OKLAHOMA ALTERNATE ASSESSMENT PROGRAM (OAAP) HANDBOOK

OFFICE OF ASSESSMENT AND SPECIAL EDUCATION SERVICES

OKLAHOMA Education

2024-2025

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Purpose

      The Oklahoma Alternate Assessment Program (OAAP) is a component of the Oklahoma School Testing Program (OSTP) and is designed for students with the most significant cognitive disabilities. The OAAP mirrors the general assessment system in regard to grade levels and subjects assessed and utilizes the Dynamic Learning Maps (DLM) Alternate Assessment System to measure academic content knowledge of students with significant cognitive disabilities. The academic achievement of students participating in the OAAP is measured against alternate achievement standards, which differ in complexity from the general education standards on the general state assessments. In order to participate in the OAAP, students must require alternate achievement standards in ALL content areas and must have an IEP containing rigorous, measurable goals that include short-term benchmarks/objectives. In addition, students must meet the criteria identified in *The Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments* and the IEP team must determine an alternate assessment is appropriate for the student. The Every Student Succeeds Act (ESSA) mandates that no more than 1% of all tested students may participate in an alternate assessment. IEP teams should discuss the accommodations needed for students to participate in the general assessment prior to considering eligibility in the alternate assessment.

Goals

The goals of the OAAP are to:
- ensure participation of students with disabilities who cannot otherwise participate in the general education assessment, even with appropriate accommodations;
- provide students with the most significant cognitive disabilities opportunities to demonstrate skills, knowledge, and experiences;
- document performance over time providing a chronology of progress;
- align curriculum and Individualized Education Program (IEP) goals with outcomes, alternate standards, and benchmarks extended from the *Essential Elements* to the student's strengths and needs; and
- provide an accountability system that is inclusive of all students and allows flexibility of movement for the student between different curricular areas within public education.

Participation

      Under ESSA, students with disabilities must participate in either a general education assessment, with or without accommodations, or in an alternate assessment based on alternate achievement standards. ESSA requirements also include reporting the results on statewide assessment as part of the state's accountability system.

Oklahoma School Testing Program

The majority of students with disabilities will participate in the Oklahoma School Testing Program (OSTP).

In order for most of these students to participate in the general education assessment, they will require some sort of accommodation. The IEP team is responsible for determining what accommodations should be used for instruction and which if any, should be used during the administration of the Oklahoma School Testing Program. It is imperative IEP teams consider all approved accommodations allowing access for students with disabilities to participate in the general education assessment. Accommodations are changes in setting, timing, response, or presentation and are provided to "level the playing field." Students with disabilities require these changes in order to demonstrate what they know or what they are able to do. Contrary to popular belief, these changes do not provide an unfair advantage to students with disabilities.

It is also important to remember accommodations should never be introduced on the day of the test, but should be part of the student's everyday instruction. Accommodations should be listed on the student's IEP and implemented throughout the school year. Decisions regarding the provision and implementation of accommodations should be considered annually by the IEP team.

Alternate Assessments

A very small number of students with disabilities will be unable to participate in the general education assessment, even with accommodations. Students must have the **most significant cognitive disability and must be instructed in alternate achievement standards** in order to participate in an alternate assessment.

The checklist in the next section and accommodations will help the IEP team determine whether a student meets the criteria to participate in the alternate assessment.

Criteria Section

- Definition
- Criteria
- Placement Steps
- IEP Requirements

Oklahoma's State Definition of "students with the most significant cognitive disabilities" 34 CFR § 200.6(d)(1)

Students with the most significant cognitive disabilities have limited conceptual skills, written language skills, and understanding of numerical concepts such as quantity, time, and money. Vocabulary and grammar are quite limited and augmentative communication devices are often necessary to communicate with others. They tend to focus on present, everyday events and rarely attempt to analyze or expand on new ideas and concepts through spoken language. Skill acquisition and measurable gains on grade-level alternate academic achievement standards require extensive, direct individualized instruction. These students require substantial supports for all activities of daily living including meal preparation, dressing, grooming, and personal hygiene. Their personal safety is dependent upon constant supervision and will be a concern throughout their lifetime.

CRITERIA CHECKLIST FOR ASSESSING STUDENTS WITH DISABILITIES ON ALTERNATE ASSESSMENTS

NAME OF CHILD:_____ STUDENT ID:_____
 FIRST MIDDLE LAST

BIRTHDATE:_____ GRADE:_____ AGE:_____ DATE:_____
 MONTH/DAY/YEAR MONTH/DAY/YEAR

PARENT(S):_____

PHONE: (WORK)_____ (HOME)_____ (OTHER)_____

HOME ADDRESS:_____ DISTRICT/AGENCY:_____
 STREET ADDRESS/P.O. BOX CITY STATE ZIP

BUILDING:_____ SITE CODE:_____ IEP TEACHER OF RECORD:_____

The OAAP Portfolio assessment is intended for a very small population of students with the **most significant cognitive disabilities**. Due to the severity of the cognitive disabilities of this population of students, alternate achievement of the content standards is required in daily instruction as well as statewide assessment and the performance expectations aligned with the statewide general assessment are not appropriate even with accommodations. Assessment decisions are made on an annual basis by the IEP team and students must meet certain criteria to be eligible for an alternate assessment. **Students who do not meet the eligibility criteria displayed below SHOULD NOT take the alternate assessment.**

PARTICIPATION CRITERIA CHECKLIST	YES	NO
Does the student have significant intellectual disabilities?	☐	☐
Does the student have 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 alternate assessment.

Steps for the IEP Team When Considering Placement

1. The team will need to ensure the cognitive **and** adaptive behavior assessments are complete for the IEP team to review.

2. The team should review the assessments and look for scores that are - two standard deviations or more below the mean in each assessment.

3. The team will need to consider if all appropriate accommodations have been implemented for the student to gain access to the general education curriculum and assessment. Once the team has documentation to support that even with appropriate accommodations the student cannot access the general education, they can use that information as a consideration for alternate assessment.

4. The IEP team and the parent/guardian(s) have reviewed the Criteria Checklist and the team agrees the student meets the criteria.

5. IEP goals should be written to support the student's academic, social, and adaptive behavior needs. The academic goals need to be aligned to the Essential Elements or an alternate curriculum. All goals for students on alternate assessment should have at least two benchmarks/short-term objectives.

IEP Requirements for Students on OAAP

✓ Please ensure the cognitive and adaptive behavior assessments are uploaded to EdPlan.

⌄ Alternate Assessment Participation

According to the review of the current assessment data and the team's decision, this student will participate in an Alternate Assessment. Please complete the OK Alternate Assessment section of the IEP process

☑ Yes   ☐ No

If the student will be participating in an alternate assessment, please explain why the child cannot participate in the regular assessment.
This statement should be based on data and not include any information related to how the team feels the student would perform.

✓ Students participating in alternate assessment must have a goal to support their adaptive behavior needs on the IEP. Goals in this Area of Need could be related to the following: getting dressed, brushing teeth, toileting, following rules, safety around campus/in the community, safety with handling food, managing money, cleaning, and/or social skills/making friends, etc.

⌄ Goal

Area of Need
Adaptive Behavior   ⌄

Baseline
|

✓ Each goal to support the student's needs should have two or more benchmarks/short-term objectives.

✓ Academic goals should be aligned to the Essential Elements or an alternate curriculum.

Curriculum Section

- Essential Elements/Mini-Maps
- Curriculum Maps and Resources
- Instruction and Assessment Planner

Essential Elements/Mini-Maps

The following links will direct educators to the Essential Element standards and Mini-Maps for the subject areas assessed on the OAAP.

- [English Language Arts Essential Elements and Mini-Maps](#)

- [Mathematics Essential Elements and Mini-Maps](#)

- [Science Essential Elements and Mini-Maps](#)

- [U.S. History Essential Elements](#)

- Other subjects not currently assessed are available for districts [here](#).

Curriculum Maps and Resources

- Elementary (Kindergarten-5th grade) Curriculum Maps to support the Essential Element standards - https://sde.ok.gov/oaap-elementary-curriculum-maps

- Middle School (6th-8th grade) Curriculum Maps to support the Essential Element standards - https://sde.ok.gov/oaap-middle-school-curriculum-maps

- High School (9th-12th grade) Curriculum Maps to support the Essential Element standards - https://sde.ok.gov/oaap-high-school-curriculum-maps

- [DLM Instructional Resources PowerPoint](#)

Instruction and Assessment Planner

Test Administration Preparation

After the teacher submits a student's First Contact survey, the system recommends a linkage level for each Essential Element in the blueprint. Teachers create a plan for an Essential Element at one linkage level. Teachers may choose the recommended linkage level or a different one. Professional development modules at dlmpd.com support teachers in providing instruction.

Steps to use Instructionally Embedded Assessments

1.   Create a plan in the Instruction and Assessment Planner located in Educator Portal. (The Instruction and Assessment Planner is only available during an active assessment window.)
    a. Choose a student.
    b. Choose a subject.
    c. Choose an Essential Element. More than one Essential Element can be chosen if planning an instructional unit.
    d. Choose a linkage level for each Essential Element chosen.
    e. Access each chosen Essential Element's mini-map (provided directly in the Instruction and Assessment Planner on the chosen linkage level card and used to plan instruction). View/save the PDF.

2.   **Instruct**: Deliver instruction (outside of Educator Portal).
    a. When the student is ready, assign a testlet.
    b. View/print the Testlet Information Page (TIP).

3.   **Assess**: Administer the testlet (in Kite® Student Portal).

4.   **Report and Evaluate**: Once a testlet is completed, the Instruction and Assessment Planner will display whether the linkage level was mastered or not mastered. Use those results to evaluate the next steps needed for the student. (Results for writing testlets will not be available because writing testlets are scored outside the DLM system.) In addition to the results shown in the Instruction and Assessment Planner, the reports described below are also available to help keep track of the instructionally embedded assessments process.

5.   Repeat the cycle to guide instruction and collect data on Essential Elements that are being taught throughout the Instructionally Embedded Assessment window.

Instructional Plan

Students	Grade Level	Linkage Level	Needed Supports

Conceptual Area	Essential Elements	Linkage Levels	Writing

Instructional Routines:

Instructional Goals:

Engagement and Interactive Activities:

Materials:

Formative Assessment:

SAMPLE:

Subject Area: Mathematics	Conceptual Area	Essential Element	Skill(s) for instruction Hint look at mini map
Student A Grade 3	Geometry	EE3.G.2 Recognize that shapes can be partitioned into equal areas	- Model equal parts - Partition circle and rectangle into 2, 3, 4 equal parts
Student B Grade 4	Numbers and Operations - Fractions	EE4.NF.1-2 Identify models of one half and one fourth	- Partition shapes - Partition shapes into equal parts
Student A Grade 3	Numbers and Operations - Fractions	EE3.NF.1-3 Differentiate a fractional part from a whole	- Partition shapes
Student B Grade 4	Numbers and Operations - Fractions	EE4.NF.3 Differentiate between whole and half	- Partition shapes, recognize parts of a given whole or unit

Instructional Routines:
-Fraction manipulatives
-Fraction models

Instructional Goals:
-Students will be able to identify equal parts in a shape.
-Students will be able to partition shapes into equal parts.

Engagement and Interactive Activities:
-Use shape manipulatives or models for students to show how shapes can be divided into equal parts.
-Use food items if allowed (graham cracker, brownies in a pan, pizza)
-Give students shapes that have been cut into halves, thirds, or fourths to match to the whole shape.
-Use fraction models for students to reference or make fraction models as a class.

Materials:
-Manipulatives
-Shapes
-Food items (if needed)
-Fraction models
-Construction paper (if needed)

Formative Assessment:
-I can identify equal parts in a shape.
-I can divide shapes into equal parts.
-I can identify a whole and a half.

Kite Educator Portal Section

- Getting Started
- Creating User Accounts
- Adding Students
- Creating Rosters

Getting Started

Determine who in your school district will serve as the Oklahoma Alternate Assessment Program (OAAP) District Test Coordinator (DTC). The DTC account must be created by the Oklahoma State Department of Education (OSDE). If a DTC account has not been created for your district or a new DTC account is needed, send the name and email address of the designated person to assessments@sde.ok.gov or kristen.coleman@sde.ok.gov.

We do require that the Superintendent confirms the DTC before the account is created. This can be done through an email or by filling out the District Test Coordinator Designation form through the Office of Assessments.

- New DTCs will receive an activation email from KITE Support containing next steps for setting up a password.

Creating User Accounts

The DTC creates additional user accounts in the DLM Kite Educator Portal.

The DTC is responsible for creating any additional user accounts needed within the school district, such as teacher accounts and building user accounts. The creation of a "teacher" role to an existing Educator Portal account triggers the automatic creation of a training account in Moodle.

- Information about managing user data and creating user accounts begins on page 23 of the *DLM Data Management Manual* found at https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Data_Management_Manual_Oklahoma.pdf
- New users will receive an activation email from KITE Support containing next steps for setting up a password.
- If the DTC will also be a Test Administrator, the DTC must add a teacher role to their existing account in Educator Portal.

If the DTC needs assistance creating user accounts, please reach out to assessments@sde.ok.gov or kristen.coleman@sde.ok.gov.

Adding Students

The DTC will need to add student records manually for students who were not enrolled during the bulk upload from EdPlan.

The OSDE utilizes EdPlan to complete one bulk enrollment upload into KITE Educator Portal in the fall. If for some reason students are not captured in this enrollment process, it is the responsibility of the school district to enroll additional students in Educator Portal.

- Information regarding this step begins on page 97 of the *DLM Data Management Manual* found at https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Data_Management_Manual_Oklahoma.pdf

- OSDE Resource for Adding a Student Manually

Creating Rosters

The DTC will create rosters in Kite Educator Portal.

All students must be rostered to specific tests for the grade in which they are enrolled. Students must be rostered to one test administrator per school, per grade, and per subject. For example, a 4th grade student will be included on a 4th grade ELA roster and a 4th grade math roster. Some sample roster names are "Ms. Williams 4th grade math" or "Mr. Brown 6th grade ELA".

- See page 137 of the *DLM Data Management Manual* for more information. https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Data_Management_Manual_Oklahoma.pdf

- OSDE Resource for Creating Rosters Manually

Testing Section

- DTC Information
- Practice Test
- Teacher Information

DTC Information

Ensure completion of the following required tasks for Teachers/Test Administrators.

There are four tasks that must be completed in order to work at the student level in Educator Portal.

- Complete the DLM Security Agreement. Information regarding this step can be found on page 44 of the *Test Administration Manual* found at https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Test_Administration_Manual_YE.pdf

- All test administrators must complete the required training that can be accessed in Kite Educator Portal.

The DLM system will only assign training courses to those users assigned a teacher role in Educator Portal. District administrators who would like to complete DLM training must assign themselves a teacher role in addition to their administrative user roles.
  - See page 54 of the *Data Management Manual (link below)* for information about assigning multiple user roles in Educator Portal. https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Data_Management_Manual_Oklahoma.pdf
  - See page 8 of the *Guide to DLM Required Test Administrator Training* for information about how to access the training. https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/Guide_to_Required_Training_YE_Oklahoma.pdf Detailed information about new test administrator requirements can be found on page 8 and returning test administrator requirements can be found on page 10 of the manual.
  - Each post-test must be completed with a score of 80% or better in order for the entire training course to be considered complete.

- Complete the First Contact Survey for each student. Information regarding the First Contact Survey begins on page 46 of the *Educator Portal User Guide.* https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/YE_Educator_Portal_User_Guide_Oklahoma.pdf

- Complete the Personal Needs Profile (PNP) for each student. Information regarding the PNP begins on page 33 of the *Educator Portal User Guide.* https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/YE_Educator_Portal_User_Guide_Oklahoma.pdf

Ensure installation of KITE Student Portal version 11 on all devices used for test administration.

Previous versions of KITE Student Portal will not work and must be removed before KITE Student Portal can be installed.

- Information regarding this step can be found on the DLM webpage at https://dynamiclearningmaps.org/kite.

Practice Test

DLM offers two options for educators and students to prepare for assessments by using the practice activities and released testlets.

- Practice activities are designed to familiarize educators and students with the way the testlets look in the Kite system. There is an activity for educators and another activity geared toward students.

- Released testlets are similar to the actual DLM testlets in content and format. A released testlet is a sample DLM assessment that has been made publicly available. Students and educators can use released testlets as examples or opportunities for practice. Released testlets are developed using the same standards and methods used to develop testlets for the DLM operational assessments.

- More information can be found in the DLM Guide to Practice Activities and Released Testlets: English Language Arts, Mathematics, and Science.

DLM provides demo accounts to access the practice activities and released testlets in the Kite system. Please use the table on the next page to access the Kite Suite for practice activities.

Demo Student Accounts for Practice Activities and Released Testlets

Name	Password	PNP Profile supports turned on
demo.sue29	wall3	**None***
demo.sue28	sand3	**Spoken audio:** voice source = synthetic, read at start = false, spoken preference = text and graphics, audio for directions only = false **Contrast color:** green text on white background
demo.sue30	swept	**Single-switch:** scan speed = 4 seconds, auto scan = manual override, auto repeat scan frequency = infinity**
demo.sue31	topic	**2× magnification**
demo.sue33	void7	**4× magnification** and reverse contrast
demo.sue34	nine7	**Color overlay** (green)
demo.sue35	jar71	**Single-switch:** scan speed = 5 seconds, initial delay = 5 seconds, auto repeat scan frequency = 2**
demo.sue36	stop3	**Spoken audio:** voice source = synthetic, read at start = false, spoken preference = nonvisual, audio for directions only = false
demo.sue37	after	**5× magnification**

*Demo student accounts are enrolled in English language arts reading, mathematics, science, and practice activities. demo.sue29 can also access English language arts writing.
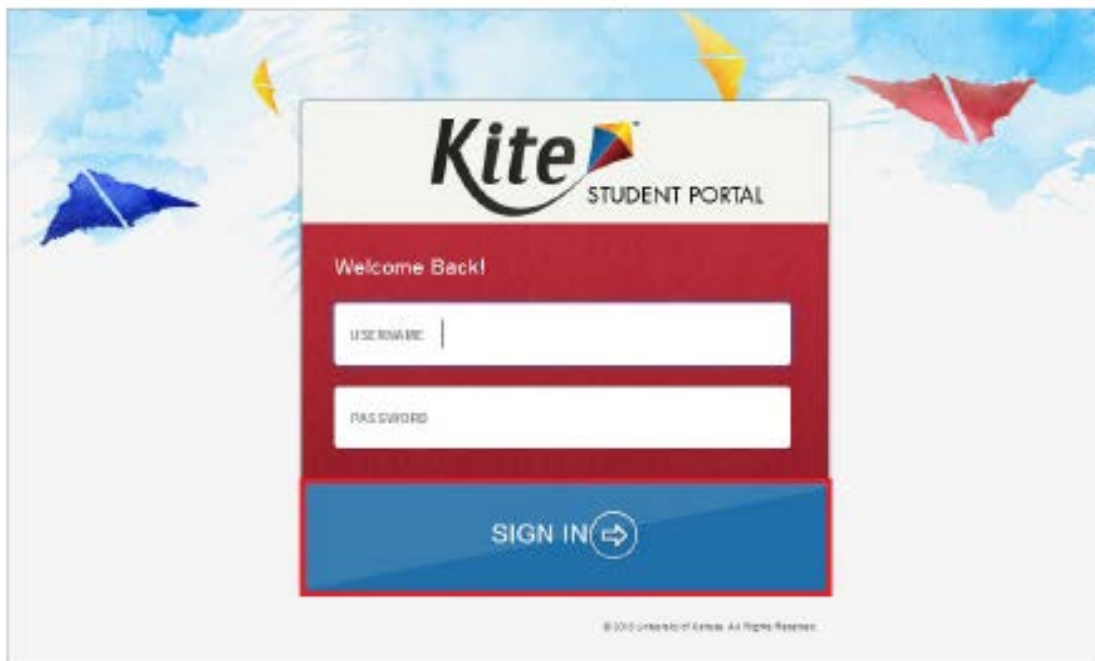
Accessing Practice Activities and Released Testlets

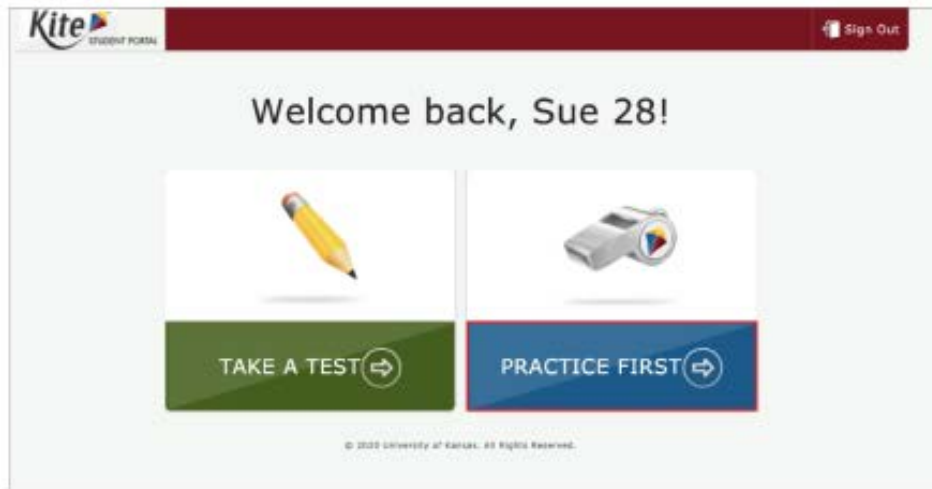To access practice activities and released testlets, follow these steps:

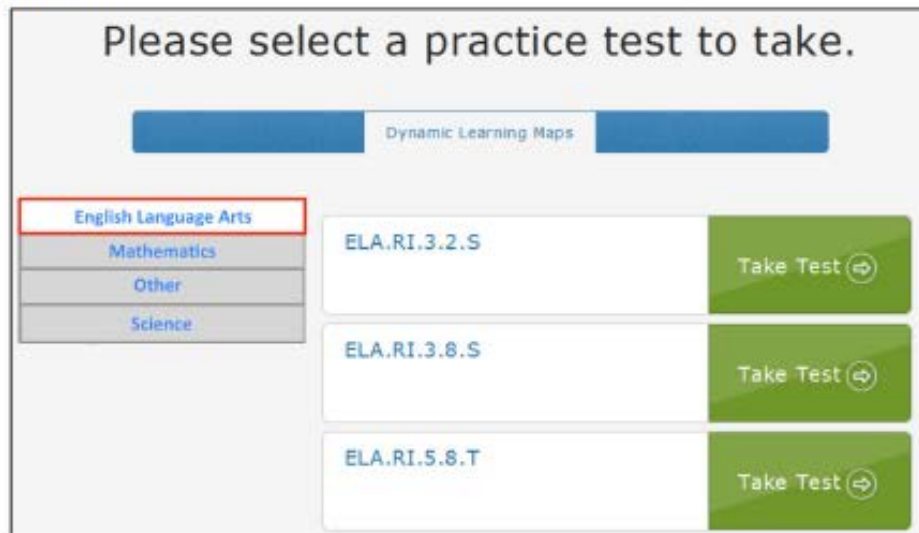1) Select the **Kite Student Portal** icon on the testing device.

2) Enter the demo student username and password. Select **SIGN IN**.
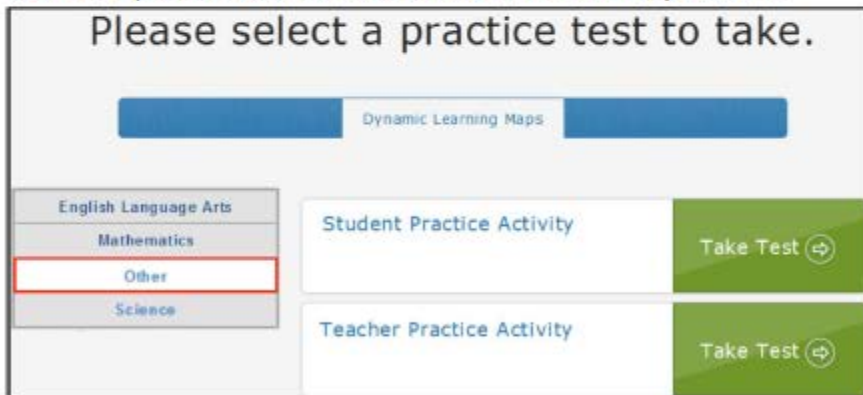
3) Select **PRACTICE FIRST.**

4) To access released testlets, select the appropriate subject and scroll to the desired testlet.

5) Use the page navigation buttons at the bottom of the screen to see more available testlets in Kite Student Portal.

6) To access practice activities, select **Other** for the subject area.

7) Select **Take Test** next to the desired released testlet or practice activity.

8) Select **BEGIN**.

9) Continue with the testlet and navigate with the **BACK** and **NEXT** buttons. To stop in the middle of a testlet, select **EXIT DOES NOT SAVE**.

10) To try a different practice activity or released testlet, either complete the current testlet or select **EXIT DOES NOT SAVE** to return to the welcome screen. To try different demo student credentials, log out and log back in with the different username and password.

Teacher Information

Step 1: Set up or Login to your Kite Educator Portal account.

Contact your DTC if you need an account set up in Kite Educator Portal. New users will receive an activation email from KITE Support containing the next steps for setting up a password.

The DTC is responsible for creating any additional user accounts needed within the school district, such as teacher accounts and building user accounts. The creation of a "teacher" role to an existing Educator Portal account triggers the automatic creation of the training courses.

Step 2: Login to Kite Educator Portal and the DLM Training Course Site.

There are four tasks that must be completed in order to access student information in Educator Portal.

- Complete the DLM Security Agreement. Information regarding this step can be found on page 44 of the *Test Administration Manual* found at https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/ Test_Administration_Manual_YE.pdf

- All test administrators must complete the required training that can be accessed in Kite Educator Portal.

  The DLM system will only assign training courses to those users assigned a teacher role in Educator Portal. District administrators who would like to complete DLM training must assign themselves a teacher role in addition to their administrative user roles.
  - See page 54 of the *Data Management Manual (link below)* for information about assigning multiple user roles in Educator Portal. https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/ Data_Management_Manual_Oklahoma.pdf

  - See page 8 of the *Guide to DLM Required Test Administrator Training* for information about gaining access to the training. https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/ Guide_to_Required_Training_YE_Oklahoma.pdf

  - Detailed information about new test administrator requirements can be found on page 8 and returning test administrator requirements can be found on page 10 of the manual.

  - Each post-test must be completed with a score of 80% or better in order for the entire training course to be considered complete.

Step 3: Complete the First Contact Survey, Personal Needs Profile, and download the KITE Student Portal.

- Complete the First Contact Survey for each student. Information regarding the First Contact Survey begins on page 46 of the *Educator Portal User Guide.* https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/YE _Educator_Portal_User_Guide_Oklahoma.pdf

- Complete the Personal Needs Profile (PNP) for each student. Information regarding the PNP begins on page 33 of the *Educator Portal User Guide.* https://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/YE _Educator_Portal_User_Guide_Oklahoma.pdf

- Previous versions of KITE Student Portal will not work and must be removed before KITE Student Portal can be installed. Information regarding this step can be found on the DLM webpage at https://dynamiclearningmaps.org/kite.

Step 4: Begin Testing.

Teachers can utilize the Instructionally Embedded Assessment Window (September 9, 2024 - February 21, 2025) to familiarize themselves and their students with the alternate assessment platform. The IE assessments are highly encouraged as they provide valuable data and information to guide instruction for students working on the Essential Elements.

When the Spring Testing Window opens (March 24, 2025 – May 14, 2025) you may test anytime in that window. Please remember to plan accordingly depending on the number of students you are testing and their varying needs.

Please administer the required number of testlets per grade/subject.

Grade	ELA Testlets	Mathematics Testlets	Science Testlets	US History Testlests	Field Test Testlets
3	9	8	0	0	0 or 1
4	9	8	0	0	0 or 1
5	9	8	9	0	0 or 1
6	9	7	0	0	0 or 1
7	9	7	0	0	0 or 1
8	9	8	9	0	0 or 1
11	9	6	9	6	0 or 1

Oklahoma Alternate Assessment Program (OAAP)

- Questions and Answers

OAAP Questions and Answers

Question 1. "How do I determine which students should qualify to participate in the OAAP if I have multiple students who qualify but would be over the cap?"

Answer: We understand that districts may be over the 1% cap. Our guidance is to review the data for each student and ensure there are completed cognitive and adaptive behavior assessments that show the student is in the most significant range.

Question 2. "Why can schools only have 1% qualify for OAAP?"

Answer: The guidance about only having 1% of students participate in alternate assessment is set by the United States Department of Education. The initiative to monitor districts over 1% is to support the waiver we must request from the United States Department of Education. Since monitoring the Tier 3 districts, we have found that there needs to be more guidance given to districts to ensure the criteria for placing students on alternate assessment is being followed. If districts are over 1% and the students are appropriately identified to participate in OAAP, we are not asking districts to remove students from the alternate assessment.

Question 3. "I am still unsure about the students that seem to fall in between meeting all the OAAP criteria and the ones that can be in the general education setting with accommodations. These students are unable to work at the same level as their non-disabled peers but looking from the outside they do not fit the OAAP criteria either. What is the best way to serve these students?"

Answer: The best way to serve students who do not meet the OAAP criteria but are working below grade level is to provide access to grade level curriculum along with intensive interventions to support the skill deficits.

Question 4. "Does the 1% cap by subject area, across all grades mean that it's 1% per grade or district?"

Answer: The guidance from the United States Department of Education is for our state to be under 1% for each subject area.

Question 5. "What range is considered severe cognitive delays now?"

Answer: The OSDE does not specify a range at this time. We have a [Guidance Rubric for Considering Student Eligibility for OAAP](#) that districts can use when looking for a more specific range. This is a guidance document and does not replace [The Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments](#).

Question 6. "Does the adaptive behavior assessment have to be formally tested annually?"

Answer: The adaptive behavior assessment does not have to be formally tested annually. It is one of the assessments that is required to be reviewed when considering placement on alternate assessment. For example, if a student was assessed in kindergarten, the IEP team should consider updating the adaptive behavior assessment before middle school. Alternatively, once a student reaches transition age the adaptive behavior assessment will be required annually depending on the transition assessment tool being used.

Question 7. "What happens if a parent's adaptive rating scales and a teacher's adaptive rating scales are inconsistent and not comparable?"

Answer: The team will need to review the areas that are inconsistent and make the decision on which score will be utilized when discussing placement on alternate assessment. The team should also determine based on reviewing a variety of assessments if the student is functioning at or below two standard deviations below the mean in the area of adaptive behavior.

Question 8. "What exactly is a significant adaptive behavior deficit?"

Answer: A significant adaptive behavior deficit is determined by completing an adaptive behavior assessment and evaluating where the scale score falls.

Question 9. "What is the process when there is a disagreement about placement amongst the team?"

Answer: The team needs to be sure they are reviewing all the data along with the criteria checklist. If a consensus cannot be reached, the team might consider conducting a re-evaluation to gather new current assessment data to help make a determination.

Question 10. "If we have 4 students that meet the criteria for OAAP, how are we supposed to choose the 2 students fairly?"

Answer: OSDE understands that some districts may not be able to stay under 1%. That is acceptable if the students in the district truly meet the criteria for the alternate assessment.

Question 11. "What assessments must be taken and what criteria must be met before a student can be given permission to take an alternate assessment?"

Answer: The team needs to review the cognitive and adaptive behavior assessments when completing The Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments.

Question 12. "What does 'emerging' communicator mean? A student that is struggling with the majority of sounds and has limited vocabulary or does it mean a nonverbal student with few words?"

Answer: An emerging communicator refers to a student who is beginning to communicate either through sounds, vocalizations, or using a form of assistive technology.

Question 13. "Are there more resources for us to use when we are trying to determine if a student needs to take the OAAP? Especially with help using DLM."

Answer: The resources for districts to use for determining if a student qualifies for OAAP are The Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments and the Guidance Rubric for Considering Student Eligibility for OAAP.

For DLM resources please refer to the OSDE OAAP webpage and the DLM Oklahoma webpage. If you would like more support, please reach out to, assessments@sde.ok.gov or Kristen Coleman, kristen.coleman@sde.ok.gov.

Question 14. "What is the difference between "short-term" and "long-term?" What would be the factors or qualities that help determine short or long-term? What would be the differences in the alternate academic standards?"

Answer: The short-term implications refer to how the student is receiving instruction currently and the long-term implications refer to the impact on postsecondary options for students who are participating in the alternate assessment. The differences in alternate academic standards would not be impacted by the short- or long-term implications. Students participating in the alternate assessment should be instructed using the Essential Elements. At the high school level there could be differences in standards with students taking electives.

Question 15. "If the team believes that the student should take the standard test but the parent insists on the alternate test, should the district go with the consensus of the IEP team or relent to the parent's wishes?"

Answer: The team would need to review the data from all assessments (cognitive and adaptive behavior assessments) and the Criteria Checklist with the parent. We know this is a tough decision at times for IEP teams and the team needs to ensure that they are using data to make these decisions. Data should drive the decision.

Question 16. "What is the best practice and modifications for students that have been moved off of the OAAP? How do general education teachers modify daily assignments for these students when they are not well versed in such heavy modifications? Do we as an IEP team have other options to offer and consider for these students at the elementary level?"

Answer: For students who no longer are participating in the OAAP, the special education teacher should be assisting the general education teacher to ensure the student can interact with the general education core curriculum to the maximum extent possible. Students should be educated with same-age peers.

Question 17. "Is there a requirement that the student must be listed as a student who has multiple disabilities on their IEP category of service? Also, is there a stand-alone qualifying category that does not allow a student to be on the OAAP?"

Answer: There is not a requirement that a student must be listed as eligible for multiple disabilities. There is not a stand-alone category for a student to qualify. Qualification for the OAAP required the IEP team to complete the Criteria Checklist and review the cognitive and adaptive behavior assessment scores. A Specific Learning Disability definition in IDEA indicates the team must rule out an Intellectual Disability in order for the student to have a Specific Learning Disability.

Question 18. "Where do students fit who have a significantly low cognitive ability but below average adaptive behavior skill fall when determining the alternate assessment?"

Answer: The student must have a significant cognitive and adaptive behavior delay and be taught alternate standards to participate in the OAAP.

Question 19. "A question would be concerning a student with a traumatic brain injury (TBI). Would such a student automatically qualify, or not?"

Answer: There is not a stand-alone category for a student to qualify. Qualification for the OAAP is met through completing the Criteria Checklist and reviewing the cognitive and adaptive behavior assessment scores.

Question 20. "It seems so many of our students fall in between the two assessments. They are unable to pass the OSTP, but don't qualify for the OAAP. What is the best way to assess these students?"

Answer: These students will need to be assessed using the OSTP assessment. IEP teams should make sure the student has all the appropriate accommodations needed to perform their best. We understand that students may not be passing OSTP, but if they do not qualify for the alternate assessment, they should not be taking the OAAP. OSTP is one assessment given at the end of the year. Teachers should be using formal and informal assessments throughout the year to track student progress. OSDE has information on utilizing the data from OSTP assessments for educators on the [Assessment webpage](#).

Question 21. "How do we justify/explain to a parent that, according to the data we have obtained, that we (the IEP team) do not feel that their child meets the criteria for taking the alternate assessment, despite being placed on the alternate assessment at their previous school when every school district is supposed to be using the same criteria?"

Answer: This is a difficult situation but please go through [The Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments](#) with the parent and review the data from the cognitive and adaptive assessments.

Question 22. "How many exemptions, if any, does the state allow for students with severe cognitive disabilities? Will there ever be a time when educators are able to use assessments like those in OATECA to measure student progress?"

All students are required to participate in state-wide assessments. Districts can utilize OATECA to measure student progress throughout the year if they would like. OATECA is not a normed-referenced standardized assessment; therefore, it is not appropriate to use as an end-of-year statewide summative assessment.