Alaska Alternate Assessment

Quality Assurance Plan

2010 – 2011

Quality Assurance Plan and Procedures

DRA Submit Quality Assurance Plan and Procedures to EED. Document to include maintaining test security and confidentiality when emailing and mailing test materials, passwords, student information; online system improvements; procedures and processes re: mentor assessments and admin privileges; and procedures for evaluating scoring protocols of Mentors in Training.

Overview

To ensure that the development and implementation of the alternate assessment is accurate and correct, three primary steps are employed:

1. Coordination between materials: Present accurate, clear, and consistent descriptions in all materials used in training, testing, and reporting. When changes are made in any one of the components, a team discussion will occur between EED and DRA about the implications of the change on all components of the testing, reporting and training programs.

2. Sole source distribution: The project manager coordinates the main products for delivery to EED. Those products are grouped into the following five categories:
   • Tests (Student materials and Scoring Protocols)
   • Training
   • Computer Support (training)
      • Technical documents
      • Reporting

3. Proof-reading: Double-back checking procedures have been instituted in which each document is reviewed internally within DRA. The following groups of individuals have been identified to serve as a back-up check:
   - **Test Development:** Steve Jonas provides draft to DRA Document Manager/Help Desk. A minimum of two internal DRA staff members proofread the test documents. A professional proofreader is retained to review all test documents. Alaska Qualified Mentors or Qualified Assessors are contracted to administer the tests, proofread and edit. The DRA Project Manager serves as final proof-reader.
   - **Training:** EED Program Manager provides draft agenda and powerpoint, DRA Document Manager/Help Desk and DRA Project Manager serve as proof-readers.
   - **Computer Support (training and data entry):** EED Program Manager and DRA Project Manager reach consensus on changes to online training and secure test website system, DRA Programmer implements changes, DRA Document Manager/Help Desk and DRA Project Manager serve as proof-readers / systems check.
   - **Technical Documents:** DRA Document Manager/Help Desk authors the draft, Jerry Tindal reviews for accuracy, DRA Project Manager serves as proofreader.
   - **Reporting:** DRA Programmer implements changes to online reporting system and reports (primarily date changes), EED Program Manager and DRA Project Manager serve as proof-readers.

4. One final step to assure quality in all products is the use of a specific file naming convention for all documents so that no incorrect version is distributed; a master list of all files will be posted by DRA and updated as needed (at the very least monthly). This Document Tracking file will be stored on the Secure File Transfer site (filetrans.easycbm.com). Access to the Secure File Transfer site is restricted and password protected.

I. Procedures for DRA Project Files

A. Naming Conventions and Version Control

1. Originators of documents

- Attach name. Use Capital Letters for beginning of each word, small letters for remainder of word. When possible try to abbreviate (usually by eliminating vowels). Example: ATSurveyShipRec
- Attach year at the start of the document name if the document is used in multiple years. Example 08_09ATSurveyShpRec.
- Add _V1 for Version 1. Example: ATSurveyShipRec_V1
- Date naming conventions: MO_DY_YR (example 7/31/09 is 07_31_09)

2. Document Revisions and Naming

- When revising documents, use track changes.
- When revising documents, add initials to document name. Example: ATSurveyShipRecV1AF.
- Second reviewer also adds initials. Example: ATSurveyShipRecV1AFST.
- At this point, the document goes to DRA Project Manager at DRA for comment, further revision, accepts changes, adds the next version and eliminates reviewers initials. Example: ATSurveyShipRecV2.
- Kim sends the document to the reviewers if she makes changes, and to DRA Document Manager/Help Desk for logging into the master Document Schedule and upload to the Secure Transfer Site.
- Final editions of documents are named **VF**. When the VF version is assigned, DRA Project Manager creates an REA and sends both to EED for acceptance. DRA Document Manager/Help Desk uploads the VF version to the Secure Transfer site and removes all previous versions from the site.

3. Posting Documents on the Secure Transfer Site

- The latest version posted on the Secure Transfer site represents the most recent draft version of procedures until the final version (VF) is posted.
- When the VF version is assigned, DRA Project Manager creates an REA and sends both to EED for acceptance. DRA Document Manager/Help Desk uploads the VF version to the Secure Transfer site and removes all previous versions from the site.

- The web address for the Secure Transfer site is (filetrans.easycbm.com). Access to the Secure File Transfer site is restricted and password protected.
- DRA Document Manager/Help Desk updates weekly the Excel document *Files Sent to EED* that lists all important files with their file name.

B. Review and edit online training and testing materials

The first step in the review and editing of Scoring Protocols and Student Mateirals is to ensure that content is correct, and crosswalk the items to the ExGLEs and other planning materials (Directory of Test Specifications, spreadsheets of item review and revision). DRA review for consistency between Scoring Protocol, Student Materials, and Training Materials takes place after the content is approved.

Incorporate into editing protocols below:

- Total Points is always bold
- Bottom of scoring page says "Total points for this Strand"
- Footers consistent
- Top of all pages reads "2010 Secure Test"
- Always refers to scoring as "scoring box"
- First 4 pages is consistent

1. Scoring Protocol and Student Materials Checklist

Scoring Protocol and Student Materials Checklist	Completed
Scoring Protocol and Student Materials Checklist	
Formatting is consistent	
Words/Numbers in Scoring Protocol match Student Materials	
Consistency between headers	
Consistency between footers	
Consistency between dates and titles	
Consistency across all subjects (RWMS)	
Task Titles are consistent on SP and SM	
Language is consistent across all subjects (RWMS)	
Scoring Points and totals match	
Spelling/Grammar	

Content Review across in all subjects (RWMS)	

2. **Review and edit web-based training system**
    a. During direct teacher training, a staff member of DRA will be present with teachers as they use the web site to field questions and note problems. These problems are logged into the final report.
    b. The programmer monitors the server in two ways: (a) receiving an email that problems are present (through a program written into the server) and (b) weekly contact with the site. He monitors the bandwidth at the following address: http://bandwidth.simpli.biz/graph.php?local_graph_id=1221&rra_id=all
    c. An external review of the Online Scoring/Reporting and Online Student Report systems will be conducted.
    d. Prior to making the online system available to the field for training, EED must review and approve the materials and system.

Training and Website Checklist	Completed
Task Names match names in Scoring Protocol in all subjects	
Overview section is completed and correct for each task across all subjects	
Administering section is consistent with training manuals across all subjects	
Scoring section is consistent with training manuals across all subjects	
Proficiency training is accurate	
Able to access/download all materials	
Practice Test is consistent with web training	

3. **Review and edit scoring protocols and web-based data entry system**

Directions Check List	Completed
Spelling errors in directions	
Directions match the scoring boxes	
Headers for each direction match the corresponding header for the scoring boxes	
Points in directions match points in the corresponding scoring box	
Directions clearly explain how to administer the task	
General Formatting (boxes line up, consistent look etc.)	

All fonts and sizes are consistent	
Scoring Check List	
Page headings are correct	
Administration code is on top of scoring page	
All administration codes across all tasks are the same	
General Formatting (boxes line up, consistent look etc.)	
Headers on scoring box list task first and the word "scoring" second	
All points add up correctly	
Total points should be labeled as "Total Points" and are formatted the same	
All fonts and sizes are consistent	

4. Review and edit student materials

Student Materials	
Page headings are correct	
Administration code is on top of student materials page	
All administration codes across all tasks are the same	
General Formatting (boxes line up, consistent look etc.)	
Student prompt (question) matches Scoring Protocol directions and scoring table	
Captions to pictures match Scoring Protocol directions and scoring table	
Pictures are uniformly clear and distinct	
Pictures/items reflect Content and Bias review, and Deaf and Blind reviews.	
All fonts and sizes are consistent	

5. Review and edit web-based reporting system

Data Entry Website	Completed
NOTE: Student scores are automatically transferred from the data entry site to DRA Programmer for calculations related to AYP and for inclusion in Individual Student Reports.	
Items match directly from hardcopy scoring protocol to online data entry site.	
Point totals on website match directly to point totals for each specific content, grade level, task and item.	
Drop down menu boxes appear appropriately	
Open-ended response boxes permit text entry	
Back and forward buttons work appropriately	

C. Communications

An FAQs document has been created for answering questions from the field. An internal database provides receipt of any mailings from mentors or teachers. All help desk communications are recorded and archived for review with recommended changes to the system for the following year. This document will be provided to EED by the last work day of April.

Frequently Asked Questions

Each week, DRA helpdesk will report on any questions or concerns that have sufficient bearing to be posted (e.g. are questions that may be important for all assessors). These questions or concerns may come directly from teachers, EED, or DRA. They will be assembled into a spreadsheet and coded by topic.

Pressing issues will be discussed with EED and DRA. Changes will be made as necessary. By the last work day of April, the spreadsheet will be sent to EED and DRA team members and important questions will be added to the FAQs, which is then posted to the EED website.

D. Data Analysis

1. Ensuring all students are tested and all tests are submitted.

Prior to the close of the testing windows, several steps are taken to ensure all students are tested, and all test results are entered and submitted through the secure test site.

a. **8 days prior** to the window closing an email from Aran Felix, EED Program Manager, EED will be sent to all Qualified Trainers and Qualified Mentors:

Alaska Alternate Assessment Test Score Input Due Date

Good afternoon,

Please remember that the Alaska Alternate Assessment Testing Window will close at midnight, (DATE). All Alternate Assessments must be completed, scores entered into the AK AA website, and "Record Complete" options chosen for each student. Please also remove (delete) any fictional students you entered as you trained on the system. Only actual students' scores should be submitted.

Thank you,

b. **7 days prior and 1 day prior** to the window closing an email from EED Program Manager, EED will be sent to all Assessors whose data profile indicates that students had been tested but scores had not been submitted:

ALERT! You need to select RECORD COMPLETE to finalize your student's data entry of test scores

Hello:

The Problem : We have analyzed the test score submission data, and you have not completed entry of the Alaska Alternate Assessment test scores for one or more of your students. You must select **RECORD COMPLETE** **in order for your student's test scores to count.**

The Fix : Go to: http://ak.k12test.com/ and log in. Select the DATA ENTRY tab, select ENTER SCORES.

As you input test scores in each content area, remember to click the "Submit Scores" button at the bottom of each testing page (below the ELOS sections).

When you have entered and submitted scores for all required content areas for a student, please choose "Record Complete" on the ENTER SCORES page.

"Record Complete" is the second choice (below "Still entering data") on the drop down box in the Data Entry Status column.

Do this by midnight on Friday, April 10, 2009 as the Alternate Assessment website will close at that time.

It is vital that all students are tested, and that after all your hard work, your student's scores are

counted!

Thank you,

c. **2 days prior and through the day of** the window closing, EED and DRA staff will telephone all Assessors who still do not have all of their students' data input on the system.

2. Ensuring clean (AYP) data files between DRA and EED

Three individuals review data files: (a) the programmer during data collection, (b) the statistician in setting up the files, and (c) a statistics technician in completing first pass analyses. Individual fields are reviewed for outlying values using basic minimum-maximum statistical analyses.

Before the AYP file is sent to EED, edit checks are run by DRA to confirm the following:

a. The data are being reported out in the format defined in the file specs. File specs are updated annually with changes and updates noted in a preamble Revision section.

b. The grades being used in the scoring process are those in the Grade Confirmation file sent from EED.

c. Proficiency levels are correct based on agreed upon cut scores, following the agreed upon rounding rules.

d. Grade and DOB ranges are appropriate. A calculation column is inserted with a formula to determine age in years and months for each student. The table is then sorted by grade level and then by age calculation. Students whose age is significantly different (either much younger or much older) than the typical child in the grade are flagged for follow up with the assessor to verify the student's grade of enrollment.

II. Maintaining Test Security and Confidentiality

I. Test Materials Access

1. Server Security

- Access to the test materials are password protected and limited to Alaska professionals who have obtained a Qualified Assessor or higher status. Key personnel in EED and at DRA also have access to the secure server.
- The degree of access to tools and information within the secure AK AA server is determined by the user's status:

- Assessors in training (AIT) have access only to the training and proficiency testing system;
- Qualified Assessors (QA) have greater access, including those of the AITs and the ability to enter student demographic information, download testing materials, enter student test scores, and print student unofficial reports;
- Qualified Trainers/Mentors (QT) have all of the above access rights, and additional access to reports and data related to the Qualified Assessors, their protégés, and AITs in the QT's district or under the QT's training supervision.

2. Secure Transfer Protocols

- Secured data, especially data containing FERPA protected information related to students, will be transferred between DRA and EED through use of the Secure Transfer Server.

3. Email Security

- DRA and EED are investigating systems of encrypting and password protecting emails. See Appendix 2.

- Until a secure email system can be identified and implemented, no two pieces of FERPA protected information will be included in an email regarding a student or students. For instance, an email would not contain the student's last name and State ID number. Instead, a student may be referred to by teacher or case manager name and last name.

- Documents that contain FERPA protected information, including student enrollment lists or test score lists, will be transferred to the Secure File Server or password protected prior to emailing to the recipient.

II. Postal Mailing Materials to the Field

a. Secure materials such as score reports, testing materials, large print or brailled materials, mailed to districts will be mailed in a secure envelop, addressed to the District Testing Coordinator by name, and marked with "CONFIDENTIAL: Secure Testing Materials Enclosed" or "CONFIDENTIAL: Secure Student Testing Results Enclosed." The District Testing Coordinator will deliver the materials to their intended recipient. The materials will be mailed in a manner that permits package tracking.

Appendix 1: Packet Review Protocol
2010-2011

Procedures for Certifying Qualified Mentor Trainers

1. **Steps to becoming a Qualified Assessor:**
    a. **Assessors-In-Training (AIT) will complete the Online Training.**
    b. **AIT will then administer a practice test** and submit to their district Qualified Mentor**.**
    c. **The district Qualified Mentor will review** the AIT's practice test (using the Scoring Protocol Review Sheet) and, if administration and scoring are correct, will change the AIT's online status to Qualified Assessor (QA).

2. **Steps for Qualified Assessors to become Qualified Mentor-Trainers:**

    a. **Qualified Assessors seeking to upgrade status to Qualified Mentor-Trainer** will attend a two-day New Mentors training, facilitated by DRA and EED**.**
    b. **AIT will complete all online training and proficiency testing** during the two-day New Mentor training**.**
    c. **AIT will administer practice assessments** to another AIT during the two-day New Mentor training**.** The practice tests will be the same for each mentor, allowing analysis of inter-rater reliability of this phase of training.
    d. **DRA and EED will evaluate the practice tests** within two weeks of the completion of the New Mentor training**.**
    e. **DRA will inform EED of the trainees who have passed**
    f. **DRA will inform EED of the trainees who have not passed, and in what areas. DRA will inform the trainees who have not passed which areas need to be re-tested.**
    g. **EED will send out Qualified Assessor certificate and QT certificate** to those AITs who successfully completed the training and successfully administered practice assessments and reviewed the scoring protocols with accuracy using the SP Review Sheet and SP Review Procedures.

3. **Checklist for reviewing QT Practice Scoring Protocol:**

A checklist (called the Scoring Protocol Review Sheet) is provided for all mentors. This checklist is to be used while mentors evaluate the teachers' administration of tasks in each subject area (reading, writing, mathematics, and science). See Appendix 1 for Packet Review Protocol.

The Qualified Mentor reviews the AITs scoring protocol for accuracy in recording student performance and scoring. This is only for administration under standard conditions to a non-disabled student (if the student requires Expanded Levels of Support (ELOS), Checklists are provided for mentors to fill out as they review their protégé's practice test scoring protocols. The

practice test is reviewed for accuracy in recording student responses and scoring. The protégé may receive one point for correctly addressing the student responses and one point for scoring. After the review has been completed, all scores are totaled and percentages are calculated. If the protégé receives 75% or higher in each subject area and the overall review, Qualified Assessor status is obtained. A rating scale is provided for the Overall Review Across all Four Content Areas.

Instructions for Reviewing Protégé Scoring Protocols

Practice Test:

1. Print DRA Review Sheet
2. Fill out name, date and district
3. Review each task in each subject area
    - Make sure scoring protocol scoring boxes are marked clearly and appropriately – all incorrect student responses should be written in the student response section
    - Make sure actual scores are correct with what is indicated in the student response section (a blank space indicates correct a correct response)
    - Make sure the total is added correctly
    - Place a check mark (√) on the review sheet for correctly marked student responses and scoring/recording and a dash (–) for incorrect recording of student responses and scoring/recording. If a dash is placed for a task, indicate the error in the additional comments section.
    - Total the check marks at the bottom of the subject area review section and calculate the total percentage.
    - Use the *Overall Review Across all Four Content Areas* to review the overall administration and then calculate a percentage.
    - If each subject area, and the Overall review receive a 75% or better, the assessor has passed the practice test administration.
4. Note on the cover page of the DRA Review Sheet whether or not the assessor has passed the practice test administration and any additional comments.
5. The last page of the DRA review sheet is to help the assessor keep track of what they have completed, and still need to complete.

Mentor Review of Protégé Work:

1. Print DRA Review Sheet
2. Fill out name (of mentor *not* assessor), date and district
3. Review the completed mentor review sheet.
    - Make sure the indicated areas are all correct: All tasks with a √ are indeed correct administration, and all tasks with a – do contain errors and that these errors are indicated in the additional comments section.
    - Mark the DRA review sheet with a √ if the task was correctly reviewed, and a – if the task was reviewed incorrectly. Add up all √ marks and calculate a percentage at the bottom of each subject area.
    - Use the *Overall Review Across all Four Content Areas* to make sure the mentor appropriately reviewed the overall administration. The rating scale should be accurate with the protégé's work with appropriate additional comments. Add up the total and calculate a percentage.
    - If each subject area, and the Overall review receive a 75% or better, the assessor has passed the practice test administration.

4. Note on the cover page of the DRA Review Sheet whether or not the mentor has passed the protégé review and any additional comments.
5. The last page of the DRA review sheet is to help the mentor keep track of what they have completed, and still need to complete.

Note: If a mentor review sheet is not included with the protégé test, or is not completed, the protégé packet cannot be reviewed. In order to review, it is necessary to have indication that the mentor has reviewed the scoring protocols.

Common Errors

Where	Error	Severity
All	Incorrect student responses not written in student response section	Depends on percentage missing. Is a problem if all student responses are missing, but if only a few, ok.
Writing	CLS or CWS added/scored incorrectly	Important concept to know for scoring. Again depends on percentage incorrect. If only a few errors may be ok, but completely incorrect scoring is a problem.
Cover page	Not completed	Ok for practice test, but at least administrator, student name, and district should be filled in for practice tests.
All	Individual items scored correctly, but total score at bottom of page missing or added incorrectly	Ok as long as individual items are scored/added correctly because data entry requires entry of each individual item.

It is most important to remember that the review of both the practice tests and the mentor review sheet indicate the QA or QT's comprehension of the assessment process and ability to administer and review the alternate assessment. Having extensive knowledge of the training and assessment administration, reviewers should use their best judgment when reviewing work from the field.

Procedures for Using the Scoring Protocol Review Sheet

This document is a guide to help Qualified Mentor Trainers understand how they will train and evaluate their district personnel to become Qualified Assessors who are able to accurately administer and score their district personnel.

Mentors-in-training process:

- Attend new mentor training
    - Complete online training and pass proficiencies modules
    - Administer and score practice tests
    - DRA/EED reviews and evaluates practices tests
    - Receive Qualified Assessor Certificate and have status changed online from Assessor in training (AIT) to Qualified Assessor (QA)
    - Review and evaluate another AIT's practice tests using the SP Review Sheet
- DRA/EED reviews and evaluates the way you review another AIT for accuracy
- Attend Annual Mentor Training
- Receive Qualified Mentor-Trainer Certificate and have status changed online from Qualified Assessor (QA) to Qualified Mentor Trainer (QT)

Checklist for reviewing Practice Scoring Protocol:
The scoring protocol is reviewed for accuracy in recording student performance and scoring. This is only for administration under standard conditions (if the student requires Expanded Levels of Support (ELOS), separate test items are administered. The following checklists are provided for mentors to fill out as they review their protégé's practice test scoring protocols. The practice test is reviewed for accuracy in recording student responses and scoring. An extra column is added for any additional comments for each task. The protégé may receive one point for correctly addressing the student responses and one point for scoring. After the review has been completed, all scores are totaled and percentages are calculated. If the protégé receives 75% or higher in each subject area and the overall review, Qualified Assessor status is obtained.

A rating scale is provided for the Overall Review Across all Four Content Areas.
Mentors evaluate their protégé's, (Assessors-in-training), practice tests to ensure knowledge of administration and scoring using a *Scoring Protocol Review Sheet* available http://www.eed.state.ak.us/tls/assessment/alternate_optional.html, under Teacher Resources.

It is most important to remember that while reviewing the protégé's practice, the mentor sees a strong indication that the Assessor-in-training has a good comprehension of the assessment process and has the ability to administer and review the Alternate Assessments. Having

extensive knowledge of the training and assessment administration, Mentors should use their best judgment when reviewing work from the field.

1. Print the *Scoring Protocol Review Sheet*
2. Is the information on the cover sheet filled out? (name, district, etc.)
3. Review each task in each subject area
    - Make sure scoring protocol scoring boxes are marked clearly and appropriately – all incorrect student responses should be written in the student response section
    - Make sure actual scores are correct with what is indicated in the student response section (a blank space indicates correct a correct response)
    - Make sure the total is added correctly
    - Place a check mark (√) on the review sheet for correctly marked student responses and scoring/recording and a dash (–) for incorrect recording of student responses and scoring/recording. If a dash is placed for a task, indicate the error in the additional comments section.
    - Total the check marks at the bottom of the subject area review section and calculate the total percentage.
    - Use the *Overall Review Across all Four Content Areas* to review the overall administration and then calculate a percentage.
    - If each subject area, and the Overall review receive a 75% or better, the assessor has passed the practice test administration.
4. Note on the cover page of the Scoring Protocol Review Sheet whether or not the assessor has passed the practice test administration and any additional comments.
5. The last page of the DRA review sheet is to help the assessor keep track of what they have completed, and still need to complete.

Common Errors

Where	Error	Severity
All	Incorrect student responses not written in student response section	Depends on percentage missing. Is a problem if all student responses are missing, but if only a few, ok.
Writing	CLS or CWS added/scored incorrectly	Important concept to know for scoring. Again depends on percentage incorrect. If only a few errors may be ok, but completely incorrect scoring is a problem.
Cover page	Not completed	Ok for practice test, but at least administrator, student name, and district should be filled in for practice tests.
All	Individual items scored correctly, but total score at bottom of page missing or added incorrectly	Ok as long as individual items are scored/added correctly because data entry requires entry of each individual item.

Scoring Protocol Review Sheet

Mentor-Trainer Name:

_____District_____

Protégé Name: _____District

_____

Date _____Final Status: (Awarded by DRA/EED)

_____

Notes/Comments:

Reading Tasks	Student Responses	Scoring/ Recording	Additional Comments
1.34B: Identify Letter Sounds			
1.56A: Read Words			
2.56A: Read Passages			
2.56B: Fact/Opinion			
1.78B: Obtain Information			
1.78C: Read Sentences			
1.910A: Decode Words			
2.910C: Read Passages			
2.910D: Fact/Opinion			
Total	**/9**	**/9**	**/18 = _____%**

Writing Tasks	Student Responses	Scoring Recording	Additional Comments
1.34B: Copy Words			
1.56A: Conventions of Writing			
1.56B: Write Own Name			
1.78C: Communicate Ideas Using Words			
1.78D: Write a Sentence			
1.910A: Conventions of Standard English			
1.910B: Write a Story			
Total	**/7**	**/7**	**/14 = _____%**

Mathematics Tasks	Student Responses	Scoring Recording	Additional Comments
1.34C: Count			
1.56A: Read and Write Numbers			
1.56B: Number Line, First and Last			
3.56: Reproduce Simple Patterns			
6.56B: Same or Different			
1.78C: Identify Fractions			
2.78: Double Digit Addition and Subtraction			
4.78: Read Simple Graphs			
5.78B: Count Money			
5.78C: Identify Money			
6.78: Match Shapes			
6.78C: Identify Perimeter			
1.910A: Identify Place Value			
5.910A: Identify Units of Measurement			
Total	**/14**	**/14**	**/28 = _____%**

Science Tasks	Student Responses	Scoring Recording	Additional Comments
1.4: Concepts of Physical Science			
2.4: Concepts of Life Science			
3.4: Concepts of Earth Science			
4.4: History and Nature of Science, Science and Technology			
4.8: Science and Technology			
1.10: Concepts of Physical Science			
2.10: Concepts of Life Science			
3.10: Concepts of Earth Science			
Total	**/8**	**/8**	**/16 = _____%**

ELOS Tasks	Student Responses	Scoring Recording	Additional Comments
ELOS MATH			
Task 1			
Task 4			
ELOS READING			
Task 1			
Task 3			
Task 6			
Total	**/5**	**/5**	**/10 = _____%**

Overall Review Across all Four Content Areas

Use the following rating scale:

1	**Unacceptable**
2	**Needs Additional Work**
3	**Satisfactory**
4	**Exceptional**

No.	Review Area				
1	**Cover Page**: Names and identifying information recorded on cover page.	**1**	**2**	**3**	**4**
	Comments:				
2	**Task Administration**: Each task is clearly marked so that both tasks administered and tasks not administered are easily identified on the scored protocol.	**1**	**2**	**3**	**4**
	Comments:				
3	**Scoring**:				
	• Incorrect responses written to show student's response.	**1**	**2**	**3**	**4**
	• Scored correctly.	**1**	**2**	**3**	**4**
	• Arithmetic completed correctly, e.g. scoring was correct and the total score was added correctly.	**1**	**2**	**3**	**4**
	Comments:				
4	**Clear Markings:** The scoring protocol is marked clearly so that it can be interpreted easily, e.g. by an instructional assistant entering the data online or by the next teacher reviewing the student's previous performance.	**1**	**2**	**3**	**4**
	Comments:				
5	**Stop Testing:** If assessment was terminated early, evidence for this decision is provided on the scoring protocol (3 Error Rule).	**1**	**2**	**3**	**4**
	Comments:				
	Total /28 = _____%				

Alaska Alternate Assessment

Website Security Assurances

November 2010

ISSUE 1: Secure access and access to http://ak.k12test.com

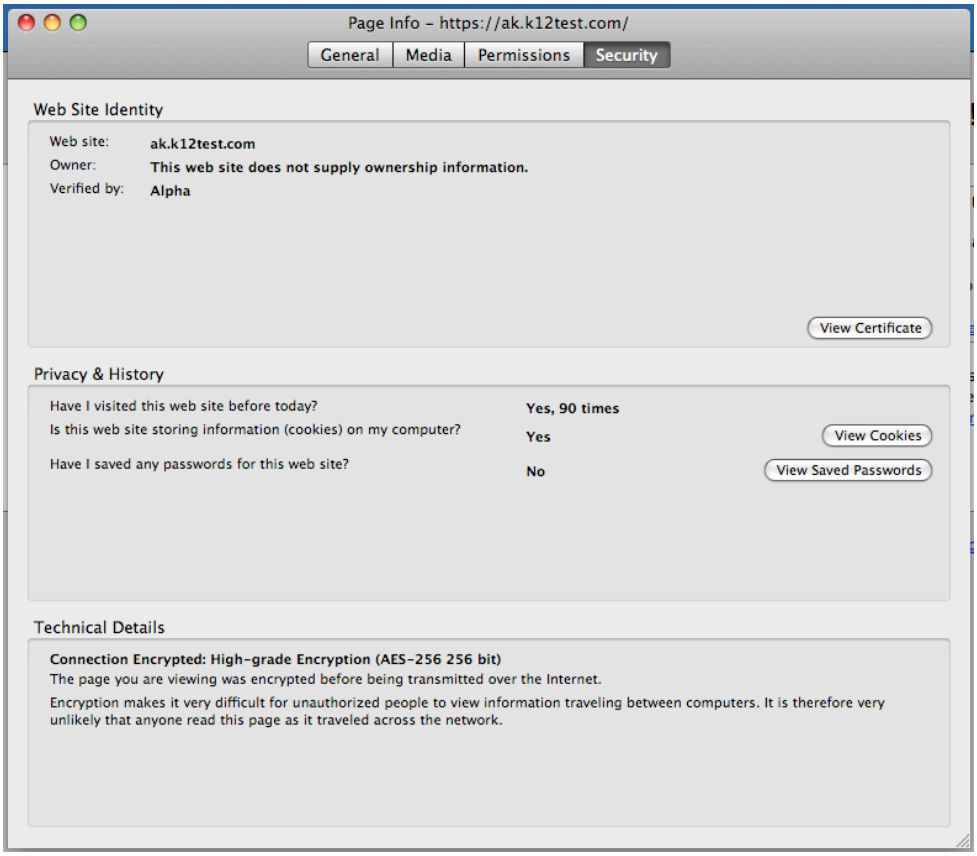
DRA proposed securing the entire website for the entire school year, forcing all districts to address security blocks early in the school year, rather than toward the end of the testing window.

The Site was made secure in August 2010.

In September, 2010, Kim Sherman asked the programmers to remove the security shield from the site to prevent access issues occurring during New Mentor and Annual Mentor Trainings. Kim neglected to request that the security shield be reinstated at the conclusion of Annual Mentor Training.

The security for the entire system has been re-established. No security breach transpired, as no confidential student data are available on the site until January 31, 2010.

ISSUE 2: Security of the website, the hosting servers, and transfer of secure data
To secure the AK website, a wildcard SSL certificate was purchased (for several hundred dollars) and installed on the web server. This uses Advanced Encryption Standard (AES) 256-bit high-grade encryption - the same level of encryption used by banks. I've included several attachments which verify and document the security of the website. See below.



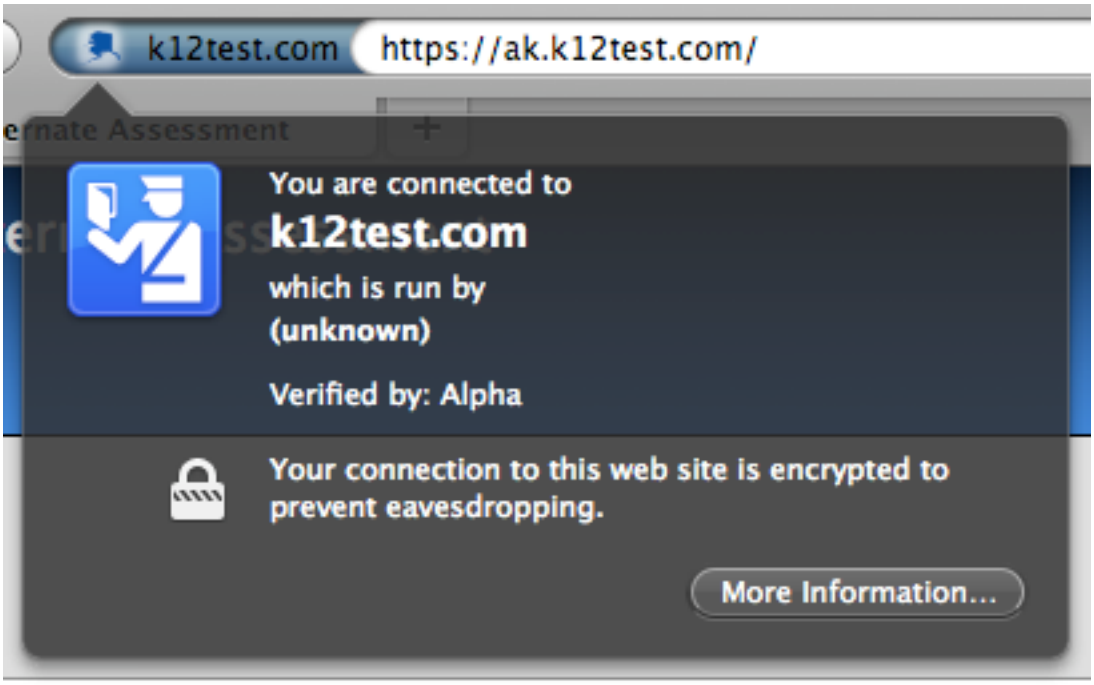
ISSUE 3: Security of the secure transfer site (filetrans.easycbm.com)
The AK website makes use of the cryptographic protocols Transport Layer Security (TSL) and Secure Socket Layer (SSL) to provide security from each end user's computer and the website's server. In order for this to work, a public key certificate has to be installed on the web server and signed by a trusted Certificate Authority (such as VeriSign or Alpha). Web browsers connect to the website over HTTPS using port 443, and after a series of handshakes using public and private keys, a secure connection is established. Basically any information sent from the website to a users computer, and vice versa, is encrypted before being sent. This ensures protection from eavesdroppers and man-in-the-middle type attacks.

The Secure File Transfer Protocol (SFTP) server used for AK files (the "Fetch Server") uses a very similar technology, though it encrypts connections over port 22 instead of 443. Web servers can be configured to simultaneously listen for requests over the http:// protocol on port 80 as well as the https:// protocol on port 443, for increased compatibility with browsers, computers, and network settings. Based on previous feedback, the AK website was recently configured in this fashion to ensure successful mentor trainings, such as the one that took place last week, so that computer settings and network filters/configurations would not hamper the trainings. As these trainings have concluded, the web server has been configured to force all web traffic requests to come over HTTPS.

FTP servers such as our "Fetch Server" don't use http or https, but rather ftp and sftp instead. These are similar concepts, but different protocols and port numbers. Looking at Aran's copy/paste, it appears that she's using the File Zilla client, and the "Response: fzSftp" bit is showing that file zilla is using the Sftp protocol to connect. You can also see that 'open "akdoe@filetrans.easycbm.com" 22' is using port 22 (the standard port for SFTP), rather than port 21 (the port for plain FTP).

The AK website and SFTP server are located in Seattle, Washington and hosted with the highly reputable company SoftLayer. SoftLayer's hosting services are certified reliable and secure, having received Statement on Auditing Standards No. 70 (SAS 70) Type II Certification. This includes a full assessment of: Oversight by Executive Management, Operations and Customer Service, Development and Information Technology Organization, Human Resources Policies and Procedures, and Risk Assessment Monitoring. Such a review is important for service organizations, such as DRA, that provide services that are critical to its customers' operations - the SAS 70 Type II Certification provides third-party verification that, in turn, the organization's customers can supply for audits of their own operations (the audit meets Sarbanes-Oxley requirements). Attached are two PDF documents which go into more detail about SoftLayer's SAS 70 compliance. The server itself uses redundant drives in a RAID configuration, takes nightly backups of the database, and we keep offsite backups as well.

Firefox Reporting the encrypted connection:



Certificate Verification and Technical Details:

SAS 70 Certification FAQs

SoftLayer Technologies®

Contact Us
1-866-398-7638
214-442-0602
softlayer.com

What is SAS 70?

The Statement on Auditing Standards Number 70 is a set of guidelines developed for evaluating service organizations by the American Institute of Certified Public Accountants (AICPA). A SAS 70 report is an extensive assessment of a service organizations' control objectives, safeguards, and activities, and is performed by an independent service auditor, generally part of an accounting firm.

What companies need this reporting service?

Service organizations that provide a user organization with outsourcing services that materially impact the user organizations' operations are frequently required to undergo this type of assessment. When the user organization is being evaluated, the user auditor will require the service organization to turn in a SAS 70 report generated by the service auditor.

What is the difference between a Type I and Type II report?

A Type I report states an opinion by the service auditor of whether or not the service organization is accurately describing the material aspects of its control objectives and whether the controls are designed appropriately to meet those objectives. A Type II report combines the elements of the Type I report with the results of extensive testing conducted over a defined period of time to determine how effectively the current controls meet the control objectives.

What are the benefits of SAS 70 Type II certification?

A SAS 70 Type II certification benefits both the user organization and the service organization. It demonstrates that the service organization has ensured that it has implemented effective control objectives and activities. Creating a Type II report engages in detailed testing which can often identify areas where the service organization can increase operational efficiency. The SAS 70 report aids the user organization in completing its own financial audits.

Why did SoftLayer need to undergo a SAS 70?

Supporting the effectiveness of our control activities and control objectives is fundamental to maintaining our position as a leader in information technology. A SAS 70 report is one of the most thorough and comprehensive surveys for monitoring service organizations that support information technology companies. This report includes an outline of the design of our controls and detailed testing of their implementation. The SAS 70 report definitively assures our customers of our reliability and provides a set of standardized reports without the need for additional assessments.

SAS Institute, history, and importance to the industry.

Prior to SAS 70 the AICPA instituted SAS 55. This required any company that outsourced services which materially impacted information provided for financial audits, to complete an audit of the service organization providing those services. As service organizations became increasingly overwhelmed with individual audit requests from each user organization, the AICPA issued SAS 70. This allowed service organizations to complete one standardized report that could be relied on by each user organization. Additionally, a SAS 70 report satisfies the requirements of the Sarbanes-Oxley Act of 2002, which mandates that auditors of all publicly traded companies generate an opinion on internal controls for financial reporting.

In the data center industry, the SAS 70 report is becoming more and more crucial as competition grows and public companies place greater reliance upon outsourced IT services. The SAS 70 report is recognized as a comprehensive analysis of control objectives and activities in place by service organizations, such as data centers. The AICPA lays out detailed guidelines for the auditing agency based upon standards for fieldwork, quality control, and reporting. The extensive amount of testing going into a SAS 70 makes the report a valuable asset to both the user organization and the service organization. The user is saved time and money by not having to hire additional consultants to evaluate the service organization. And while it is an expense to the service organization, the report demonstrates secure and reliable controls giving confidence to prospective clients.

Please visit www.aicpa.org for more information.

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SOFTLAYER®

SSL Server Certificate with SHA1 and MD5 fingerprints:

Page Info – https://ak.k12test.com/

General | Details

This certificate has been verified for the following uses:

SSL Server Certificate

Issued To

Common Name (CN)	*.k12test.com
Organization (O)	*.k12test.com
Organizational Unit (OU)	Domain Control Validated
Serial Number	01:00:00:00:00:01:2A:8C:32:73:2A

Issued By

Common Name (CN)	Alpha CA
Organization (O)	Alpha
Organizational Unit (OU)	Alpha CA

Validity

Issued On	8/19/10
Expires On	8/19/13

Fingerprints

SHA1 Fingerprint	A6:48:0F:3A:29:8A:B8:B3:D4:54:DC:67:AB:7D:7B:E6:40:F7:B4:B5
MD5 Fingerprint	20:86:F3:C6:DF:1B:8A:39:A7:25:AE:B6:A3:63:DC:E0

Apache Directives enabling SSL on the server:

```
# Enable SSL
SSLEngine on
SSLCertificateKeyFile /etc/apache2/ssl/_.k12test.com.key
SSLCertificateFile /etc/apache2/ssl/_.k12test.com.crt
SSLCertificateChainFile /etc/apache2/ssl/AlphaSSLroot.crt
```

SoftLayer SAS 70 compliance additional documents:

One Metropolitan Square
211 N Broadway, Suite 600
St. Louis, MO 63102·2733

Board of Directors
SoftLayer Technologies, Inc.
Dallas, Texas

Independent Service Auditors' Report

We have examined the accompanying description of controls provided by SoftLayer Technologies, Inc. relative to its order processing operations, including the general and certain OTRS application controls related to the Dallas, Seattle and Washington D.C. Data Centers. Our examination included procedures to obtain reasonable assurance about whether (1) the accompanying description presents fairly, in all material respects, the aspects of SoftLayer Technologies, Inc. 's controls that may be relevant to a user organization's internal control as it relates to an audit of financial statements; (2) the controls included in the description were suitably designed to achieve the control objectives specified in the description, if those controls were complied with satisfactorily and user organizations applied the controls contemplated in the design of SoftLayer Technologies, Inc.'s controls; and (3) such controls had been placed in operation as of October 31, 2009. SoftLayer Technologies, Inc. uses ViaWest, Sabey and 356 Main for hosting of the physical servers and devices used by SoftLayer Technologies, Inc. The accompanying description includes only those control objectives and related controls of SoftLayer Technologies, Inc. and does not include control objectives and related controls of ViaWest, Sabey and 356 Main. Our examination did not extend to controls of ViaWest, Sabey and 356 Main. The control objectives were specified by the management of SoftLayer Technologies, Inc. Our examination was performed in accordance with the standards established by the American Institute of Certified Public Accountants and included those procedures we considered necessary in the circumstances to obtain a reasonable basis for rendering our opinion.

In our opinion, the accompanying description of the SoftLayer Technologies, Inc. controls presents fairly, in all material respects, the relevant aspects of SoftLayer Technologies, Inc.'s controls that had been placed in operation as of October 31, 2009. Also, in our opinion, the controls, as described, are suitably designed to provide reasonable assurance that the specified control objectives would be achieved if the described controls were complied with satisfactorily and user organizations applied the controls contemplated in the design of SoftLayer Technologies, Inc.'s controls.

In addition to the procedures we considered necessary to render our opinion as expressed in the previous paragraph, we applied tests to specific controls listed in Section III of this report, to obtain evidence about their effectiveness in meeting the related control objectives, described in the Control Objectives Matrices of Section III, during the period from November 1, 2008 to October 31, 2009. The specific controls and the nature, timing, extent and results of the tests are listed in the Control Objective Matrices of Section III. This information has been provided to user organizations of SoftLayer Technologies, Inc. and to their auditors to be taken into consideration, along with the information about the internal control of user organizations, when making assessments of control risk for user organizations. In our opinion, the controls that were tested as described in the Control Objective Matrices of Section III, were operating with sufficient effectiveness to provide