP team.
- Completion of instruction is not defined by whether the course is passed or failed. Completion of instruction means the student was enrolled for the entire length of the course up to the time of the test. Completion of instruction can be accomplished in any number of instructional settings, such as the general education classroom, special education classroom, alternative education classroom, or distance learning. Completion of instruction may also be accomplished by passing a proficiency test for proficiency-based promotion.
- All students completing instruction in the PASS competencies of the courses specified in the statute (see previous page) will test at the end of the first year they complete the competencies, even if they are planning to take the test at another time prior to graduation.
- Students who are absent during the districtwide test administration of state assessments should be administered the assessments upon their return to school.

Evidence Requirements by Grade, Subject, and Objective

Grade 5		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Social Studies	**5.2** Early Exploration of America	●	
	5.3 Colonial America	●	
	5.4 American Revolution • 5.4.1 Key Conflicts • 5.4.2 Key Individuals	 ● ●	
	5.5 Government • 5.5.1 Services Paid by Taxes • 5.5.2 Branches of Government	 ● ●	
	5.7 Geographic Skills • 5.7.1 Climate • 5.7.2 Geographical Features	 ● ●	
Science	**P5.1** Using Simple Tools **C5.1** Energy Transfer	● ●	
	P5.3 Conduct a Scientific Evaluation		
	P5.2 Classify **C5.2** Organisms and Environment	● ●	
	P5.4 Interpret/Communicate **C5.3** Structure of Earth and Weather		● ●

The student's portfolio must include, at minimum, one uploaded piece of evidence for each objective assessed.

Grade 7		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Geography	**7.1** Maps	●	
	7.2 Cultural and Physical Regions of the World	●	
	7.3 Interactions of Physical Systems	●	
	7.4 Human Systems	●	
	7.5 Interactions of Humans and their Environments	●	

The student's portfolio must include, at minimum, one uploaded piece of evidence for each objective assessed.

	Grade 8	Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Social Studies	**8.3** Events Leading to the American Revolution	●	
	8.5 Preamble to the United States Constitution • 8.5.1 Bill of Rights • 8.5.2 Preamble to the United States Constitution	 ● ●	
	8.6 Slavery	●	
	8.9 Lifestyles of the Pioneers	●	
	8.10 Civil War	●	
Science	**P8.1** Measure **C8.2** Motion/Force	● ●	
	C8.3 Diversity and Adaptation of Organisms	●	
	P8.4 Interpret and Communicate **C8.1** Properties/Chemical Change	● ●	
	P8.2 Classify **C8.4** Structures and Forces of Earth		● ●
	P8.3 Experiment **C8.5** Earth's History	● ●	

The student's portfolio must include, at minimum, one uploaded piece of evidence for each objective assessed.

End-of-Instruction (cont.)		Evidence	
		Work Samples, Pictures, Data Sheets, or Video	Video Required
Biology	**P1** Observe and Measure **C5** Organ Systems	● ●	
	P4 Interpret/Communicate **C2** Molecular Basis of Heredity	● ●	
	P2 Classify **C3** Biological Diversity	● ●	
	P5 Model **C4** Interdependence of Organisms		● ●
	P3 Experiment **C1** Cells	● ●	
United States History	**US.2** Industrial Revolution	●	
	US.3 Causes of World War I	●	
	US.4 Events in the U.S. in the era between the World Wars • US.4.1 Automobiles • US.4.2 Electricity	 ● ●	
	US.5 World War II • US.5.1 Pearl Harbor • US.5.2 Holocaust • US.5.3 Major Powers of WWII	 ● ● ●	
	US.6 United States Since World War II	●	

The student's portfolio must include, at minimum, one uploaded piece of evidence for each objective assessed.

EOI Biology

Standard Measured	**Observe and Measure, Organ Systems**	**P1.0, C5.0**
Task Specification	The student will indicate the function of organ systems.	

Objective: Observe and measure **(P1.0)**

6 points	Identify changes in cells, organisms, populations, and ecosystems given conditions before and after an event in 3 out of 4 trials.
5 points	Use appropriate tools and SI units and prefixes when measuring cells, organisms, populations, and ecosystems in 3 out of 4 trials.
4 points	Identify organisms in 3 out of 4 trials.
3 points	Observe organisms in 3 out of 4 trials.
2 points	Respond when exposed to organisms in 3 out of 4 trials.
1 point	React when exposed to organisms in 3 out of 4 trials.
Total points possible	6

Objective: Organ systems **(C5.0)**

6 points	Compare/contrast the function of at least two organ systems in 3 out of 4 trials.
5 points	Indicate the functions of two organ systems in 3 out of 4 trials.
4 points	Indicate the function of an organ system in 3 out of 4 trials.
3 points	Identify an organ system in 3 out of 4 trials.
2 points	Respond when exposed to an organ system in 3 out of 4 trials.
1 point	React when exposed to an organ system in 3 out of 4 trials.
Total points possible	6

Total points possible (P1.0, C5.0) 12

Bella watched a frog dissection online. She then indicated the function of the digestive system by matching a picture of a digestive system organ (salivary glands, esophagus, stomach, colon) to the function of eating/digesting food on the Smartboard. She was presented a picture of each organ and a picture representing the different functions of four organ systems (support-skeletal, eating-digestive, heart pumping-circulatory, and lungs-respiratory). She then matched each organ to eating-digestive on 4/4 trials. For the process standard, Bella identified changes that would happen to the frog (eggs, population, and ecosystem) in the occurrence of a drought by selecting from picture choices.

Bella practiced this skill on three other occasions before receiving an accuracy score of 100%.

Score— Process standard: 6; Content standard: 4

Glossary

Accommodations
Strategies used to enable students to access the curriculum and/or assessment. Accommodations are changes in setting, timing, response, or presentation on assessments.

Accountability
The system used to measure whether students are receiving appropriate instruction and assessment, including appropriate accommodations to measure progress in academic achievement.

Age-appropriate
The material and skills that are being used are appropriate to the student's chronological age, not their developmental age. The grade the student is enrolled in will determine the skills and Oklahoma academic content standards that are to be used to complete the pieces of evidence. Any materials used to complete the pieces of evidence should be similar to materials that would be used with peers of the student's same age.

API
Academic Performance Index — NCLB rankings reported on district report cards.

Assistive Technology
Assistive technology is the use of adaptive software or equipment allowing the student to gain access to the curriculum or assessment. The examples may be high technology (i.e., computer, voice output device, laptop) or low technology (i.e., picture communication, switches, adaptive shopping cart, modified pen/paper).

AYP
Adequate Yearly Progress — NCLB progress monitoring reported on district report cards.

County Code
Numerical designation from 1 to 77 specifying the County in which your district is located.

District Code
Three digit code preceded by: I for independent, C for Co-op, or D for dependent. Co-ops should use the district code where the student is reported for Child Count.

DOB
Date of birth

EAIs
Extended Academic Indicators

English Language Learner (ELL) or English Learner (EL)
Students who have been appropriately identified, through English proficiency screening by the local school district, as requiring specialized instructional services designed to increase their English proficiency and academic performance. The district will have on file verification that the student is receiving special instruction designed for the specific purpose of improving the student's English proficiency.

EOI
End-of-Instruction

FAY
Full Academic Year

FERPA
Family Educational Rights and Privacy Act. It is not a violation of FERPA to release identifying information to the State Department of Education for monitoring or assessment purposes.

Free/Reduced-price Lunch
Students who receive free or reduced-price lunch. The names of these students may be obtained from the Child Nutrition Program in your school. According to federal law, the Child Nutrition Program may supply these names to school personnel involved in the state-testing program for the purpose of federal reporting requirements.

Grade Level
The grade the student is currently enrolled in.

HIPAA
Health Insurance Portability and Accountability Act

Home Based
Students receiving special education and related services in a home based setting must be assessed by the Home School District.

Home School District
The District that counts the student on their Child Count.

IDEA 2004
Individuals with Disabilities Education Act—Reauthorized 2004

IEP
Individualized Education Program

Migrant
This applies to any student whose family has crossed school district lines in search of temporary agricultural work within the preceding 36 months.

NCLB
No Child Left Behind Act

NFAY
Non-Full Academic Year

OAAP
Oklahoma Alternate Assessment Program

OCCT
Oklahoma Core Curriculum Test

OMAAP
Oklahoma Modified Alternate Assessment Program

PASS
Priority Academic Student Skills

OSDE-SES
Oklahoma State Department of Education, Special Education Services

OSEP
Office of Special Education Programs, Washington D.C.

OSTP
Oklahoma State Testing Program

PearsonAccess
PearsonAccess is Oklahoma's online data management system.

PLD
Performance Level Descriptors

PSTG
Parent Student Teacher Guide

Related Services
Related services (i.e., physical therapy, occupational therapy, speech-language therapy, adapted physical therapy, vision services, etc.) that the student receives through the school.

Site Code
Three-digit building code issued by the OSDE-SES and listed in the OSDE-SES Directory. Available in every school office.

Supports
Supports include resources and strategies (accommodations, supplementary aids and services, and prompts). Supports are not just the prompt hierarchy used with a student. Supports enable persons with disabilities to access resources, information, and relationships. When appropriate supports are provided, results will be enhanced productivity, community integration, independence, and satisfaction. Supports should be age appropriate for the student (based on chronological age, not developmental age).

Title X, Part C (McKinney-Vento)
Homeless children and youth who are sharing the housing of other persons due to loss of housing, economic hardships, or a similar reason; are living in motels, hotels, trailer parks, or camp grounds due to the lack of alternate adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

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