

**Kansas Alternate Assessment
Implementation Guide
2010-2011**

*Prepared by the
Center for Educational Testing and Evaluation
The University of Kansas*

Implementation Guide for the Kansas Alternate Assessment

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The primary reference describing the Kansas Alternate Assessments is the *Kansas 2010-2011 Alternate Assessment Teacher's Guide*. This document can be found by following the Assessments/Testing link at www.ksde.org, the KSDE website. Scroll down the Assessments list to click Kansas Alternate Assessments. This brings up a resource page for educators giving Alternate Assessments that includes a link to the Teacher's Guide. The Teacher's Guide should be reviewed prior to undertaking an assessment. What is presented below is a summary of the requirements and procedures described in the guide. And more importantly, this document describes how to use tools available on the CETE website in administering Alternate Assessments.

As a quick overview, the following table identifies the major activities required to implement the Kansas Alternate Assessment.

- I.** Students meeting the criteria for receiving the Alternate Assessment must be identified.
- II.** Five indicators must be selected by the local IEP team as the focus of each content area assessment to be given. The selected indicators must be entered at the CETE website by December 31, 2010.
- III.** For each of the five indicators chosen for a content area, three tasks must be defined that will allow the student to give evidence of their level of mastery. This is the assessment design; an Evidence Folio will be assembled to document the design.
- IV.** During the testing window (December 31 – April 13) the teacher will collect the evidence of student performance on the defined tasks and add it to the Evidence Folio.
- V.** Each piece of evidence in the folio will be independently rated by three local scorers using Scorer Worksheets.
- VI.** The Scorer Worksheets will be used as entry forms to facilitate score entry on the CETE website and then the worksheets will be added to the student's Evidence Folio.
- VII.** Evidence Files for each student will be maintained locally to document the student's progress.

Each of these activities is elaborated below.

I. Identification of Students Taking the Alternate Assessment

Use the *KS Alternate and KAMM Eligibility* document (that can be found by following the Assessments/Testing and Kansas Alternate Assessment links at www.ksde.org) to determine who will be taking which Alternate Assessments. Students who would be eligible for Alternate Assessments but enter the school on or after December 31, are exempt from state assessment for 2011.

Reading, Mathematics, and Science assessments are mandated for the 2010-2011 school year. Reading and Mathematics are to be tested in grades 3 through 8 and once at the High School level; Science, in grades 4 and 7 and once at the High School level. Government also is offered High School level, but is optional.

Students who will be taking Alternate Assessments need to be identified to the KIDS system before the services provided by CETE can be made available. District staff with KIDS system responsibility should be told to do a KIDS TEST collection for these students as early as possible. Once the collection is successfully completed, the student's name and the content area of every requested alternate assessment will appear on the Alternate Assessment Student Management page of the CETE website.

The window for submitting TEST records opens on August 23, 2010; it is recommended that records be submitted as early in the fall as possible so that lists of available indicators can be printed for IEP meetings.

NOTE: to successfully register a high school student for a Science Alternate Assessment, a value of 3 (Alternate Assessment) must be entered in KIDS field D78 (High School State Life Science Assessment); for a Government Alternate Assessment, a 3 must be entered in KIDS field D81 (High School State History/Gov. Assessment: World Focus).

II. Selection of Assessment Indicators for a Student

Use the documents found under the heading *KS Extended Standards* (follow the Assessment/Testing and Kansas Alternate Assessment links at www.ksde.org) to develop a full understanding of the extended indicators available for the definition of Alternate Assessments. In support of educators trying to define Alternate Assessments, CETE provides a link that will produce an EXCEL workbook with a sheet for each student to be tested in an academic area (or a selected subgroup of those students) showing the extended indicators available for each specific student. This list might be printed and carried to an IEP meeting to aid in discussion.

Since IEP conferences may be scheduled earlier than your district's KIDS staff can manage to get student names into KIDS, there is also an EXCEL workbook available on the CETE website that has the full set of indicators available in reading, mathematics and science at each grade level. The first work sheet in the workbook gives advice on how to find out which indicators should not be available for a specific student. It is suggested that you wait for the personalized lists when it is possible to do so, to eliminate the possibility of including inappropriate indicators.

Design of an alternate assessment begins with the selection of five indicators as curriculum goals for the student in a content area. The content area indicators are grouped by Standard. In defining an assessment, care must be taken that the five chosen indicators adequately represent the various Standards for the academic area. In reading, there are two Standards: 1) Reading and 2) Literature. At least one indicator must be selected for a student's reading assessment from each of these two Standards. The other three indicators may be selected entirely from only one of the two Standards or may be distributed across the two Standards. In mathematics, there are four Standard areas: 1) Numbers and Computation, 2) Algebra, 3) Geometry and 4) Data. Again, choose five; at least one from each area.

Science poses a special problem because there are seven Standards: 1) Science as Inquiry, 2) Physical Science, 3) Life Science, 4) Earth and Space Science, 5) Technology, 6) Science in Personal and Environmental Perspectives, and 7) History and Nature of Science. Not all Standards have indicators at every grade level, but there are always more than five Standards with indicators. One indicator must be chosen from each of the first four Standards; the fifth may come from any Standard.

Government (which is an option for High School grades 9 and 11 in 2010-11) has but four Standards: 1) Government, 2) Economics, 3) Geography, and 4) History; choose five indicators with all Standards represented.

There are two further requirements concerning extended indicator selection. First, an indicator becomes unavailable for a student if the student achieved a performance level of Above Standard or Exemplary on that indicator in the previous year. Next, the extended indicators have been aligned with indicators being tested on the general assessment for each content area, and no two extended indicators that are aligned with a single general indicator may be chosen. When considering the list of available indicators, you will find that the extended indicators are listed below the general indicator with which they are aligned. Take care not to choose two extended indicators from any list of aligned indicators.

Be aware that extended indicators are often aligned with more than one general indicator. If an extended indicator that you would like to choose is grouped with an indicator that you have already chosen BUT it is also aligned with some other general indicator, it may be chosen from the list aligned to the second general indicator.

The Indicator Selection Page

To support Special Education staff in the selection of extended indicators CETE has a page on the CETE website for designating selected indicators. Here is the first segment of an indicator selection screen which illustrates the concepts laid out in the description that follows:

Standard ER1 - Reading: The student reads and comprehends text.

General Indicator R.5.1.3.1 - determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.

General Indicator R.5.1.3.1: The student

ER.1.2.1 - assigns meaning to natural gestures.

ER.1.2.4 - assigns meaning to spoken words / manual signs.

ER.1.4.2 - understands multiple meanings of words.

None

On the selection page, the extended indicators aligned with a general indicator are represented by a group of radio buttons presented under the general indicator. The radio buttons preclude the possibility of choosing more than one extended indicator aligned with a general indicator; clicking on a second aligned indicator deselects the first.

In cases where an extended indicator is inadvertently chosen from a group aligned with a general indicator, the option “None” has been added to each group of aligned indicators to force deselection. It is not necessary to select “None” when choosing no extended indicator out of a group of extended indicators aligned with a particular general indicator; “None” is merely there to provide a mechanism for correcting accidental choices. It is the case that many general indicators are not represented on any given Alternate Assessment.

All of these groups of aligned indicators are arranged in list fashion under the Standard with which they are associated. This should make it possible to easily identify whether rules regarding distribution across Standards have been upheld.

Once five indicators have been chosen to define an assessment, they may be saved by scrolling to the bottom of the selection page and clicking the save button. The chosen indicators will be investigated to assure that the distribution across Standards is correct and that, indeed, five distinct extended indicators have been chosen. It is the case that some of the extended indicators are aligned with several general indicators. If the same extended indicator is inadvertently chosen from two different sets of radio buttons, this final check will identify the problem. If any problem is identified with the chosen indicators, a pink message box with an explanation of the problem appears on the screen. Only when there appears a green box with the message “The selected indicators have been saved.” will it be true that indicators have been successfully chosen.

To choose indicators:

- Sign onto the CETE website, www.cete.us, using a Userid and Password that are of the Alt Assess District or Alt Assess Building type. To learn how to get a Userid if you have none, go to the site and click the “Need a new account?” link on the opening page just below the login boxes. The account registration process will be explained on screen.
- Once logged in, click on “KAA” in the menu list on the left of the screen. A list of options will appear.

- Click on the “Students” option. This brings up a table of students for each building to which the user has access. One column is labeled “Indicators”. This column shows the count of chosen indicators for each student, for each assessment being taken. The number will be either 5, indicating that a choice has been made; or 0, meaning that indicators have not been chosen. On the row with the student name and assessment for which you wish to choose indicators, click on the indicator count. This is a link to a checklist of the indicators already chosen for that student in that subject.
- On the checklist page, click the Modify Indicators button to choose or edit indicators. A list of all extended indicators available for the chosen student and academic area appears.
- Find the five indicators on the list that need to be selected for the student’s assessment and click the radio buttons next to them. The on-screen list of available indicators will be the same as the list included on the student’s worksheet of available indicators.
- When the five indicators have been selected, click the “Save Indicators” button at the bottom of the screen to complete the task. If an error has been made in selection (not exactly 5 indicators were chosen or not enough standards were represented), a pink error message explaining the problem appears on the screen. When no error exists, the click on “Save Indicators” will terminate the selection process.

III. Task Definition and the Evidence Folio

Three tasks must be defined to allow a student to demonstrate their skill level for each of the five indicators that will be assessed. Actual task definition is extensively discussed in the Teachers Guide. Here is presented the description of how to build the task descriptions into an Evidence Folio. A separate Evidence Folio should be developed for each Alternate Assessment administered to a student.

1. The first page of the folio is a list of indicators to be assessed. This page may be printed from the “KAA” section of the CETE website, www.cete.us.
 - Once signed onto the site using an Alt Assess District or Alt Assess Building Userid and Password, click on “KAA” in the menu list on the left side of the screen and a list of options will be presented.
 - Click “Students.” This will bring up the “Alternate Assessment Student Management” page. One feature of the page is a list of students registered for the Alternate Assessment. (If no student names are visible, no students have been designated in KIDS as needing Alternate Assessments. Talk to your KIDS administrator.)
 - Above the table of students is a green box with, among other links, one to “Print Lists of Chosen Indicators”. Click the link to bring up a printing-options list.
 - Links for printing all students or just chosen students in each subject will appear. Follow the screen directions to produce an EXCEL workbook with printable indicator lists.

This printed listing may serve as the Cover Sheet for the Evidence Folio.

2. There follow the Evidence Coversheet and fifteen Evidence Labels. An evidence label is a form on which the test designer describes one of the three tasks that will be used to test

mastery of each of the five indicators that have been chosen for the student's test. For the test administrator, these labels are the description of the assessment. Each label is filed in the folio with whatever evidence of mastery is obtained during the testing process. Here is presented an example of the new Evidence Coversheet followed by an Evidence Label:

I hereby declare that I have reviewed the Reading Alternate Assessment defined for Rebecca Finney and have found that:

- 1. No functional activities are included in this assessment**
- 2. Indicators are aligned to the activities chosen**
- 3. All activities are assessable.**

Administrator Signature:

Date:

2011 Reading Alternate Assessment Evidence Label

Student: Finney, Rebecca

Grade: 5

INDICATOR: ER.1.1.2

EVIDENCE SAMPLE 1

All Data Fields Need To Be Completed

Description: The student assigns meaning to auditory symbols

a) assessment activity and how it aligns to the indicator

b) instructions given to the student

c) data collection setting(s) and materials

d) student accommodations on this activity

e) Symbol for correct response:

Describe what the student does to receive a correct response.

Symbol for incorrect response:

Describe what the student does to receive an incorrect response.

Optional Data Sheet for Performance Activities That Do Not Have Other Data Documentation

	Date/Time	Description of Trial	Setting	Student Response	Score	Initials
1						
2						
3						
4						
5						

- Evidence labels are made available on the CETE website in EXCEL workbooks. On the “Alternate Assessment Student Management” page click the “Print Evidence Labels” link, and on-screen instructions will guide you to an EXCEL workbook with Evidence Labels. Each label has the student name, the indicator and the number of the piece of evidence identified. There are boxes on the label to enter the evidence description.
- There is a box at the bottom of each Evidence Label where some types of evidence can be recorded by the test-giver. If the student’s performance is not recorded in the box, either student work that shows level of mastery or the test administrator’s written description of student response that demonstrates the student’s level of competence in addressing the task should be included in the folio with the label.
- There is a coversheet for the 15 pages of Evidence Labels. It is provided to give the administrator who is accountable for the quality of the Alternate Assessments the opportunity to record their approval of a test and the date on which approval was given. This review of the test should be completed before evidence is collected.

NOTE: The evidence labels should be saved on the local computer before adding task descriptions to them. No information entered on the Evidence Labels by test developers is saved on the CETE server. If work is not saved locally, it will be lost.

Each folio will ultimately contain the coversheet and the fifteen evidence labels with any supporting evidence collected during the assessment window (December 31th to April 13th).

IV. Evidence collection.

The fifteen tasks that constitute an assessment will be presented to the student, and either student work that demonstrates level of mastery or a teacher description of student mastery will be collected.

The guidelines for the evidence collection are:

- When the student’s task response is scored as correct/incorrect, a minimum of 5 trials/probes is required to complete a piece of evidence.
- Any written transcription of student responses must be verbatim.
- When using worksheets as data, 3 worksheets may be used as the 3 different pieces of evidence for an indicator; they may be identical or they may be different. Each must have 5 questions probing for student’s level of performance.
- When responding to 3 different individuals, tasks, or environments, each encounter may be considered a different piece of evidence.
- The person collecting the evidence must not use the Alternate Assessment skill scoring rubric to make judgments about the student’s performance level. The evidence is a description of the assessment process and the response of the student; judgment of performance level is in the purview of the scorer.

As regards support that may be provided:

- The teacher should first ask the student to respond without support.
- If the teacher provides support, it should be documented on the Evidence Label.
- The support provided **should not exceed** the support provided during instruction.
- The teacher may use cues/prompts to direct the student's attention to the task to elicit a response, unless the target skill in the indicator calls for student attention, e.g., responds to stimuli. The teacher is **not** to lead the student to an answer or response with skill related 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.

NOTE: Hand over hand assistance is considered appropriate for IEP goals, but is not considered appropriate support for the Alternate Assessment. If hand over hand assistance is required for a student to complete the task correctly, the data can only receive a rating of "1" on the skill rubric score scale.

V. Rating the Student's Skill Level Based on the Evidence Folio

Before the Evidence Folio is rated, the administrator accountable for the quality of the assessment needs to review the Folio to see that the evidence is scoreable. If it is not, the administrator may request that the situation be remedied. If no satisfactory evidence is acquired before the assessment must be scored (closing of the testing window), the administrator must give a score of zero for any pieces of evidence that were not deemed scoreable.

Each piece of evidence in the folio is to be independently rated by three scorers. **A student's current special education teacher is a required scorer.** It is recommended that the other two scorers should be professionally licensed educators who do *not* work directly with the student. This will ensure a more objective review of the evidence. However, staff members who work directly with the student may be used in the absence of other choices.

Scorers may be general education teachers, related service providers, other special education teachers, or administrators. Scorers should be trained in the review, evaluation and scoring of student data folios. KSDE will be providing training. Information about the KSDE training dates, locations and materials can be found on www.ksde.org.

Checking for inter-scorer reliability on evidence evaluations prior to rating students' evidence folios is an important component of the training process. However, checking for inter-scorer agreement **should not occur** during the actual rating of student evidence folios. **These ratings must be done independently with one individual's ratings not shared with other scorers.**

The Scorer Worksheets for the collection of evidence ratings are available through the CETE website. They are in EXCEL workbooks that may be downloaded in preparation for the rating process. A workbook contains Scorer Worksheets for only one subject. The first worksheet has only a list of "Scorer Codes," a numbered list of the possible relationships that the scorer might have to the student. A scorer code is to be provided on each Scorer Worksheet.

There follows a Scorer Worksheet for each student; each student's name appears on a worksheet tab at the bottom of the EXCEL window. It may be necessary to maximize the EXCEL spreadsheet in order to see the tabs at the bottom of the spreadsheet. A worksheet has clearly labeled boxes for entering the scores for each of the three pieces of evidence for each of the five extended indicators that constitute an Alternate Assessment.

To download a workbook with Scorer Worksheets:

- Sign onto the CETE website with an Alt Assess Building or Alt Assess District type Userid and Password.
- Click on "KAA" in the menu list on the left side of the screen to get a list of options available.
- Click on the "Students" option to bring up a table of students registered for the Alternate Assessment.
- In the green box above the student table is the link "Print Scorer Recording Worksheets." Click on this link.
- A screen appears with options to generate all students' Reading, Mathematics, Science, or Government worksheets or to print the worksheets for selected students for an academic area. Click on the desired option. Worksheets will only be available for assessments that have already been defined by the selection of five indicators to be assessed.
- Print the materials that you need or save the workbook to your desktop so it will be available for printing later. Take care to give any workbook being saved a unique name so it does not replace an existing workbook.

Below is an example of a worksheet.

Scorer Worksheet for Recording Kansas Alternate READING Assessment		
Student name: Rebecca Finney		
Code from Scorer Codes List: _____ Scorer name: _____		

Indicator 1: ER.1.1.2 - assigns meaning to auditory symbols

Record Evidence #1 Score:	Record Evidence #2 Score:	Record Evidence #3 Score:

Indicator 2: ER.1.3.5 - demonstrates recognition and/or comprehension of frequently used sight or common words

Record Evidence #1 Score:	Record Evidence #2 Score:	Record Evidence #3 Score:

Indicator 3: ER.1.3.6 - demonstrates understanding of multiple meanings of words

Record Evidence #1 Score:	Record Evidence #2 Score:	Record Evidence #3 Score:

Indicator 4: ER.2.1.4 - distinguishes between past, present, and/or future

Record Evidence #1 Score:	Record Evidence #2 Score:	Record Evidence #3 Score:

Indicator 5: ER.2.1.7 - relates story events to events in the student's life

Record Evidence #1 Score:	Record Evidence #2 Score:	Record Evidence #3 Score:

How many of the pieces of evidence did you find difficult to rate? (circle one)

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Your signature indicates your understanding that:

- A. Scorers are not to enter scores. When scoring is complete, sign the worksheet, place it in its own envelope and send it to the data entry person.
- B. Scores are given for evidence provided.

Scorer Name: _____

I, the person doing data entry for this form, have marked the statements that are true.

- I can declare that I did not make this rating.
- I can declare that this worksheet arrived as the only worksheet in a sealed envelope.

Data Entry Name: _____

In making their judgments about a student's skill level, the scorer should follow the rubric described in "Kansas 2010 – 2011 Alternate Assessment Teacher's Guide" which may be found on the KSDE website.

VI. Entering the Scores

Once a scorer has completed their ratings and recorded them on the Scorer Worksheet, the worksheet should be signed by the scorer, placed in its own envelope and returned to the person who gave them the form. The form will then be given to the data entry person.

People made responsible for data entry need to register for an Alternate Entry type Userid. This may be done by going to the CETE website www.cete.us and clicking on the “Need a new account?” link. Adequate information to complete the registration process will be found on screen.

An Alternate Entry userid can be set up either to allow entry and editing of any data from the entire district that created the userid, or can be limited to entering or editing data for only one building. Either way, the userid is limited to entry and editing of KAA data.

To enter or edit scores, the assigned district/building personnel should do the following:

- **When beginning entry, the user should indicate in the box at the bottom of the Scorer Worksheet whether they were also a scorer (they should not have been) and whether the worksheet arrived as the only item in a sealed envelope. The form should then be signed.**
- Log onto the CETE website at www.cete.us using an Alternate Entry type Userid and Password.
- Click on “KAA” in the left column menu list.
- Click on “Score Entry” when the options list appears.
- The opening page for score entry will allow a user with access to more than one building to identify the building in which the student whose data is being entered was tested. The user will choose the building from a drop-down list and click on continue. If the user is limit to only one building, they can not do the task if the student is from some other building.
- Once the building is of interest is established, a table of Alternate Assessments given in the building is presented. One sees the student name, building, grade, subject and a “Scores” link for each assessment. There is also room in this table for the names of scorers whose data has already been entered. Click the “Scores” link for a particular test to begin data entry; click the existing name of a scorer to edit their data.
- When editing data that has already been entered, clicking the scorer’s name will bring up a screen for verification of the scorer code. Clicking continue on this screen brings up the data entry screen.
- If entering data, clicking the “Scores” link brings up a page asking the user to choose the scorer’s code from a drop-down list and to identify the scorer from a second drop-down list. Choose the scorer code that appears on the Scorer Worksheet. Next choose the scorer’s name from the name list. One of the options on the name list is “Add this scorer”. When the scorer whose data is being entered is not on the drop-down list (and there will be no names when the score entry process begins), choose “Add this scorer”. Otherwise, choose the appropriate name from the list. In either case, click the Continue button.

- If a scorer name is to be added, the next screen will have a text box for entry of the scorer name and a Continue button. Enter the name; click the Continue button to bring up the data entry screen.
- Whether editing old data or entering new data, the data entry page should now be visible. The data entry form is laid out in a pattern similar to the Scorer Worksheet, allowing the user to quickly enter the 15 ratings or locate numbers needing to be edited. If one or more pieces of evidence were not assessed, choose the “0 - Did not rate” option. For rapid entry, you may enter the rating numbers and tab from field to field rather than using the drop-down lists and mouse clicks.
- When finished entering the 15 score values, provide the scorer’s answer to the question about the number of evidence that was difficult to rate and then click on the “Save Changes” button at the bottom of the screen. The values saved will be displayed for review and editing. At this point you may make corrections and Save Changes again, and click on the “Back to Student List” link near the top of the window to end entry from the current Scorer Worksheet. In the event that it is necessary to expunge data accidentally entered for the wrong subject, student or scorer; that may be done by clicking the “Delete These Ratings” button.
- On quitting the score entry page, the list of students will appear again. If new data was being entered, the scorer name will now appear in the student table as one of the scorers. Once three scorers have been entered for a given assessment, no more data may be added. Only three scorers are allowed. If an incorrect set of data is entered for an assessment, it may be deleted by clicking the scorer name as if to edit, and then using the “Delete These Ratings” button on the data entry screen.

VII. Locally Maintaining Student Evidence Files

Student Evidence Folios are to be maintained and stored locally after assessment is completed. The Scorer Worksheets for each of the three scorers should be added to the Folios after data entry is done. Folios should be retained for three years.