Alaska Department of Education & Early Development
Assessment & Accountability Unit

Practice Test

Alternate Assessment - Mathematics
Expanded Levels of Support Items (ELOS)
SCORING PROTOCOL

Student Name: _____

Student Grade: _____

Alaska State Student ID: _____

District Student ID (optional): _____

District Name: _____

School Name: _____

Teacher Name: _____

Qualified Assessor Name: _____

Date Test Completed:_____

ALTERNATE MATHEMATICS ELOS - GENERAL INSTRUCTIONS

Administering and Scoring the Expanded Levels of Support Test Items

Reminder: All students who are eligible for the Alaska Alternate Assessment begin with the standard administration of alternate assessment test tasks/items for the student's grade level annually. Following the three task-three item minimum rule, the standard administration is stopped. The Assessor next administers the Expanded Levels of Support (ELOS) test items. ELOS items are aligned to the early entry points, which are the pre-requisite skills to the extended grade level expectations (ExGLE) as listed in the ExGLE document.

Three Task-Three Item Minimum Rule (Standard Administration)
Administer a minimum of three consecutive tasks in each content area beginning with the first task. For each of the three tasks, the Assessor presents a minimum of three consecutive items in the task to the student. When the student earns a zero score due to no response, refusal, or an incorrect response on three consecutive items, the Assessor continues to the next task. When the student has earned three consecutive zeros in three consecutive tasks, the Assessor stops the test and administers the ELOS items. If a task has less than three items, the 3 task/3 item rule means 9 consecutive zeros across a minimum of 3 tasks.

Instructions: The Assessor selects the ELOS content area test for the student's grade band (3/4, 5/6, 7/8, 9/10). Each grade band test contains three tasks with five items in each task. The different tasks represent different content strands. Each task consists of an Attention item, an Interaction item, and three Content items. Content items were developed from the early entry points. Item prompts are indicated in **bold**. Each prompt can be asked as a question or as a "**Tell/Show me**" statement. Tests are administered using any needed accommodations and assistive technology listed on the student's Individualized Education Program (IEP). Assessors are expected to administer the ELOS items in the student's individual mode of communication. A student's physical and sensory capabilities must also be considered. The ELOS items use multiple formats (e.g., objects, pictures, icons) and general vocabulary, such as student "orients," "interacts with," "identifies," and "indicates," in order to allow Assessors the flexibility to adapt test administration to the communication, sensory, and physical capabilities of each student for both the presentation of and the response to ELOS items. **Administer all three tasks (15 items) to the student using the correct grade band test booklet.**

Scoring ELOS Items Using Levels of Support: ELOS items are scored based on the level of support needed by a student to elicit a response. Levels of support and scores range from one to four. Additional levels of support are designed to bring the student to success in responding.

Support Level/Score	Description
1	Assessor uses full physical contact to elicit student response
2	Assessor uses partial physical contact to elicit student response
3	Assessor uses visual, verbal, and/or gestural prompts to elicit student response
4	Student independently responds; no contact and no prompting required

Start with level 4, the least amount of support (e.g., the Assessor asks the question and waits for the student to respond). Introduce successively greater amounts of support, only as needed by the student. Allow sufficient wait time for the student to respond. Note that drawing the student's attention to the page by pointing in general to the answer choices is an acceptable test administration technique, and is not considered a gestural support. A gestural support in ELOS is when the Assessor points to the correct answer (**"Which one is the math problem?**" -- **"This one** (pointing to the math problem) **is the math problem. Can you point to the math problem?"**).

ALTERNATE MATHEMATICS ELOS - ADMINISTRATION AND SCORING

Task 1

ELOS Skills	Student Scores			
1. Attention: **Hello or Hi** _____ (student's name) (Student responds to Assessor).	1	2	3	4
2. Interaction: **Touch a piece of paper** (Student touches a piece of paper).	1	2	3	4
3. Easy: **Tell/Show me a number** (Student identifies the '8').	1	2	3	4
4. Medium: **Tell/Show me the number 3** (Student identifies the number '3').	1	2	3	4
5. Hard: **Here are three pictures. Tell/Show me which one is a math problem** (Student identifies '3+2').	1	2	3	4

Task 2

ELOS Skills	Student Scores			
1. Attention: **Here are some shapes!** (Student orients to answer choices)	1	2	3	4
2. Interaction: **Touch the square** (Student touches the square).	1	2	3	4
3. Easy: **Which one is a triangle?** (Student identifies the triangle).	1	2	3	4
4. Medium: **Which one is a square?** (Student identifies the square).	1	2	3	4
5. Hard: **Which one is an arrow?** (Student identifies the arrow).	1	2	3	4