

ASSESSING STUDENTS WITH DISABILITIES ON STATEWIDE ASSESSMENT

DISCLAIMER: THIS PRESENTATION IS NOT A STAND ALONE DOCUMENT. AS IT RELATES TO OKLAHOMA ALTERNATE ASSESSMENT PROGRAM (OAAP) PORTFOLIO, THIS PRESENTATION DOES NOT STAND ON IT'S OWN WITHOUT THE PRESENTER'S VALUABLE INFORMATION. THE OKLAHOMA STATE DEPARTMENT OF EDUCATION (OSDE), SPECIAL EDUCATION SERVICES (SES) ADVISES THAT THIS PRESENTATION BE USED IN CONJUNCTION WITH THE CONTENT AND MATERIAL LOCATED IN THE OAAP PORTFOLIO MANUAL 2009-2010.

Agenda

(Full-day session)

- 8:30 a.m.—9:00 a.m.
Registration
- 9:00 a.m.—11:30 a.m.
Morning Session
- 11:30 a.m.—1:00 p.m.
Lunch on your own
- 1:00 p.m.—3:00 p.m.
Afternoon Session



Agenda

(Morning session)

- 8:30 a.m.—9:00 a.m.
Registration
- 9:00 a.m.—12:00 p.m.
General Session



Agenda

(Afternoon session)

- 12:30 p.m.—1:00 p.m.

Registration

- 1:00 p.m.—4:00 p.m.

General Session



WHAT THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) AND NO CHILD LEFT BEHIND (NCLB) SAY . . .


34 CFR 300.160 Participation in assessment

In general.--All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs.



WHAT THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) AND NO CHILD LEFT BEHIND (NCLB) SAY . . .

34 CFR 300.160 *Participation in assessment cont.*

- *(1) A State (or, in the case of a district-wide assessment, an LEA) must develop and implement alternate assessments and guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs, as provided in paragraph (a) of this section.*
 - *(d) Explanation to IEP Teams. A State (or in the case of a district-wide assessment, an LEA) must provide IEP Teams with a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on modified or alternate academic achievement standards, including any effects of State or local policies on the student's education resulting from taking an alternate assessment based on alternate or modified academic achievement standards (such as whether only satisfactory performance on a regular assessment would qualify a student for a regular high school diploma).*
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WHAT THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) AND NO CHILD LEFT BEHIND (NCLB) SAY . . .

34 CFR 300.160 Participation in assessment, cont.

e) Inform parents. A State (or in the case of a district-wide assessment, an LEA) must ensure that parents of students selected to be assessed based on alternate or modified academic achievement standards are informed that their child's achievement will be measured based on alternate or modified academic achievement standards.



WHAT THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) AND NO CHILD LEFT BEHIND (NCLB) SAY . . .

NCLB requirements include reporting the results of alternate assessments on statewide assessment as part of the state's accountability system.

⇒ Adequate Yearly Progress (AYP)



INSTRUCTION

- Instruction should be provided by a highly qualified teacher in each core academic area.
- To the maximum extent possible, students should receive instruction with typically developing peers.
- Students should be working on the grade-level curriculum for the grade in which they are enrolled.



UTILIZING ALL ASSESSMENT OPTIONS

- The Oklahoma School Testing Program (OSTP) offers multiple options for assessing students with disabilities.
 - Oklahoma Core Curriculum Tests (OCCT) without accommodations
 - OCCTs with accommodations
 - Oklahoma Modified Alternate Assessments (OMAAP) without accommodations
 - OMAAP assessments with accommodations
 - A combination of OCCTs and OMAAP Assessments (with or without accommodations)
 - Oklahoma Alternate Assessment Program (OAAP) Portfolio



UTILIZING ALL ASSESSMENT OPTIONS

- All statewide assessments are based on grade-level curriculum; out-of-level assessments are no longer allowed.
- The decision to administer an alternate assessment (OMAAP or OAAP Portfolio) must be an IEP team decision using multiple measures as objective evidence including:
 - Previous performance on state assessments.
 - Other assessments that document academic achievement.
 - The student's progress, to date, in response to appropriate instruction.



ASSESSMENT DECISIONS

- 1% of students who are assessed with the OAAP portfolio can be counted as proficient in the state accountability system.
- 2% of students who are assessed with the Oklahoma Modified Assessment can be counted as proficient in the state accountability system.
- **These “caps” do not refer to the number or percentage of students who can participate in these assessments.**



ASSESSMENT DECISIONS

- Appropriate assessment decisions must be made on an annual basis. These decisions must be documented in the IEP.
- Districts may not develop blanket policies regarding statewide assessment for students with disabilities.
- Assessment decisions are not administrative decisions, and should be individualized based on student needs.



UTILIZING ALL ASSESSMENT OPTIONS

- Federal regulations state:
 - *34 CFR § 200.1(f)(2)(iv) A State must “...(c) ensure that a student who takes an alternate assessment based on modified academic achievement standards is not precluded from attempting to complete the requirements, as defined by the State, for a regular high school diploma.” (§200.1(f)(2)(iv))*



UTILIZING ALL ASSESSMENT OPTIONS

This form is intended to assist Individualized Education Program (IEP) teams in determining whether a student should participate in the OCCT, with or without accommodations, or in an alternate assessment based on modified achievement of the standards (OMAAP) with or without accommodations, a combination of OCCT and OMAAP with or without accommodations, or an alternate assessment based on alternate achievement of the standards (OAAP) Portfolio. **It is expected that only a small number of students with disabilities will participate in an alternate assessment (OMAAP or OAAP Portfolio).**

Students with disabilities are required to be provided with accommodations and modifications to ensure progress toward meeting his/her IEP goals and short-term objectives and/or benchmarks related to the general education curriculum.

The decision to administer an alternate assessment (OMAAP or OAAP Portfolio) must be an IEP team decision using multiple measures as objective evidence including:

- Previous performance on State assessments;
- Other assessments that document academic achievement; and
- The student's progress, to date, in response to appropriate instruction.

It **shall not** be based on:

- A particular disability category;
- The amount of time the student receives services in special education;
- The location of service delivery; or
- The fact that the academic achievement of the student is significantly below his/her same age peers.

The next page provides a flowchart to help determine which assessment(s) will be appropriate for the student. OMAAP determinations must be made separately for each content area to be assessed.

For documenting decisions made regarding appropriate assessment selections, this document may be attached to the student's current IEP and should be completed annually. The assessment decision must be documented on the student's IEP.



UTILIZING ALL ASSESSMENT OPTIONS

Box A: If the answer to any item in Box A is NO, go to Box E. If all answers in Box A are YES, proceed to Box B.

Does the student's disability result in substantial academic difficulties?	Yes	No
Is the student's difficulty with regular curriculum demands primarily due to his/her disability and not due to excessive absences unrelated to the disability, or social, cultural, environmental, or economic factors?	Yes	No
Does the student's IEP reflect curriculum and daily instruction that focus on modified achievement of the standards or alternate achievement of the standards?	Yes	No

Box B: Does the student's demonstrated cognitive ability and adaptive behavior require substantial adjustments (CARG-A) to the general education curriculum? If no, go to Box C if yes, go to Box D.

Box C: If the answer to any item in Box C is no, go to Box E. If all answers are yes, the student qualifies for the OMAAP assessment, go to Box F.

The IEP team is reasonably certain that the student, even if he/she is receiving access to grade level curriculum, taught by highly qualified teachers and makes significant progress, will not achieve grade-level proficiency within the year covered by the IEP.	Yes	No
The student received evidence-based response to intervention and continues to progress below grade level achievement based on classroom assessments or other valid measures.	Yes	No
The student scored at the Unsatisfactory level on the previous year's Oklahoma Core Curriculum Test (OCCT) in reading/language arts, mathematics or, science? **	Yes	No

Box D: If the answer to any item in Box D is NO, go to Box C. If all answers in Box A and D are YES, the student qualifies for the OAAP Portfolio in all subjects assessed.

Does the student have a significant cognitive disability?	Yes	No
Do the student's demonstrated cognitive ability and adaptive behavior require substantial adjustments (CARG-A) to the general education curriculum?	Yes	No
Do the student's learning objectives and expected outcomes focus on functional application of skills as illustrated in the students IEP goals and short-term objectives and/or benchmarks?	Yes	No
Does the student require direct and extensive instruction to acquire, maintain, generalize, and transfer new knowledge and skills?	Yes	No



UTILIZING ALL ASSESSMENT OPTIONS

The decision **shall not** be based on:

- A particular disability category.
- The amount of time the student receives services in special education.
- The location of service delivery.
- The fact that the academic achievement of the student is significantly below his/her same age peers.



INSTRUCTION

- Students who have significant cognitive disabilities and require substantial adjustment to the curriculum and daily instruction to access academic skills (CARG-A) may participate in the OAAP Portfolio.
- Students who require modifications to the general education curriculum to succeed and the IEP team, based on multiple valid measures, is reasonably certain the student will not score satisfactory on the regular assessment even with accommodations, should participate in the OMAAP.



UTILIZING ALL ASSESSMENT OPTIONS

2009 OMAAP ASSESSMENTS

Grades	Subject Area
3–8	Reading, Mathematics
5 and 8	Science
End-of-Instruction (EOI)	Algebra I, English II, Biology, and U.S. History



INSTRUCTION

- Providing instruction to students with disabilities requires a collaborative effort of all parties involved.
- The Individualized Education Program (IEP) team is responsible for identifying the appropriate accommodations or modifications individualized for each student;
 - The teacher providing the instruction is responsible for providing modifications and accommodations during daily instruction;
 - District administrators are responsible for aiding in this collaborative effort.



ACCESS TO THE CURRICULUM

- The Curriculum Access Resource Guide-Alternate (CARG-A) is a resource guide developed for students with significant cognitive disabilities working toward alternate achievement standards.
- The Curriculum Access Resource Guide-Modified (CARG-M) is a resource guide containing activities developed to assist teachers in providing student access to Oklahoma's *Priority Academic Student Skills*.



IEPs

- Goals and short-term objectives and/or benchmarks (when required) should be written based on grade level curriculum.

NOTE: Students participating in the OMAAP must have goals written which are grade level and standards based.

- It is imperative that all goals and objectives be written on the grade level in which students are enrolled to increase the chances of performing well on statewide assessments.
- Objectives are required only for students participating in the OAAP portfolio.



IEPs

- The IEP should direct the curriculum.
 - All goals and short-term objectives and/or benchmarks must be measurable.
 - The IEP should be a working document and changed regularly to meet the needs of the student.
 - Those providing the instruction should provide input into the development of the IEP goals.



IEPs

○ Writing IEP Goals:

- OMAAP/OCCT

- By the end of the school year, Conner will verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast in 4 out of 5 trials. (PASS Reading 8.1.1)

- OAAP

- Annual Goal: By the end of the school year, Connor will identify ten new safety words on signs around school and in his community. (CARG-A Reading 8.1.2)

Short-term objectives and/or benchmarks:

- By the end of the second nine weeks, Conner will identify five new safety words using flashcards of safety signs found throughout the community.
- By the end of the third nine weeks, Conner will identify ten new safety words using flashcards of safety signs found throughout the community.



WEB SITE

- **www.sde.state.ok.us**
 - Accountability and Assessment
 - Student tests and materials
- Test Blueprints
- Item Specifications
- Performance Level Descriptors (PLDs)
- Sample Test Items
- Parent, Student, and Teacher Guides



IEPs

- Accommodations include changes in setting, timing/scheduling, response, or presentation, and are provided to allow access to the curriculum.

I. Setting

1. Test administration:
 - Individually
 - In small group (no more than 5)
 - In testing carrel
 - In separate location (such as a special resource classroom) that will minimize student distractions
2. Provide special lighting
3. Provide adaptive or special furniture

II. Timing/Scheduling

1. Time of day when student is most responsive
2. Flexible schedule
3. Administer subject area test over several sessions
4. Allow frequent breaks during testing



IEPs

III. Response

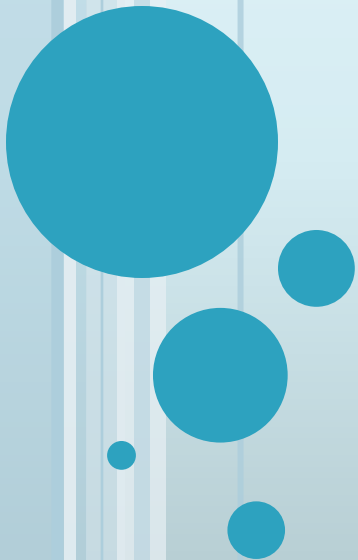
1. Mark answers in test booklet and not on answer sheet, for later transfer by Test Administrator to Answer Document
2. Slant board or wedge for positioning
3. Utilize assistive technology communication device(s)
4. Braille
5. Pencil grip
6. Colored overlays
7. Abacus (for students using Braille)
8. Give oral or signed responses to be marked on multiple-choice Answer Document by Test Administrator
9. Dictate words to scribe (English II and writing test only) (Test Administrator must transcribe words verbatim into the standard student Answer Document)
10. Utilize typewriter, word processor, or computer without the use of "help" features, such as spell check, etc. (English II and writing test only)
11. Student tapes response for verbatim transcription at a later time (English II and writing test only) (Tapes need to be destroyed by the District Test Coordinator)

IV. Presentation

1. Large print or Braille (contracted) (Test Administrator must transcribe answers verbatim into a standard student Answer Document)
2. Use of assistive devices/supports
 - Magnifier
 - Auditory amplification devices, such as hearing aids or noise buffers
3. Read or sign test items if test is not a reading test (teacher reading items must read over the student's shoulder not from a separate test booklet, except when "signing")
4. Color overlays to reduce glare
5. Simplification/repetition/signage of directions (not test questions or answer choices)
6. Student may ask for clarification of directions (not test questions or answer choices)
7. Students utilizing Braille may be provided an abacus
8. Calculator (Algebra I - can use scientific calculator only)
9. Provide cues (arrows, stop signs) on answer form
10. Use templates to reduce the amount of visible print
11. Secure paper to work area with tape or magnets
12. Reread directions for each page of questions
13. Masks or uses markers to maintain place
14. Test Administrators assist the student in tracking and/or sequencing of test items (e.g., moving from one test question to the next, redirecting the student's attention to the test)



**OKLAHOMA
ALTERNATE
ASSESSMENT
PROGRAM
(OAAP)
PORTFOLIO**



WHAT IS A PORTFOLIO ASSESSMENT?

The OAAP is a portfolio assessment that assesses progress according to alternate grade-level standards, as provided in the CARG-A. It is a year-long collection of data and pieces of evidence that are then selected to be the best representation of the student's knowledge. The portfolio also includes information about the child—his or her strengths and needs, special education services provided, and supports required. The portfolio becomes a reflection of the student and is a critical part of the assessment process. Student performance on the OAAP Portfolio is classified into four performance levels: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory. The OAAP Portfolio Performance Level Descriptors (PLDs) describe the specific knowledge and skills that a student must be able to demonstrate at each performance level.

A portfolio assessment should provide the student an opportunity to chronicle and articulate his/her work in an **ongoing, reflective manner**. It is a representative sample of the student's work and should include pieces of evidence that correlate with the blueprints and show progress throughout the year. Initiative, creativity, and ingenuity is encouraged in providing students access to the curriculum rather than only relying on standardized evaluations, worksheets, single authentic and/or performance reports, and/or performance scores. The student should participate in the development of his/her portfolio as much as possible.



WHO IS GIVEN A PORTFOLIO ASSESSMENT?

- The nature and severity of the disability requires significant modifications to the academic curriculum to achieve success and demonstrate growth.
- Requires access to the curriculum through the Curriculum Access Resource Guide- Alternate (CARG-A).

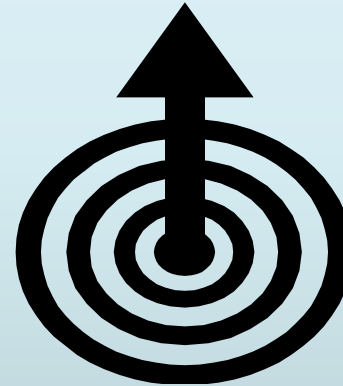


WHAT IS A PROFICIENT SCORE?

Proficient is defined as proficient or advanced.

Oklahoma has four performance levels:

- ◆ Advanced
- ◆ Satisfactory
- ◆ Limited Knowledge
- ◆ Unsatisfactory



SUPPORTS AND PROMPTS

Least Restrictive

Natural/Environmental Prompt: Student responds to natural or environmental prompts or cues. The bell ringing for class time to start and the student to begin work. The teacher says to begin work.

Indirect Verbal Prompt: A few simple words in question format that help the student know what to do (e.g., “What’s next?”).

Direct Verbal Prompt: Verbal instruction that helps the student know what to do (e.g., “Turn the knob,” “Drink juice”).

Visual Prompt: The teacher demonstrates how to do a task or where to find material. The teacher uses this direct prompt to show the student what to do or where to find it.

Proximity Prompt: Sitting or standing near the student to assist the student in attending to a learning task. Placing material close to the student.

Gesture Prompt: A movement the teacher uses to let the student know what to do (e.g., tapping or pointing to the window to let the student know it is time to wipe the window). The teacher uses this direct visual prompt to show the student where to look or move.

Partial Physical Prompt: Using a gentle touch or tap to the arm, elbow, or hand, hand-under-hand assistance, to help them focus on the task. Using a gentle touch to guide them through a step of a task.

Full Physical Prompt: Using touch or hand-over-hand assistance to guide the student through a task. This prompt gives the most direct kind of help because the teacher actually guides the student’s movements.

More Restrictive



PORTFOLIO CONTENTS – STUDENT DEMOGRAPHIC SHEET

1. Name
2. Grade
3. Date of Birth
4. Disability
5. Placement
6. Gender
7. Ethnicity
8. Programs
9. County
10. Site
11. District
12. Teacher
13. Student photo (optional)



PORTFOLIO CONTENTS- STUDENT INFORMATION SHEET

1. Performance or functional level
2. Mobility
3. Communication
4. Learning strengths
5. Modifications and accommodations (including assistive devices and technology)
6. Behavior interventions and positive behavior supports
7. Related Services



PORTFOLIO CONTENTS - STUDENT PERFORMANCE DATA (PIECES OF EVIDENCE)

- A. Content Standard.
- B. Extended Academic Indicator (EAI from CARG-A).
- C. Description of the activity.
- D. Description of student participation.
- E. Description of the application of the knowledge of the skill **listing the support(s)** required for the student to produce the evidence.
- F. The accuracy of the skill completed.



PIECES OF EVIDENCE

- **In order to increase content validity, one EAI in each subject has been preselected in the pieces of evidence.**
- **Only one prompt per assessment should be documented.**(e.g. one prompt for preinstruction assessment, one prompt for midinstruction assessment, and one prompt for postinstruction assessment).



MAKING ACADEMIC GOALS FUNCTIONAL

Reading a recipe- Vocabulary, comprehension, measurement, History lesson . . .

Making a bed- Measurement (What size sheets?), weather (flannel vs. cotton) . . .

Trip to the grocery store- Budgeting, dependent/independent variables, Vocabulary . . .

Learning safety signs- Vocabulary, polygons, cause and effect . . .



PORTFOLIO CONTENTS-

ASSURANCE OF TEST SECURITY AND AUTHENTICITY

- Compliance with State Board of Education test security procedures.
- Authentic statement regarding student performance data.
- Requires original signatures from the teacher submitting the portfolio and the site principal for **each** portfolio.



BLUEPRINT

GRADE 6 MATHEMATICS <i>CARG-A</i> Standards	Number of Pieces of Evidence	Percentage of Total Score
6.1 Patterns and Algebraic Reasoning	1	20%
6.2 Number Sense	1	20%
6.3 Geometry	1	20%
6.4 Measurement	1	20%
6.5 Data Analysis	1	20%
<i>Total Test</i>	5	100%



PIECES OF EVIDENCE

- Standard (Provided in the Blueprint)
- EAI (Must match the standard)
- Activity (Must be measurable)

Pre instruction Assessment	DATE ACCURACY Select only 1 prompt.							
Description of Participation:	EN	IV	DV	V	P	G	PP	FP
Mid instruction Assessment	DATE ACCURACY Select only 1 prompt.							
Description of Participation:	EN	IV	DV	V	P	G	PP	FP
Post instruction Assessment	DATE ACCURACY Select only 1 prompt.							
Description of Participation:	EN	IV	DV	V	P	G	PP	FP
Environmental/ Natural: EN Direct Verbal: DV Proximity: P Partial Physical: PP Indirect Verbal: IV Visual: V Gesture: G Full Physical: FP								

If a student is at 80% accuracy or higher with natural/ environmental/ direct or indirect verbal or visual prompts on the first attempt for each activity, do not include as a piece of evidence, instead increase the activity's level of difficulty for that student (differentiate the instruction).



WHAT DATA ARE COLLECTED?

Prompts:

Natural/environmental

Direct verbal

Indirect verbal

Visual

Gesture

Proximity

Partial physical

Full physical

Accuracy

- Teachers should fade prompts over time to ensure student learning and prevent prompt-dependency.
- Accuracy of student performance will be measured by the teacher.
- The rubric is based on these concepts.



RUBRIC

- A. Identify the EAI, (must be grade-level appropriate and facilitate the EAI to receive point).
 - One EAI for each subject has been pre-selected.
- B. Skill that is being assessed (teacher must use age-appropriate materials to receive point).
- C. Participation of the student in the skill (how the student participated in the skill must be provided to receive point).



RUBRIC CONTINUED

0% - 19% (0 points)

20% - 39% (1 point)

40% - 59% (2 points)

60% - 79% (3 points)

80% - 100% (4 points)



RUBRIC CONTINUED

Prompts

Environmental/Natural	(8 points)
Indirect Verbal	(7 points)
Direct Verbal	(6 points)
Visual	(5 points)
Proximity	(4 points)
Gesture	(3 points)
Partial Physical	(2 points)
Full Physical	(1 point)
Not Identified	(0 points)



RUBRIC CONTINUED

- Progress in the skill is identified. Progress is evident when an increase in points occurs from preinstruction to postinstruction.
- 0-2 points
(1 point)
- 3-4 points
(2 points)
- 5-6 points
(3 points)
- 7-8 points
(4 points)
- 9-10 points
(5 points)



RESOURCES

- Access Center
- Oklahoma Assistive Technology Center
- Oklahoma Deaf-Blind Project
- National Center on Educational Outcomes FAQ: Alternate Assessments
- National Dissemination Center for Children with Disabilities



OAAP SURVEY

- Instructions for OAAP Survey.
- Two windows to certify.
- Districts may be reported as delinquent if not certified by the deadline for timeliness in reporting.



SHIPPING

- Districts will utilize the portfolio shipping list for shipping portfolios.



SCORING

- Scoring Application
- Contract Acknowledgement
 - Teachers interested in scoring must submit their application from Monday, January 4 – Friday, February 26, 2010, and will be notified of their status by Friday, March 26, 2010.



CHECKLIST

- ✓ Student Demographic Sheet (cover sheet).
- ✓ Student Information Sheet.
- ✓ Assurance of Test Security and Authenticity.
- ✓ Student's IEP.
- ✓ Five Pieces of Evidence per subject assessed (do not duplicate an EAI).
- ✓ Copy of Certificate of Attendance for this training.



DATES TO REMEMBER

- Monday, January 4 – Friday, February 26, 2010, applications to score are due
- Monday, January 4 – Friday, February 26, 2010, OAAP survey
- Friday, March 26, 2010, applicants will be notified
- Monday, May 17 – Friday, May 28, 2010, ship portfolios
- Monday, May 17 – Friday, May 28, 2010, recertify OAAP survey
- June 2010 OAAP Scoring
- June 2010 Preliminary OAAP reports



CONTACT INFORMATION

**Oklahoma State Department of Education
Special Education Services Assessment Staff:**

Ms. Amy Daugherty, Associate State Director

(405) 521-4881

<Amy_Daugherty@sde.state.ok.us>

Ms. Christie Stephenson, Coordinator

(405) 521-4866

<Christie_Stephenson@sde.state.ok.us>

Ms. Jennifer Burnes, Coordinator

(405) 521-3575

<Jennifer_Burnes@sde.state.ok.us>

