Title	District	Other QT in district?	Current Status	Notes	Email	Training?	Proficiency?	PracTest?	Protégé Eval?
Spec Ed. Teacher	Haines	Yes	QA	Train with District QT	12/15 Protégé Prac Test?	Yes	Yes	Yes, prev	
Teacher	Delta Greely	Yes	QA (Prot Prac Test)	Train with District QT	12/15 Protégé Prac Test?	Yes	Yes	No	
Director of Special Services	Kodiak	Yes	AIT	Train with District QT	12/15 Protégé Prac Test?	No	No	No	
Director of Spec Ed.	Yukon Flats	Yes	QA	Train with District QT	12/15 Protégé Prac Test?	Yes	Yes	No	
Resource Specialist	Mat-Su	Yes	QA	Train with District QT	12/15 Protégé Prac Test?	No	No	Yes, prev	
Spec Ed. Program Facilitator	Bering Strait	Yes	QA	Train with District QT	12/15 Protégé Prac Test?	Yes	Yes	No	
Spec Ed. Teacher	Lower Kuskokwim	None	QA	≠ training to QT	None				
	Chatham SD	None	QA, will not become QT	≠ training to QT, Only 2 AKAA kids	None				
Spec Ed. Specialist	Lower Yukon	Yes	QT	Trained in 2011	None				
Spec Ed. Director	Lower Kuskokwim	None	QA (Prot Prac Test)	Training with Kim	Ongoing emails	Yes, new	Yes	Yes, Sev eval'd	Yes, QT
Spec Ed. Teacher	Ketchikan	Yes	Temp QT (Prot Prac Tst)	Training with Kim	Ongoing emails	Yes, rtrn	Yes	Yes, prev	Yes, QT
Sped Ed. Teacher	Northwest Arctic	None	Temp QT (Prot Prac Tst)	Training with Kim	Ongoing emails	Yes	Yes	Yes, prev	Yes, QT

Spec Ed. Teacher	Bristol Bay	None	QA	Training with Kim	Ongoing emails	Yes	Yes	Yes, prev	Yes, QT

Content Area	QT Training
IEPs based on AK-DLM Essential Elements (Webinar, April 30, 2014)	√
Training Proteges	√
Navigating Through the Training Site	√
Glossary	√
Testing	√
Student Outcomes	√
Monitoring Assessors & Test Completion	√

Protégé Review Checklist and Instructions

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: Assumes you are already a Qualified Assessor and have completed the Training and Proficiency Testing sections of ak.k12test.com this year.

- Complete online training of information in the New Mentor tab
- Train at least one protégé to Qualified Assessor status
    - Require the protégé to administer and score one set of Training Practice Tests (to an adult or a child, not necessarily a child with disabilities)
    - Evaluate and provide feedback on the protégé's Training Practice Test administration and scoring
      Send your evaluation packet (Protégé Training Practice Test (scoring protocol and student materials) and your evaluation and feedback of the Protégé's work (this form) to DRA by Mail, Fax or Scan:
      Sevrina Tindal
      32534 Dillard Rd.
      Eugene, OR 97405
      sevrina@dillardresearchassociates.com
      Fax: 815-717-9683

- DRA will review and evaluate the way you reviewed your Protégé (AIT) for accuracy, and will indicate a "Pass" or "Redo" of your work.
    - DRA will return all materials to you
    - You will return the materials plus your evaluation of the Protégé to your Protégé. [*NOTE:* If your protégé scored a "redo", coach the protégé in needed skills, requiring re-administration and scoring of only those Training Practice Tests that did not "Pass"]
- Attend Annual Mentor Training in your first year as a Qualified Trainer
- Contact DRA to have status changed online from Qualified Assessor (QA) to Qualified Mentor Trainer (QT).
- Download and print your Qualified Mentor Trainer Certificate

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 use 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 (recording incorrect responses verbatim) and one point for scoring accuracy. 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. The QT must enter the ak.k12test.com site and upgrade the AIT's status to QA.

A rating scale is provided for the Overall Review Across all Four Content Areas.

Procedures for Using the
Scoring Protocol Review Sheet

Qualified Mentor-Trainers (QTs) evaluate their protégé's (Assessors-in-Training) practice tests to ensure knowledge of administration and scoring using the attached *Scoring Protocol Review Sheet*.

It is most important to remember that, while reviewing the protégé's practice tests, 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 score 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 a correct response)
   - Make sure the total is added correctly
   - Place a '1' on the review sheet for correctly marked student responses and scoring/recording and a '0' 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.

Scoring Protocol Review Sheet

Mentor-Trainer Name: _____**District:** _____

Protégé Name: _____**District:** _____

Date: _____

Notes/Comments:

RECOMMENDATION (Pass/Re-do) _____

Reading Tasks	Student Responses	Scoring/ Recording	Additional Comments
1.34B: Identify Letter Sounds			
1.56A: Read Words			
1.78C: Read Sentences			
2.910A: Read Passages			
2.910B: Fact/Opinion			
Total	**/5**	**/5**	**/10 = ____%**

Writing Tasks	Student Responses	Scoring Recording	Additional Comments
1.34B: Copy Words			
1.56A: Conventions of Writing			
1.78D: Write a Sentence			
1.910B: Write a Story			
Total	**/4**	**/4**	**/8 = ____%**

Mathematics Tasks	Student Responses	Scoring Recording	Additional Comments
1.34C: Count			
1.56A: Read and Write Numbers			
4.78: Read Simple Graphs			
5.910A: Identify Units of Measurement			
Total	**/4**	**/4**	**/8 = ____%**

Science Tasks	Student Responses	Scoring Recording	Additional Comments
2.4: Concepts of Life Science			
3.4: Concepts of Earth Science			
4.8: Science and Technology			
1.10: Concepts of Physical Science			
Total	**/4**	**/4**	**/8 = ____%**

ELOS Tasks	Student Responses	Scoring Recording	Additional Comments
ELOS MATH - Task 1			
ELOS READING - Task 3			
Total	**/2**	**/2**	**/4 = ____%**

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 Item – 3 Task Rule).	**1**	**2**	**3**	**4**
	Comments:				
Total		**/28 = ____%**			

Materials for Training Assessors-in-Training to Qualified Assessor Status

Document	Paper color	Notes
For Participants (New AITs)		
Qualified Assessor Training Agenda	White	A sample agenda for a 1-day training
AKAA Computer Systems Requirement	White	Minimum hardware and software requirements
Navigating the System	White	A visual guide to logging in and using the ak.k12test.com system.
AKAA_OnlineSupportDocuments_Trng	White	These are printed for use while using the online system: Scripts of videos, training documents, and explanations of answers.
AKAA_OnlineSupportDocuments_ProficiencyTests	Yellow	
AKAA_OnlineSupportDocuments_Prof-Refresh	Buff	
AKAA_2012_WritingScoringManual	White	These documents provide guided training in scoring student writing samples
AKAA_2013_WSM_Addendum	Light blue	
AKAA_2013_WritingScoringMiniLesson	Light tan	
AKAA_2013_WritingMini_lessonPPT	Light yellow	
2013WritScorActivitiesTrainAIT_QA_QT_VF	Light green	
AKAA_Training_Practice_Test_ELOS_Math_Scoring_Protocol_VF	Light yellow	These are the practice tests for use in training new Assessors-in-Training to the qualified assessor status. These are required as part of the qualification process. After the AITs have administered the full set of Training Practice Tests to another (adult or child), the QT reviews the administration using the form AKAA_2014_ProtegeReviewChecklist-Short. The QT submits all these documents plus the Checklist to DRA for review.
AKAA_Training_Practice_Test_ELOS_Math_Student_Materials_VF	Light yellow	
AKAA_Training_Practice_Test_ELOS_Reading_Scoring_Protocol_VF	Light pink	
AKAA_Training_Practice_Test_ELOS_Reading_Student_Materials_VF	Light pink	
AKAA_Training_Practice_Test_Math_Scoring_Protocol_VF	Light yellow	
AKAA_Training_Practice_Test_Math_Student_Materials_VF	Light yellow	
AKAA_Training_Practice_Test_Reading_Scoring_Protocol_VF	Light pink	
AKAA_Training_Practice_Test_Reading_Student_Materials_VF	Light pink	
AKAA_Training_Practice_Test_Science_Scoring_Protocol_VF	Light blue	
AKAA_Training_Practice_Test_Science_Student_Materials_VF	Light blue	
AKAA_Training_Practice_Test_Writing_Scoring_Protocol_VF	Light green	
AKAA_Training_Practice_Test_Writing_Student_Materials_VF	Light green	

AKAA_Training_PracticeTest_MaterialPreparationGuide_VF	White	Instructions for items to supply or cut out in preparation for administering the Training Practice Tests.
AKAA_2013_GeneralInstructions_Math	Light yellow	These are the general instructions pages for the alternate assessments and are useful in administering the practice tests.
AKAA_2013_GeneralInstructions_Reading	Light pink	
AKAA_2013_GeneralInstructions_Science	Light blue	
AKAA_2013_GeneralInstructions_Writing	Light Green	
For QTs		
AKAA_2014_ProtegeReviewChecklist_Short_VF.doc	White	
AKAA_2013_CWS_IO_MiniLessonAnswers	Light pink	

QT 1 Training Protégés in your district

1. Preparing for training QAs
   a. access and use materials, modify as appropriate (Supporting Documents)
   b. adult learning
   c. computer systems requirements and setup, firewalls, alert DRA
   d. Training schedules, topics, TSAs
   e. Focus on writing scoring training
   f. Demonstration Log Ons

2. Participant registration in ak.k12test.com
   a. DO NOT CREATE NEW ACCOUNTS
   b. Changing account information (moved, new email address, retired, etc)
   c. Forgot password
   d. Forgot user ID (the email address used to access the site)
   e. Certificates of AKAA training status

3. Beginning Training
   a. Organizing training
      1. Overview of training requirements and roles (AITs, QAs, QTs, Lead QTs, DTCc)
      2. Full training vs reduced refresher training
   b. Guided online training
      1. Navigation Guide
      2. Guided training and self-study

4. Writing Scoring Training

5. Completing training
   a. Online proficiency testing
      1. Monitoring online proficiency testing
      2. Resetting proficiency tests
      3. Explanations of Answers, coaching as necessary
   b. Data entry
   c. Scoring AIT Training Practice Tests
   d. Upgrade AIT status to QA

QT 2 Testing

1. Locating and downloading secure tests
2. Downloading tests documents and preparing materials
3. Preparing students (using practice tests)
4. Allowable accommodations
5. Test window dates
6. Completing testing
7. Done, submit to EED

QT 3 Student Outcomes

1. Unofficial Student Report
2. Official Individual Student Report
   a. Access to ISRs
   b. Interpretation of ISRs
      1. Educators
      2. Parents

QT 4 Monitoring Protégés

1. Online Reports
2. Data Entry Status

Systems improvement

[NOTE: This PPT is not ready-KHS 7/9/13]

6. QT Annual Mentor Training Webinar (Available online November 12)
7. Pre-test preparation Webinar (January 22, 3:30 to 4:30)
8. Post-Test Audio Conference, feedback (DRA Focus Group)
9. Assessment Consortia updates page
10. Changes & Updates section on ak.k12test.com
11. Survey of Consequential Validity
12. Survey of Student Learning Characteristics

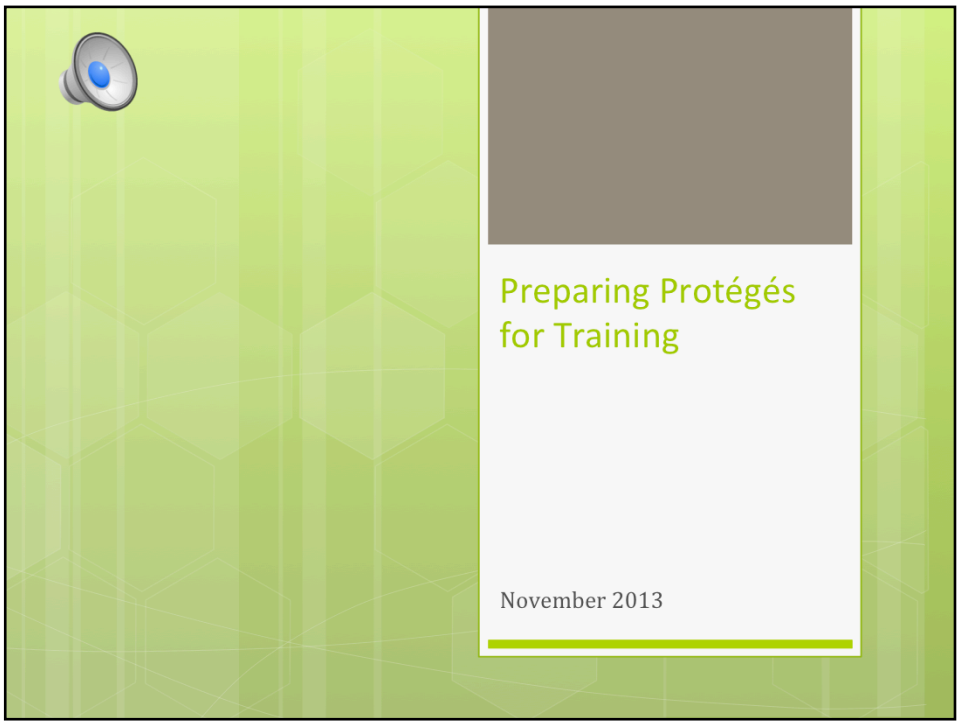
Getting Help (last slide on each PPT)

13. The Alaska Alternate Assessment Help Desk
    Sevrina Tindal
    Dillard Research Associates Helpdesk
    32534 Dillard Rd
    Eugene, OR 97405

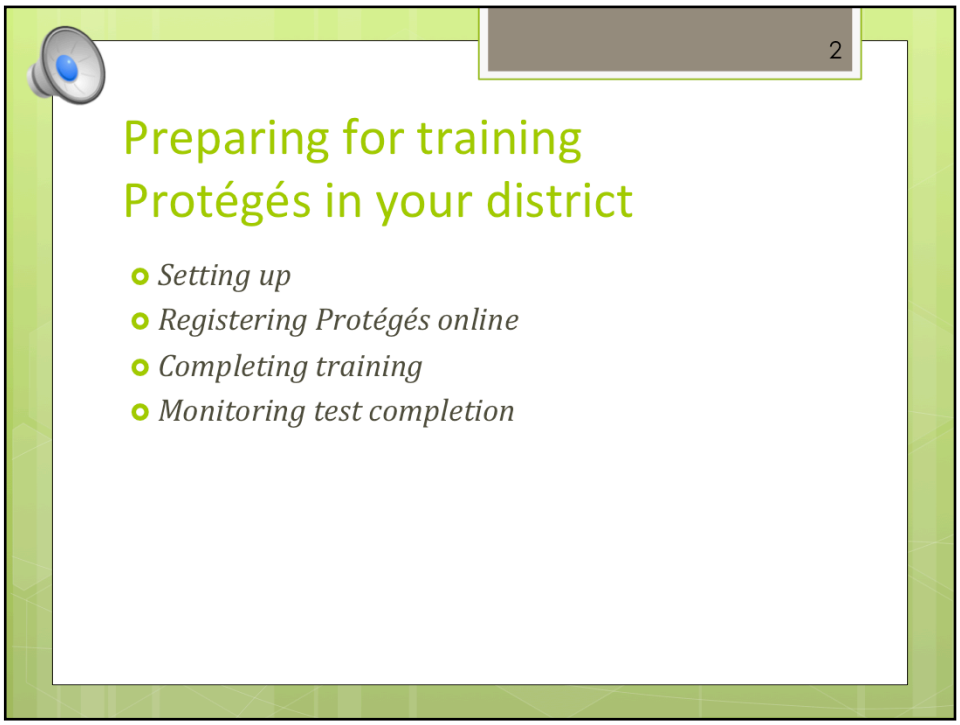
    Tel: 1-800-838-3163
    Fax: 815-717-9683
    sevrina@dillardresearchassociates.com

14. Frequently Asked Questions: EED maintains a searchable database of frequently asked questions on their website:
    http://www.eed.state.ak.us/tls/assessment/AAFAQ.cfm

15. Additional information about the Alternate Assessment: EED maintains a comprehensive and current website related to the Alternate Assessment at:
    http://www.eed.state.ak.us/tls/assessment/alternate.html

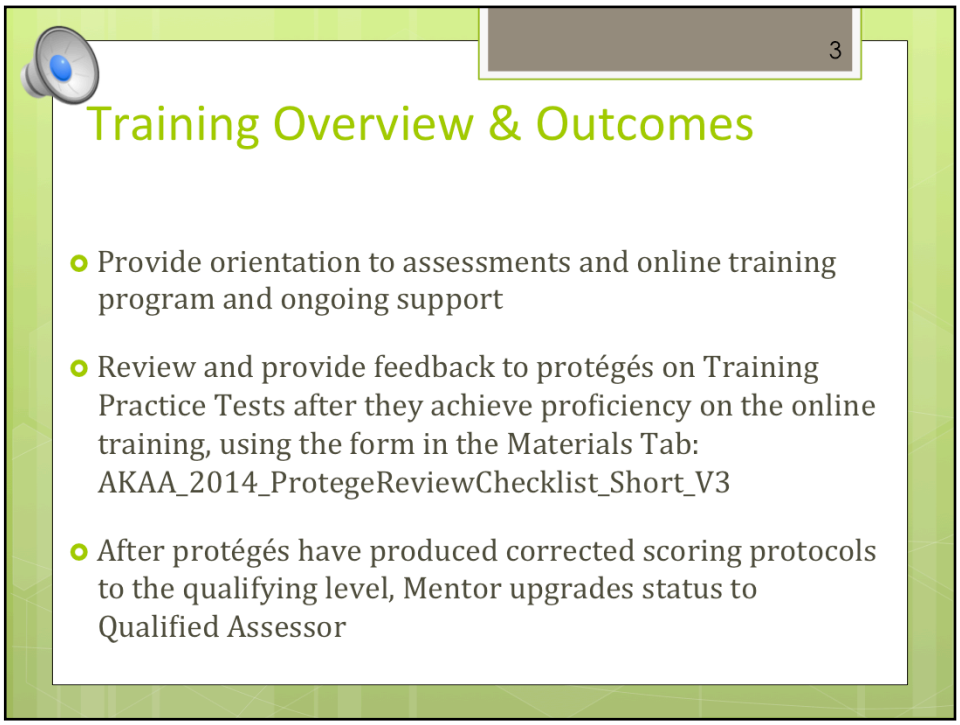


Welcome to the Training Protégés module of the Qualified Trainer Development Package.



In this Module, we will discuss the resources and tools you will need to

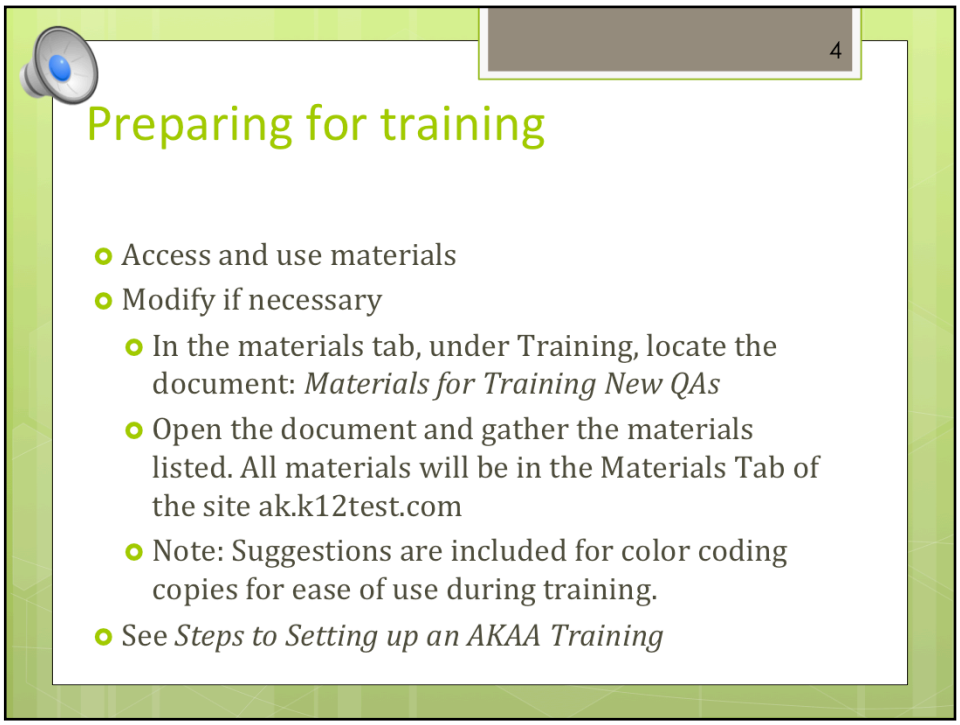
1. Prepare for training new Assessors in the Alaska Alternate Assessment system;
2. Register your new Assessors in the online training system;
3. Lead your new Assessors through the training, including detailed instructions around training in scoring student writing samples; and
4. Monitor your Assessors' testing completion throughout the Testing Window



District employees who have never been qualified as either a Qualified Assessor or a Qualified Trainer will be guided through the online training and proficiency testing provided on ak.k12test.com. In addition to completing the training and passing the proficiency tests at 80% accuracy, these protégés will ALSO administer practice alternate assessments and have their administration and scoring reviewed by you, the Qualified Mentor-Trainer.

Only after completing all three steps (training, proficiency testing, and practice test administration/review) can these protégés be upgraded to Qualified Assessor status. You, the QT, will upgrade their status.

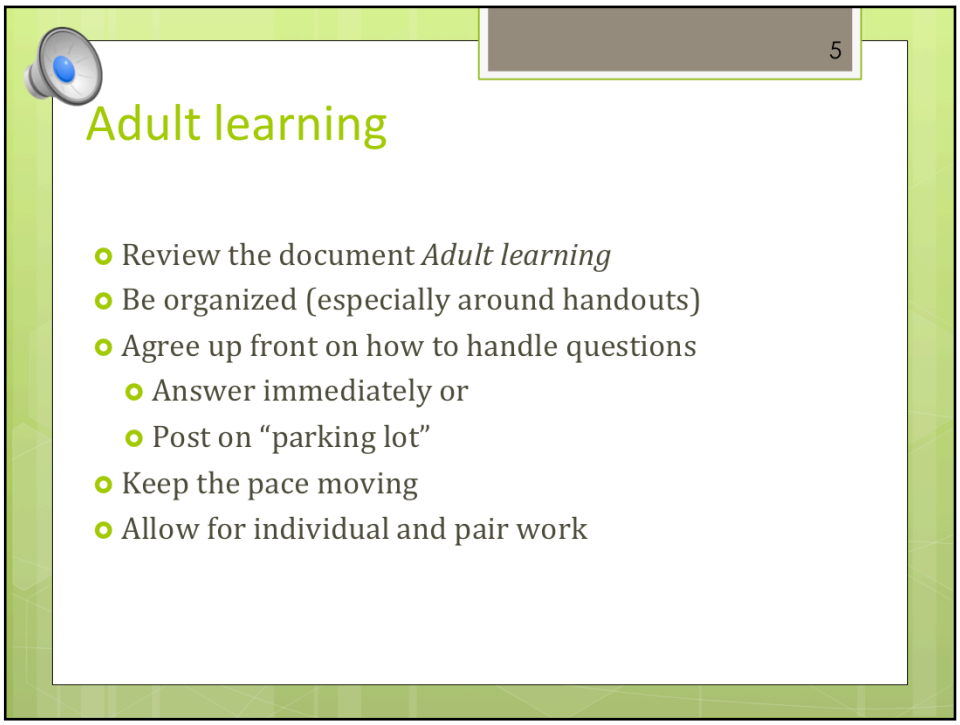
Assessors who have previously qualified as QA or QT will not need to attend your training. Instead, these Assessors will complete their training on their own. The system will automatically assign returning QAs and QTs to either full training and full proficiency assessments or refresher training and refresher proficiency testing. The system will automatically upgrade these Assessors when they have completed their requirements.



Prepare for live training with your new Assessors by gathering the documents you will need as handouts.

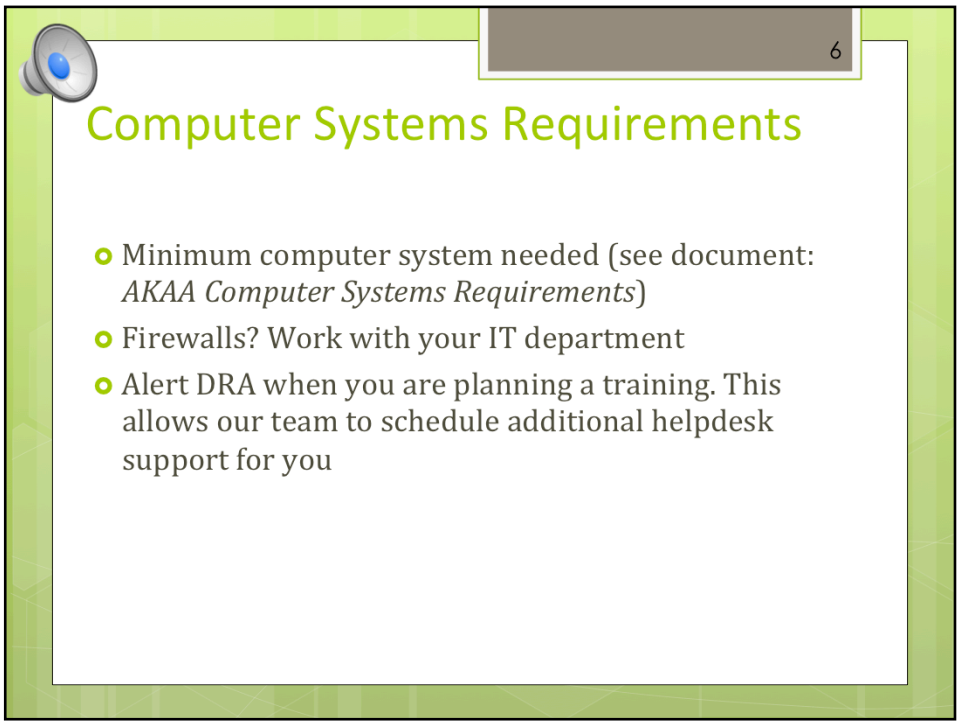
In the ak.k12test.com system, locate the Materials tab, and on that page, locate the Training section. In the Training Section, you will find all the materials needed for training new Assessors. The ak.k12test.com system organizes materials in alphabetical order, so you may need to scroll through the documents to find the title mentioned in each slide..

Start with the document *Materials for Training New QAs.* This document lists all the documents you will need to gather for training, as well as a suggestion for color coding the handouts.



Adult learners have unique learning needs that should be included in planning training. The document *Adult Learning* describes these preferences and will help you to plan your lessons accordingly.

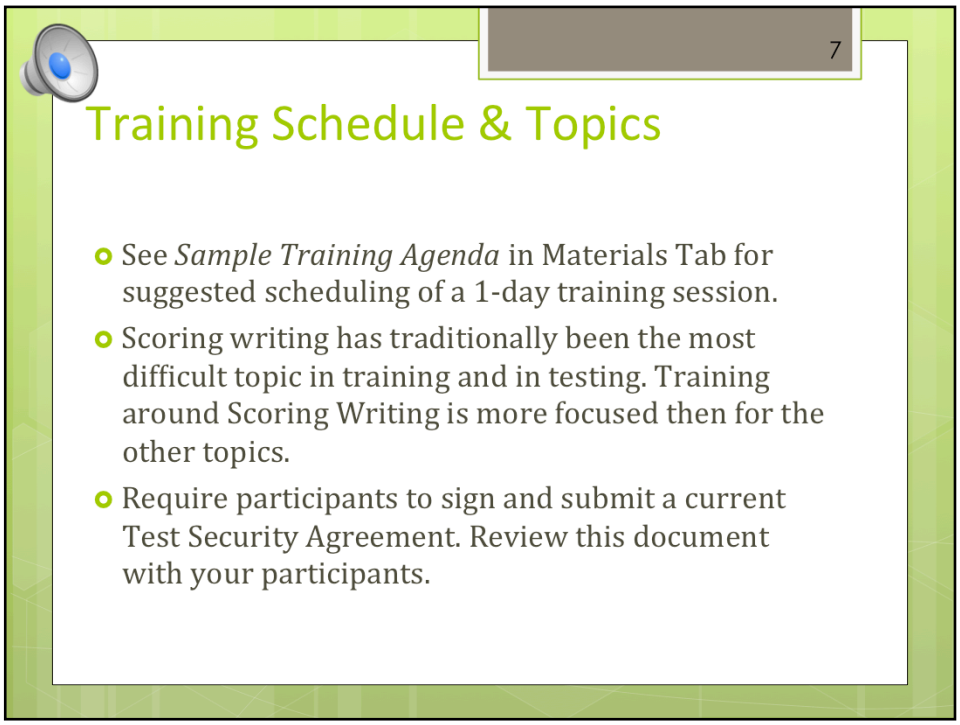
The other strategy suggestions will help in planning your training agenda, and deciding on supplies you'll want to bring to the training site.



It is imperative that you check the computer setup in your training space (computer lab, individual laptops, etc). The document *AKAA Computer Systems Requirements* describes the minimum operating system and other software requirements for the ak.k12test.com system. Work with your district's IT (Information Technology) person or department to be sure the computers you will use are capable of hosting the training site.

Also be sure that your district does not have a firewall installed, or that the IT department configures their security system to allow the ak.k12test.com site. The ak.k12test.com site is a secure site, and some firewalls are configured to block all secure sites.

It is also very helpful to alert the DRA HelpDesk about your training dates, so that we can be sure to staff the HelpDesk line for emergency assistance.



We've provided a sample of a 1-day (8 hour) training session to lead new Assessors through the complete training and proficiency testing tasks. Please adapt the schedule as necessary for your district situation.

At the start of training, please have each participant read and sign the Test Security Agreement (TSA). Submit these documents to your District Test Coordinator (DTC). You should also sign and submit a Test Security Agreement to your DTC if you haven't already. The TSA must be signed and submitted annually.

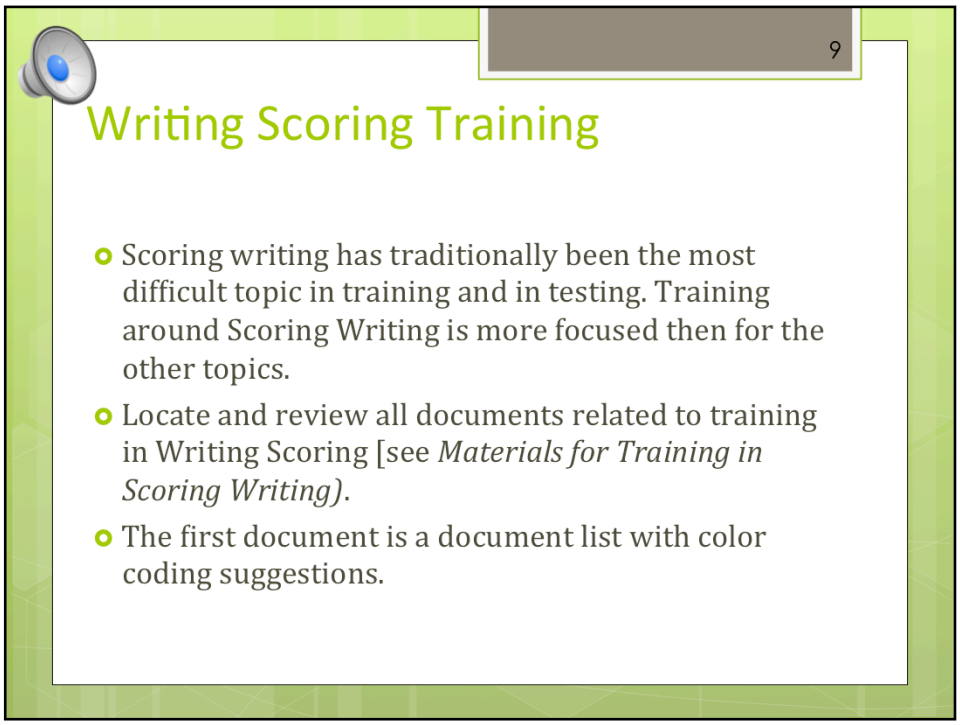
8

Refresher Test Schedule *NEW*

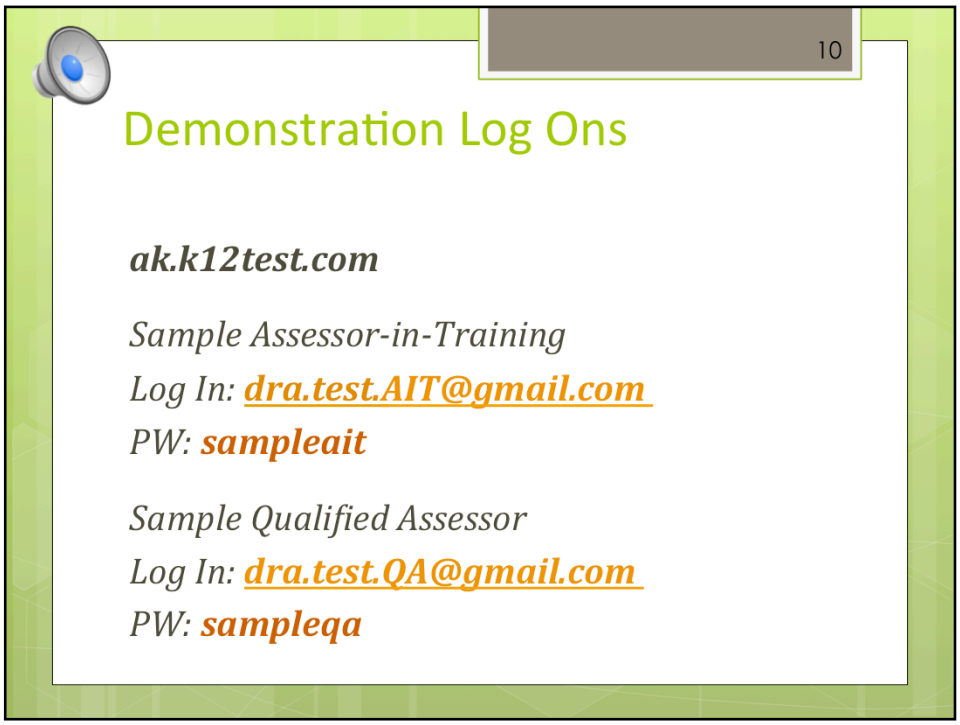
Returning Qualified Assessors and Qualified Mentors

Year	Online Training Requirements
1	Complete the entire training and all 100 proficiency test questions (20 questions in 5 areas of Administration, Reading, Writing, Math, Science).
2 and on	Reduced training and proficiency expectation (25 proficiency questions over the 5 areas).
Any	Skipping a year of Refresher Training and Proficiency testing will re-set a user to the Year 1 status: Completing the entire training and all 100 proficiency test questions.

This matrix shows the new training requirements for earning and maintaining QA or QT status. Remember that Assessors in their first year are also required to administer the Training Practice Tests and have those scoring protocols and student materials evaluated by a Qualified Mentor-Trainer before their status can be changed from Assessor-in-Training (AIT) to QA.



Scoring student writing samples is the most complex subject in training in the AKAA. Later in this training module are detailed instructions around training in Writing Scoring.

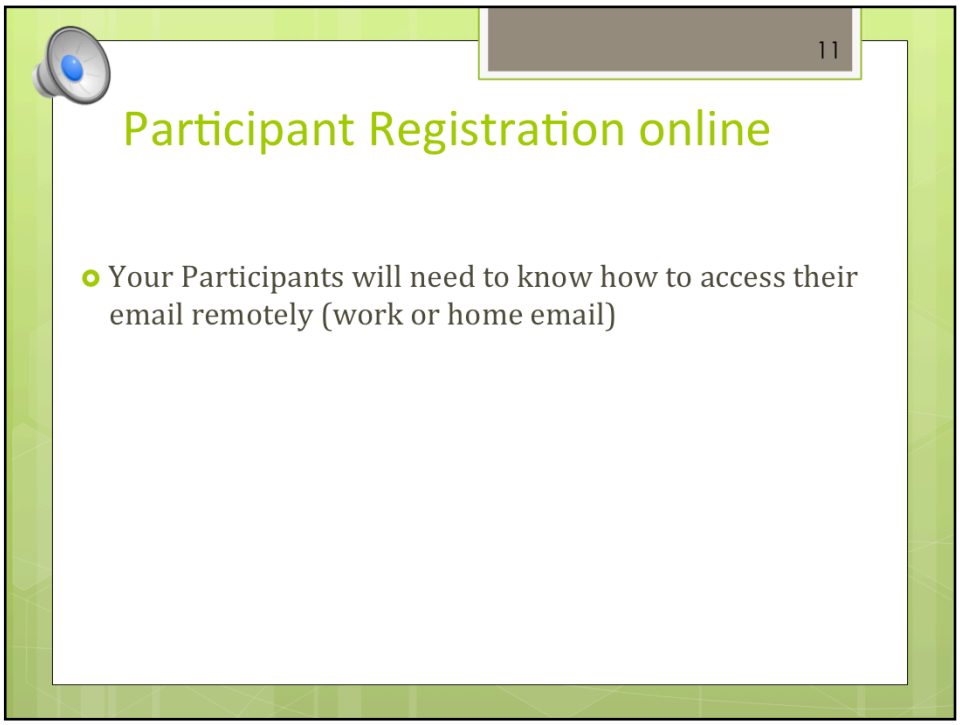


As a Qualified Trainer, you have access to parts of the ak.k12test.com system that is not available to your protégés. Educators who have never been trained in the AKAA system are considered Assessors-in-Training (AITs) and have very limited access to sections of the ak.k12test.com system.

If you are leading training where you are using a projector to show your computer screen to the group, it would be useful to show them a website that is EXACTLY like the website they are seeing on their own screen, or will see at home later. To do that, use the Sample Assessor-in-Training log in information above.

When using this sample login, please do not demonstrate passing (or failing) a test in the proficiency testing section of the website. Every QT in the entire state has access to this one sample logon, and if you "pass" or "fail" a proficiency test, all other QTs will show that same information to THEIR protégés!

A sample QA login account is also provided, for use in training to update current Assessor skills. However, this training module focuses on training new Assessors into the system – these are educators who have never trained or administered the Alaska Alternate Assessment.

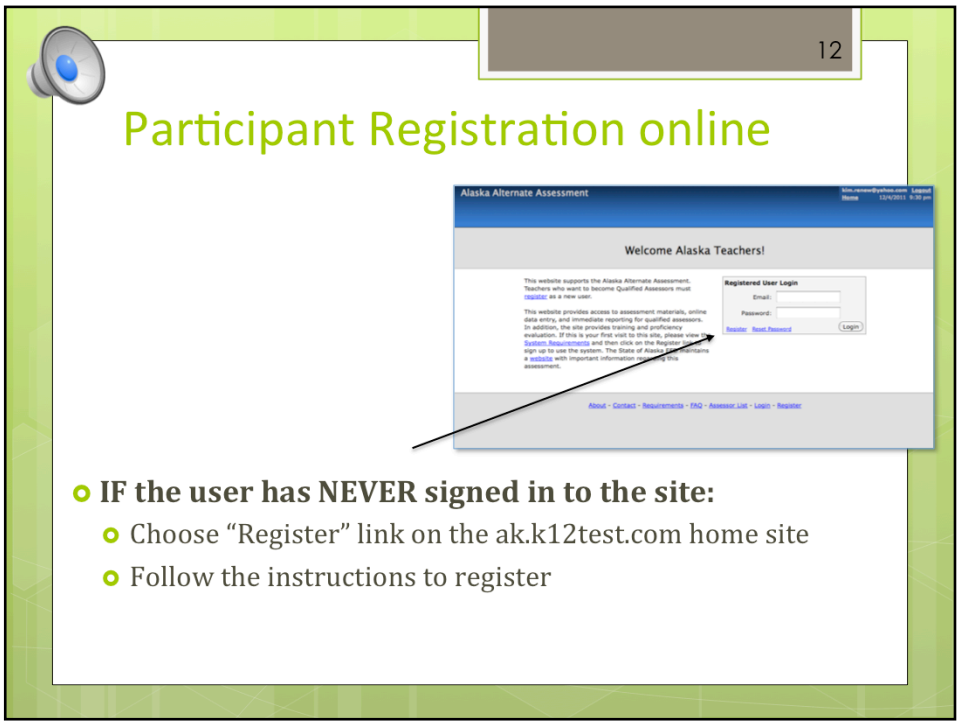


The ak.k12test.com system uses participant email as the user identification information. The email may be a user's school email address, or his or her home email address. It doesn't matter which address is used, as long as the user can access the email from his or her computer during training (remote log-in or web-based login). When the user initially registers during training, a temporary password is sent to the email address used as the login. The user must be able to sign in to the email and access that temporary password in order to continue with training.

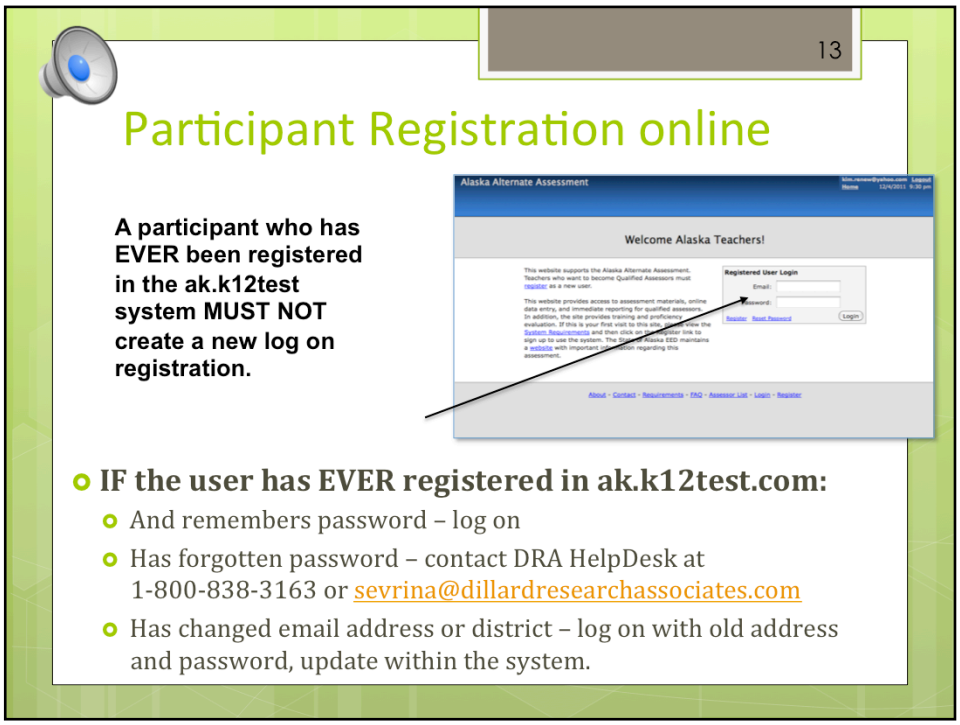
It is essential that you make this requirement clear to your training participants PRIOR to the first day of training, so that the participant can come to training prepared to access his or her email.

If a participant attends training and is unable to access his or her email account from the training site, please call the HelpDesk line immediately for help. We can establish a temporary log-on for the participant. As soon as the participant registers with the temporary log-on, he or she should go to the **Help/Settings** tab and change his email address and password.

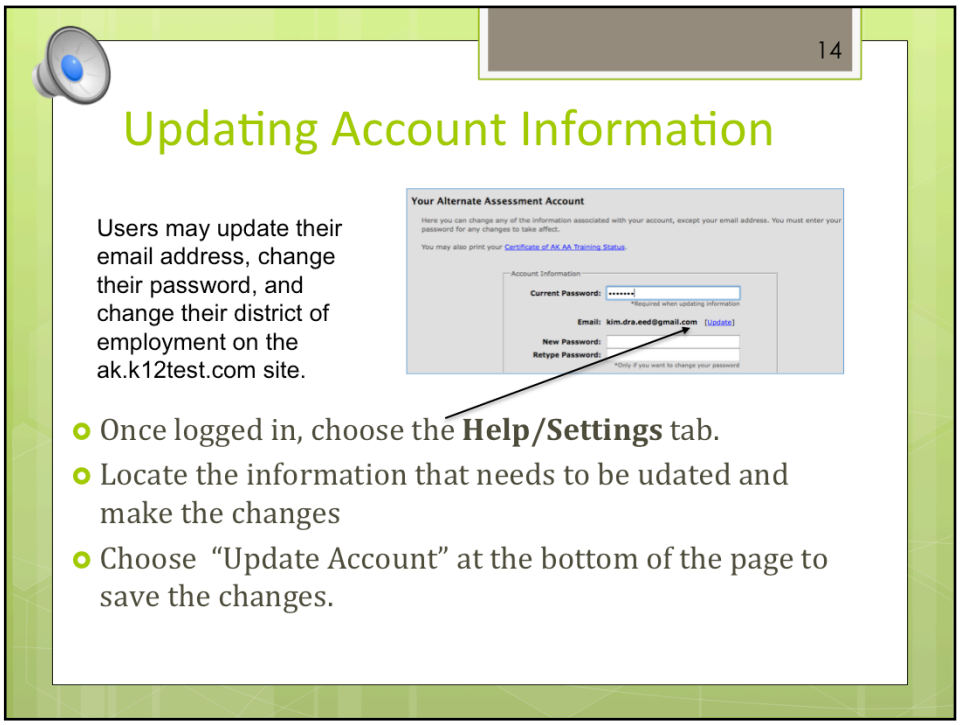
The DRA HelpDesk phone number is 800-838-3163



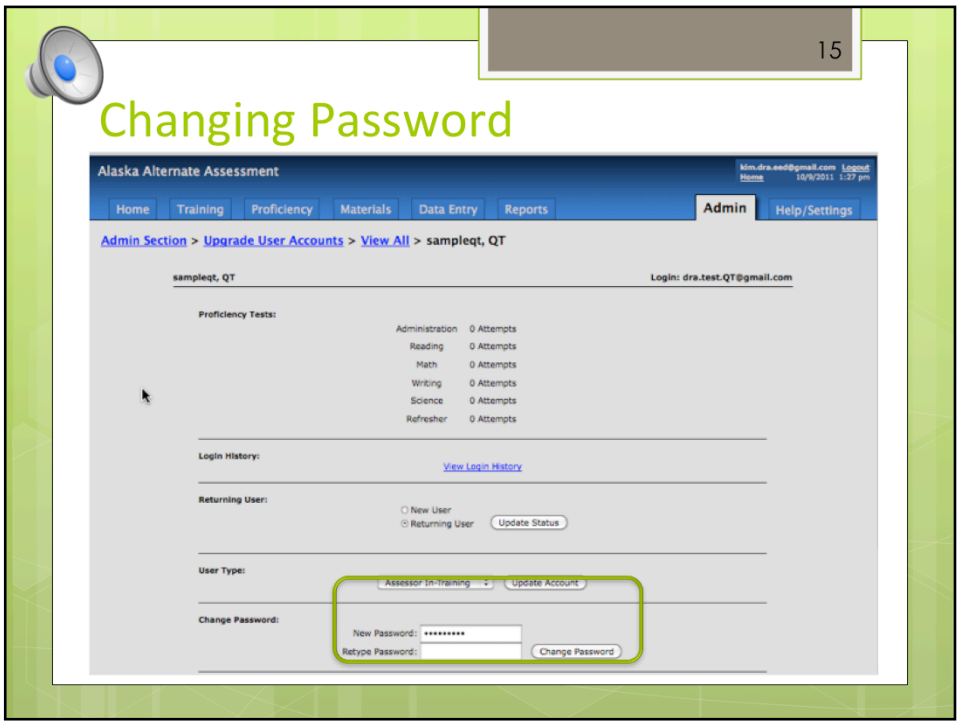
This is a screen shot of the registration page on the ak.k12test.com site.



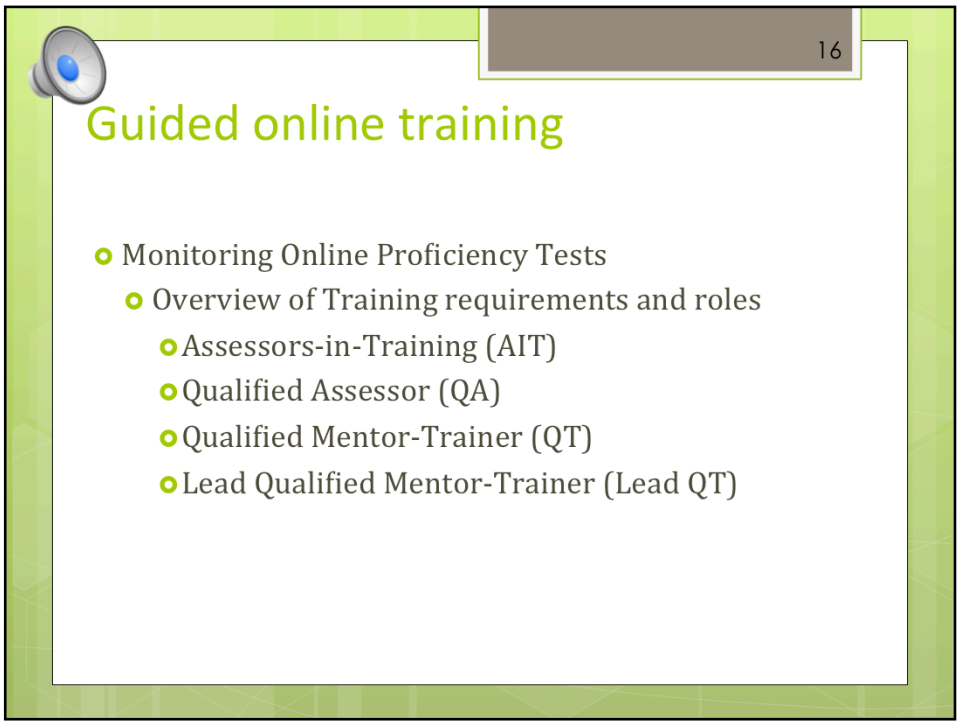
You may have a participant that began (or even completed) training at some time in the past. Such a user should NOT create a new account. Creating a new account will remove the past training history from this user – which will be important in the issue of "Full training" versus "Refresher (reduced) training" requirements.



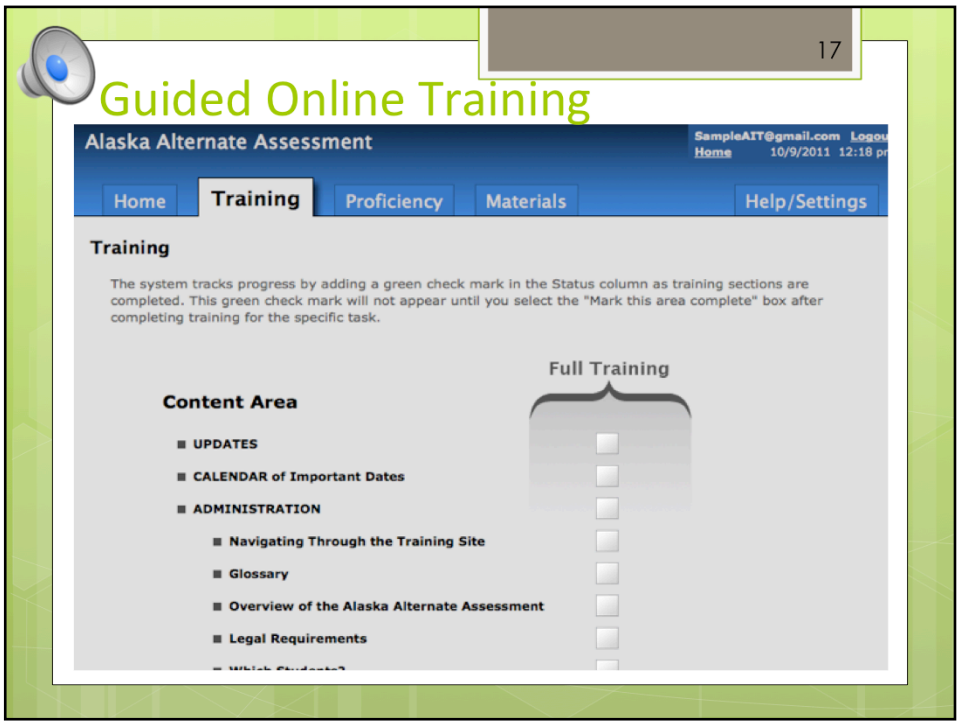
All users should "update" their account information once logged in.



Users may change their passwords. We recommend that the user write their new password down and store the password securely throughout the training. Please encourage the participants to memorize their password and discard the note as soon as possible.

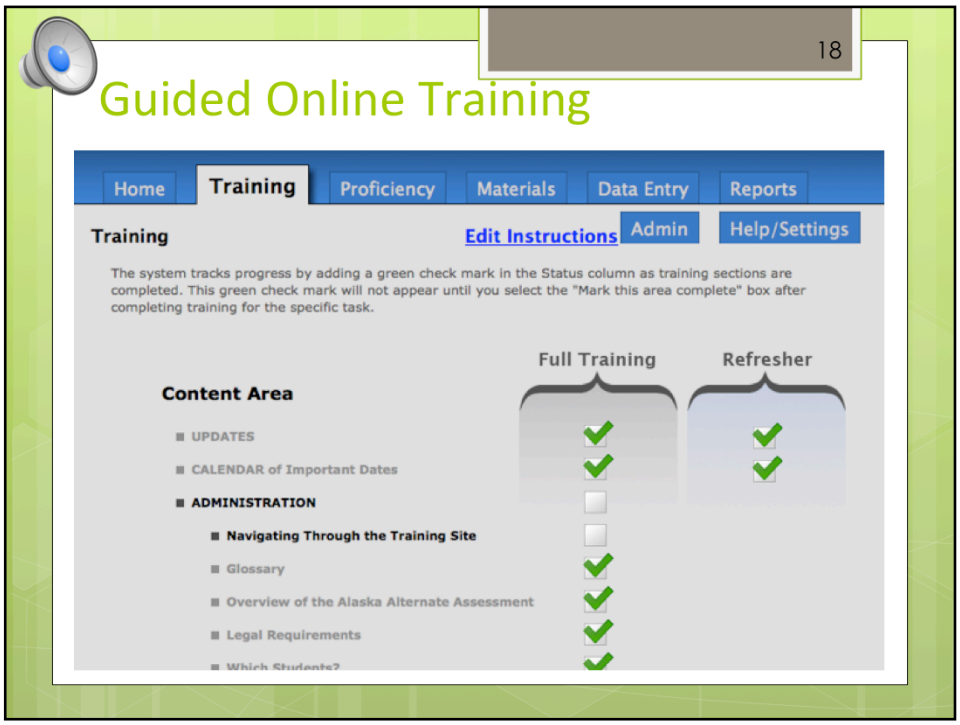


This next section will address the training requirements and roles of Assessors in the Alaska Alternate Assessment system.



Participants who are brand new to the Alternate Assessment system, and QAs or QTs who did not refresh their training in the previous year will participate in the full training. These participants will complete every topic page in the training system, and will complete all five proficiency tests. There is one proficiency test for each Topical Subject in training: Administration, Reading, Writing, Mathematics and Science.

We recommend that participants complete the training in one Topical Area and then take the proficiency test for that Topical Area before moving on to the next Topical Area. Remember, Participants may toggle between the proficiency test and the training pages. In other words, they may look up the answer to the proficiency test questions!

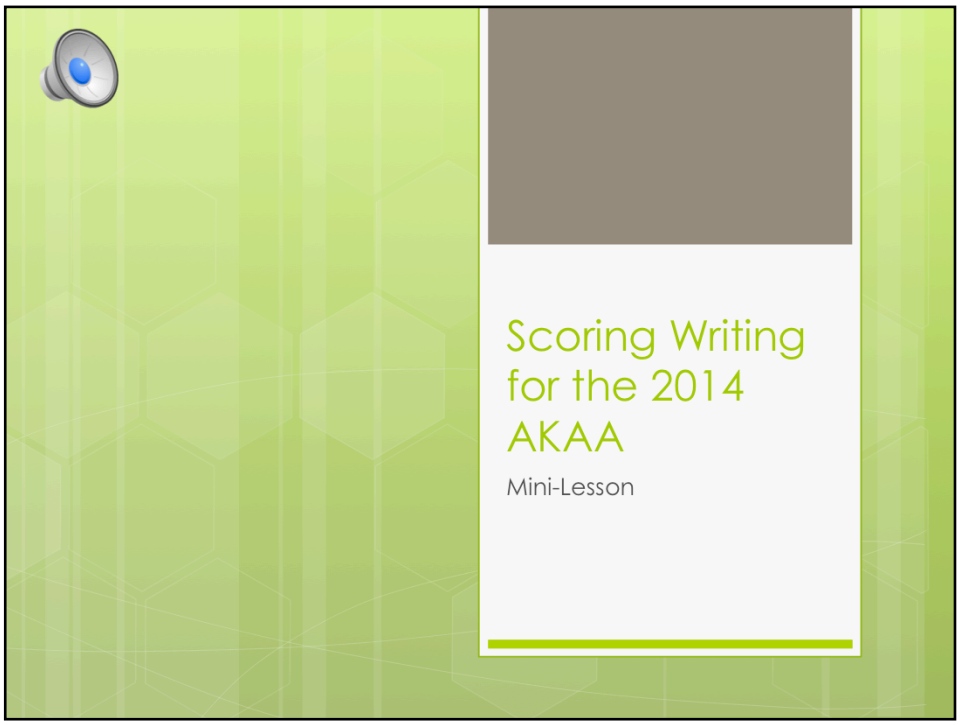


Participants who completed training and proficiency testing in the previous school year are eligible to participate in a reduced number of Refresher Training pages, and a Refresher Proficiency test that is significantly shorter than the full tests (25 questions instead of 100).

The system tracks a user's progress in several ways.

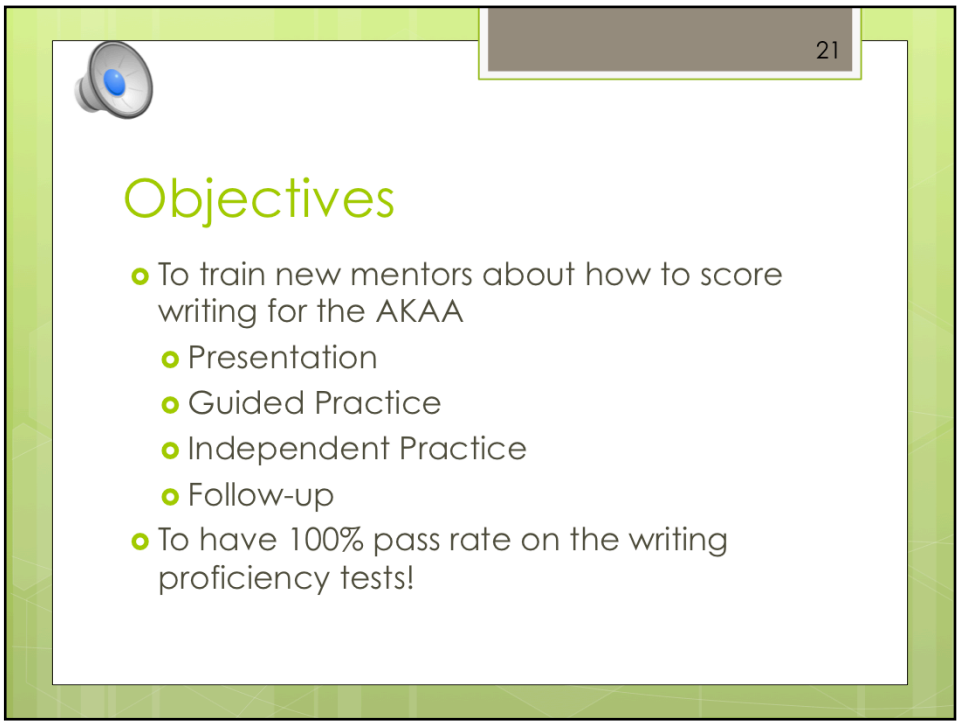
First, the user should click on the box in the yellow text box at either the top or bottom of a training page, indicating that the user has read the page. Clicking the box causes green checkmarks to appear next to topics that have been completed. This allows the user to participate in training in several shorter training sessions, separated by hours, days or even weeks. The user can return to training and quickly locate the next required training page.

In addition, the system tracks the number of times the user has looked at the page (page views) and the total cumulative time spent on each page (page timer). If a user is having difficulty passing the proficiency tests, a Mentor may analyze the training completed, page views and page timers of the user's history.

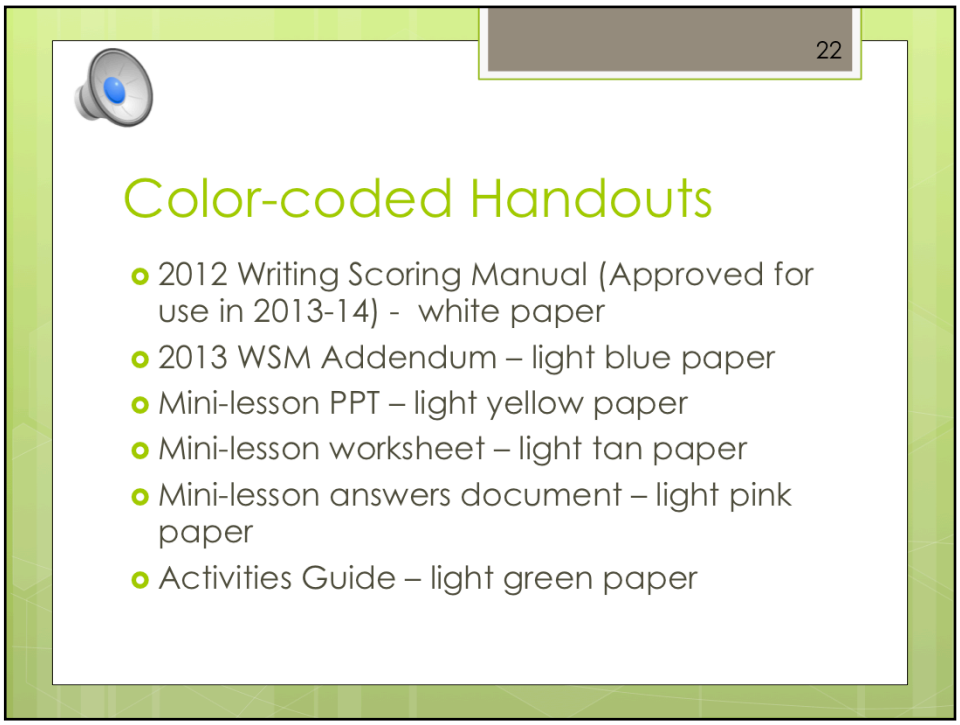


This training is used to introduce the knowledge and skills for scoring writing that will be applied with the activities found in the Writing Scoring Activities for Training AITs, QAs, and QTs handout. After completing both aspects of this writing training (the mini-lesson and the activity), the Assessors should be prepared to take and pass the proficiency test and have little to no difficulty scoring the writing assessments of their students.

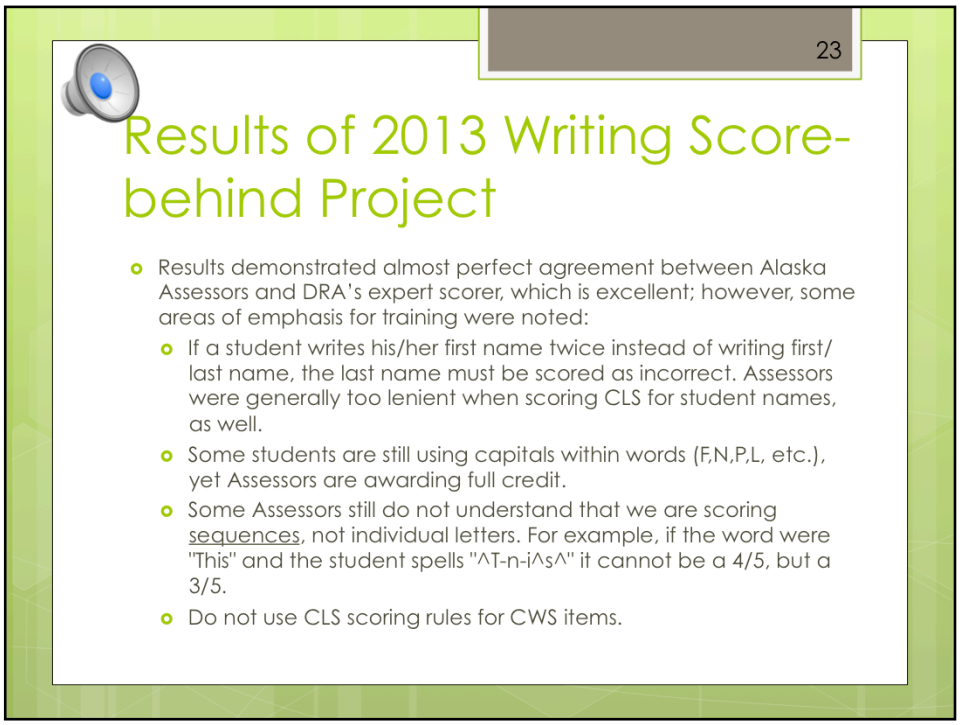
As mentioned earlier, scoring writing on the Alaska Alternate Assessment is one of the more difficult tasks for Assessors. We have thus dedicated significant effort to understanding what errors are being made in the field so that we can provide customized training resources for scoring writing. The following slides review all of the rules for scoring Correct Word Sequences, Correct Letter Sequences, Ideas & Organization, and Legibility.



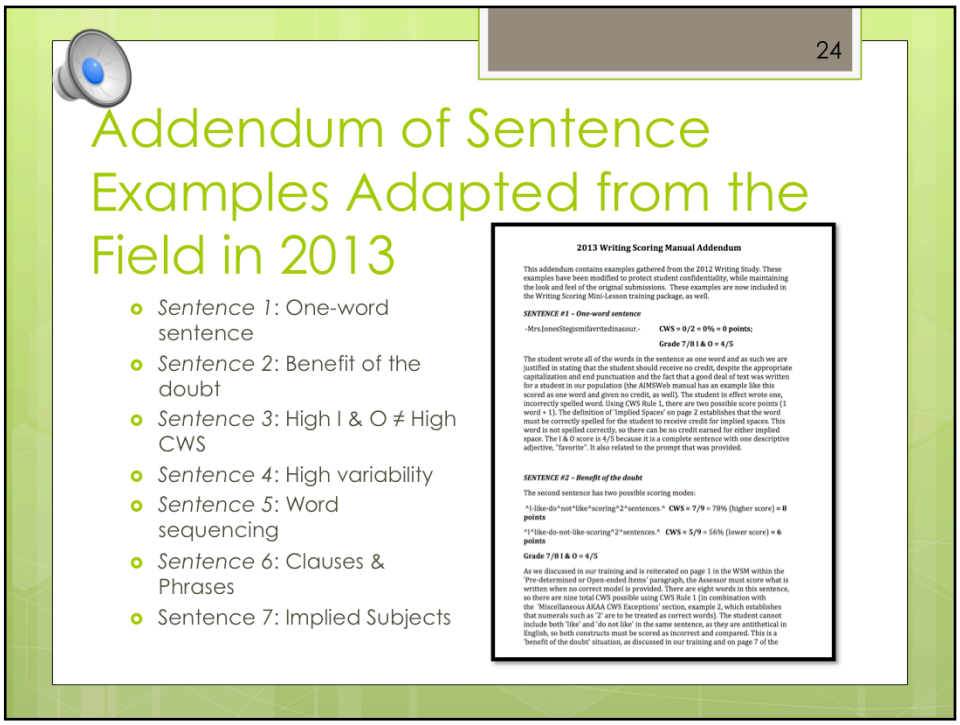
Our objectives for the writing training are to walk prospective mentors through the writing scoring resources to train you how to train your Assessors. The writing scoring package includes important instructional resources for presenting the material, walking Assessors through guided practice and independent practice sessions, and then allowing for immediate feedback in order to increase understanding. Our goal is to have all Assessors get 100% on the writing proficiency tests.



There are six handouts that you will need to train Assessors to score writing. They include the current Writing Scoring Manual, which has all of the rules and examples for scoring writing, the Writing Scoring Manual Addendum, which includes additional examples gathered from the field in 2013, the writing Mini-lesson PowerPoint, which is essentially the training you are being walked through right now, the worksheet that accompanies the training as the guided practice component, and an Activities Guide for independent practice. The answers document for the mini-lesson can be provided to Assessors after training is completed. We recommend that you use a color coding system when you train your Assessors. Suggested colors are provided on this slide.



The results of our most recent writing score-behind project demonstrate almost perfect agreement between Alaska Assessors and DRA's expert rater. There are some concerns, however. Assessors generally are too lenient when scoring students writing their names. Students are still being awarded full CLS credit even though they have capital letters within words. Some Assessors still do not understand that we are scoring sequences and not the accuracy of individual letters. In order for a sequence to be correct, both letters on each side must be correct (with the implied spaces at the beginning and end of words as the only exceptions). Please do not use CLS scoring rules for CWS items.



CORRECT WORD SEQUENCES RULES

Use the 2013 WSMAddendum as a handout to support this discussion.

In terms of coding sequences for scoring writing, correct sequences are denoted with a ^, while incorrect sequences and implied spaces are denoted with a -. There are seven sentences that highlight critical considerations when scoring CWS that we will discuss next. You will need to follow along in the 2013 Writing Scoring Manual Addendum as we review these sentences. The addendum provides much more detail than our limited discussion here.

1. The first sentence demonstrates how to handle one-word sentences. You can see that the student wrote one word, not using any spaces between words. As such, it does not have any word sequences. It therefore receives a 0/2 score for CWS. However, it is an example that is full of content and therefore receives a 4/5 score for I & O. It is a complete sentence with one descriptive adjective.

2. The second sentence shows what it means to give benefit of the doubt when scoring the AKAA writing assessment. The example demonstrates how an Assessor could score the same sentence in two manners. The manner that yields the higher score points is selected.

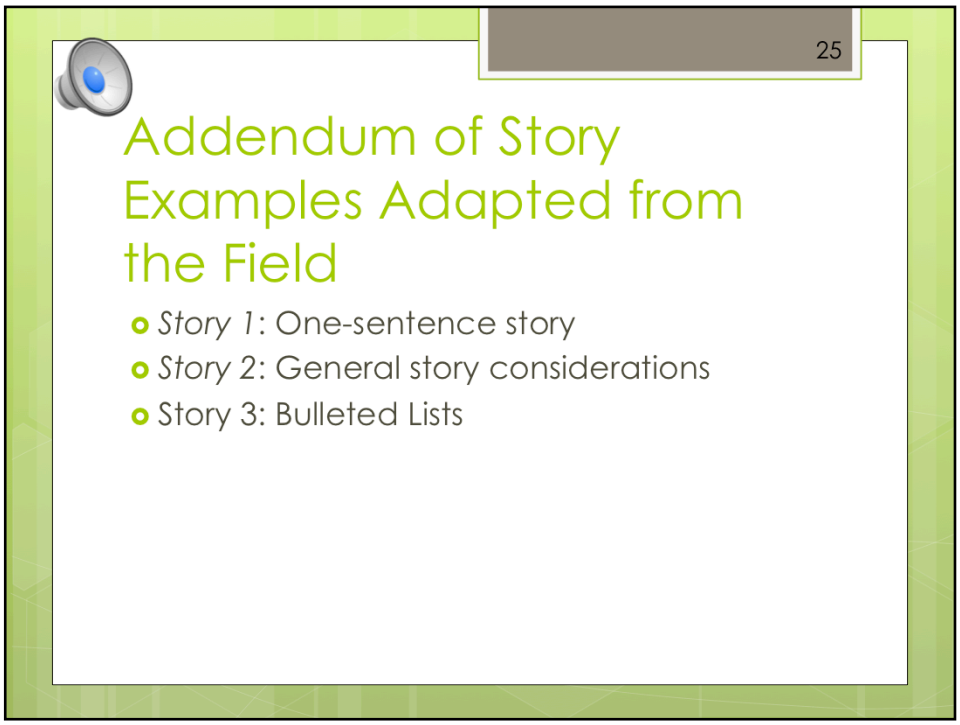
3. The third sentence shows that high I & O scores do not necessarily result in high CWS scores.

4. The fourth sentence highlights the fact that errors are more severe when scoring shorter sentences.

5. The fifth sentence is an example of how to score sentences when the student is provided with the first word. The card with the end punctuation is critical in this determination.

6. The sixth sentence demonstrates how to handle clauses and phrases, and

7. The seventh sentence involves scoring implied subjects.



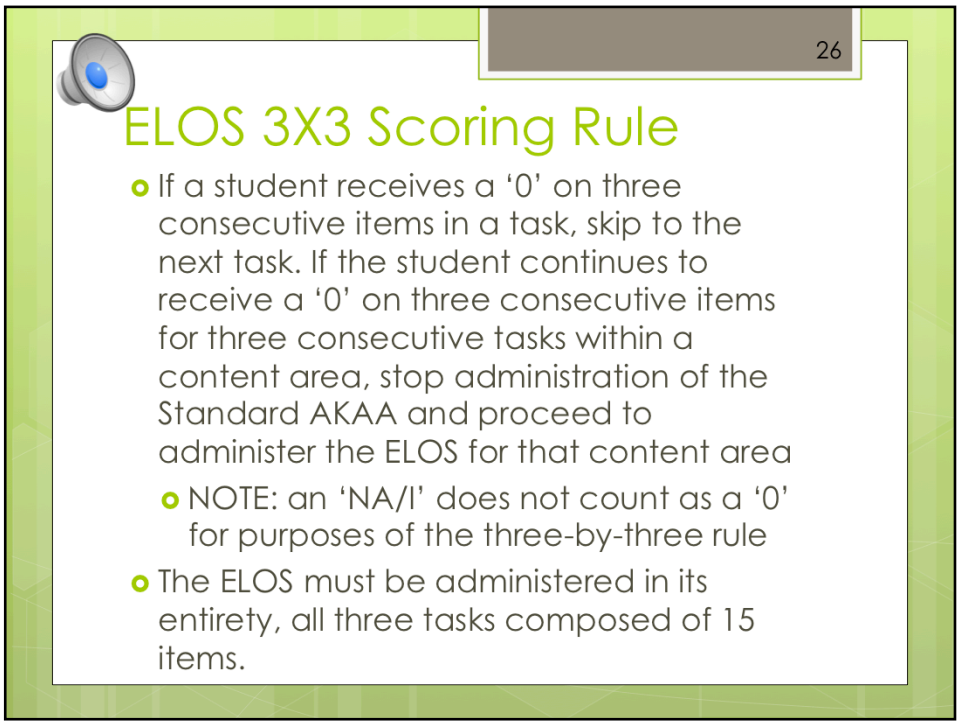
Use the 2013 WSMAddendum as a handout to support this discussion.

There are also three story examples that we will review. The examples address:

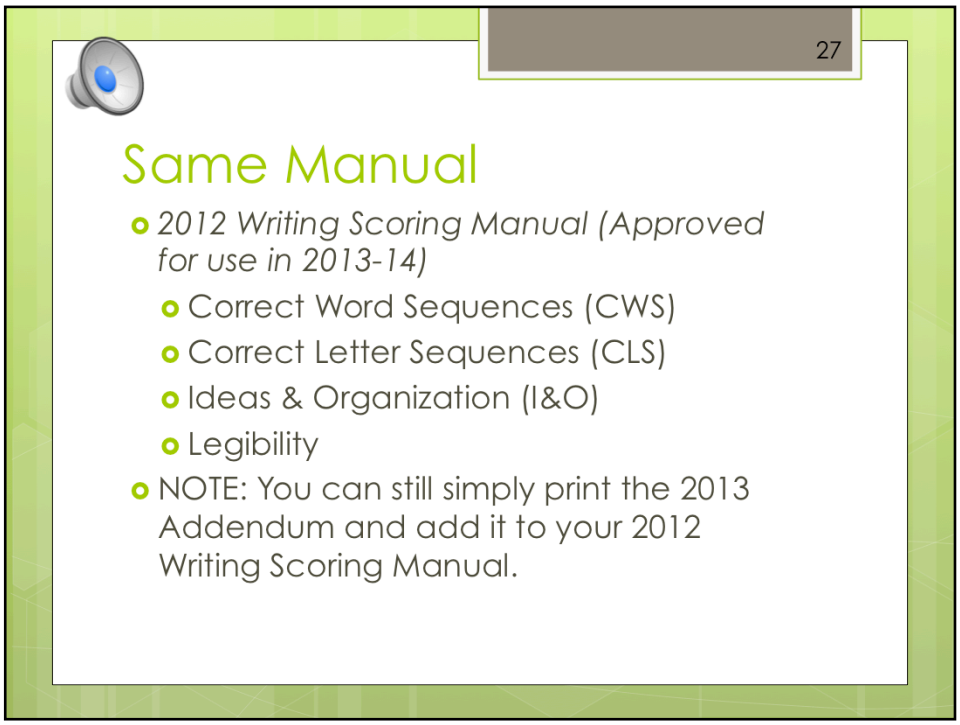
1. How to score a one-sentence story. Though this is a sentence that is full of content, it is only one sentence and the I & O score is thus limited to 2 points. The example also shows appropriate use of capitalization rules.

2. General considerations are addressed in story two. Stories can have titles, which are scored differently.

3. Story three addresses how to handle bulleted lists when scoring the AKAA writing assessment. Students are given credit for bulleted lists on the AKAA writing assessment; implied subjects are also reviewed in this example.



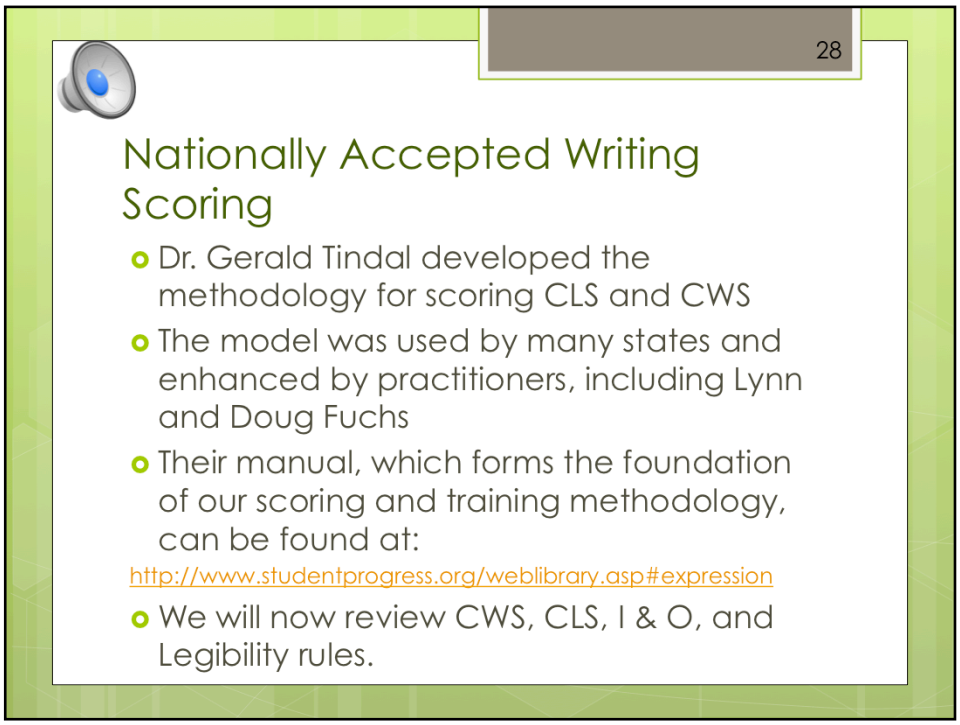
The Extended Levels of Support (ELOS) scoring rule is reviewed here. The rule states that if a student receives a '0' on three consecutive items on three consecutive tasks, administration of the Standard AKAA should be discontinued and the ELOS assessment must be completed in its entirety, all 15 items. Items that are scored as NA/I do not count as a '0' when calculating the 3X3 rule. Depending upon the structure of tasks, the 3X3 rule may need to be 9 consecutive 0's if the tasks don't allow for having 3 items in each task, for example.



Make sure that all participants have a copy of the 2012 Writing Scoring Manual, as well as the Writing Mini-Lesson handout. Our trainers have found it very useful to color-code each document for ease of reference during training (e.g., copy the Manual on white paper, the Mini-lessons on green paper).

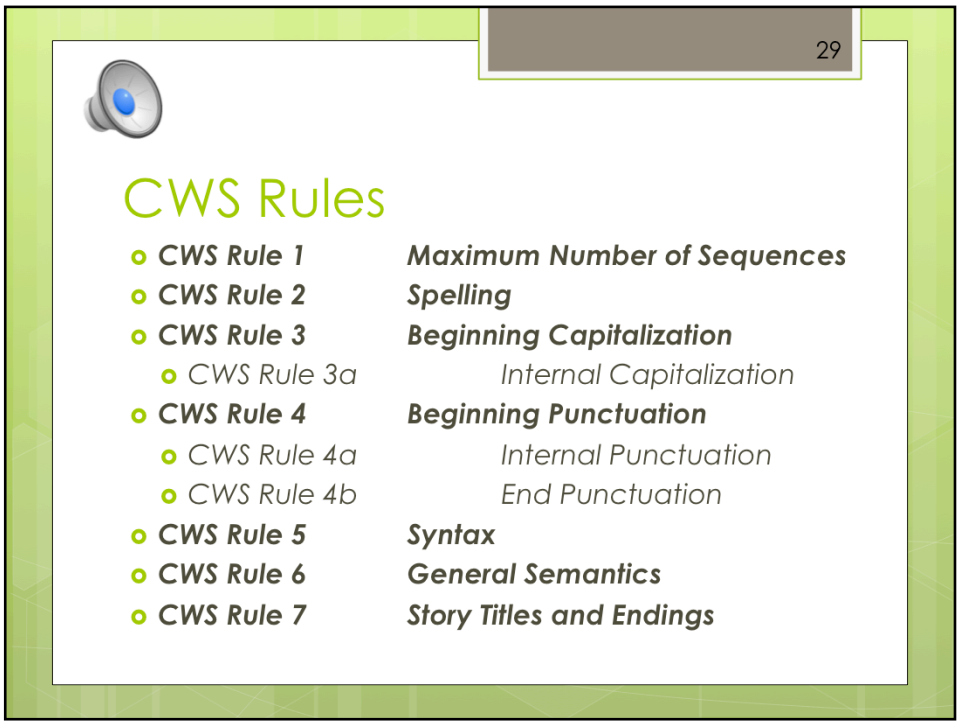
Each Assessor should have the 2012 Writing Scoring Manual available to score the Writing Alternate Assessments.

We will use the same manual and addendum used in last year's training. If you have these materials, there is no need to reprint them. If you do not have the materials, check the Materials tab on the ak.k12test.com website.



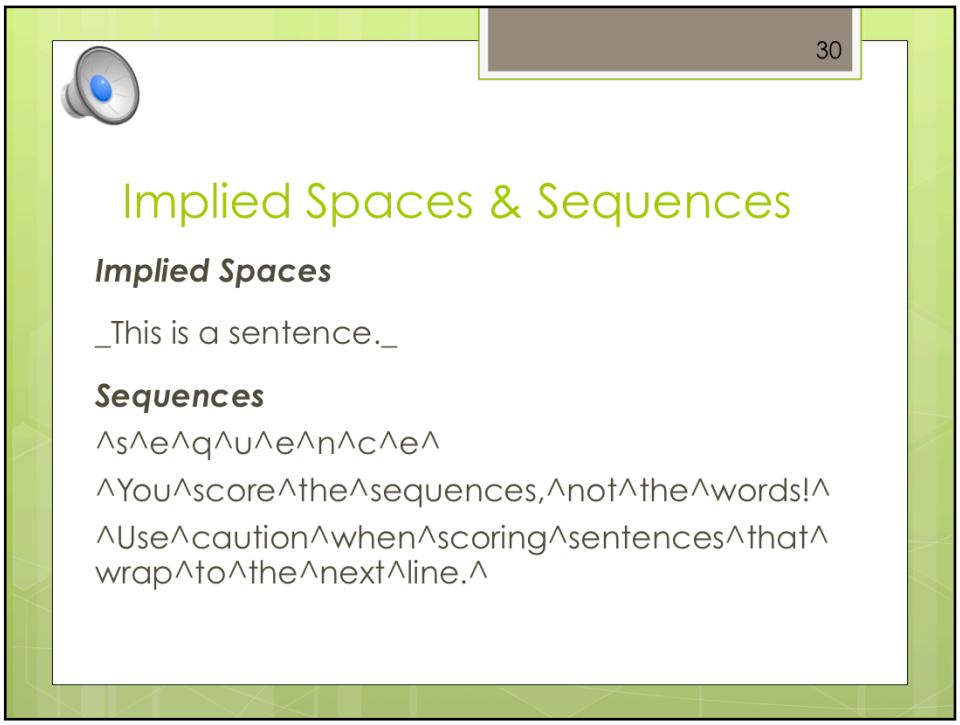
There are many wonderful resources found on the student progress.org site; the manual on CBM/scoring written expression is the one utilized as the cornerstone for our approach.

This training is founded on nationally accepted writing scoring principles, established initially by Dr. Gerald Tindal and elaborated by practitioners including Doug and Lynn Fuchs.



Compared to years prior to 2012, the CWS rules have been streamlined, with all capitalization and punctuation rules combined (see Rule 3 and Rule 4). Rule 1 has been added; it addresses the maximum number of sequences that any given combination of words can have.

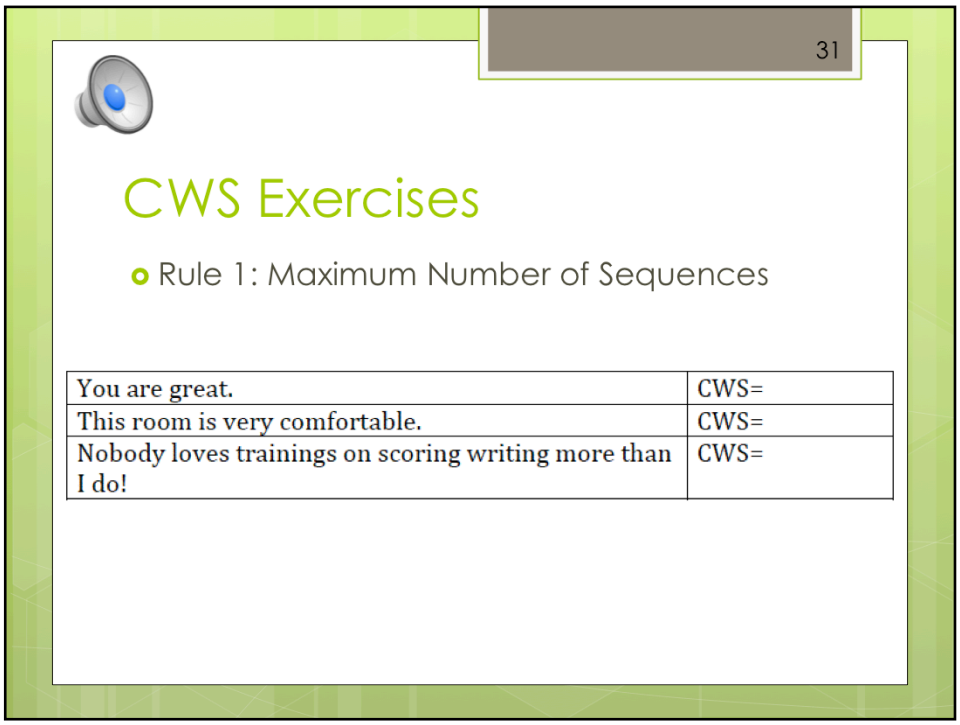
This slide demonstrates all of the CWS rules that we will review. It directly corresponds to the resources in the 2012 Writing Scoring Manual.



It is critical that Assessors understand that it is the sequences that are being analyzed, not simply the accuracy of the individual letter/word. For example, if a letter/word is independently correct (e.g., spelled correctly, etc.), but the letter/word which precedes and the letter/word which follows are not correct, then no credit is generated. The sequences must be correct to generate score points.

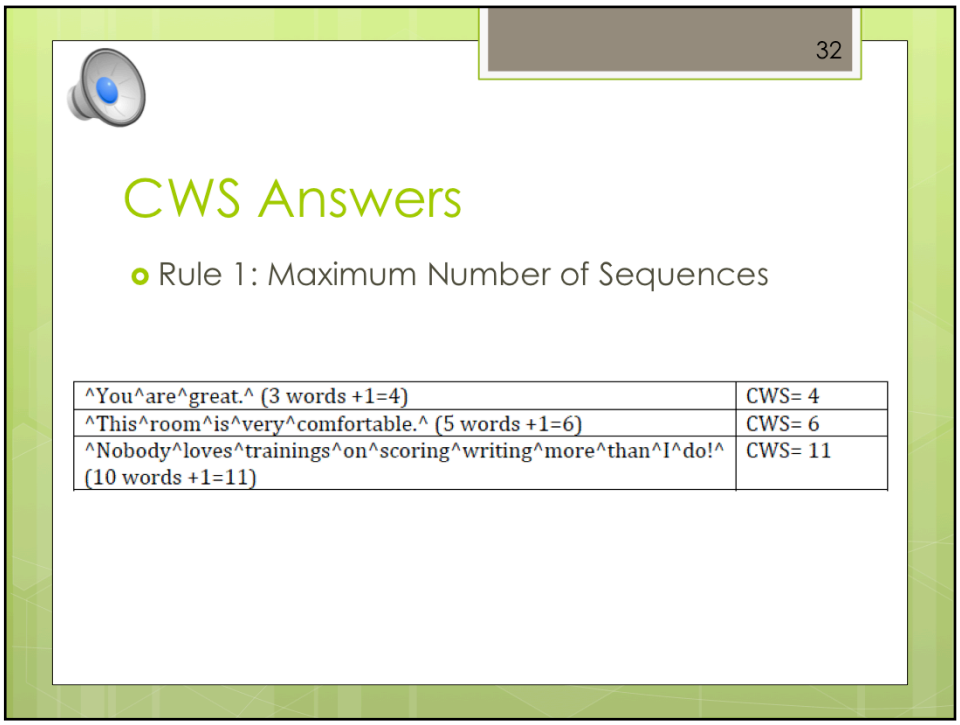
Mark your sample items with ^ (caret) between the words or spaces for each correct sequence and a – between sequences that are not correct. When calculating total Correct Sequences Earned, count the ^ (carets). It is important to coach your Assessors to mark their student's work with carets and dashes. Be careful that you DO NOT double score sequences when a sentence wraps to the next line.

Implied spaces are the spaces at the beginning of a sentence and at the end of a sentence. If the words are spelled correctly and include appropriate capitalization or end punctuation, then the implied space receives credit. Remind all Assessors that they are scoring the sequences between the words for CWS, not individually correct words. In order for a sequence to be correct, both words on each side must be correct. Also, use caution when scoring sentences that wrap to the next line and award only one sequence (not zero or two).



Maximum number of sequences = number of total words + 1

The Mini-lesson PPT has exercises that demonstrate each rule. The first slide presents the scoring exercise, while the next slide has all of the answers. Present the rule from the Writing Scoring Manual, then give Assessors time to score each exercise. Use the next slide to review all answers and address any questions from the group. Rule 1 demonstrates how to determine the maximum number of sequences, which is calculated by adding 1 to the total number of words written.

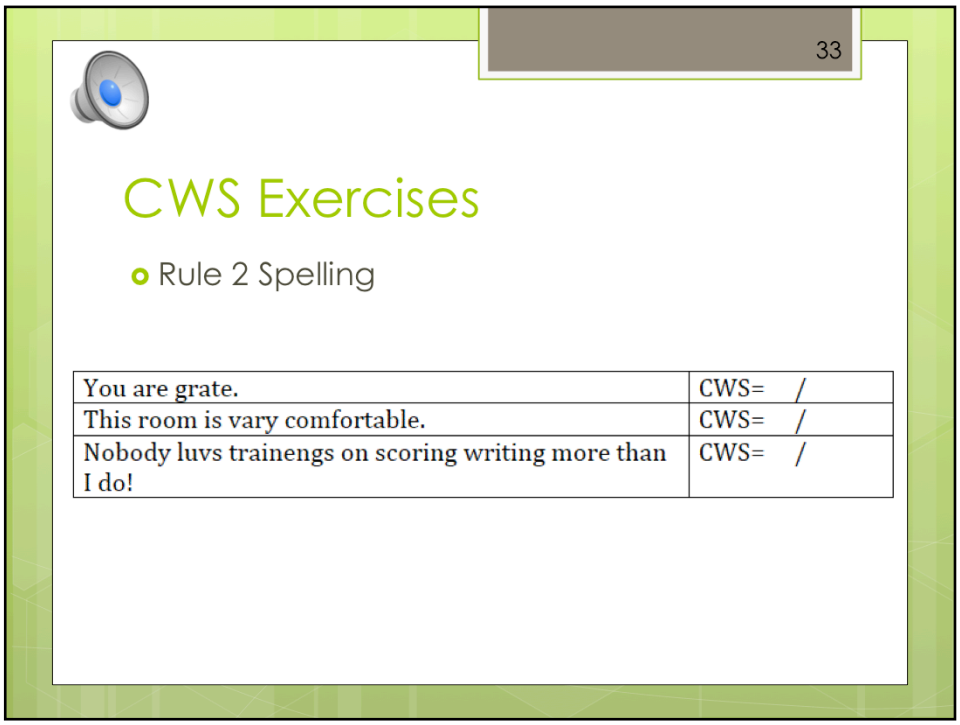


Guidance for calculating CWS when answers are pre-determined

1) calculate the maximum number of possible sequences using Rule 1
2) record each correct sequence (^) and incorrect sequence (-)
3) count the number of correct sequences

Possible causes of different scores for the third example: Be sure the participant did not double score

Here are the answers for Rule 1 – Maximum Number of Sequences. The maximum number of sequences for this example are 4, 6, and 11. Note that the parentheticals explain how each score was derived. This is true of all subsequent examples.

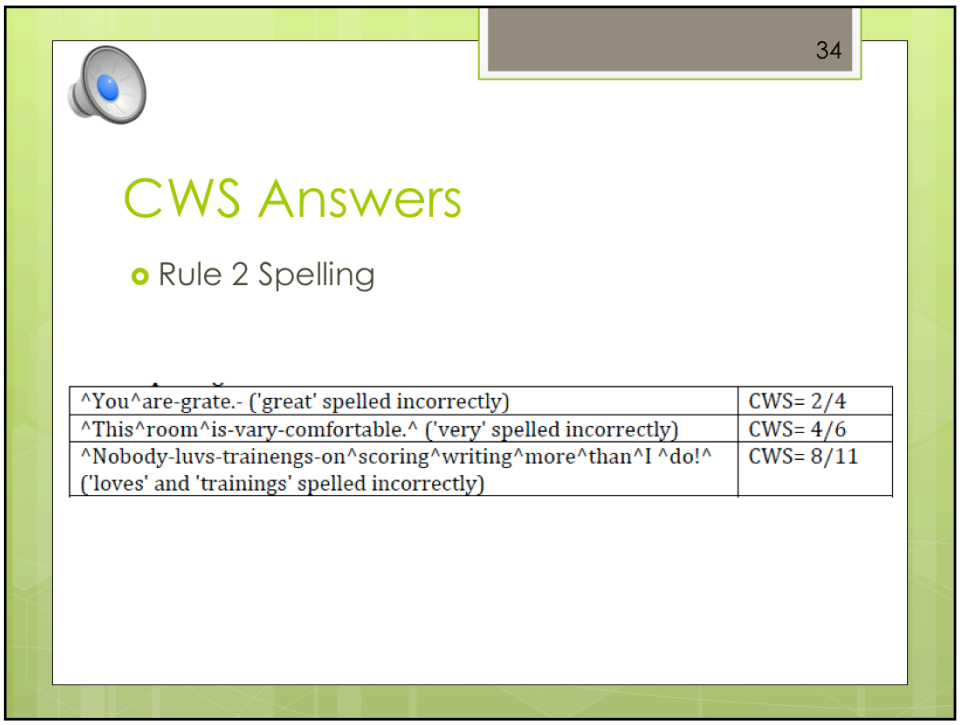


Find Rule 2 Spelling in the 2012 Writing Scoring Manual. For each scoring practice item, first determine the Maximum Correct Word Sequences possible. Write that number after the slash mark.

Then, mark your sample items with ^ (caret) between the words or spaces for each correct sequence and a – between sequences that are not correct.

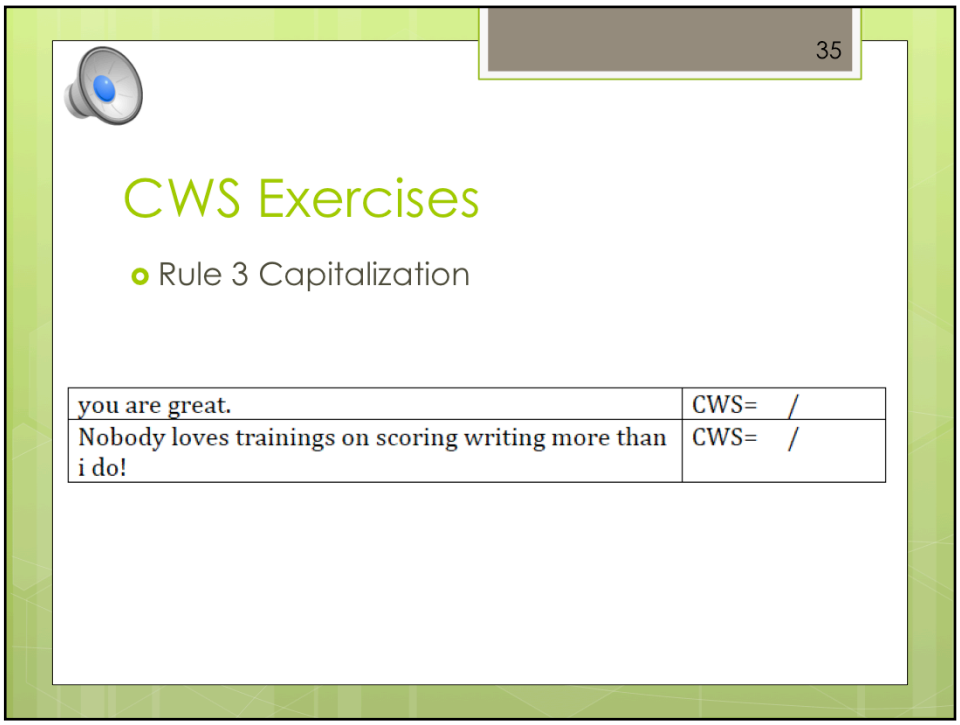
Then calculate the number of Correct Word Sequences EARNED and write that number to the left of the slash mark.

This exercise highlights the rules for scoring spelling within CWS.



Pause and discuss any mis-scores from the participants.

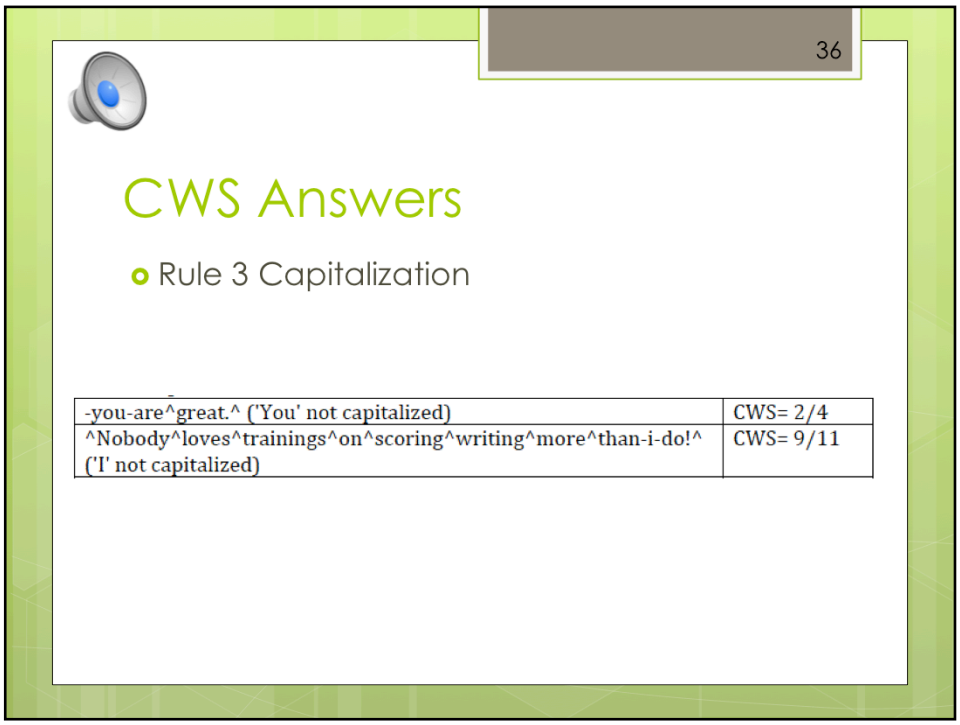
Here are the answers for Rule 2 – Spelling. The CWS for this example are 2/4, 4/6, and 8/11. Note that the numerator is the number of correct word sequences while the denominator is the maximum number of sequences that are possible. First, calculate the maximum number of sequences that are possible (denominator), then calculate the number of correct sequences (numerator). The scoring keys in the Writing Scoring Manual can be used to convert the percentages into points, depending upon the student's grade level.



Find Rule 3 Capitalization in the 2012 Writing Scoring Manual.

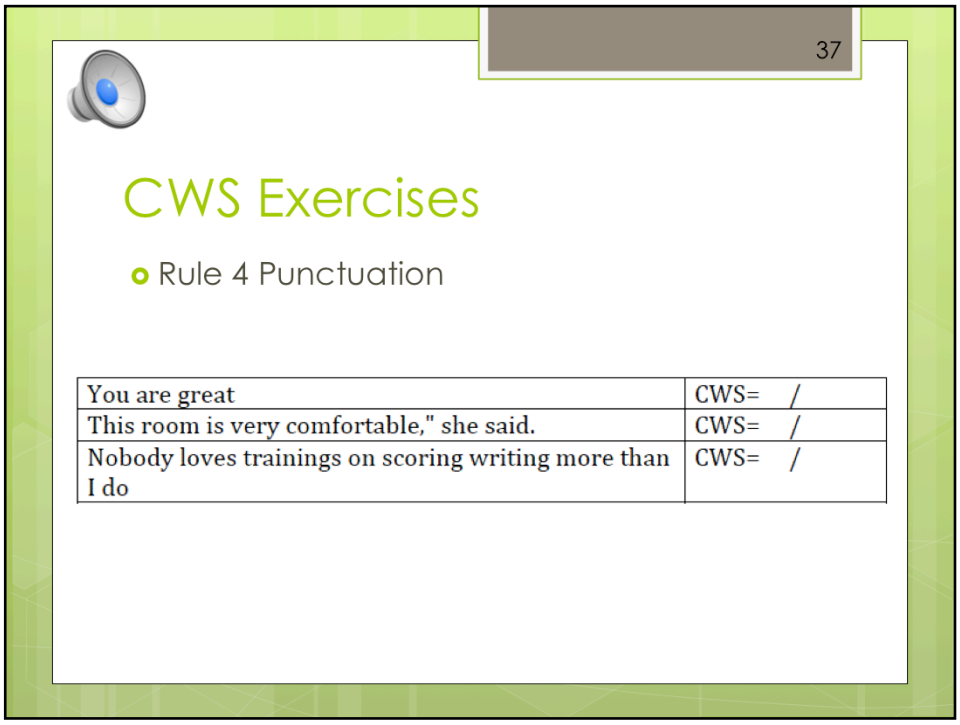
Calculate the total Correct Word Sequences POSSIBLE. Then calculate the total Correct Word Sequences EARNED.

This exercise highlights the rules for scoring capitalization within CWS.



A possible reason that a participant calculates a different score might be a double score between 'than' and 'I'. You may want to move back to the previous slide to demonstrate.

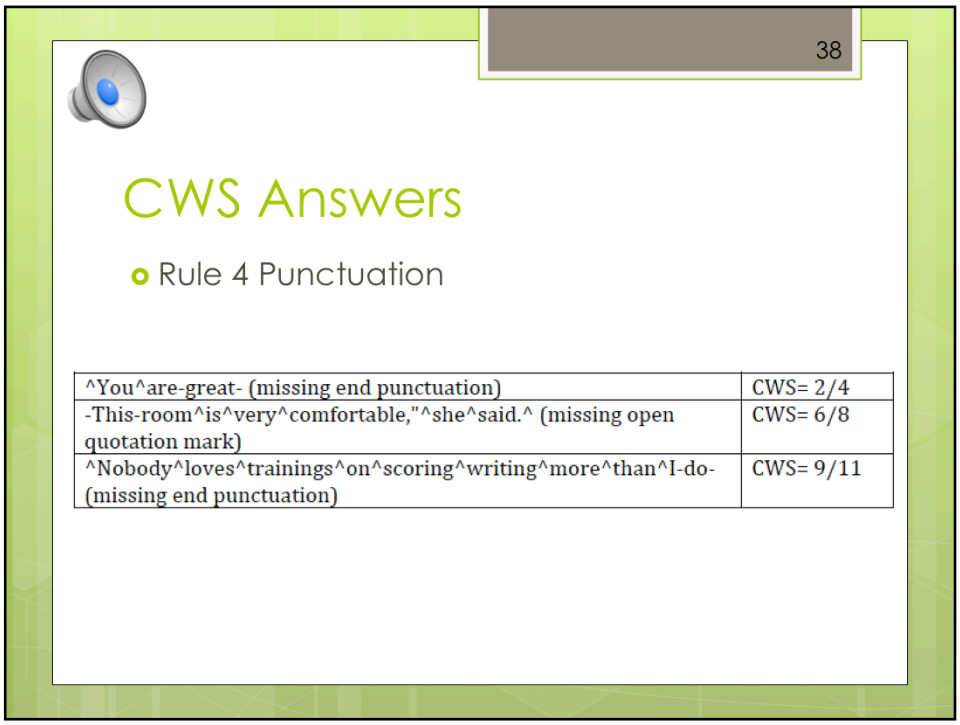
Here are the answers for Rule 3 – Capitization. The CWS for this example are 2/4 and 9/11.



Find Rule 4 Punctuation in the 2012 Writing Scoring Manual.

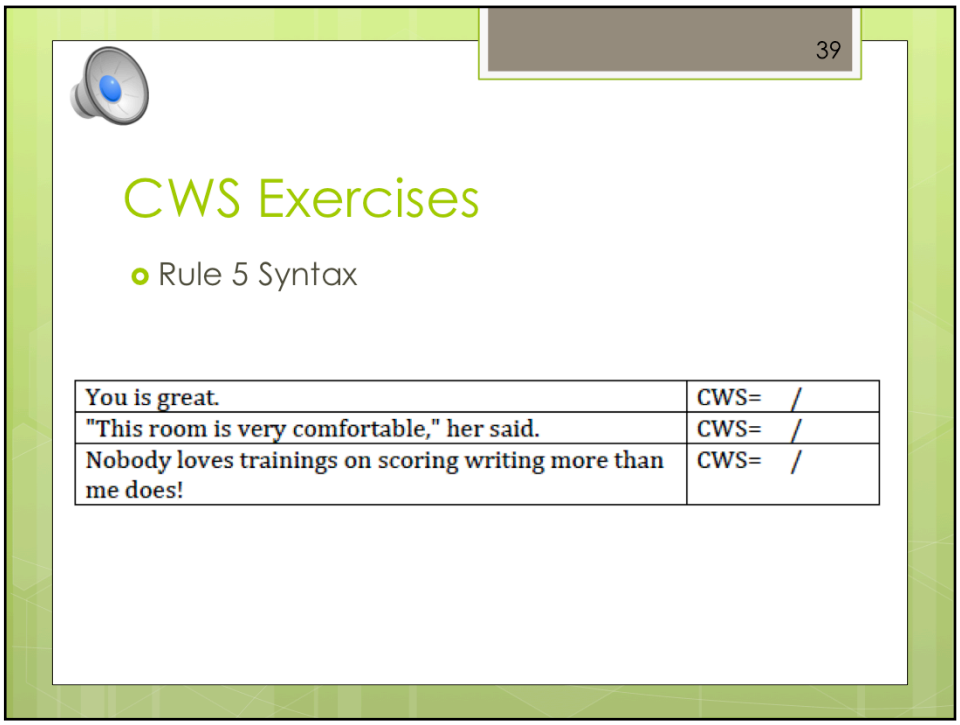
Calculate the total Correct Word Sequences POSSIBLE. Then calculate the total Correct Word Sequences EARNED.

This exercise highlights the rules for scoring punctuation within CWS.



Pause and discuss any mis-scores from the participants.

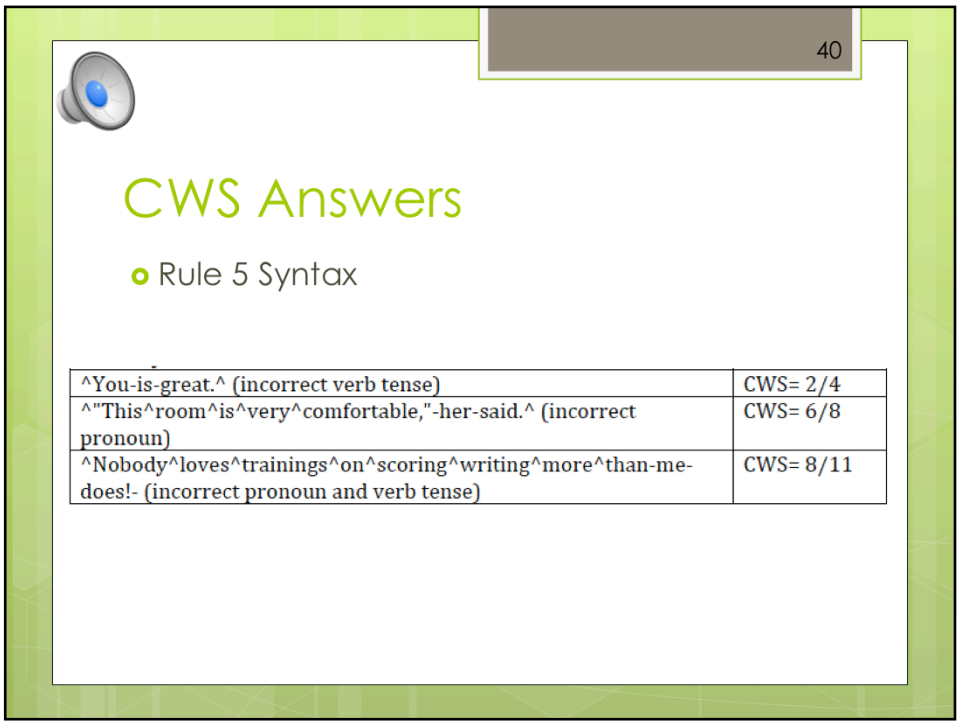
Here are the answers for Rule 4 – Punctuation. The CWS for this example are 2/4, 6/8, and 9/11.



Find Rule 5 Syntax in the <u>2012 Writing Scoring Manual.</u>

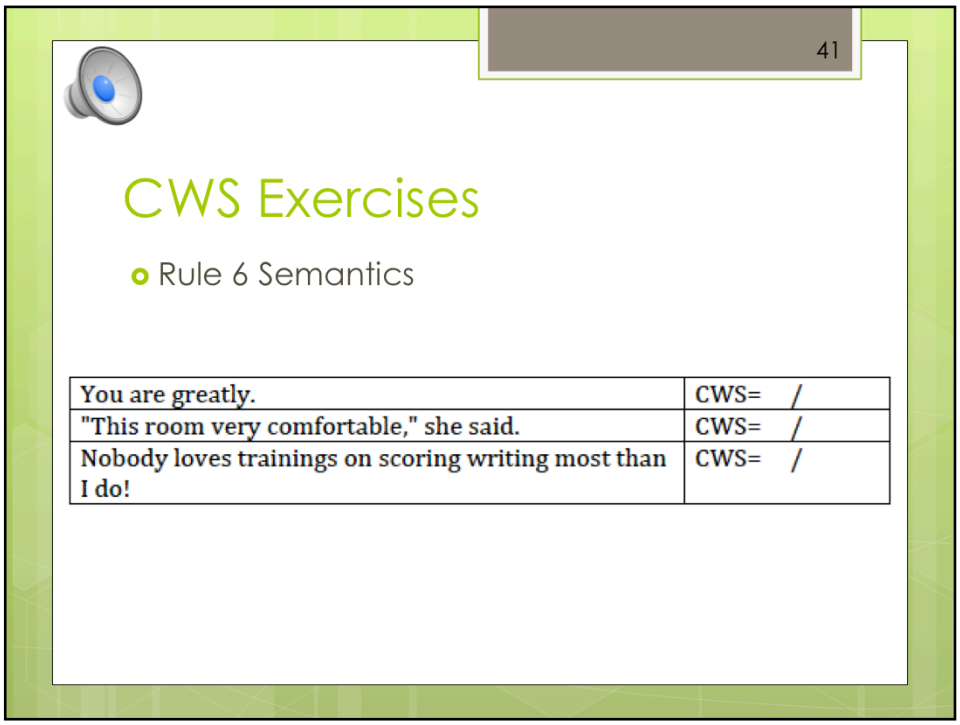
Calculate the total Correct Word Sequences POSSIBLE. Then calculate the total Correct Word Sequences EARNED.

This exercise highlights the rules for scoring syntax within CWS. Syntax involves the formal aspect of grammar. It defines the ways in which words can be combined in order to appropriately convey meaning (e.g., word order, subject/verb agreement).



Pause and discuss any mis-scores from the participants.

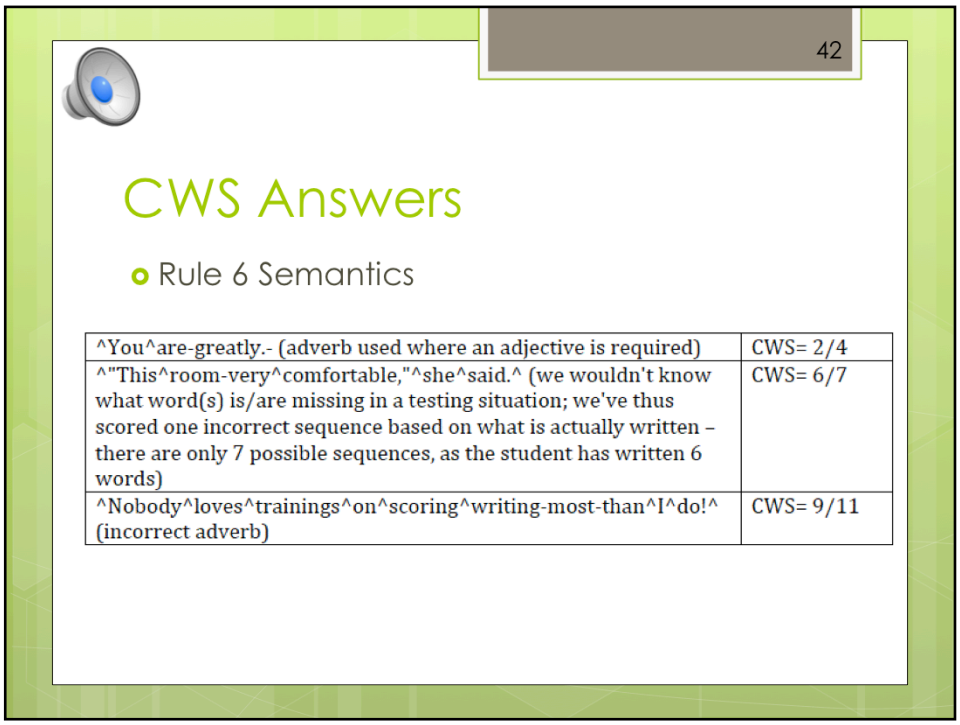
Here are the answers for Rule 5 – Syntax. The CWS for this example are 2/4, 6/8, and 8/11. Again, the parentheticals explain how the scores were derived.



Find Rule 6 Semantics in the <u>2012 Writing Scoring Manual.</u>

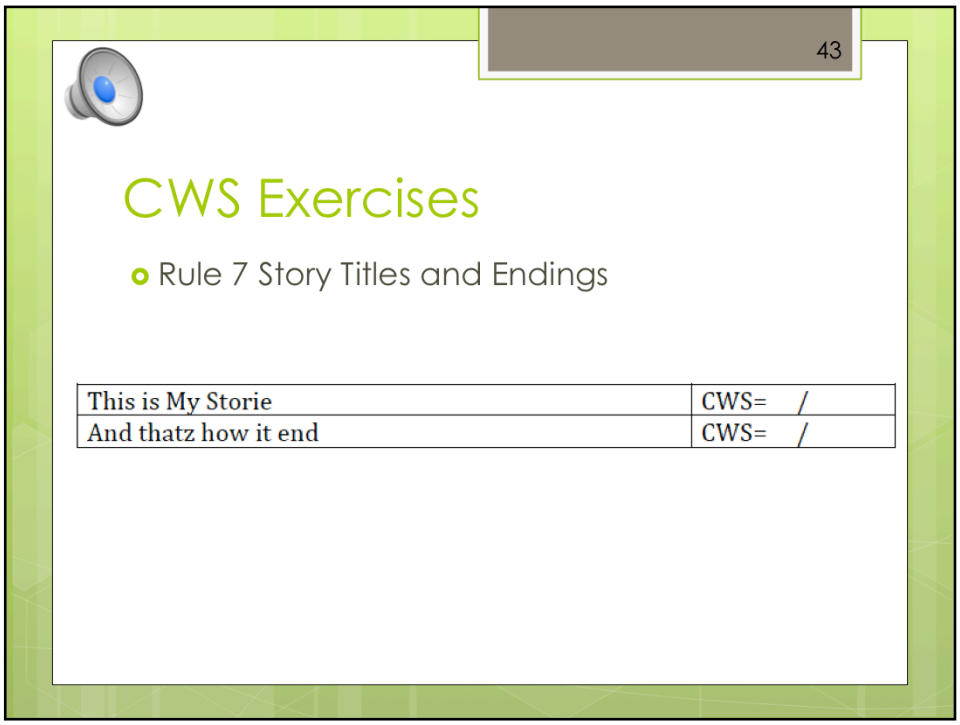
Calculate the total Correct Word Sequences POSSIBLE. Then calculate the total Correct Word Sequences EARNED.

This exercise highlights the rules for scoring semantics within CWS. Semantics involves the content of English grammar, defining how we are able to make meaning from words. Semantics errors typically result from misspellings, omission of critical words, inappropriate word usage, inappropriate prefixes and suffixes, etc.



Pause and discuss any mis-scores from the participants.

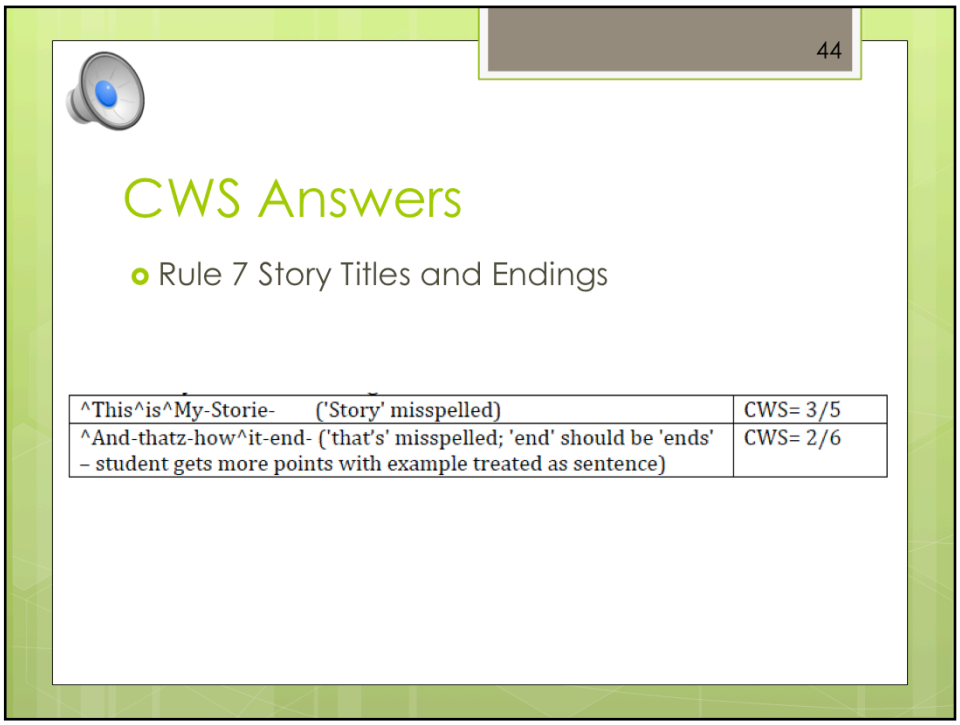
Here are the answers for Rule 6 – Semantics. The CWS for this example are 2/4, 6/7, and 9/11.



Find Rule 7 Story Titles and Endings in the <u>2012 Writing Scoring Manual.</u>

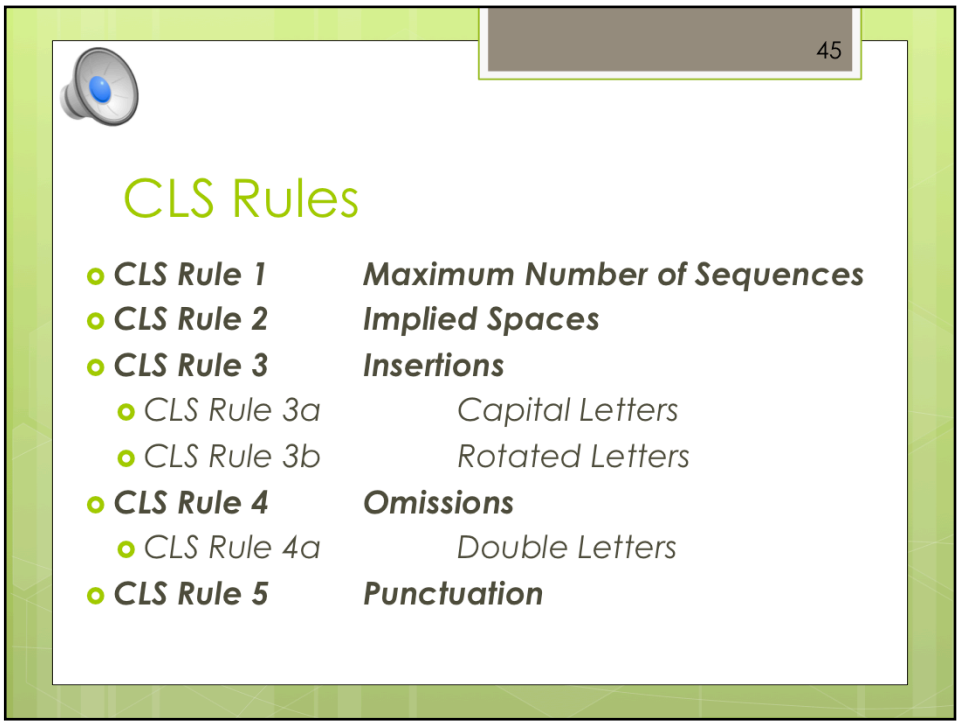
Calculate the total Correct Word Sequences POSSIBLE. Then calculate the total Correct Word Sequences EARNED.

This exercise highlights the rules for scoring story titles and endings within CWS.



Pause and discuss any mis-scores from the participants.

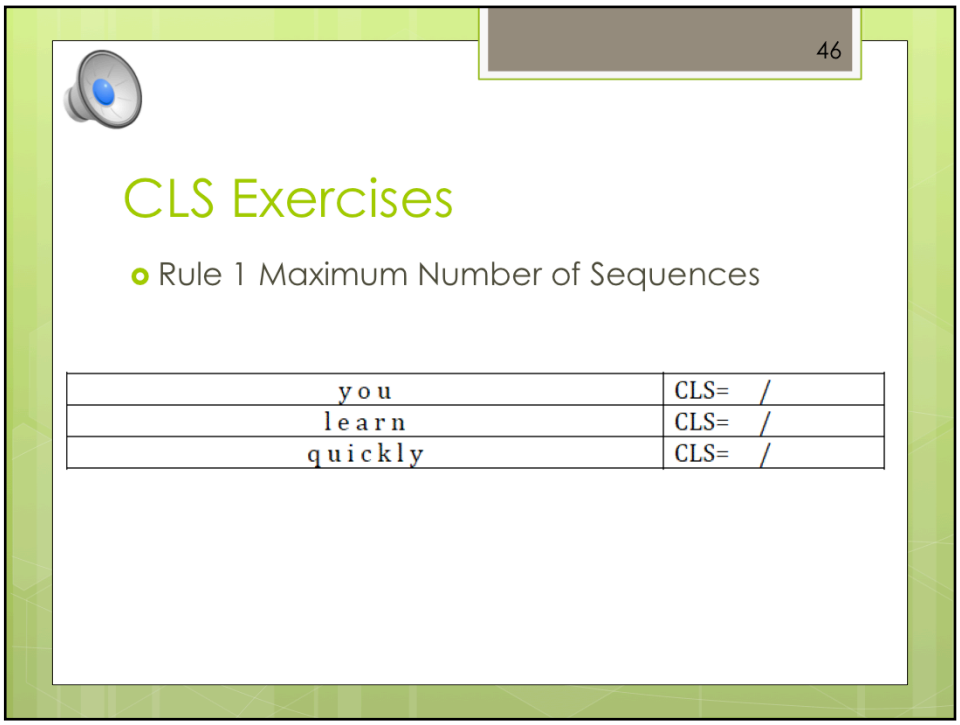
Here are the answers for Rule 7 – Story Titles and Endings. The CWS for this example are 3/5 and 2/6.



Compared to years prior to 2012, the CLS rules have been streamlined, with all insertion and omission rules combined (see Rule 3 and Rule 4). Rule 1 has been added; it addresses the maximum number of sequences that any given combination of letters can have.

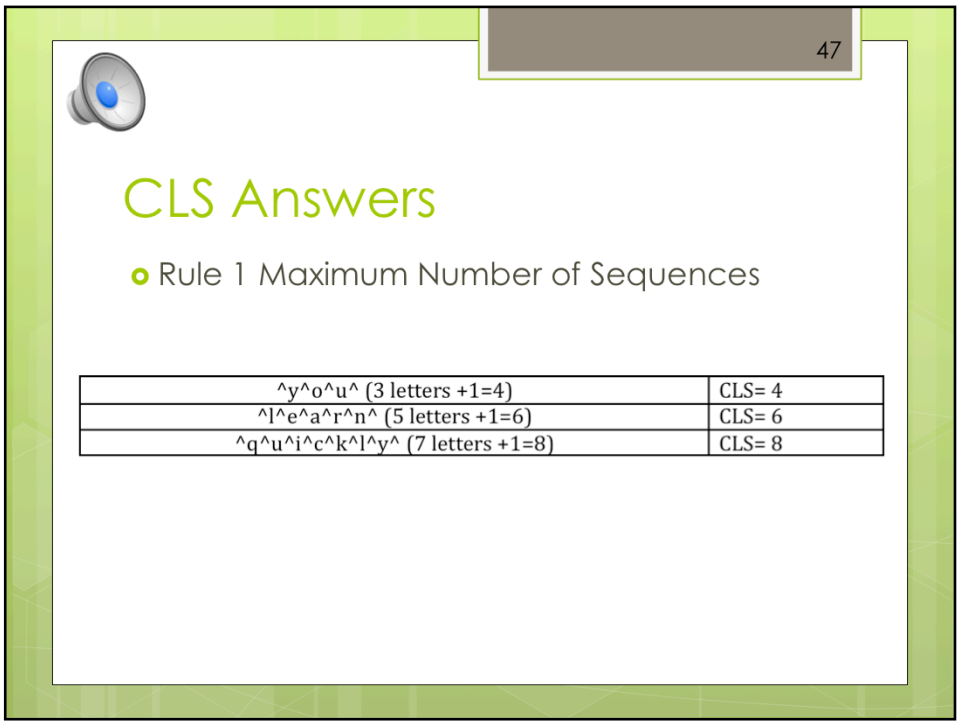
CORRECT LETTER SEQUENCES Rules

The five correct letter sequences (CLS) rules that will be reviewed are listed here.



Maximum number of sequences = number of letters + 1. Write the total Correct Letter Sequences POSSIBLE to the right of the slash mark.

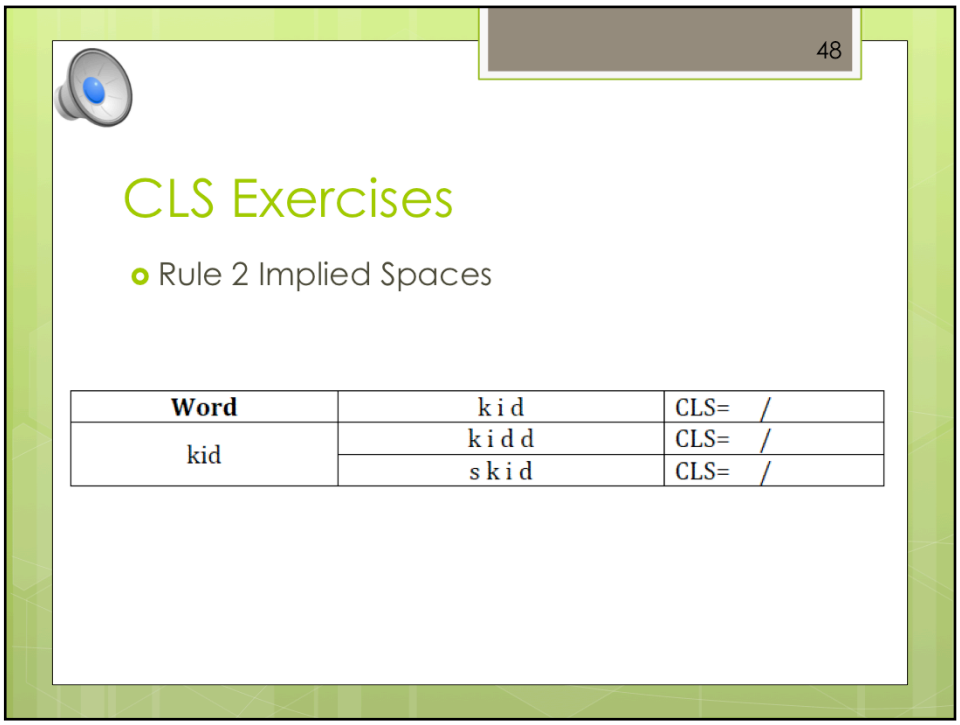
This exercise conveys the rules for scoring the maximum number of sequences within CLS. The rule is to add 1 to the total number of letters.



Guidance for calculating CLS when answers are pre-determined

1) calculate the maximum number of possible sequences using Rule 1
2) record each correct sequence (^) and incorrect sequence (-)
3) count the number of correct sequences

Here are the answers for Rule 1 – Maximum Number of Sequences. The CLS for this example are 4, 6, and 8.

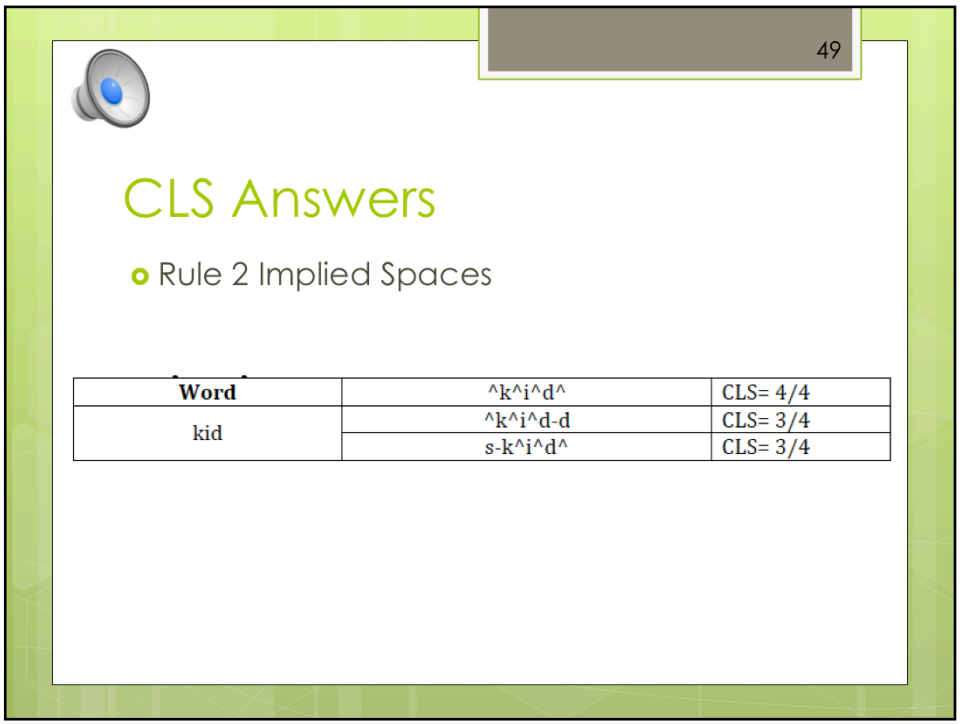


Find CLS Rule 2 Implied Spaces in the 2012 Writing Scoring Manual. For each scoring practice item, first determine the Maximum Correct Word Sequences possible. Write that number after the slash mark.

Then, mark your sample items with ^ (caret) between the letters or spaces for each correct sequence and a – between sequences that are not correct.

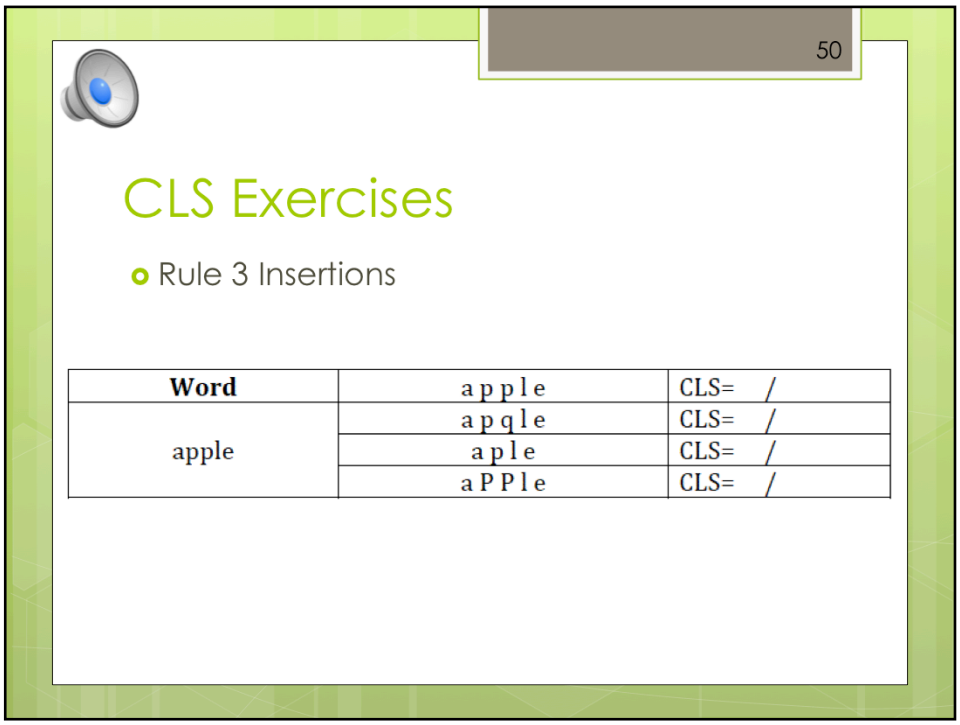
Then calculate the number of Correct Letter Sequences EARNED and write that number to the left of the slash mark.

This exercise conveys the rules for scoring implied spaces at the beginnign and end of words within CLS. First, determine the maximum number of sequences possible (denominator). Then, determine the number of correct sequences and add them together (numerator). There are keys in the Writing Scoring Manual to help convert the percentages into score points.



Pause and discuss any mis-scores from the participants.

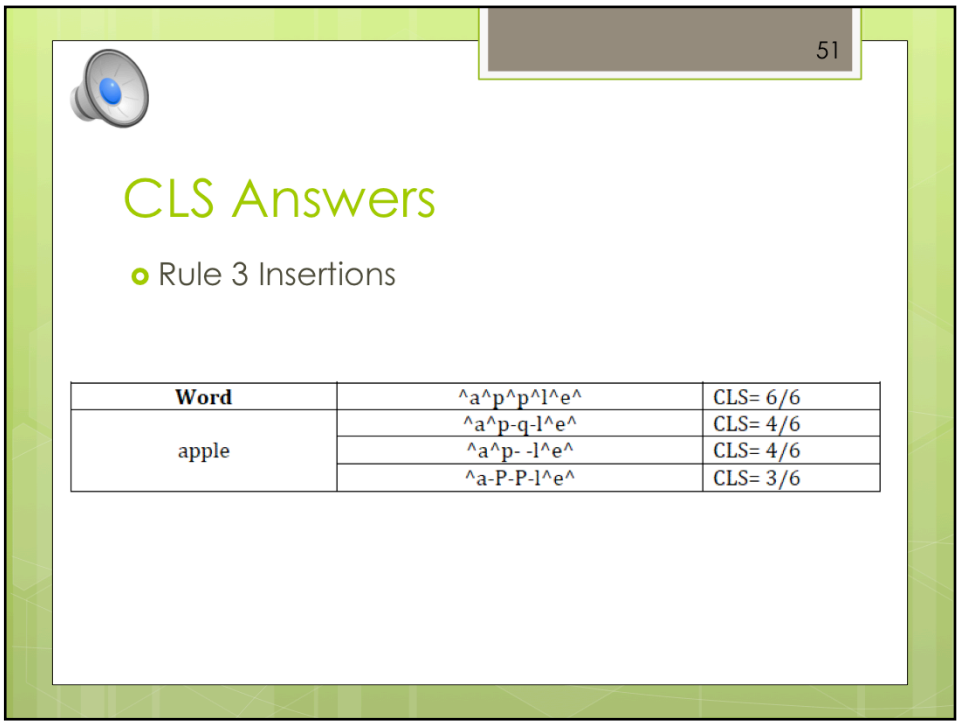
Here are the answers for Rule 2 – Implied Spaces. The CLS for this example are 4/4, 3/4 and 3/4.



Find CLS Rule 3 Insertions in the 2012 Writing Scoring Manual.

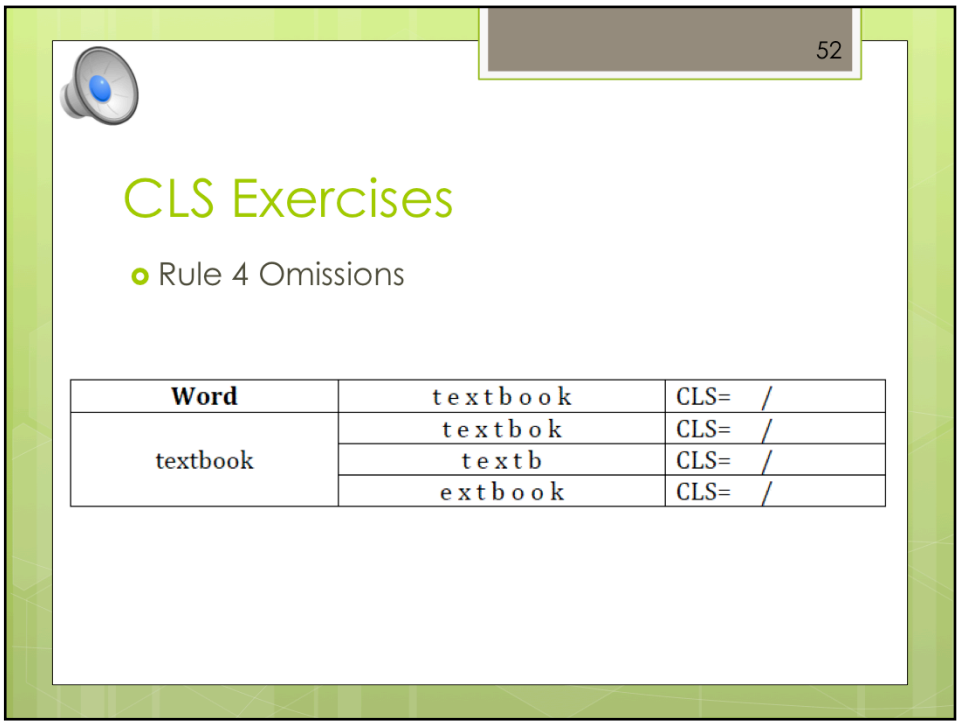
Calculate the total Correct Letter Sequences POSSIBLE. Then calculate the total Correct Letter Sequences EARNED.

This exercise conveys the rules for insertions, where letters are incorrectly inserted within a word in a variety of manners. There are two sub-rules for capital letters and rotated letters that are also demonstrated here.



Pause and discuss any mis-scores from the participants.

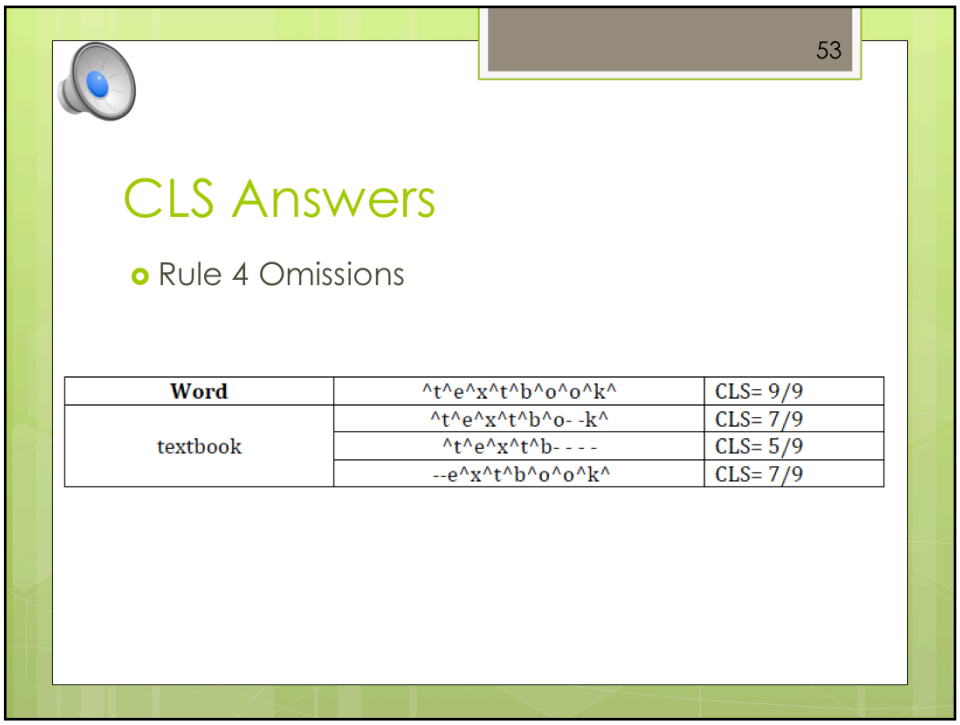
Here are the answers for Rule 3 – Insertions. The CLS for this example are 6/6, 4/6, 4/6, and 3/6.



Find CLS Rule 4 Omissions in the 2012 Writing Scoring Manual.

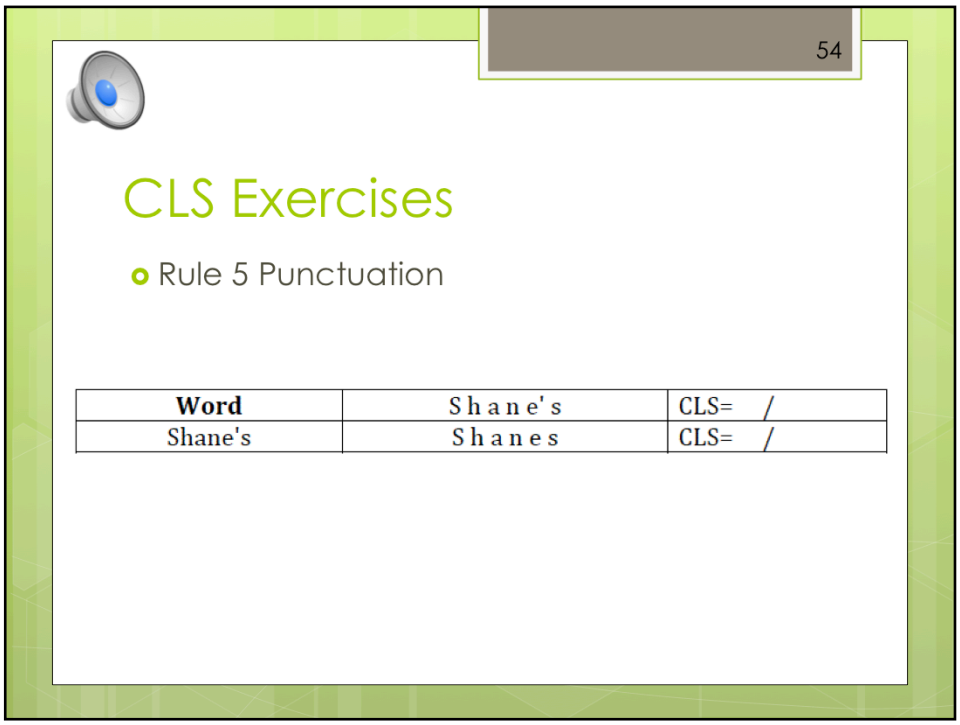
Calculate the total Correct Letter Sequences POSSIBLE. Then calculate the total Correct Letter Sequences EARNED.

This exercise conveys the rules for omissions, where letters are left out of a word. There is one sub-rule for omissions for words that require double letters that is addressed here.



Pause and discuss any mis-scores from the participants.

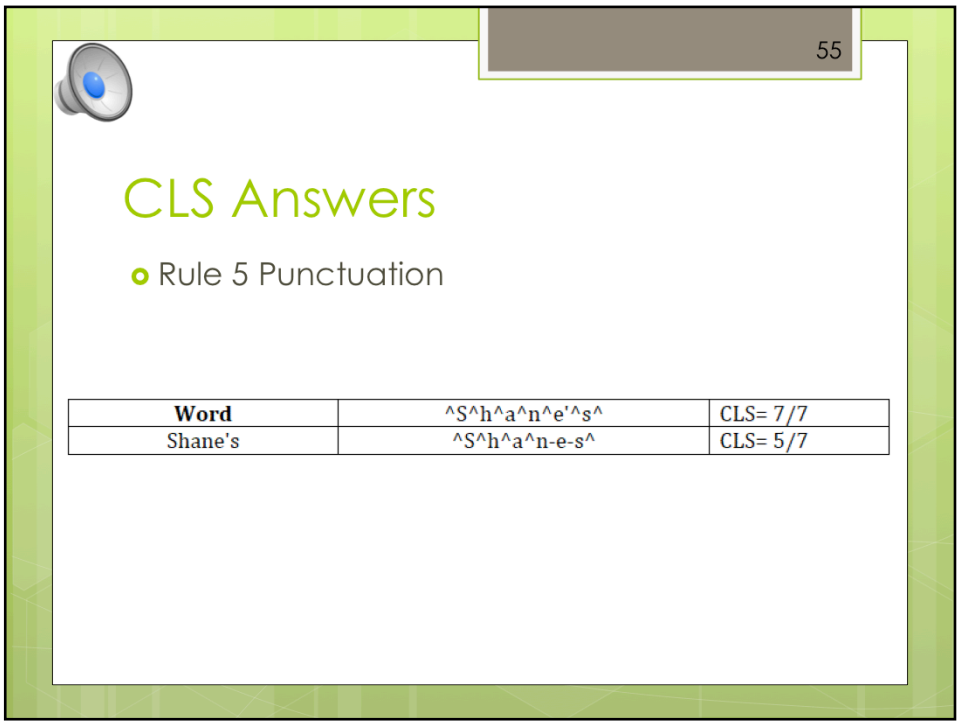
Here are the answers for Rule 4 – Omissions. The CLS for this example are 9/9, 7/9, 5/9, and 7/9.



Find CLS Rule 5 Punctuation in the 2012 Writing Scoring Manual.

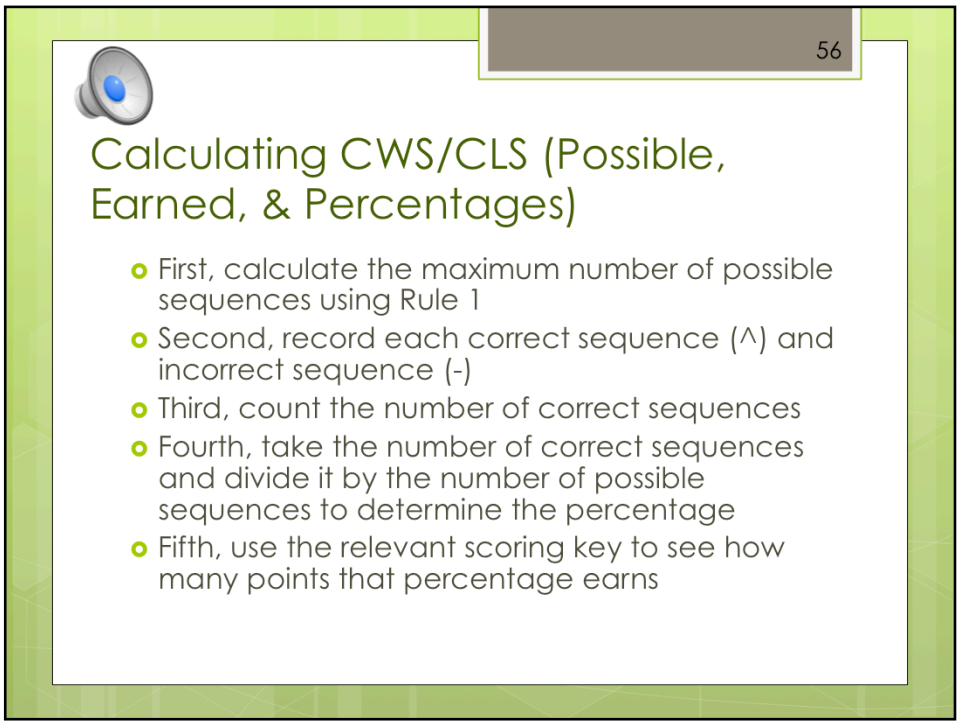
Calculate the total Correct Letter Sequences POSSIBLE. Then calculate the total Correct Letter Sequences EARNED.

This exercise conveys the rules for punctuation. Punctuation is scored as part of the letter that is to the left of the punctuation mark.



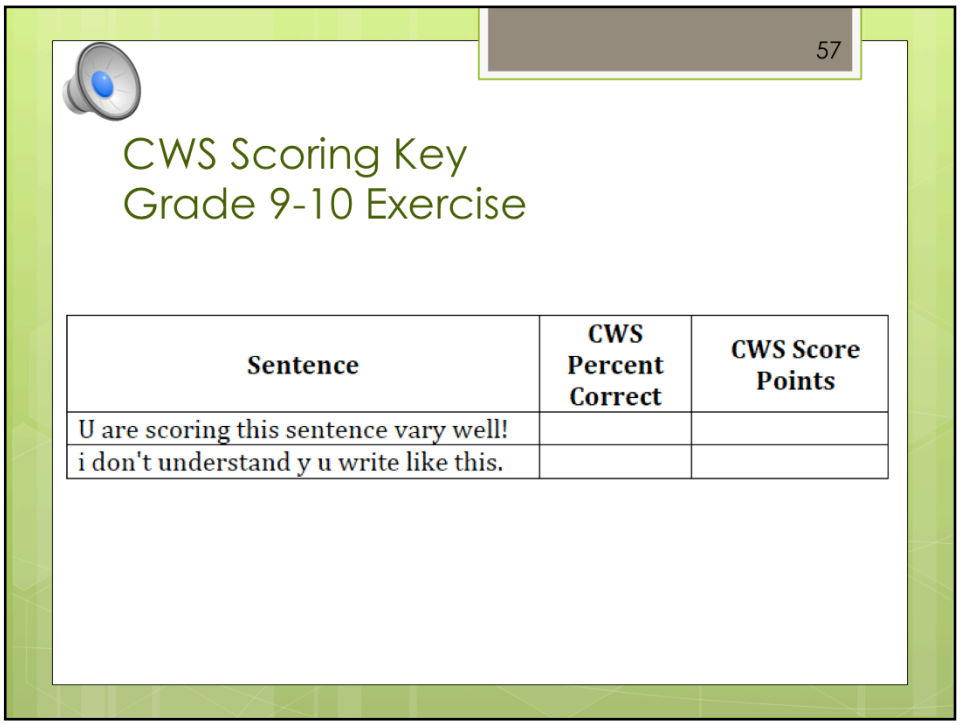
Pause and discuss any mis-scores from the participants.

Here are the answers for Rule 5 – Punctuation. The CLS for this example are 7/7 and 5/7.



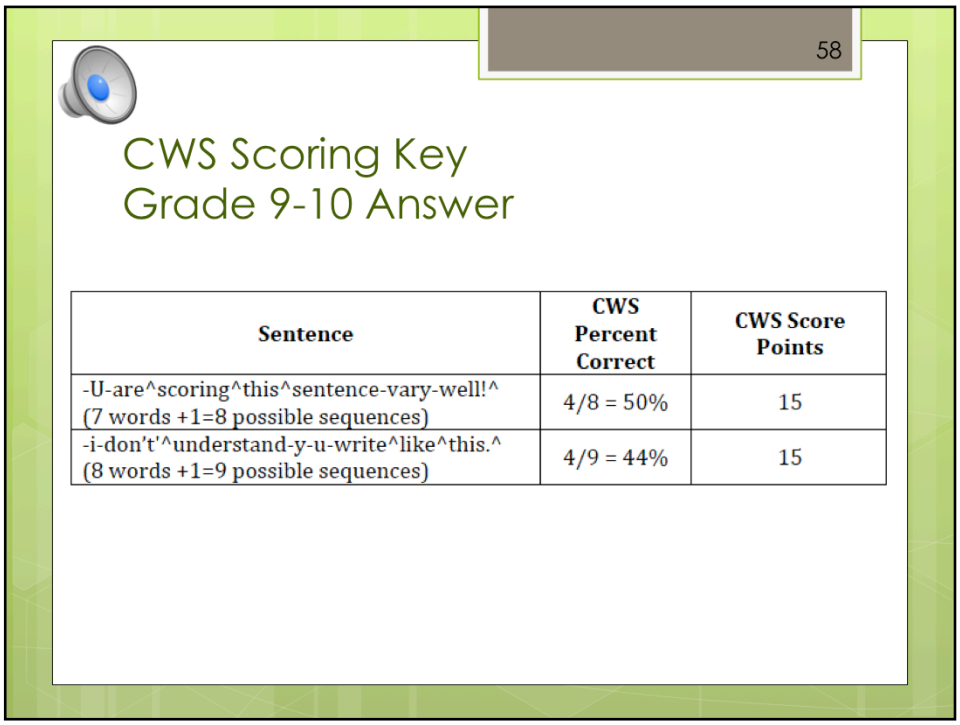
These rules apply for situations where the correct answers are NOT predetermined, for example, when the test question asks the student to write his/her first name. There will be a wide range of correct responses (consider as two names, 4 possible correct sequences for ^R^a^y^ to 10 possible correct sequences for ^C^l^e^o^p^a^t^r^a^).

This slide establishes the five-step process for determining score points related to CWS and CLS. First, calculate the maximum number of sequences possible using Rule 1 for CWS or CLS. Second, record each correct sequence with a ^ and incorrect sequence with a -. Third, count the number of correct sequences (not correct letters or words, but correct sequences). Fourth, take the number of correct sequences and divide it by the maximum number of correct sequences to determine the percentage correct. Fifth, use the relevant scoring key in the Writing Scoring Manual to determine how many points should be awarded to the student. Now, we will review some examples of converting CWS and CLS determinations into score points.



Pause and discuss any mis-scores from the participants.

This exercise requires that you follow the five-step score point calculation process established on the previous slide. Have Assessors follow the process to arrive at the appropriate score points. Note that this is a grade band 9/10 example, so they must use the 9/10 CWS scoring key in the Writing Scoring Manual.

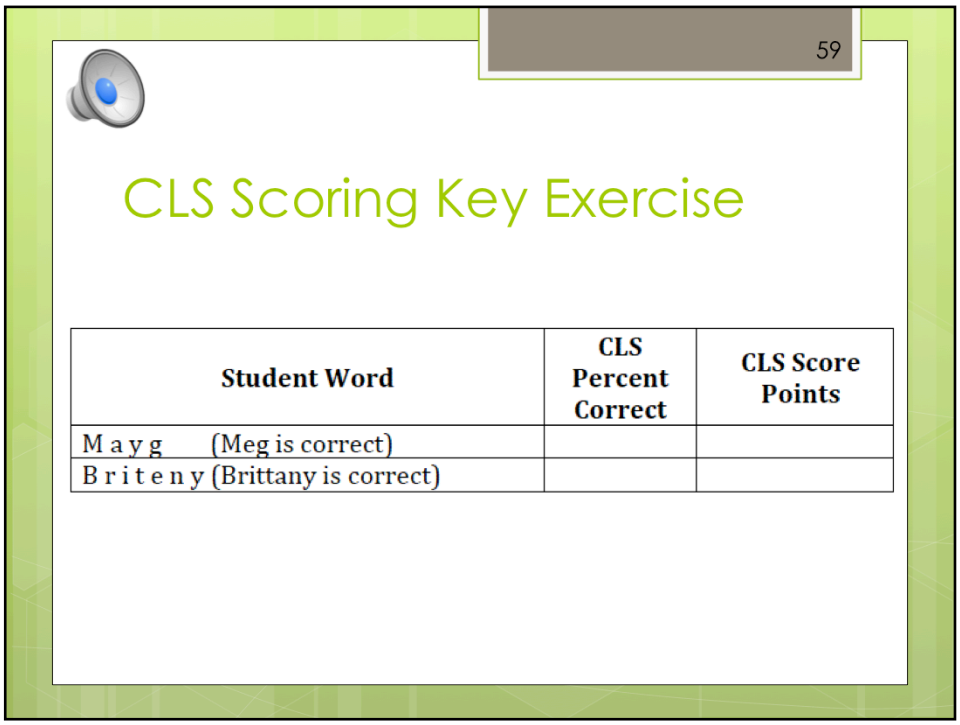


Sentence	CWS Percent Correct	CWS Score Points
-U-are^scoring^this^sentence-vary-well!^ (7 words +1=8 possible sequences)	4/8 = 50%	15
-i-don't'^understand-y-u-write^like^this.^ (8 words +1=9 possible sequences)	4/9 = 44%	15

Scoring Key for Grades 9-10 ***NOTE: 4/9 = .444444444... As the four in the hundredth's place is <u>not</u> ≥ 5, the percentage is rounded down to 44%***

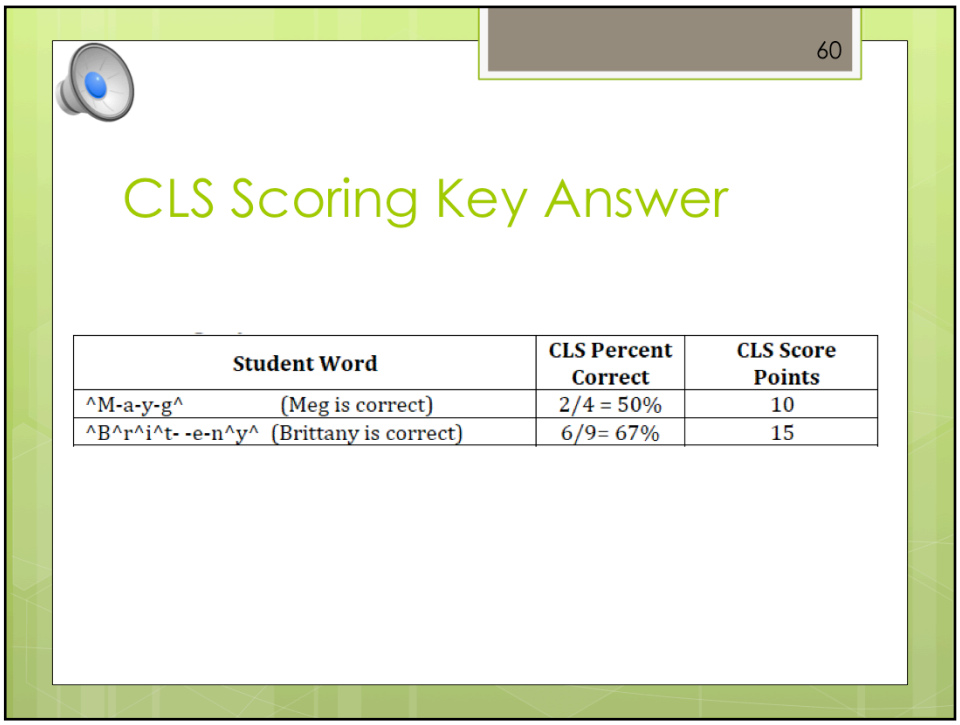
Percent Correct	***Points***
91-100%	*30*
81-90%	*27*
71-80%	*24*
61-70%	*21*
51-60%	*18*
41-50%	*15*
31-40%	*12*
21-30%	*9*
11-20%	*6*
1-10%	*3*
0%	*0*

Here are the answers for the CWS examples, providing the scoring, percentage correct calculations, and the score points that should be awarded for each example. Ensure that any questions from the audience are fielded to address any confusion.



Pause and discuss any mis-scores from the participants.

This exercise requires that you follow the five step score point calcuation process, as well, but for two CLS examples. Have Assessors follow the process to arrive at the appropriate score points. There is only one scoring key for CLS.

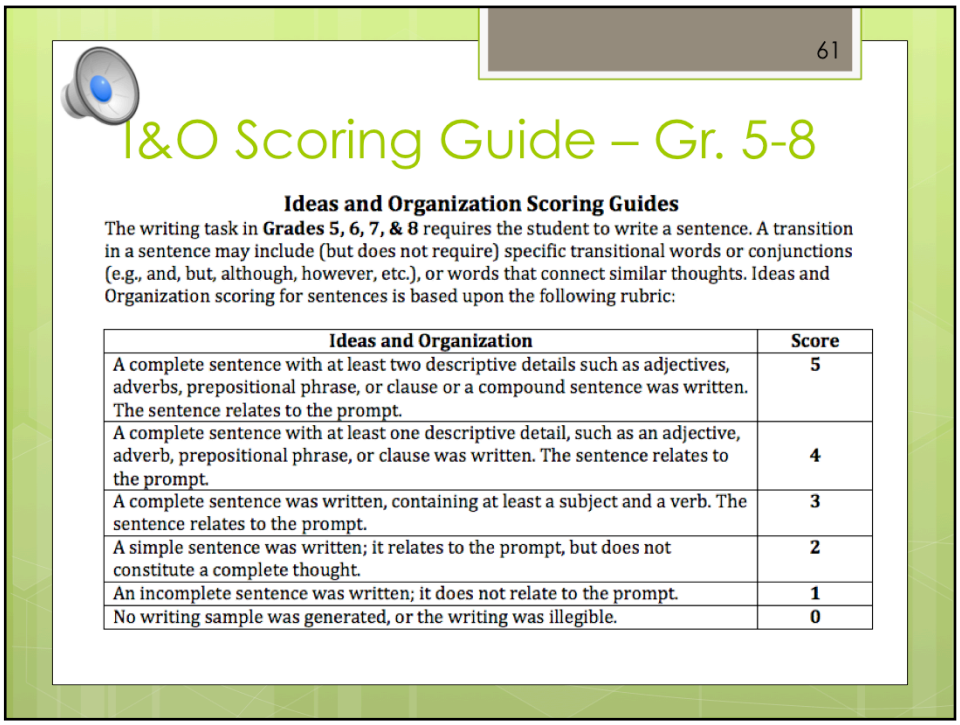


Scoring Key for CLS

NOTE: 6/9 = .66666666... As the six in the hundredth's place <u>is</u> ≥ 5, the percentage is rounded up to 67%

Percent Correct	***Points***
100%	*25*
80% - 99%	*20*
60% - 79%	*15*
40% - 59%	*10*
20% - 39%	*5*
0% - 19%	*0*

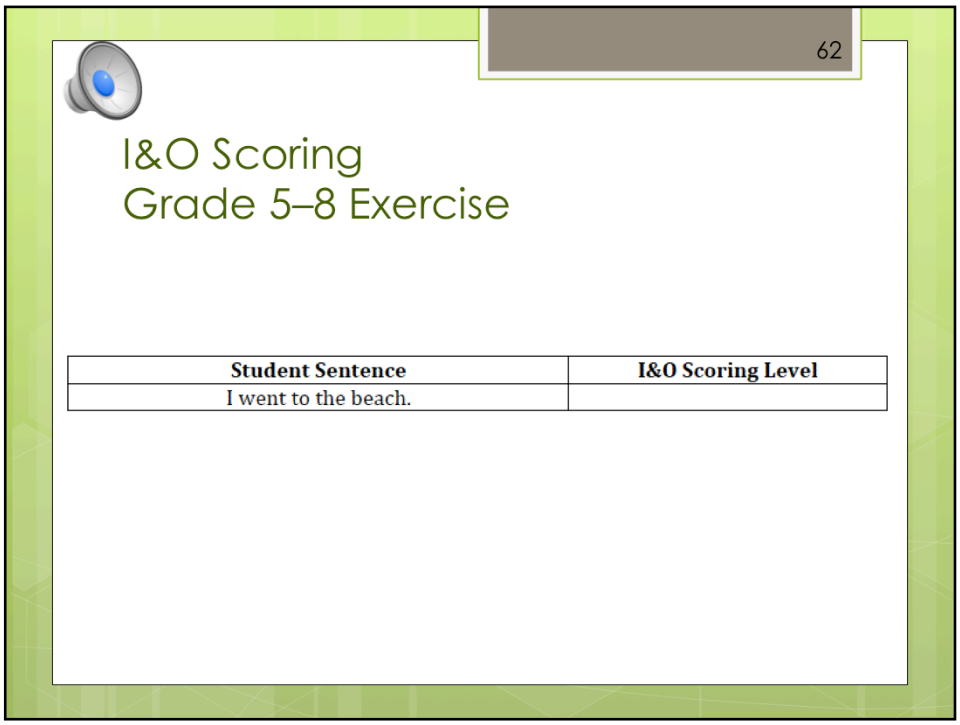
Here are the answers for the CLS examples, providing the scoring, percentages, correct calculations, and the score points that should be awarded for each example. Again, ensure that any questions or confusion is addressed here. We now move into scoring Ideas and Organization (I & O)



Refer participants to the 2012 Writing Scoring Manual for exemplars related to these scores.

IDEAS AND ORGANIZATION

The scoring guide for grades 5-8 is provided here. This is the rubric used to score all sentences for tasks in the 5/6 and 7/8 grade bands on the AKAA. The rubric is based on a six-point scale, from 0 to 5. It is important to read each word in the descriptor so that appropriate score points are awarded for student work.



This is an exercise in using the grades 5-8 scoring guide. Assessors use the rubric to yield an I & O scoring level for the sentence provided.

63

I&O Scoring
Grade 5–8 Answer

Student Sentence	I&O Scoring Level
I went to the beach.	4
Discussion: The student has written a complete sentence that relates to the prompt with one descriptive detail, a prepositional phrase 'to the beach'.	

Pause and discuss any mis-scores from the participants.

Here is the answer for the grade 5-8 I & O submission. The student was awarded a 4 because the submission meets the requirements of a level four writing sample. It is a complete sentence that relates to the prompt with one descriptive detail, a prepositional phrase.

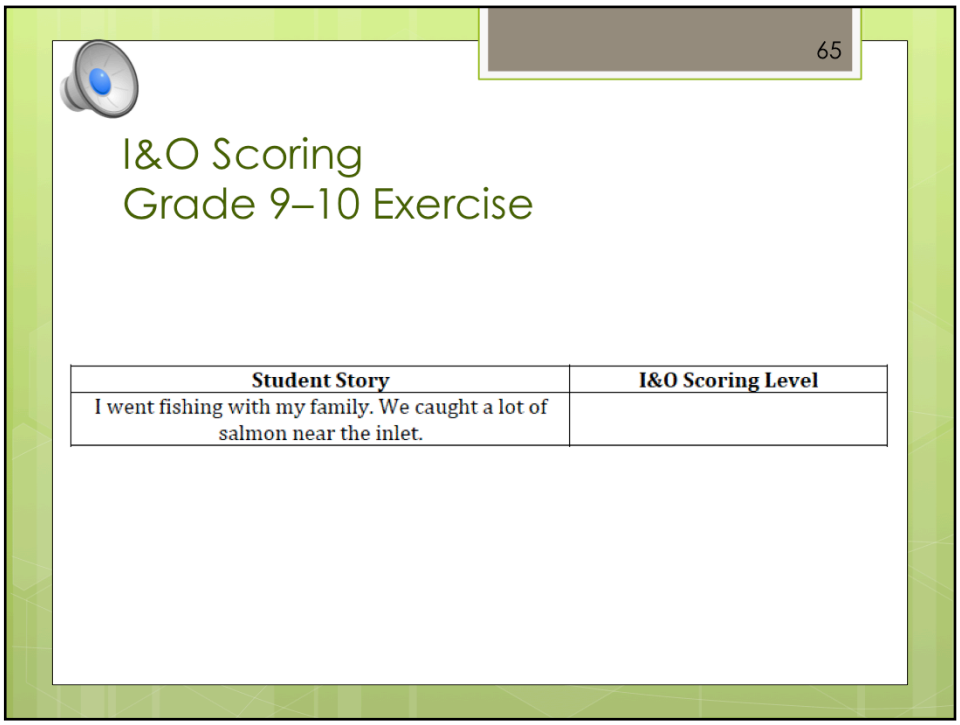
I&O Scoring Guide Gr. 9-10

The writing sample in **Grades 9 & 10** requires the student to write a story. A transition in a story may include appropriate use of conjunctions or two or more sentences that relate to each other and to the topic. A list of details or activities could indicate appropriate "transition" if they relate to each other and to the topic. Ideas and Organization scoring is based upon the following rubric:

Ideas and Organization	Score
The story contains two or more sentences; all sentences relate to the topic, utilize subject/verb structure, and the story contains at least two descriptive details, such as adjectives, adverbs, prepositional phrases, or clauses, and/or a transitional word (e.g., however, because, first, last, finally, etc.).	**5**
The story has two or more sentences; all sentences relate to the topic, utilize subject/verb structure, and contain at least one descriptive detail, such as an adjective, adverb, prepositional phrase, or clause.	**4**
The story contains at least two sentences; all sentences relate to the topic and contain at least a subject and verb.	**3**
A simple story was written; it relates to the prompt, but does not constitute a complete thought.	**2**
An incomplete story was written; it does not relate to the prompt.	**1**
No writing sample was generated, or the writing was illegible.	**0**

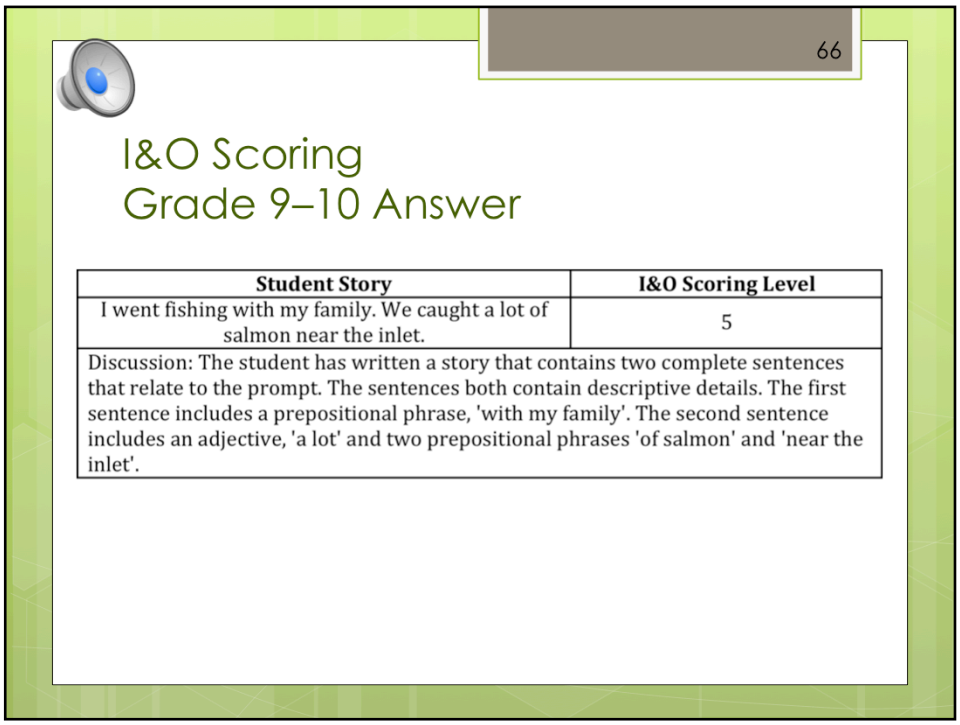
Refer participants to the 2012 Writing Scoring Manual for exemplars related to these scores.

The scoring guide for grade band 9/10 is provided here. This is the rubric used to score all stories for tasks in the 9/10 grade band on the AKAA. The rubric is based on a six-point scale, from 0 to 5. It is important to read each word in the descriptor so that appropriate score points are awarded for student work.



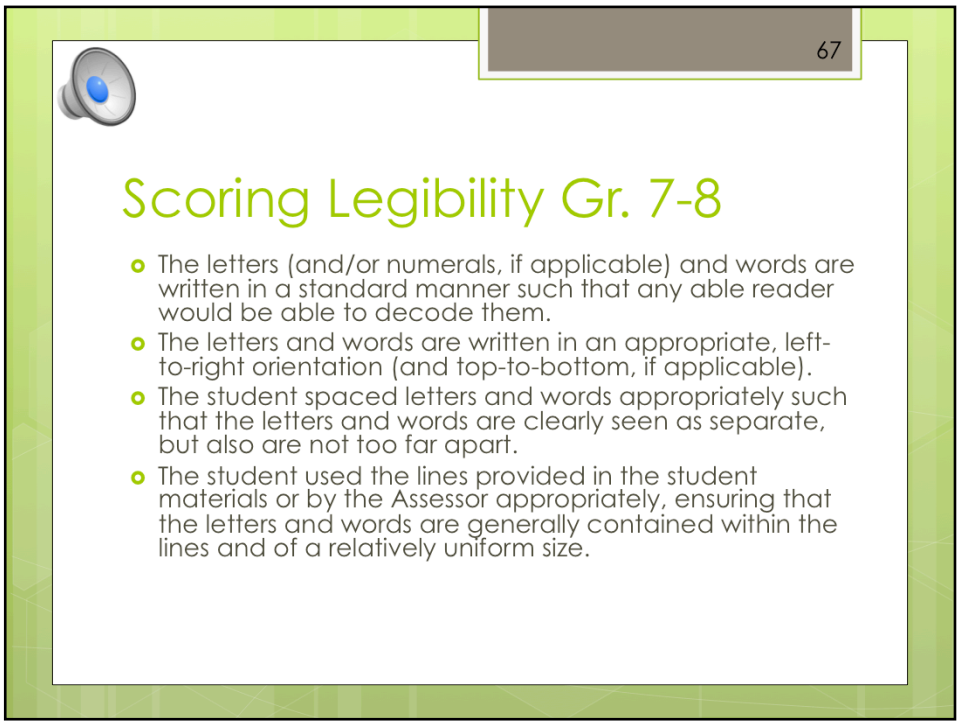
Pause and discuss any mis-scores from the participants.

This is an exercise in using the grade band 9/10 scoring guide. Assessors use the rubric to yield an I & O scoring level for the story provided.



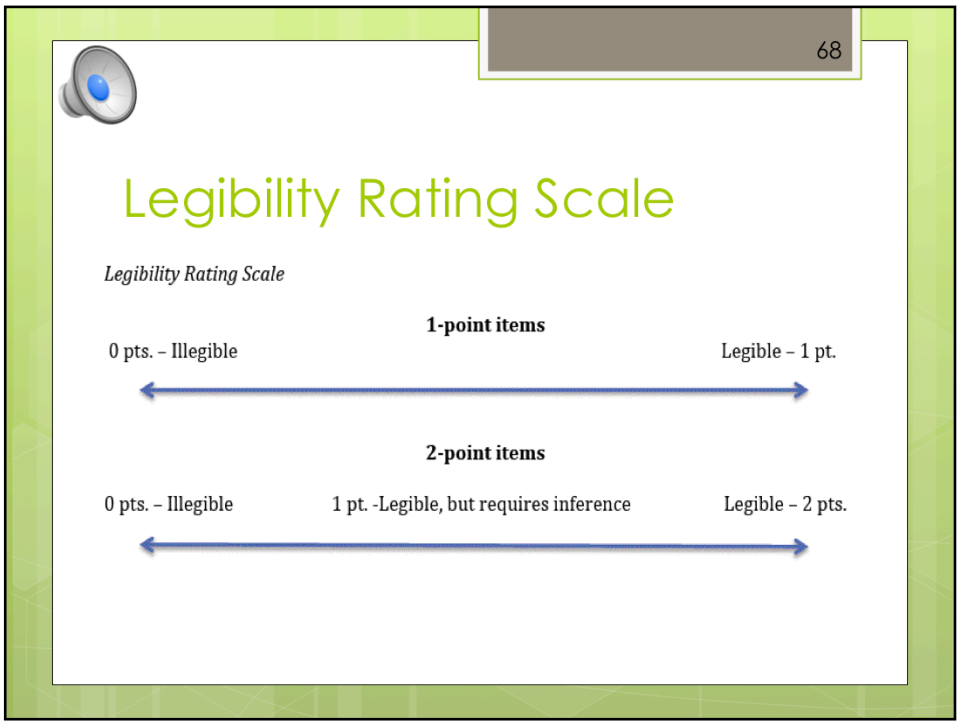
Pause and discuss any mis-scores from the participants.

Here is the answer for the grade band 9/10 I & O submission. The student was awarded a 5 because the submission meets the requirements of a level five writing sample. It is a story that contains two complete sentences that relate to the prompt. Both sentences contain descriptive details. Remember that the Writing Scoring Manual has additional guidance and exemplars for CWS, CLS, and I & O determinations, as does the Writing Scoring Manual Addendum. We will now look at how to score legibility in the 7/8 grade band.



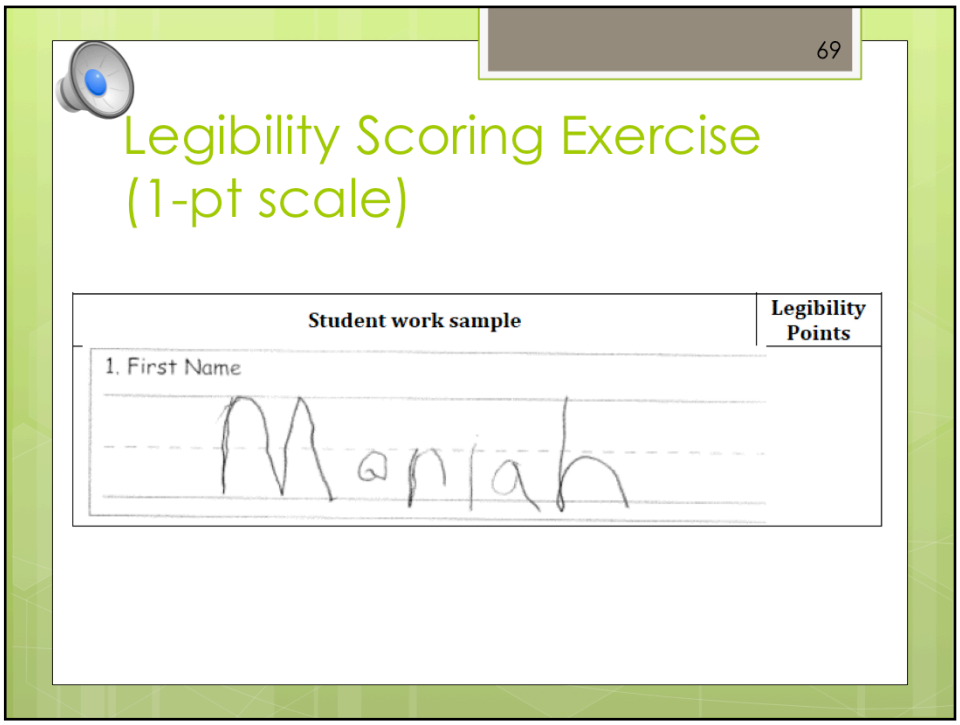
Legibility has been defined in this year's scoring manual. In order to receive full credit, the student's writing must meet these 4 criteria (considering typical performance within the student population that we serve). A general rating scale can be found on slide 51 (the next slide).

There are four criteria a submission must meet in order to earn full points for legibility. They are listed on this slide and include: standard script, left-to-right orientation, appropriate spacing, and appropriate and uniform size.

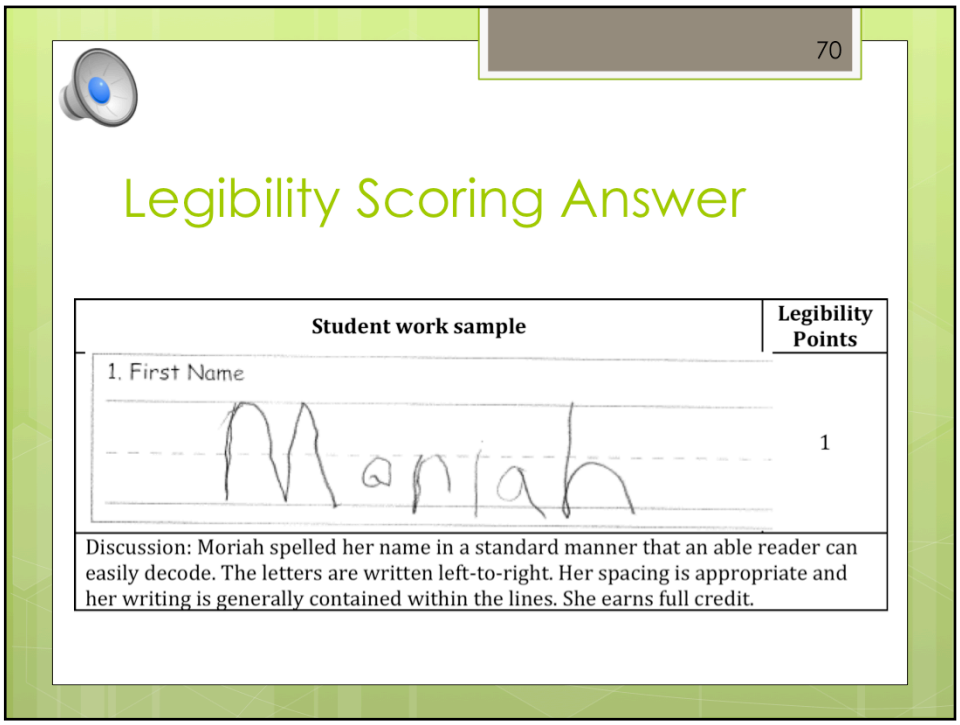


Pause and discuss any mis-scores from the participants.

Legibility is scored using two different rubrics depending upon the item. There is a 1-pt rubric and a 2-point rubric.

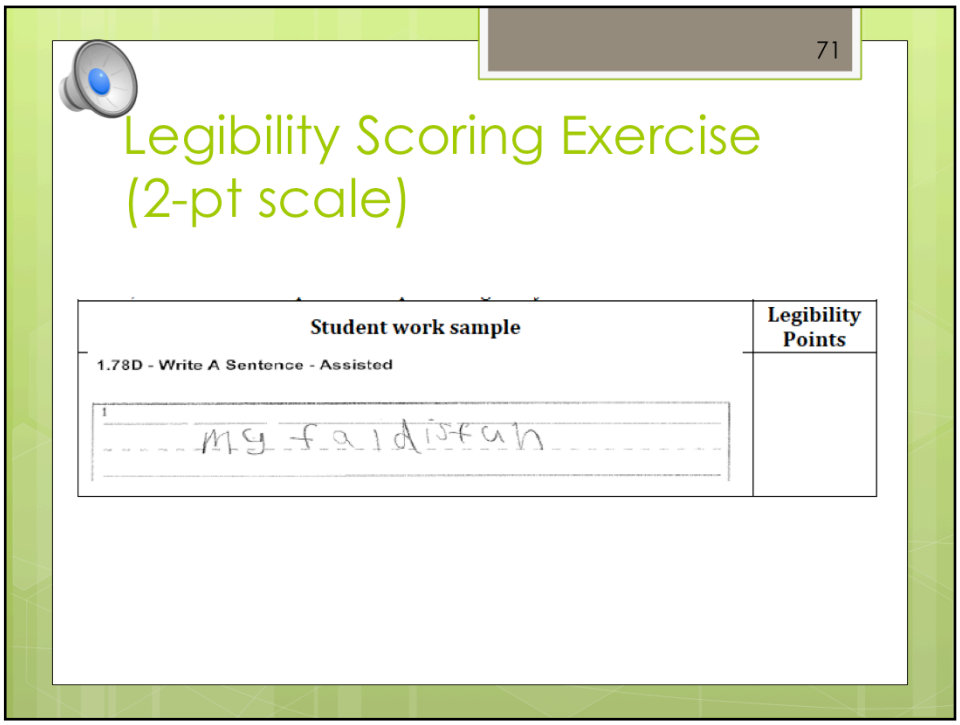


This is an exercise in rating the legibility of an actual student submission. Assessors should be asked to rate this example using the 1-pt scale.

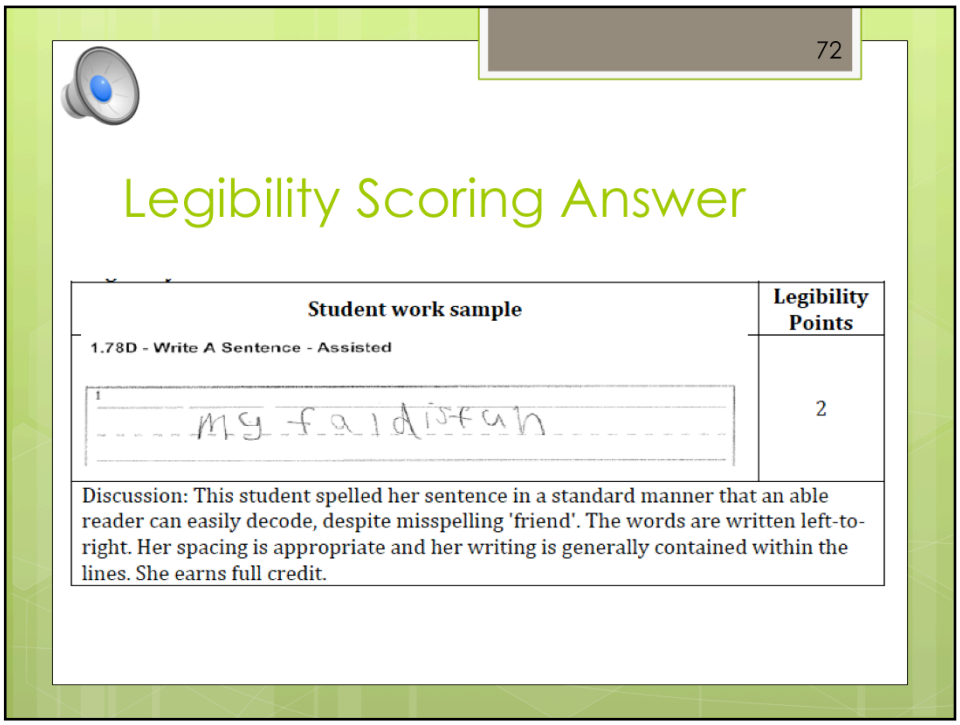


Pause and discuss any mis-scores from the participants.

The student spelled her name in a standard manner that is easy to decode. The letters are written left-to-right. Appropriate spacing and size are used. She earns full credit. Now we'll look at an example of a 2-pt legibility submission.

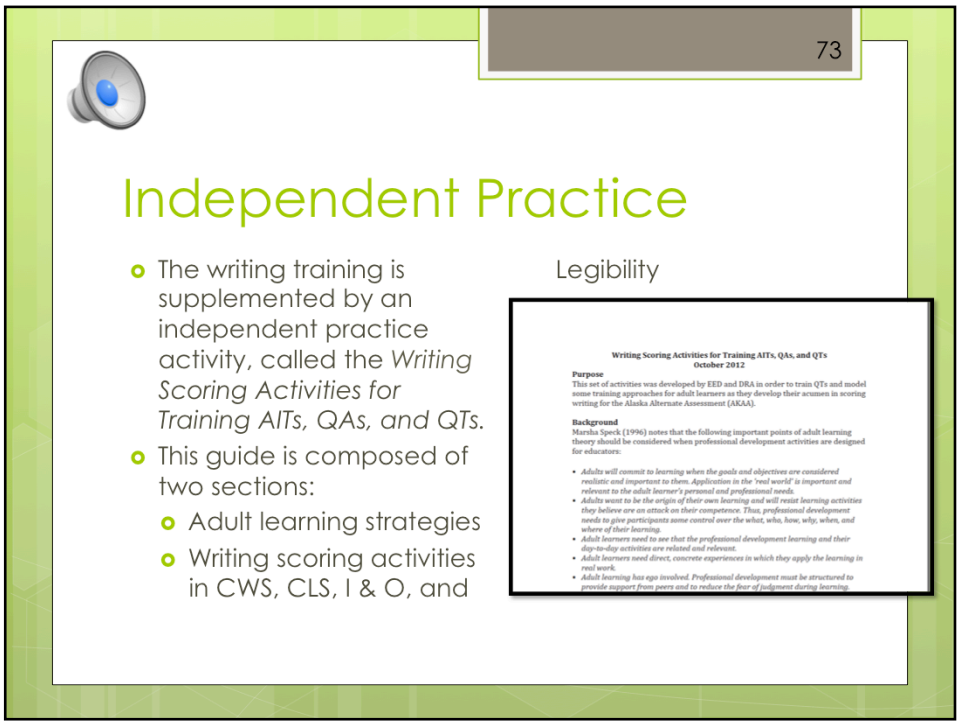


This is an exercise in rating the legibility of another actual student submission. Assessors should be asked to rate this example using the 2-pt scale.

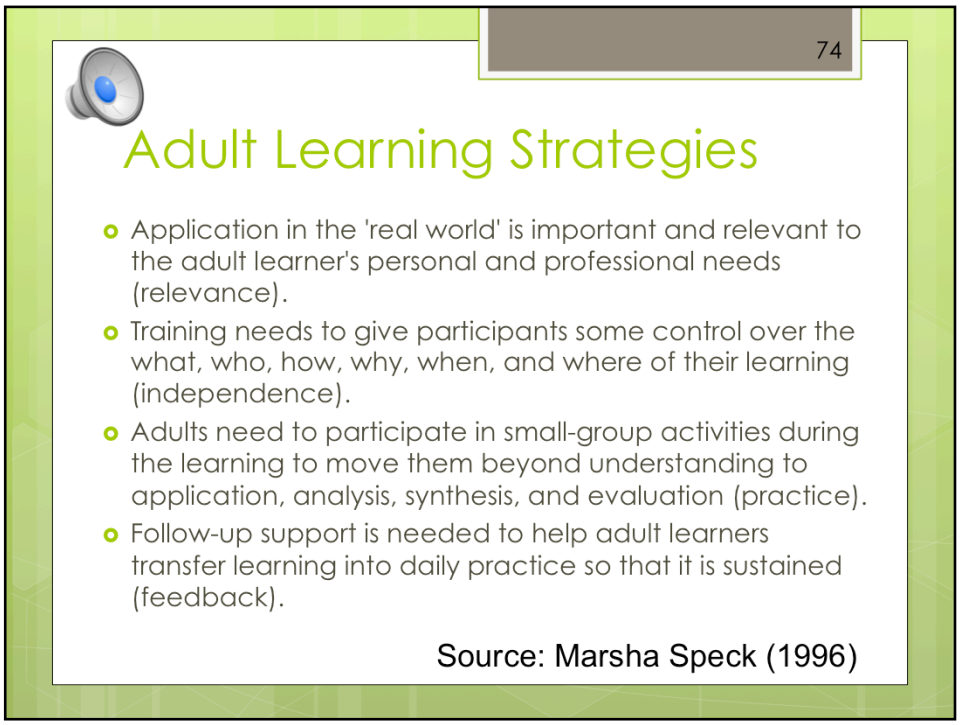


Pause and discuss any mis-scores from the participants.

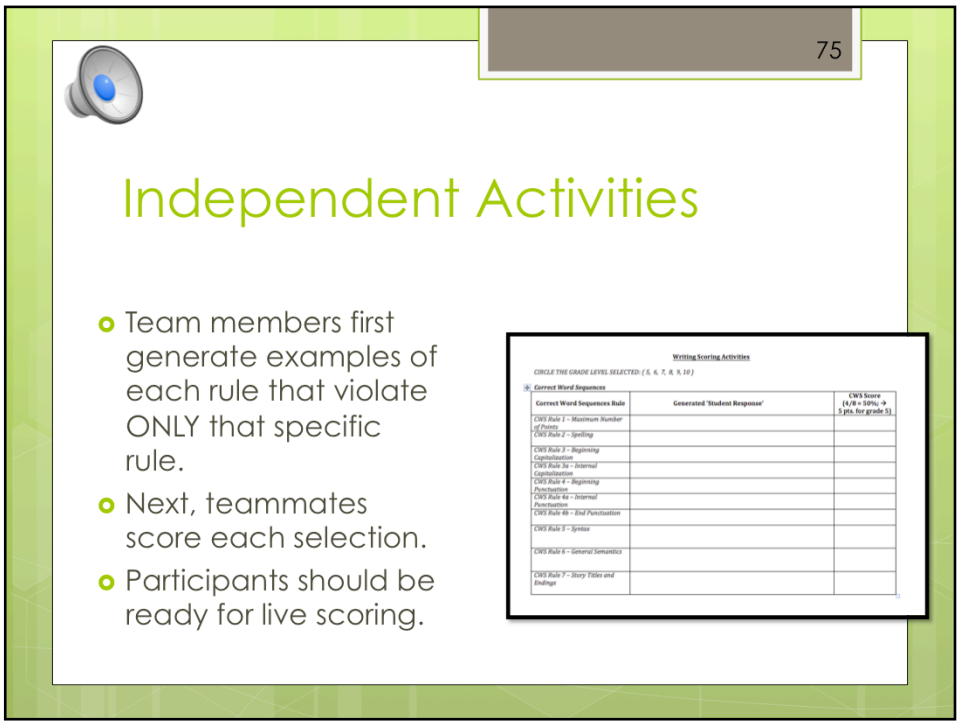
The student spelled her sentence in a standard manner that is easy to decode. The words are written left-to-right. She uses appropriate spacing and size. She thus earns full credit.



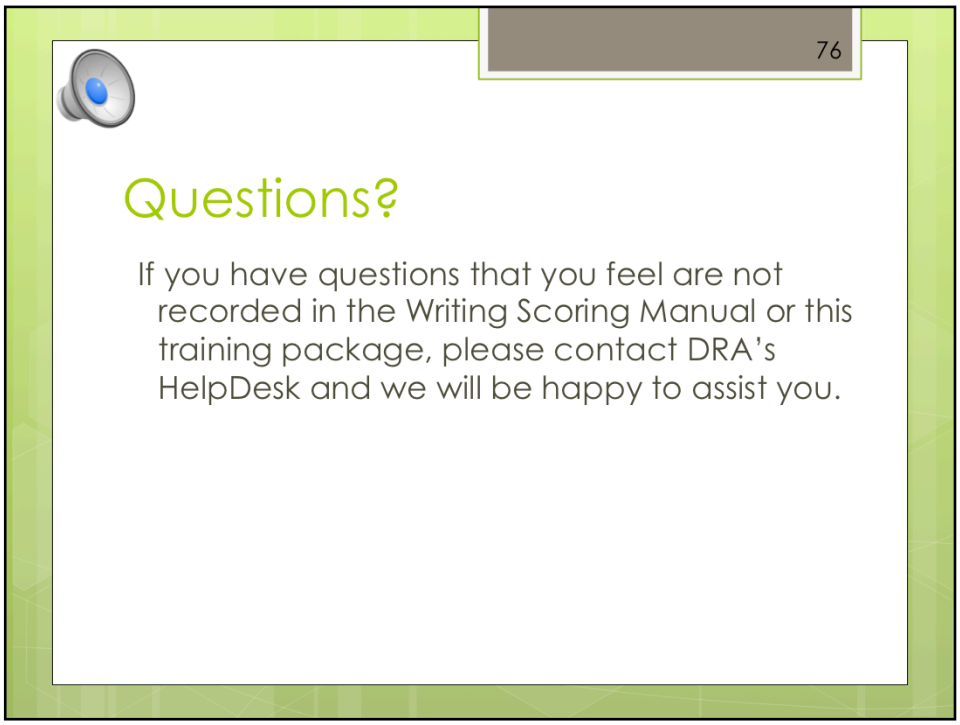
Now that we have taken you through the instruction and guided practice portions of the writing scoring training, it is time to guide you through the independent practice section. The independent practice section requires one handout, called Writing Scoring Activities for Training AITs, QAs, and QTs. This guide is composed of two overall sections. The first section reviews successful adult learning strategies to support your training. The second section is a series of activities in CWS, CLS, I & O, and Legibility that participants work on in teams.



The handout has several additional examples, but leading successful adult learning activities hinges upon four basic principles. Adults need to first understand how what they are learning will be relevant to them, how it will help them be more effective in some way. Begin there. Adults also like to choose how they learn, as they have learned a great deal about how they learn best in their lifetimes. Respect this knowledge and incorporate different learning styles into the activity. Adults benefit most from small-group activities where they can practice and receive feedback in a non-threatening environment. Finally, follow-up support is needed to help adults transfer learning into daily practice. Meet with them to see if they have questions and meet with them throughout the year to see how they are applying their writing scoring skills.

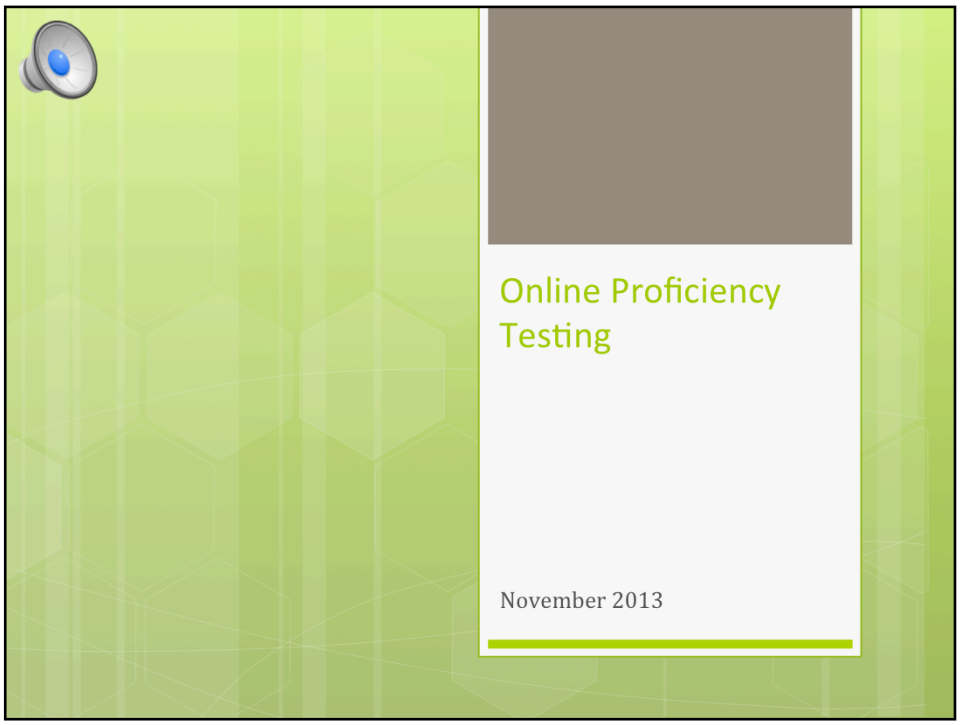


There are independent activities for CWS, CLS, I & O, and Legibility. The basic idea is that small groups are formed in whatever structure makes sense (let the adults choose whom they work with). The first part of the activity involves having the participants generate examples of student writing that violate only the rule identified. They can work through the entire set of activities or simply focus upon those that they deem most troubling. Let them choose their own path. Once the examples are written, they must be scored by another member of the group. Subsequently, a discussion is effected where teammates review all of the examples and scoring approaches to ensure understanding and consistency. This series of activities completes the writing scoring training.

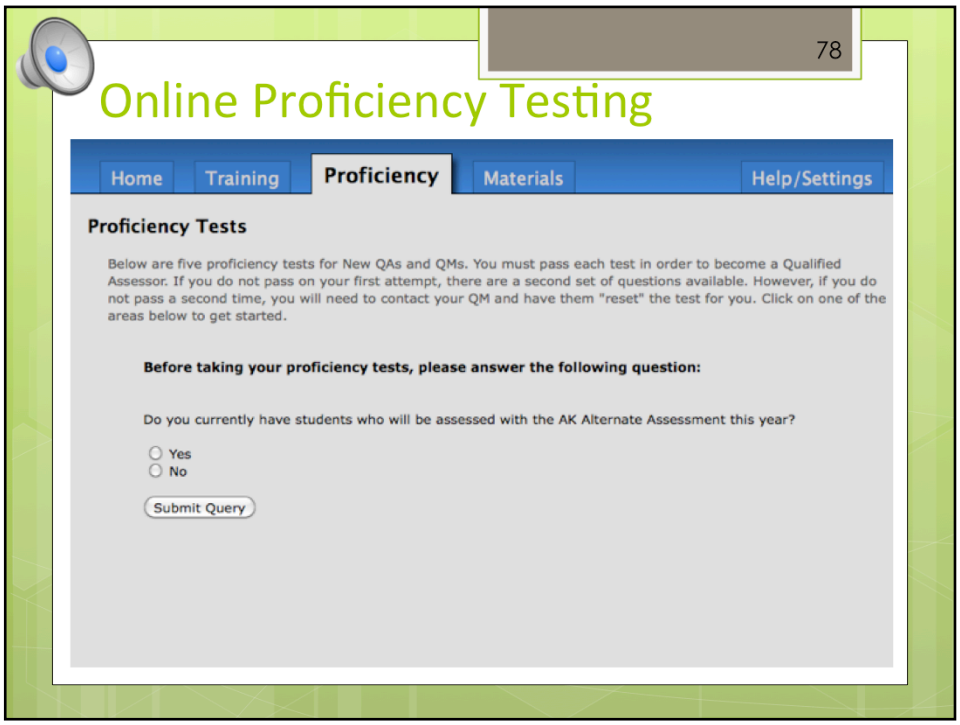


You may want to add your own contact information here.

Scoring writing can be difficult, though you now have several resources you can use to address almost all scoring questions that you have. If there are questions that you feel are not addressed by the Writing Scoring Manual or this training package, please contact DRA's HelpDesk.

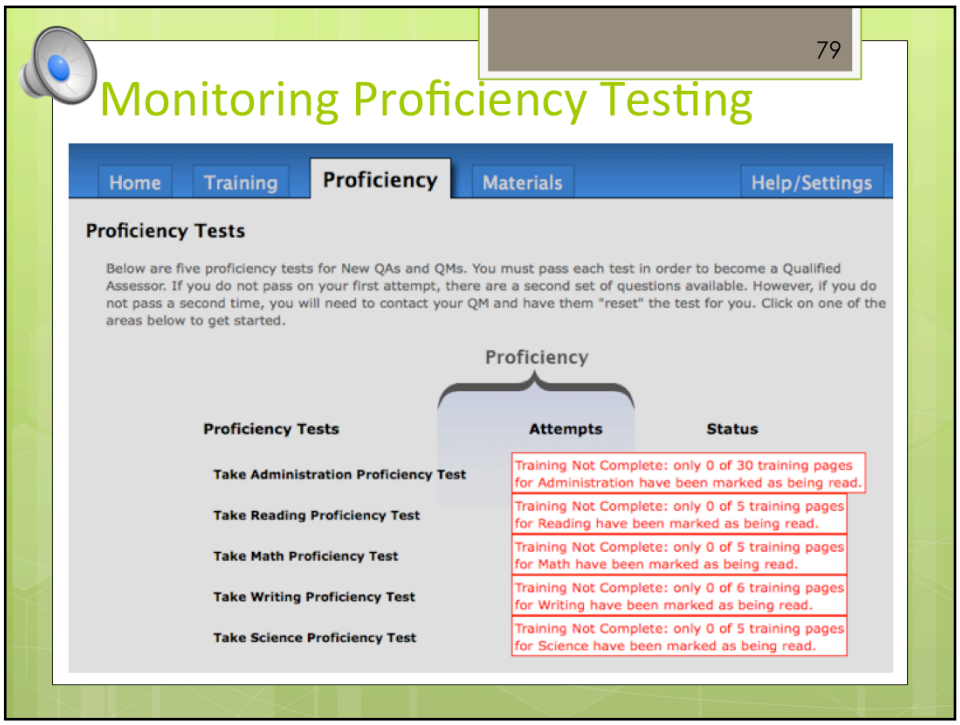


This next section will detail the ways your protégés participate in proficiency testing, and ways you, the QT, may monitor their progress and provide additional coaching if needed.

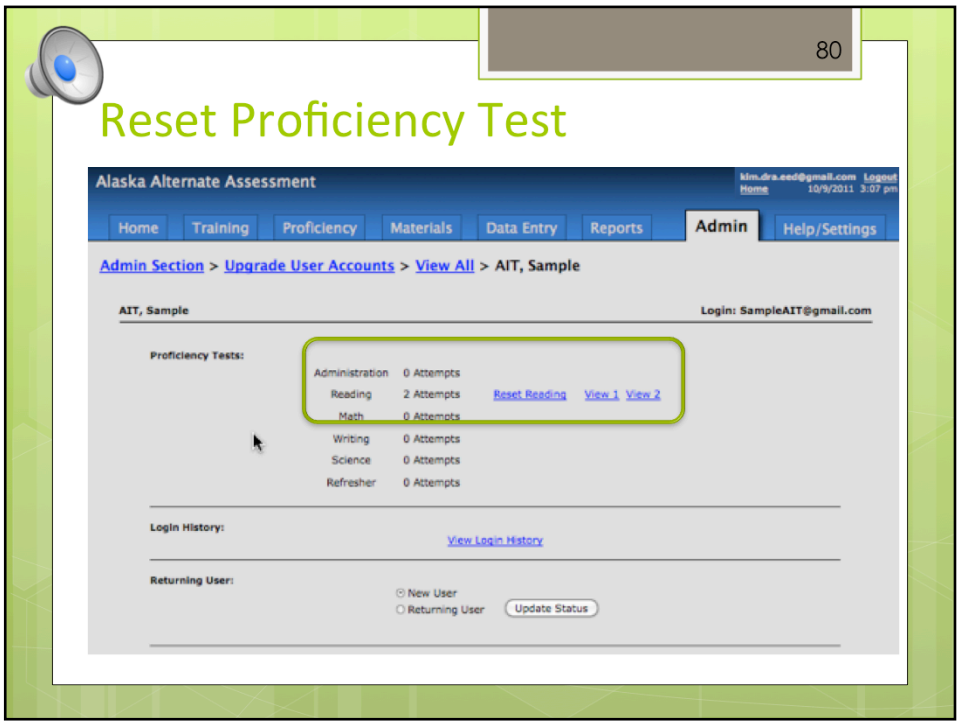


The first time a user logs in to the system each year, he or she is asked to indicate if he or she has students that will participate in the Alaska Alternate Assessment. This is a non-binding question. Answering “No” does not prevent a user from later entering a student into the system, downloading a test, testing the student, and entering the student’s scores.

The answer helps QTs, DRA, and EED in several ways. The most important purpose is in creating mail lists for emails about testing timelines. Users who have indicated they will not be testing in this year are removed from the email address lists for these reminders.



Users must complete all required training in each Topic Area before they are granted access to the related proficiency test. The data “0 of 30 training pages for…” is a count of the number of completed training pages (indicated by a green checkmark on the training landing page) compared to the number of required training pages for that user. The required training page number will be different for users completing the Full Training as compared to users completing the Refresher Training.



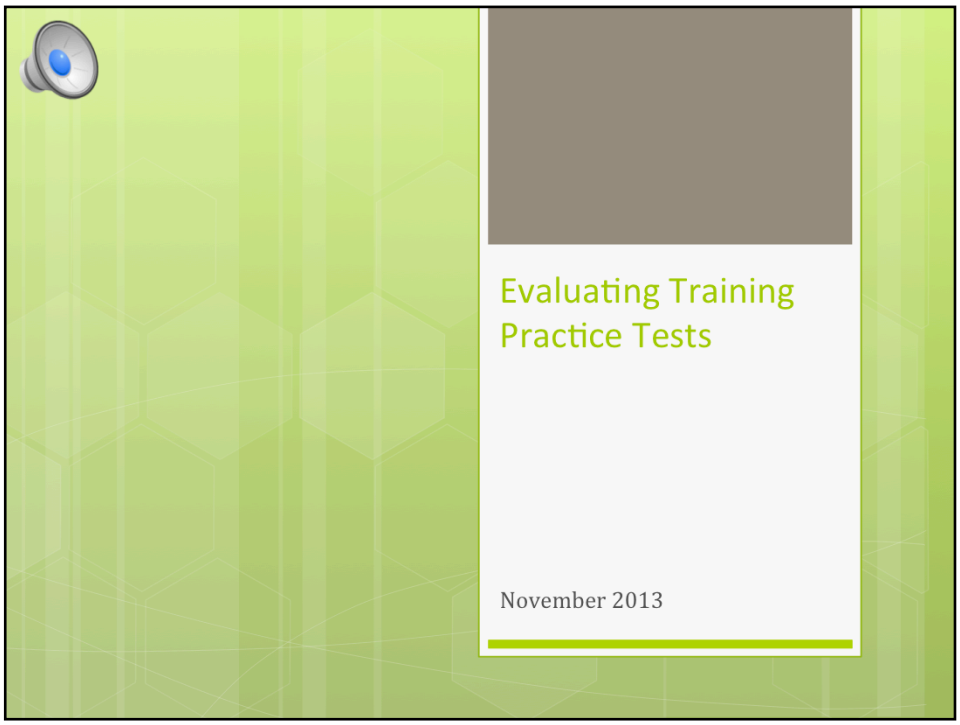
If a user does not pass a proficiency test in the first 2 tries, the QT will need to "reset" the test.

QTs can look at previous attempts of the test, and analyze the attempts for common errors. QTs can then coach the user to review or re-learn certain training areas.

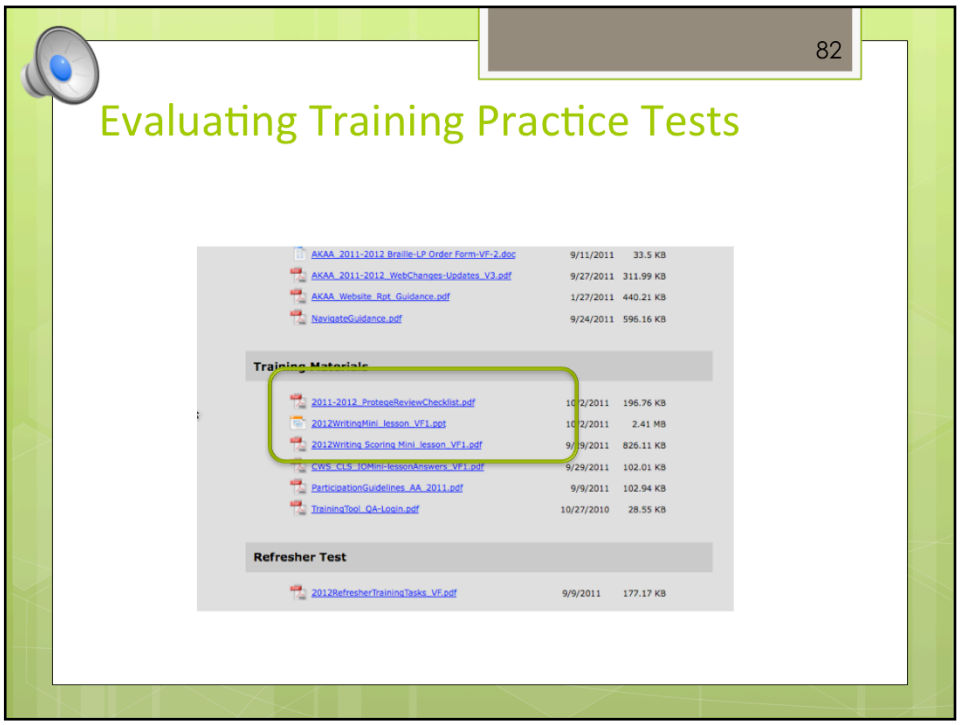
Users who had qualified for the Refresher Training and Refresher Proficiency Test must pass the Refresher test on either the first or second attempt. Users that need to have the Refresher Test reset will be reset to the FULL training and FULL Proficiency Testing system.

When these users complete training and testing, their QT will need to reset their user status. The system will not automatically upgrade the status of these users from AIT to QA or QT.

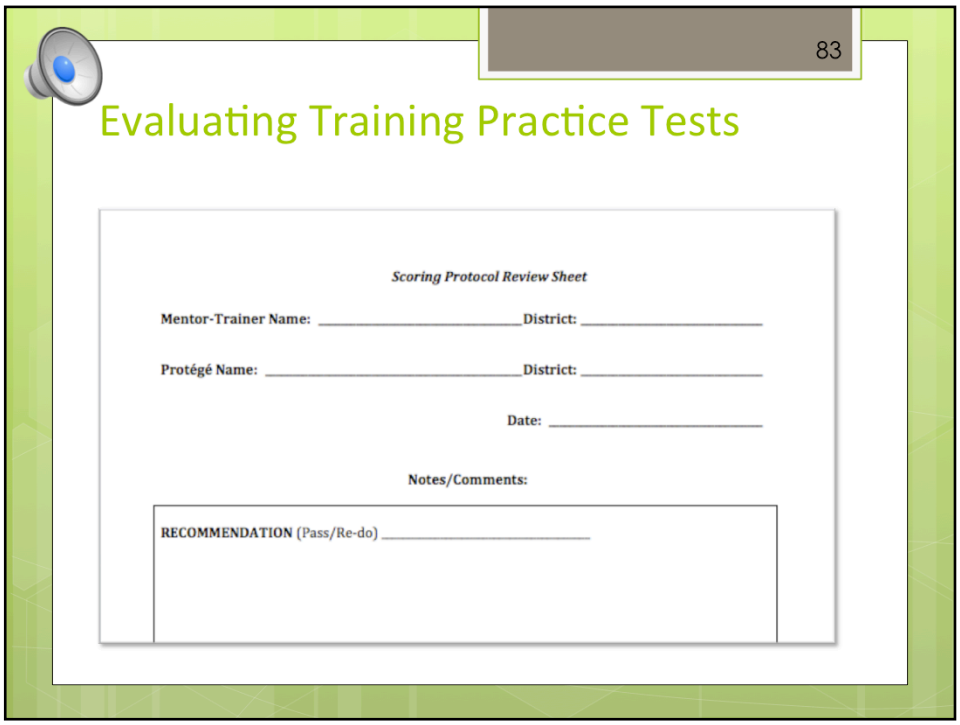
A QT who is requires a reset of Refresher Proficiency Tests must contact Aran Felix at EED to have his or her tests reset. Aran's contact information is included on the final powerpoint slide.



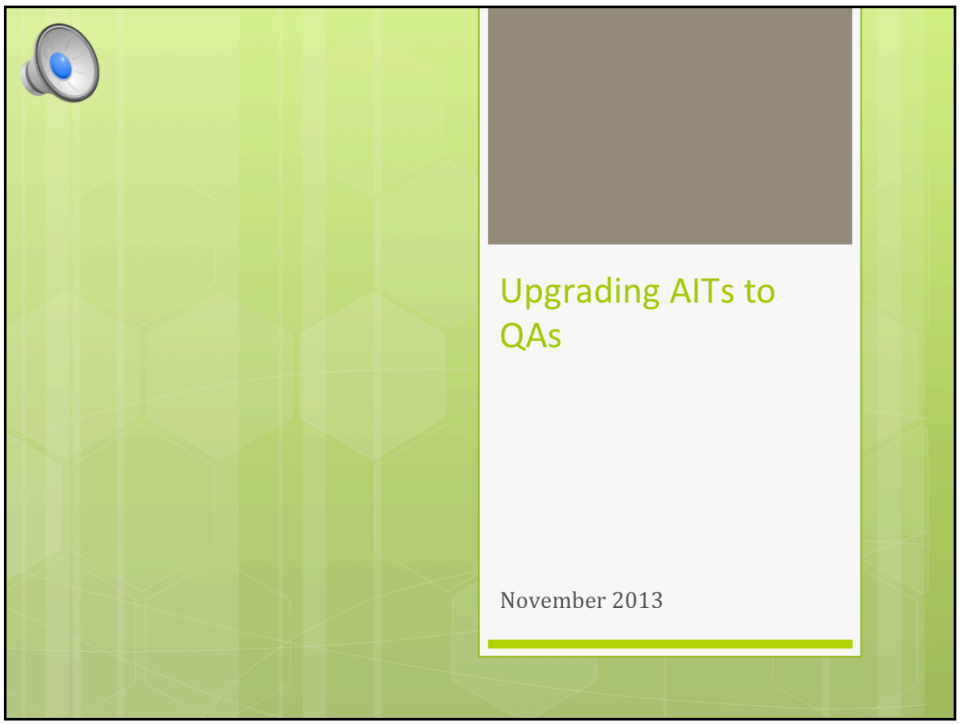
Evaluating Training Practice Tests



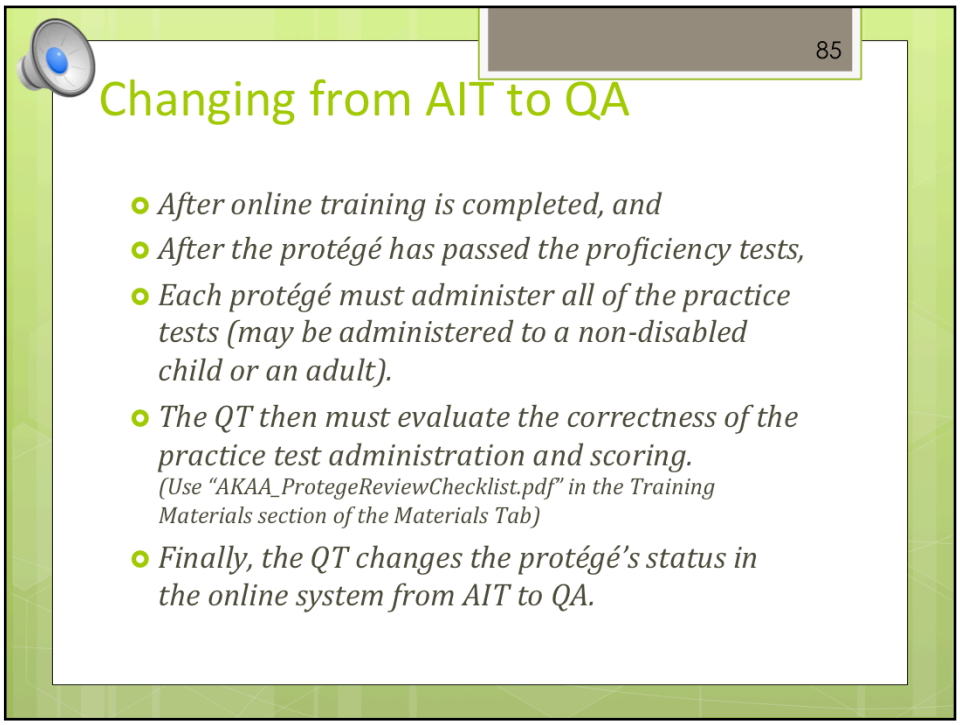
You will find the Training Practice Tests on the Materials Tab, in the section for Training Materials. Download and print the scoring protocols and student materials, the preparation guide, and the Protégé Review Form.



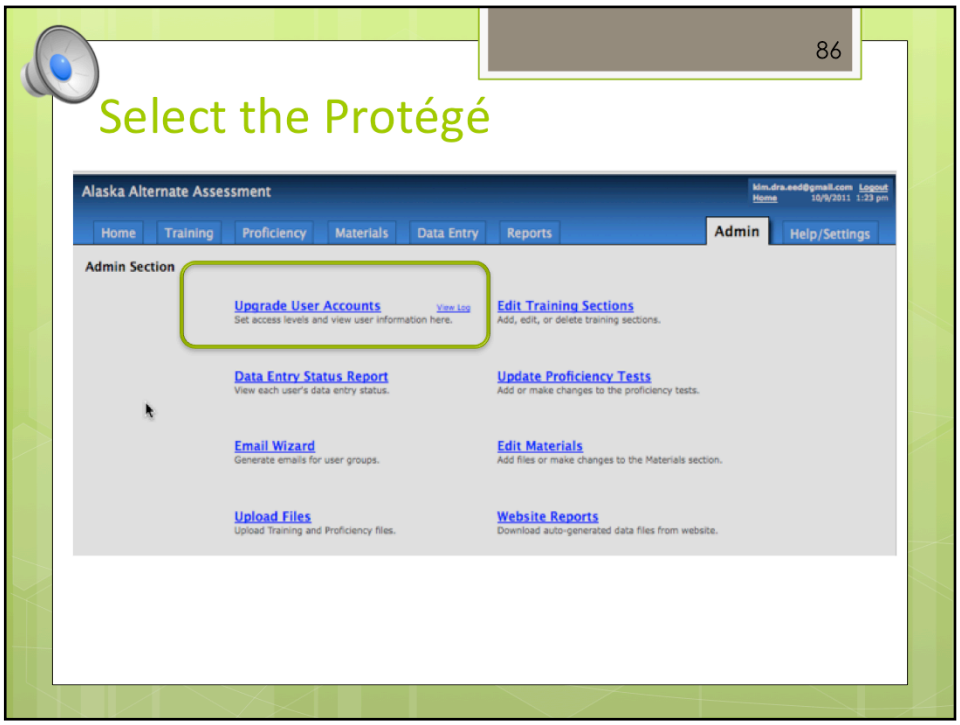
After your Protégés have administered the training practice tests to another person, you will evaluate their administration of the tests with the Protégé Review Form.



The next section will show how you, the QT, would upgrade a user's status from AIT to QA.



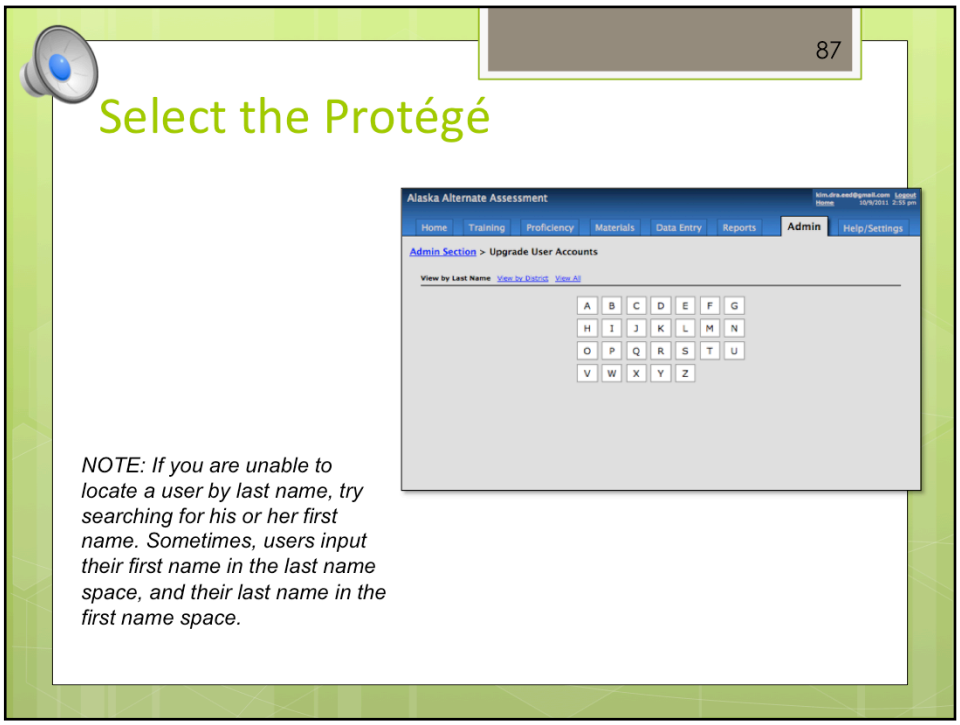
The system will automatically upgrade the status of any user that has ever completed training and reached either QA or QT status since 2006. QTs are only responsible for upgrading the status of new participants from AIT to QA.



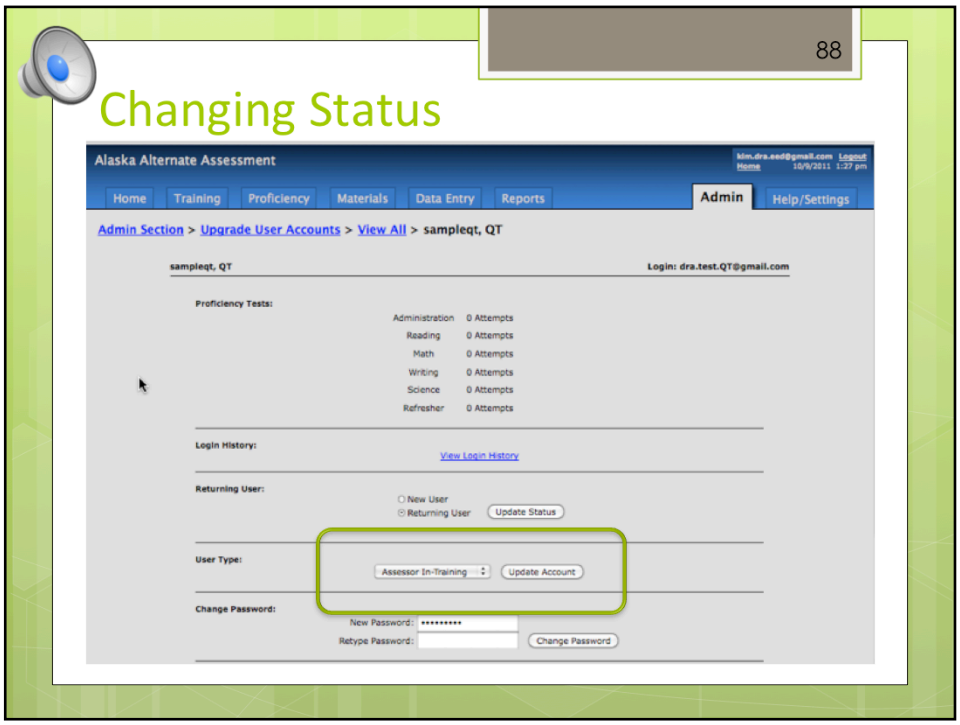
First, log in to the ak.k12test.com system.

Choose the **Admin** tab.

Then click on “Upgrade User Accounts”

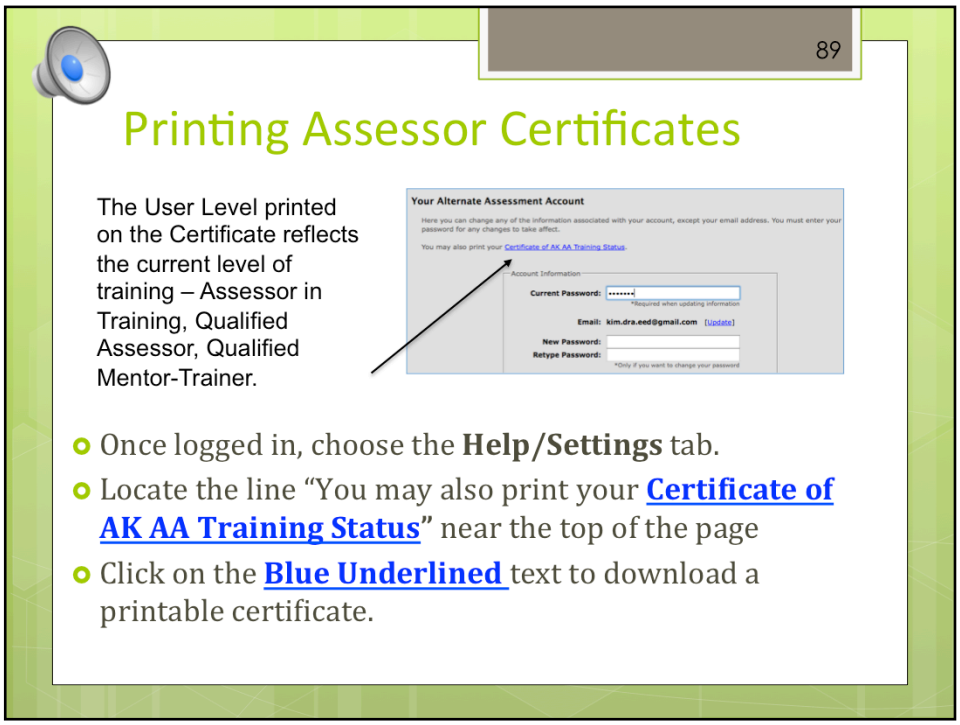


You may look at all the enrolled Assessors whose status is lower than yours (Assessors-in-Training and Qualified Assessors) in your district. You may View All or narrow your search by the first letter of the user's last name.



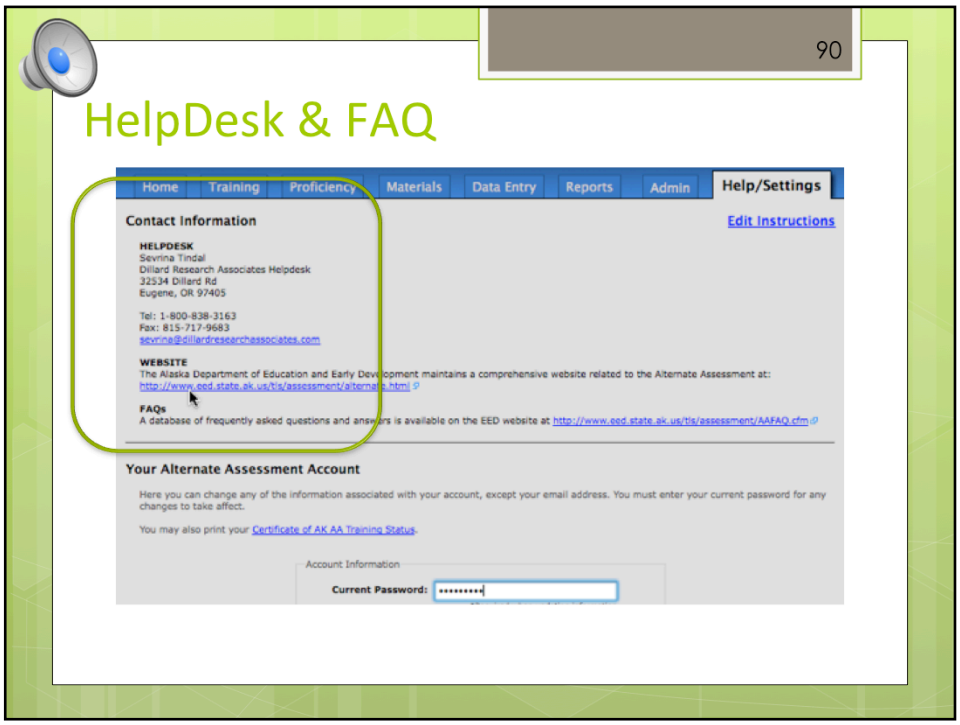
Once you have chosen the User whose status you will change, scroll down to the User Type section. Click and hold on the drop down menu bar in the middle of the page and drag to the correct user status. Release.

Then choose “Update Account”



After the user's status has been upgraded to Qualified Assessor status, the user may print a certificate of status. This is a function found in the **Help/Settings** tab of the ak.k12test.com site.

We encourage users to print at least one Certificate for their employment files. Your district may request the users to submit the certificate to the DTC. If this is true for your district, include this requirement in your training agenda.



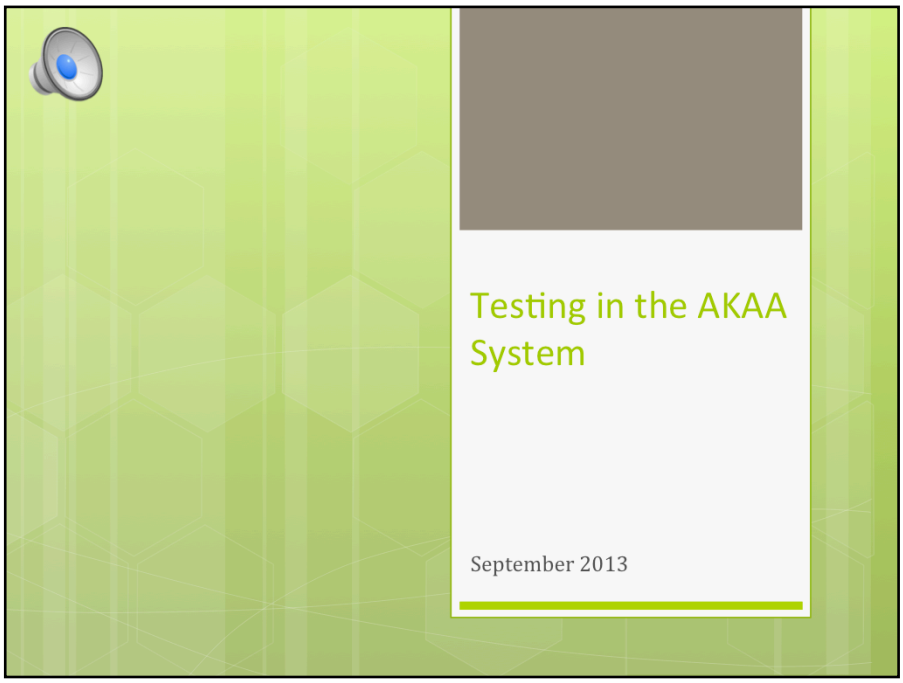
Please contact the HelpDesk for assistance or answers to your questions. Prior to contacting the HelpDesk though, we hope you will make use of the FAQ document on the EED website.

91

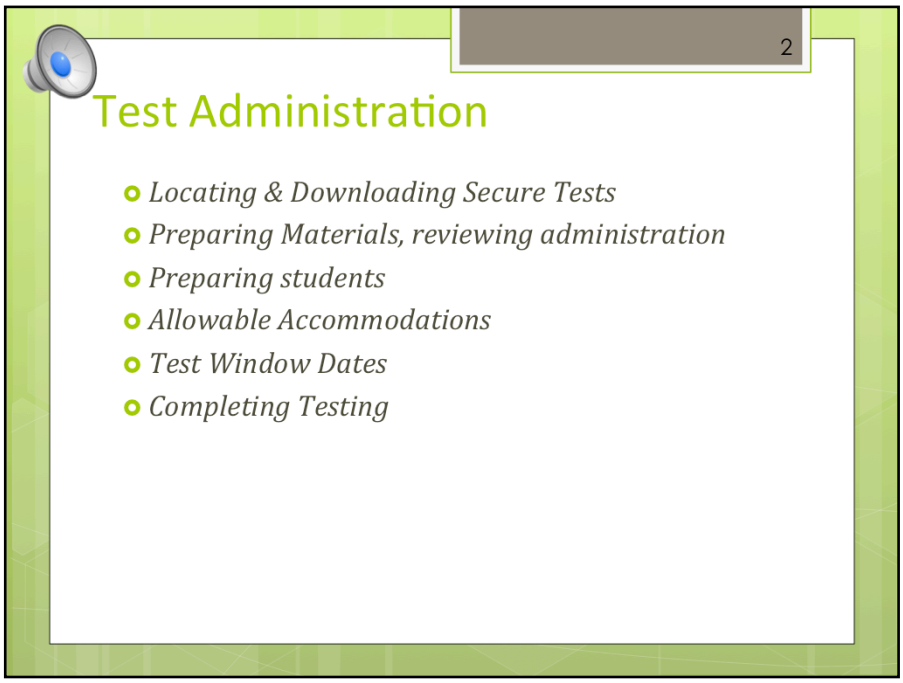
Aran Felix – Alternate Assessment Program Manager, EED

Contact Information

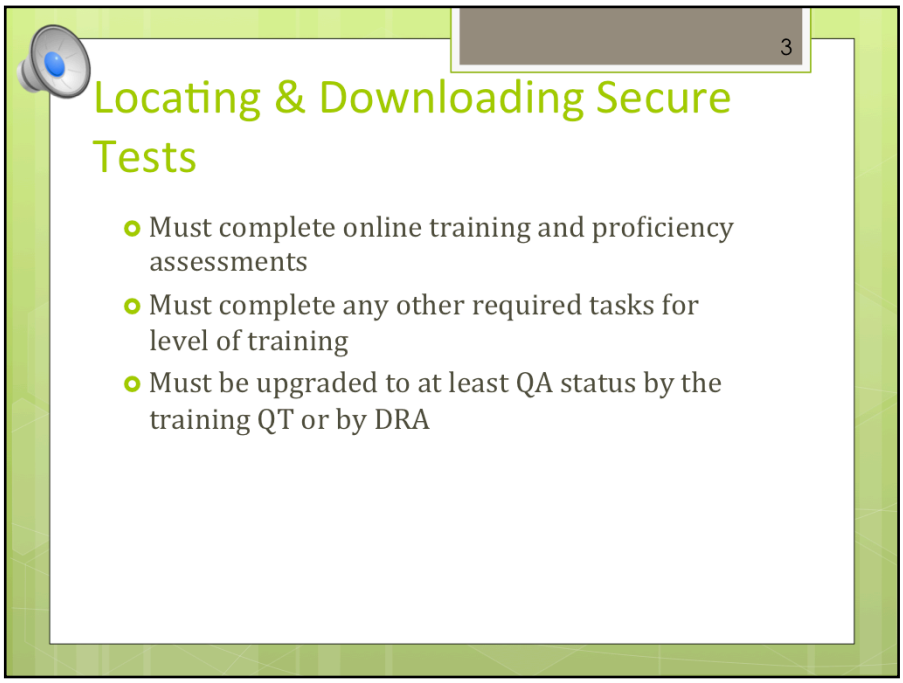
- aran.felix@alaska.gov
- 907-465-8437



This training module will describe the system for testing students using the Alaska Alternate Assessments.



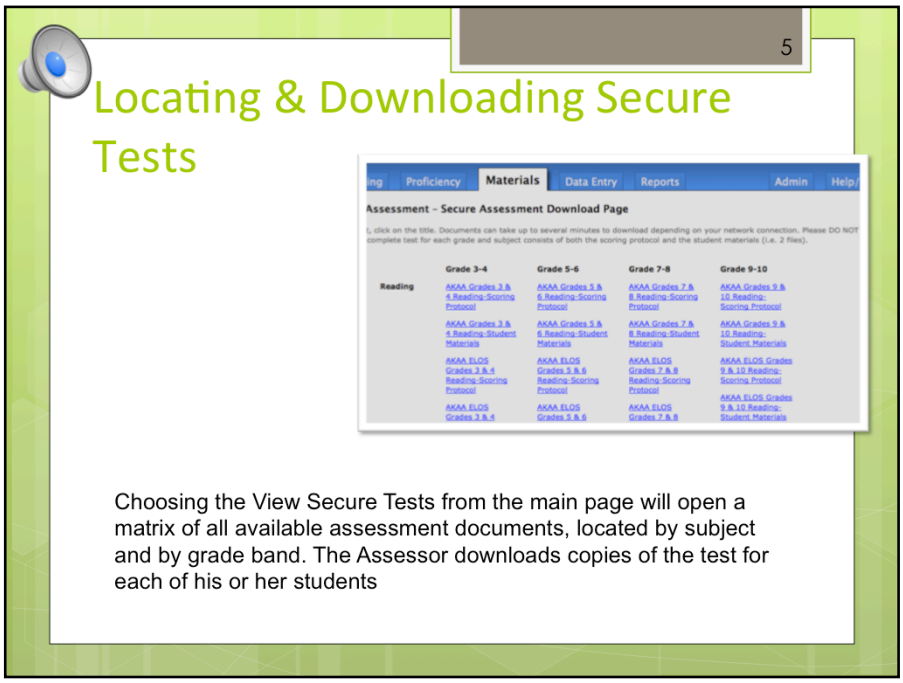
Topics in this training module are listed here.



Only Assessors who have completed required training and achieved the status of Qualified Assessor or Qualified Mentor-Trainer will have access to the secure test documents.

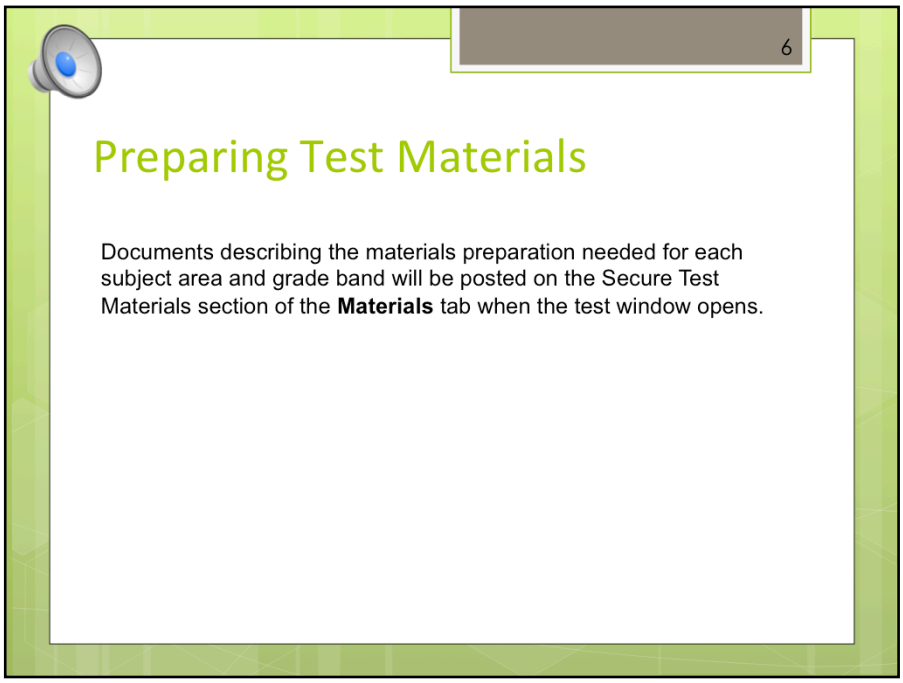
When the tests are available, and if the user has reached QA or QT status, the Assessor will be able to access the documents on the Materials Tab, under Secure Test Materials.

The tests are uploaded to the secure site (ak.k12test.com) in January of each year. The test documents are accessible to Assessors at 8:00 AM on the first morning of the testing window.

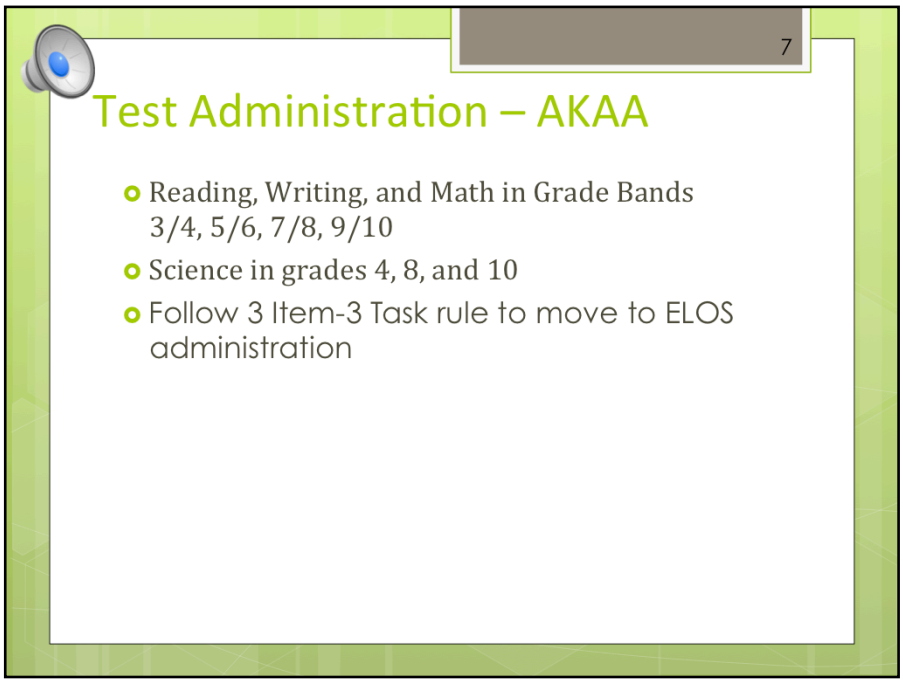


After the QA or QT chooses the link to "View Secure Tests", a matrix of available test documents is populated by subject (Reading Writing Mathematics and Science) and by grade level/band (3/4, 5/6, 7/8, and 9/10). Also within each grade band column are the ELOS test materials for each subject area. Each Assessor downloads and prints the test documents (Scoring Protocol and Student Materials) required for each student on his or her testing roster.

It is <u>essential</u> that the Assessor enters the correct grade for each student in the Student Setup function AND that the Assessor administer the correct tests in the correct grades to each student.



Located in the **Materials** tab, in the Secure Test Materials section, documents will be posted that explain the materials and preparation required for each subject area and grade band of the Alternate Assessments, including the materials needed for the ELOS administration.

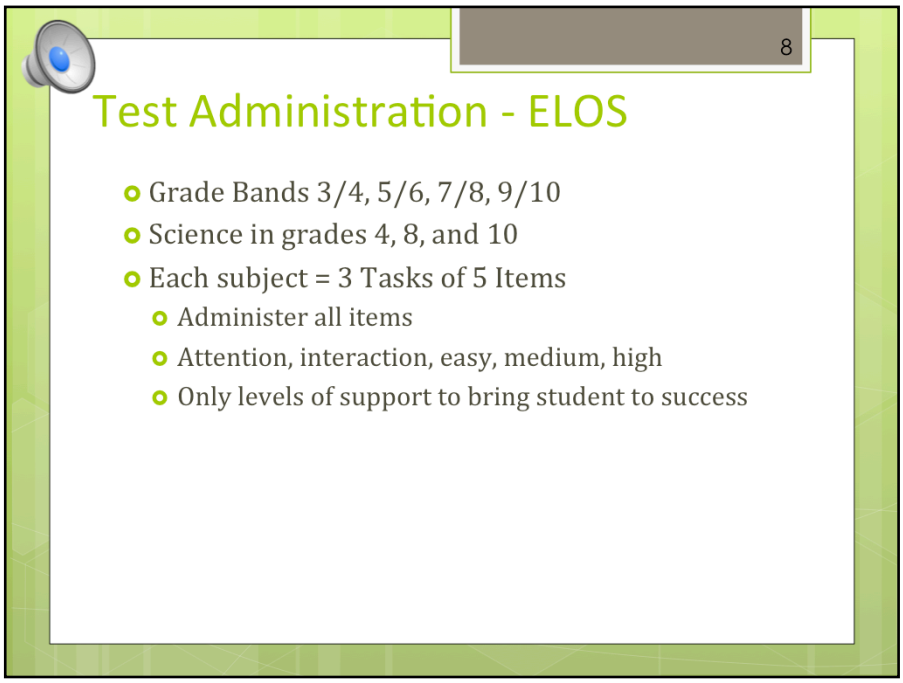


This slide is a reminder of the grades and subjects in the Alternate Assessments.

The 3 item – 3 Task rule to move for ELOS can be confusing, especially where a task has only one or two items in it. In those instances, Assessors should move to ELOS when 9 consecutive zeros have been scored, regardless of the number of tasks.

The point of the 3 Item – 3 Task rule is to allow a child to move to the Expanded Levels of Support when it is clear that the Standard Administration is too difficult or frustrating to the child.

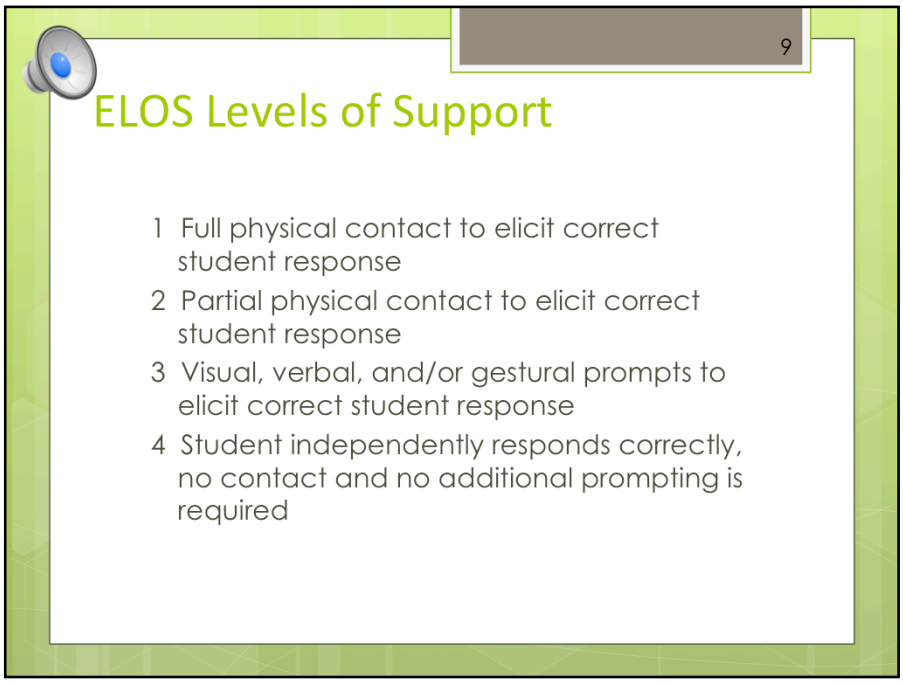
Each Assessor will have to judge if a child's frustration is due to academic abilities or other physical discomforts. If an Assessor feels that the child is scoring zeros for physical reasons, it might be necessary to take a break and return later to the test.



The ELOS test documents (Scoring Protocols and Student Materials) are located in the matrix of test documents. A different ELOS test administration packet is available for each subject and each grade or grade band.

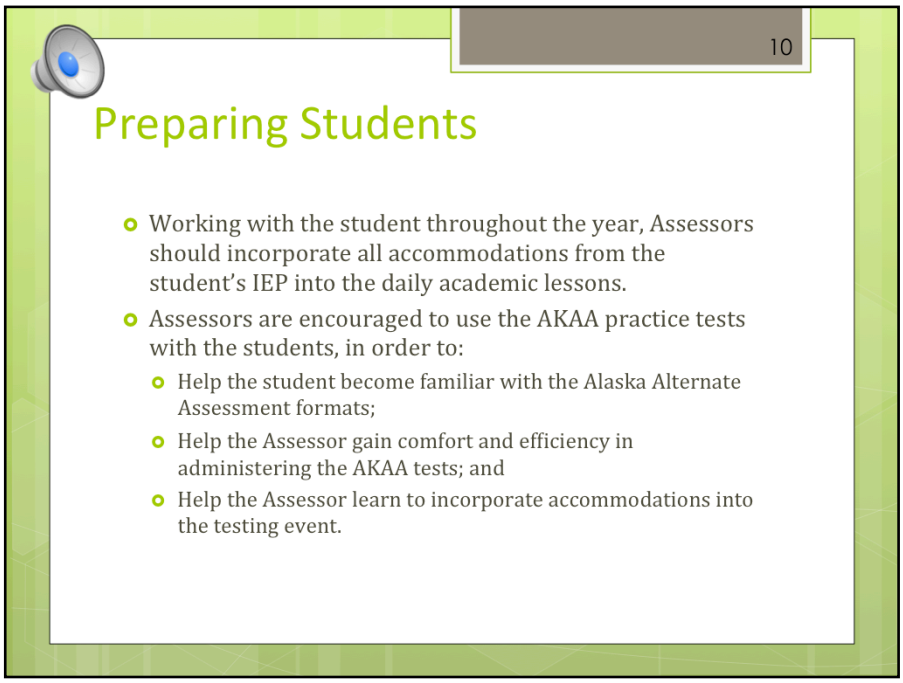
Assessors should print a set of ELOS test administration documents for each child that is likely to require the ELOS administration. HOWEVER, each child must begin the Alaska Alternate Assessment in the Standard Administration, and only move to ELOS when the 3 Item – 3 Task rule is satisfied.

Each ELOS test consists of three tasks of five items, or a total of 15 items. Each item must be administered to the student.



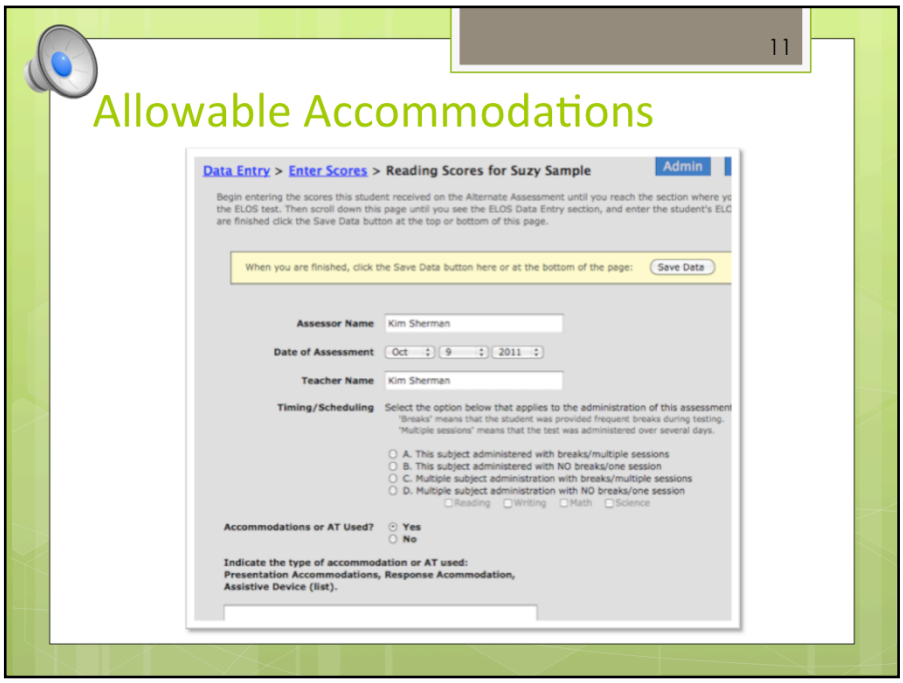
There are four levels of support available to bring a child taking the ELOS administration to success.

Assessors start with the least amount of support (Level 4, making the request / prompting as written in the Scoring Protocol). If no response, or the student chooses a wrong answer, the Assessor would next try Level 3 supports, then Level 2, and finally Level 1, full physical contact, where the Assessor holds the Student's hand and assists the student in choosing the correct answer.

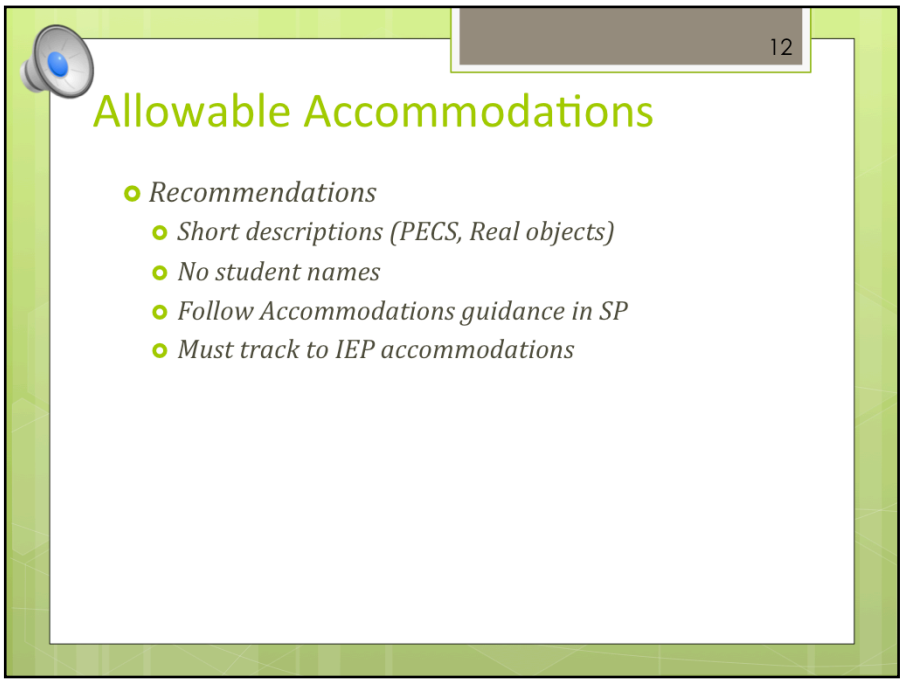


Students must have access to the accommodations detailed in their IEPs throughout the school day, including during testing.

The Student Practice Tests are located on the ak.k12test.com site. in the **Materials** tab, in the section titled "Practice Tests."



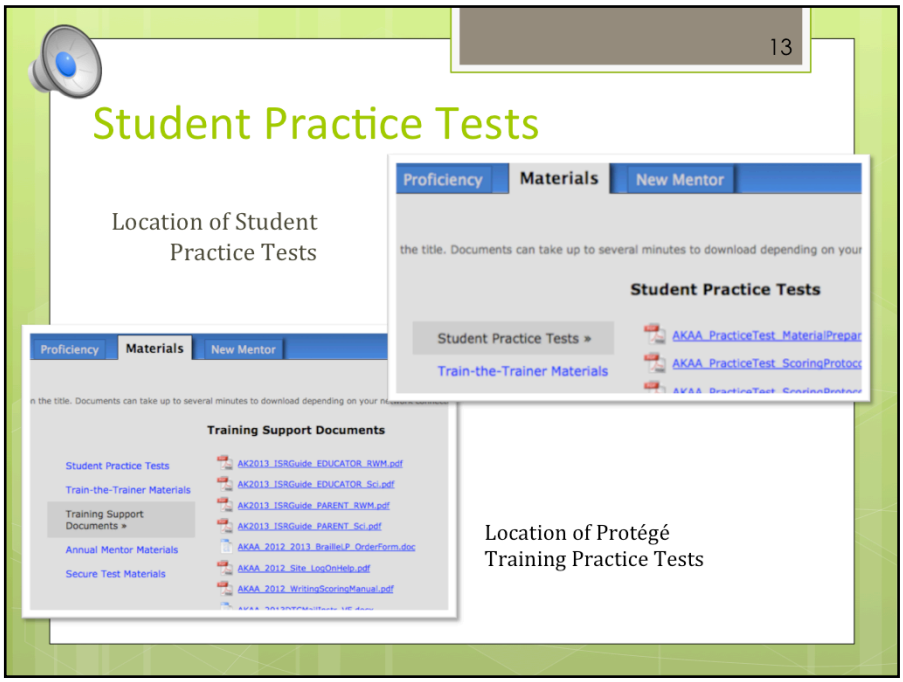
EED annually tracks the accommodations used in testing children with the Alternate Assessments. Each Assessor will answer basic questions regarding the accommodations used for each student in each test subject. The data are collected at the top of the Data Entry screen for each test.



In addition to the data collection related to the scheduling and timing of test administration for each student, Assessors are asked to record the types of accommodations used. This information is collected in a text box on the Data Entry screen.

Listed on this slide are recommendations for filling in the text box. Many Assessors type full sentences and paragraphs. However, a simple list of accommodations is preferred.

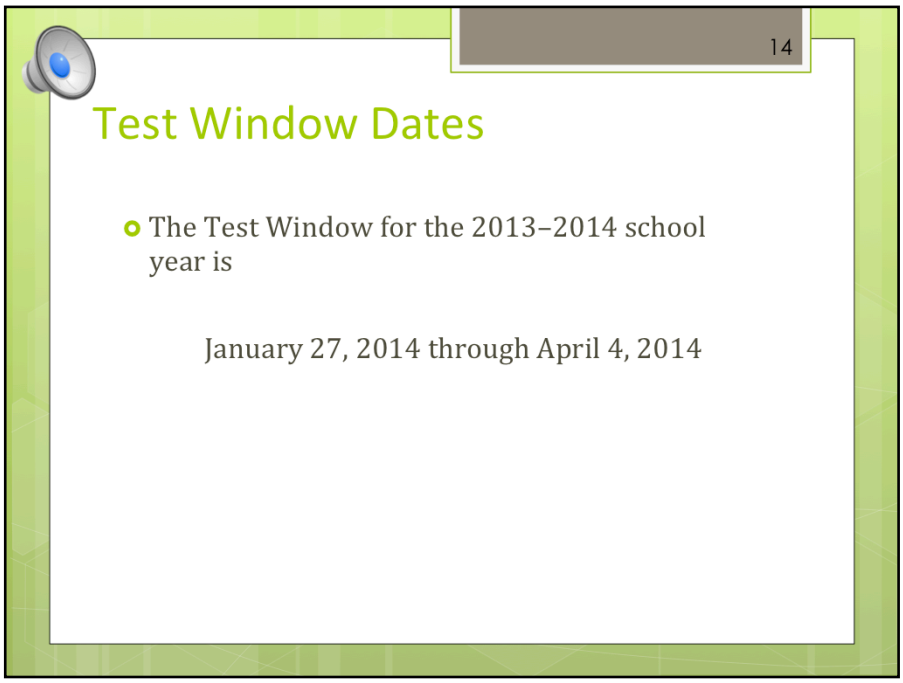
Please encourage your Assessors to NOT use the student's name or other identifying information in the description of accommodations used. This database is published each year, and while we work very hard to scrub student names from the report, the possibility of missing a name exists. We'd like to avoid that.



Students must have access to the accommodations detailed in their IEPs throughout the school day, including during testing.

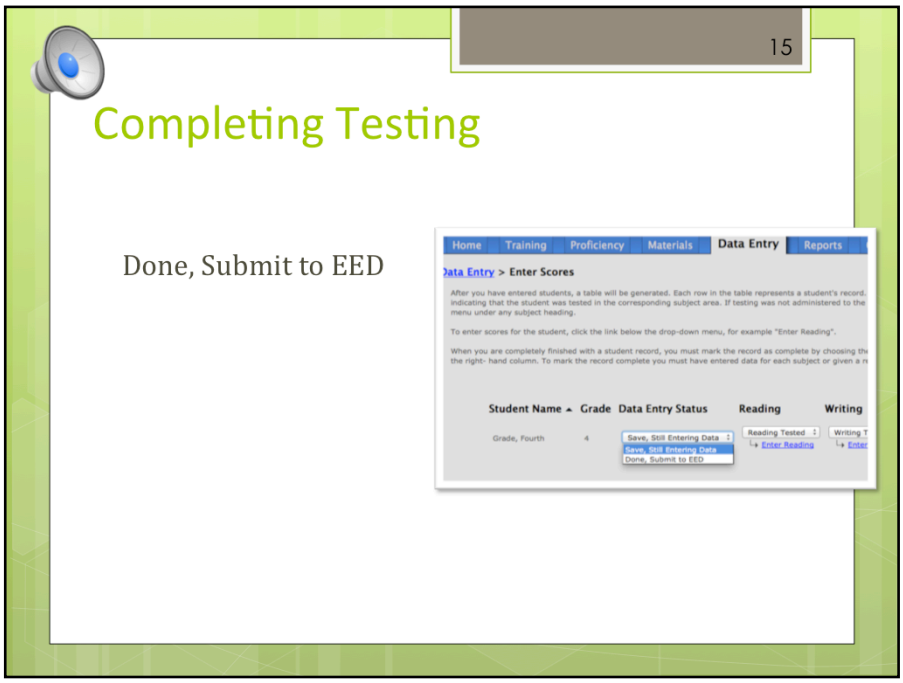
Practice tests for use with students throughout the year are located in the **Materials** tab in the section "Practice Test Materials" and include the phrase "Student Practice Test" in the title.

Practice tests for use with Assessors-in-Training to complete the requirements to become a Qualified Assessor are located in **Materials** Tab in the section "Training Materials" and include the phrase "Training Practice Test" in the title.



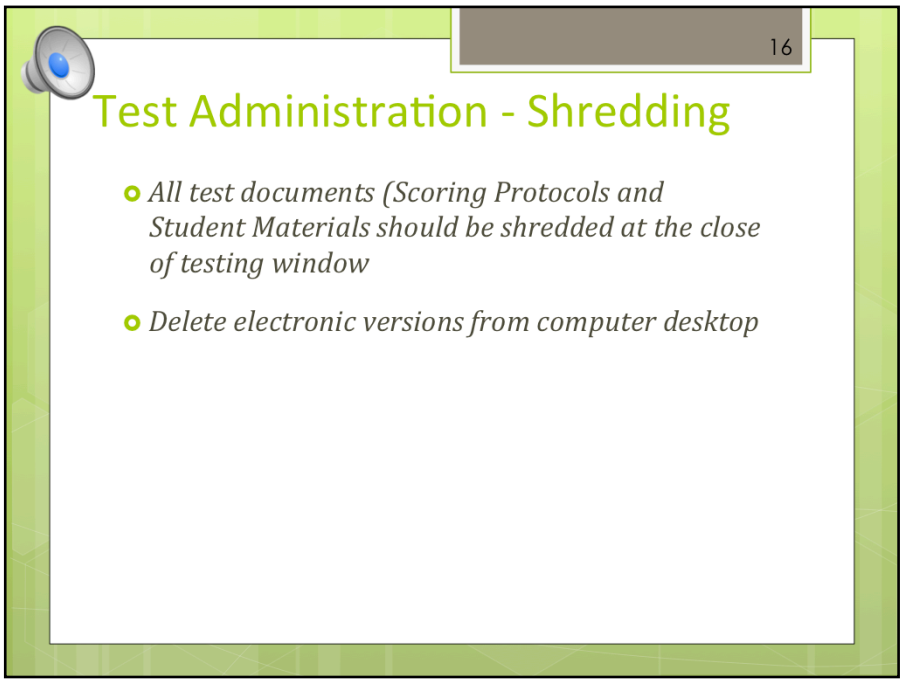
All testing must be completed, and all scores input and uploaded to EED by 6:00 PM on April 4, 2014.

“Uploaded to EED” means that the function “Done, Submit to EED” has been chosen for each student who participated in the Alaska Alternate Assessment.

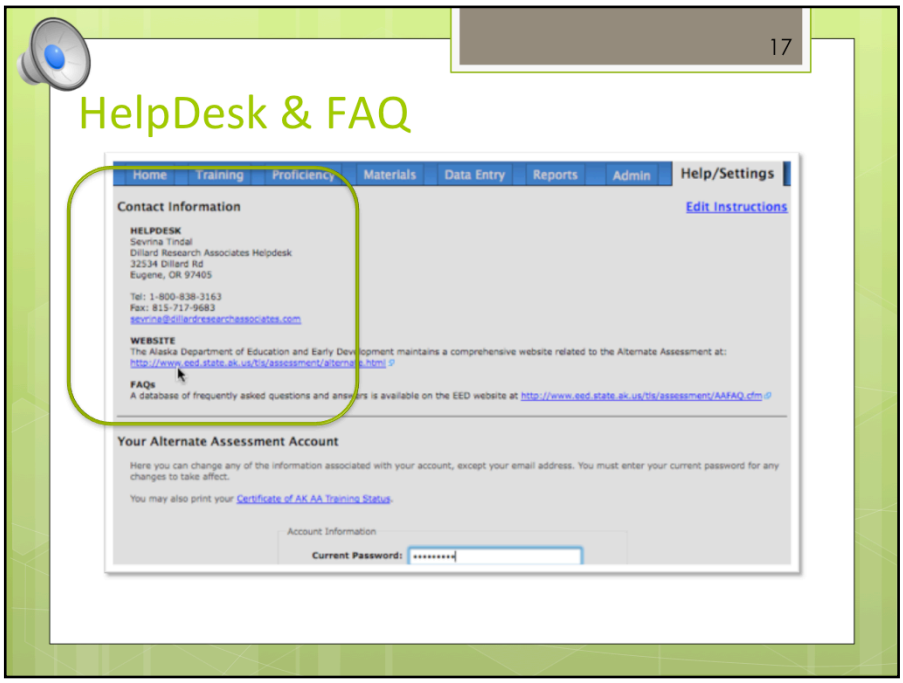


After an Assessor has assessed a student and has entered the Accommodations Used and student score results in the Data Entry section, the Assessor MUST choose “Done, Submit to EED”. The scores are not submitted and recorded until this step is completed.

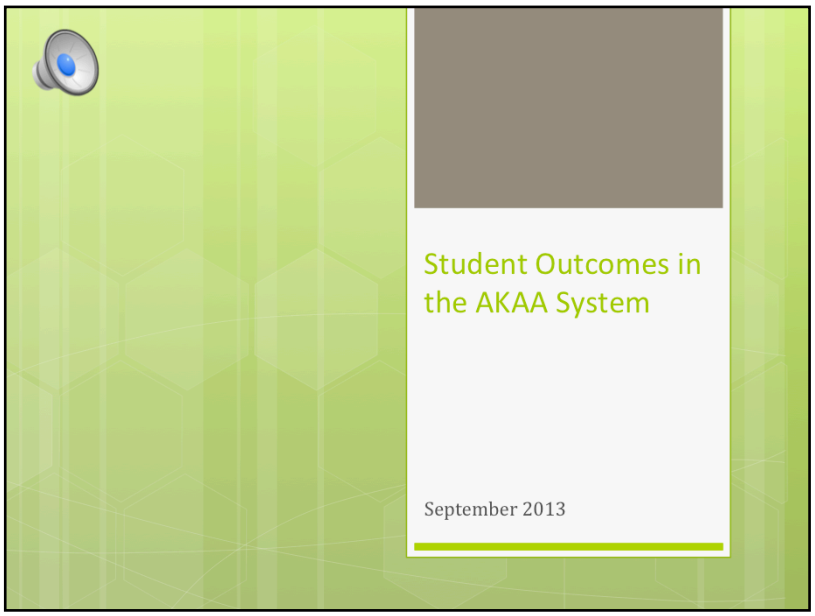
As a Qualified Trainer, you will be able to check the completion of’ testing in your district.



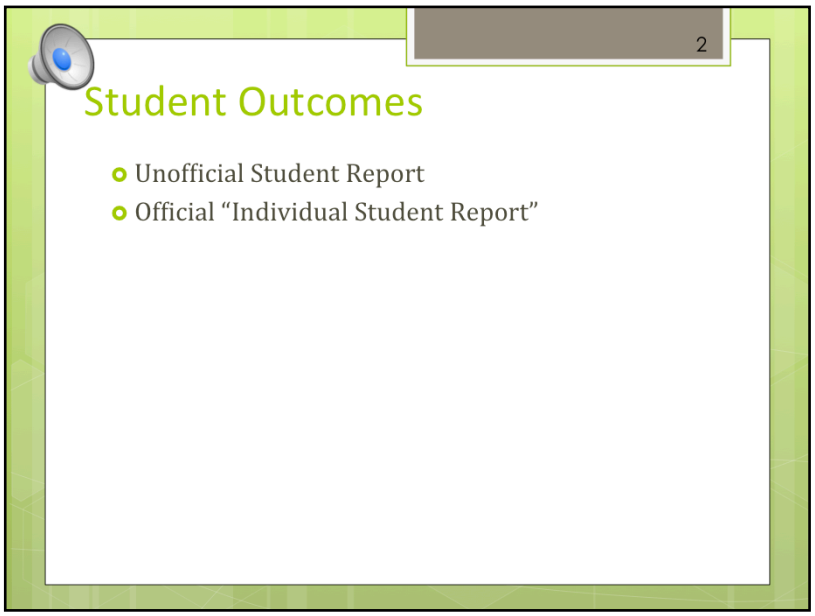
The Alaska Alternate Assessment test documents are secure testing materials. They should be stored in a locked cabinet or drawer and should be password protected on a user's computer hard drive during the testing window and MUST be shredded and deleted at the close of the testing window.



Please contact the HelpDesk for assistance or answers to your questions. Prior to contacting the HelpDesk though, we hope you will make use of the FAQ document on the EED website.

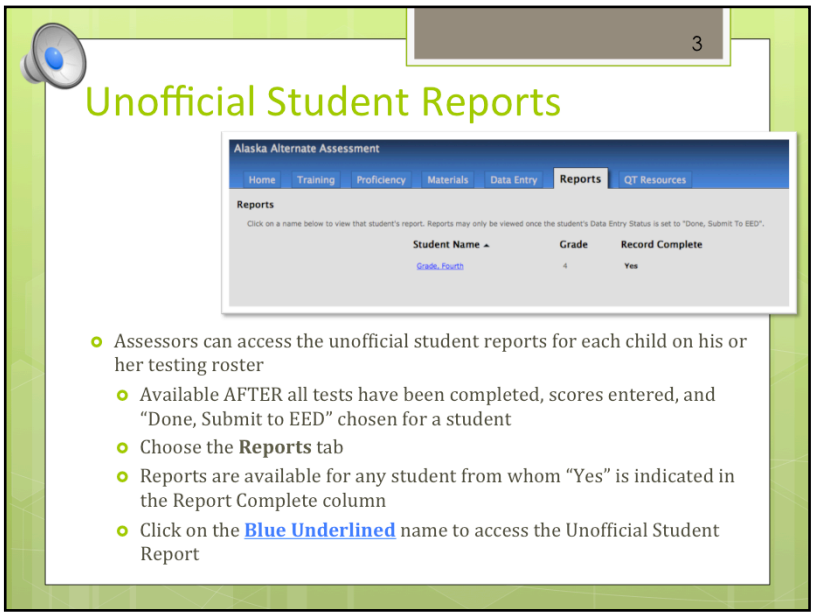


This presentation describes the tools available to Qualified Trainers and Qualified Assessors regarding student testing results.



We will discuss two levels of student outcome reporting.

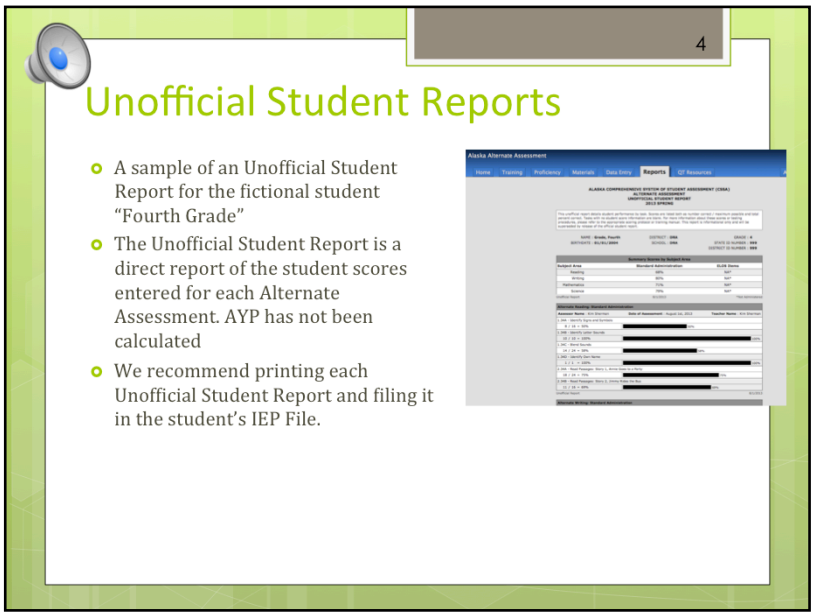
1. The Unofficial Student Report is available immediately after the student completes all required tests, and "Done, Submit to EED" has been chosen for the student.
2. The official "Individual Student Report" is available annually in mid-May and represents the calculated AYP designation for each student who completed Alternate Assessment testing (and for whom "Done, Submit to EED" was chosen).



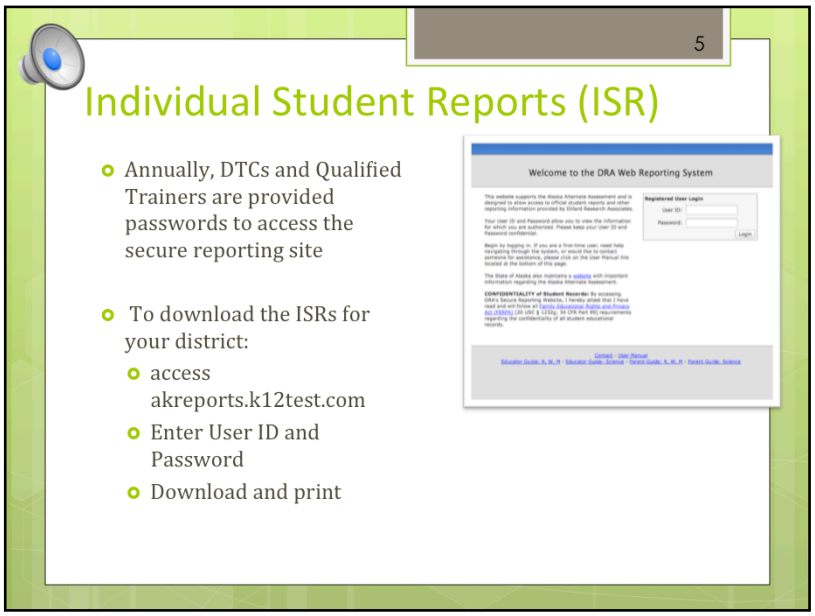
Unofficial student reports are a direct listing of a student's Alternate Assessment results. The Unofficial Report is accessed from within the ak.k12test.com site, in the **Reports** tab.

Unofficial Student Reports are available for each student for whom all test scores have been entered, and the Assessor has chosen "Done, Submit to EED." Unofficial Student Reports are available on a student by student basis. Accessing one report does not indicate test scores have been entered and submitted for ALL students on an Assessor's roster.

If "No" is listed in the "Record Complete" column, but the Assessor insists that all scores have been entered, have the Assessor go back to the Data Entry screen and verify that "Done, Submit to EED" has been chosen for the student in question.



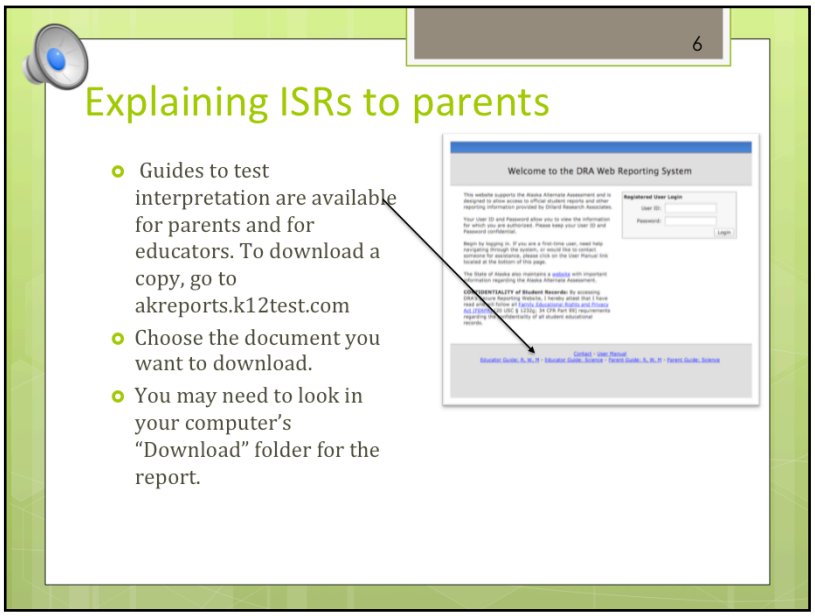
This slide shows a sample of an Unofficial Student Report online. To print, have the Unofficial Student Report webpage visible for the selected student, and choose Print from the web browser's File menu.



Individual Student Reports (ISRs) are available mid-May, and are accessed through a separate secure website: akreports.k12test.com. This site requires an assigned user id and password. Only Qualified Trainers and the DTC for each district may have the access codes to this site.

If you do not have the user log on and password to akreports.k12test.com, send an email request, including a phone number to reach you, to the DRA HelpDesk (sevrina@dillardresearchassociates.com).

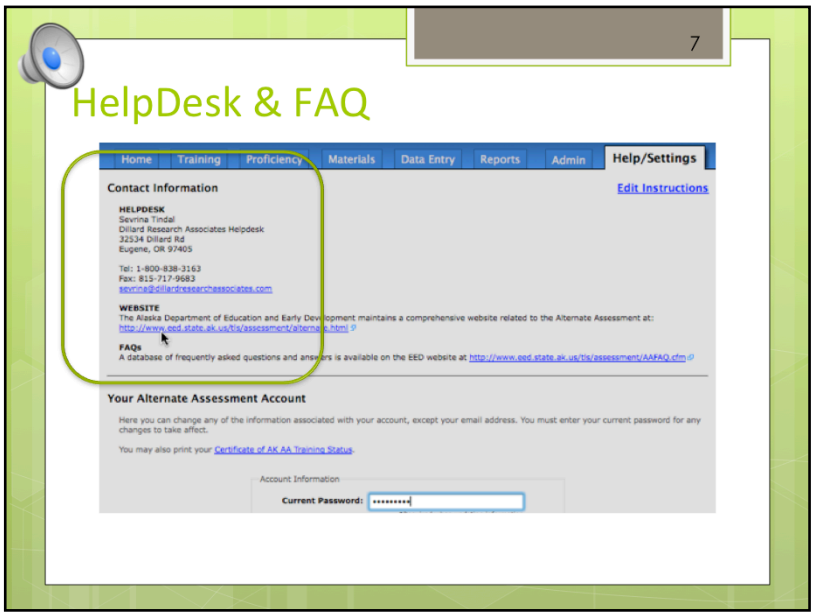
Send the email from the same email address used when you log on to the ak.k12test.com site; the HelpDesk will verify your QT status before calling you with the password. DRA does not transmit secure information via email.



On the home page of the secure reporting site (akreports.k12test.com), before signing in, you can locate guides to test interpretation along the bottom.

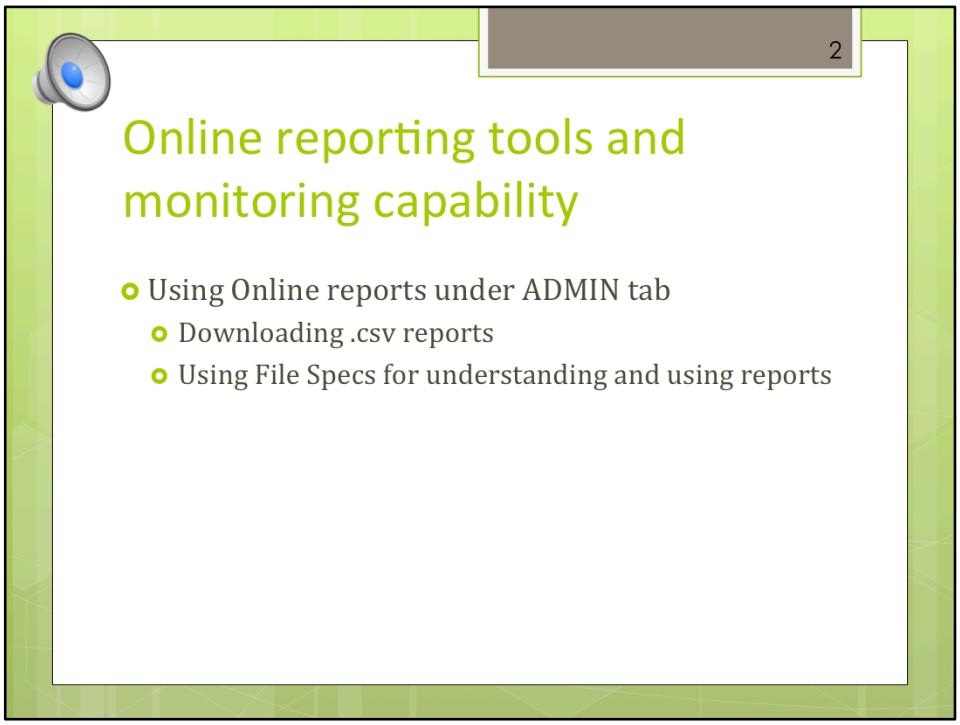
Two sets of Guides are provided: One for educators and one for parents.

DRA recommends that every Assessor in the Alaska Alternate Assessment system read both sets of Guides, and that parents are provided the Parent Guides to Test Interpretation.

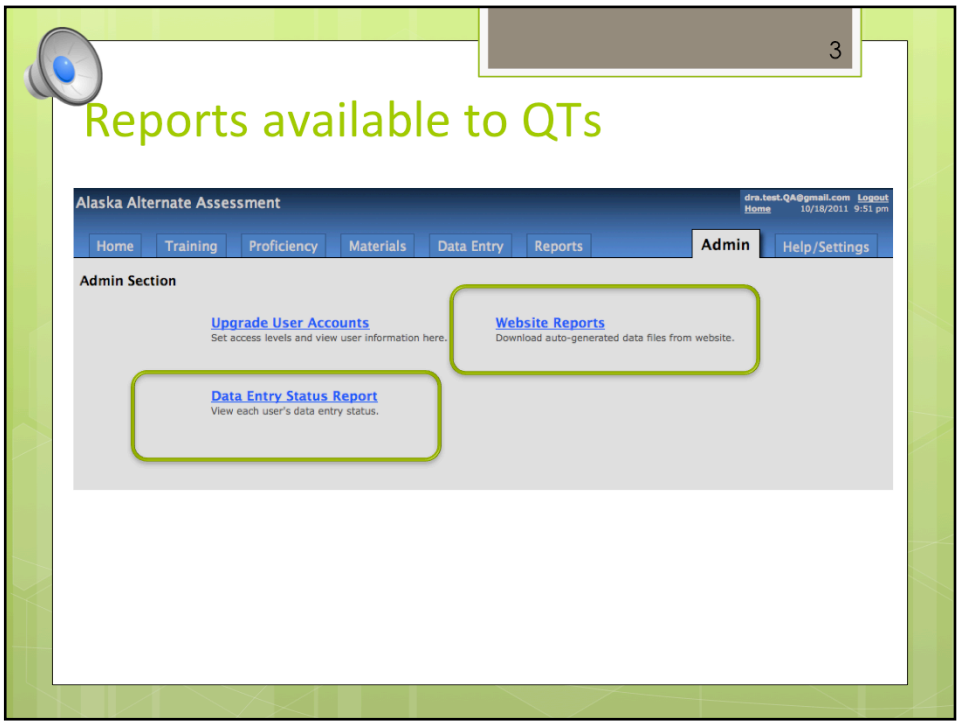


Please contact the HelpDesk for assistance or answers to your questions. Prior to contacting the HelpDesk though, we hope you will make use of the FAQ document on the EED website.

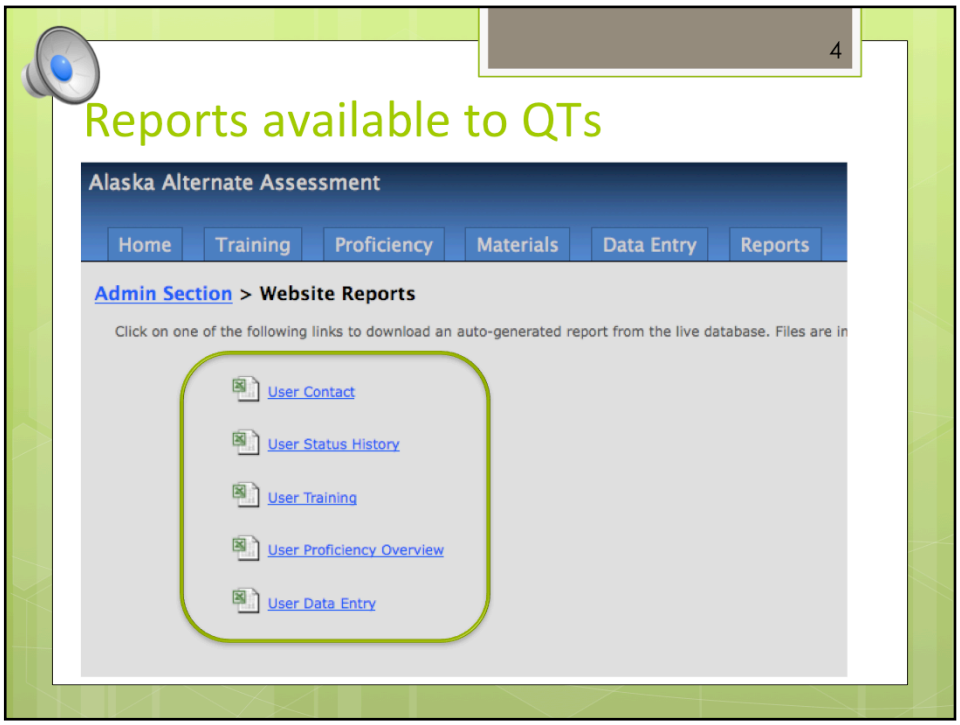
In this module, you will learn how to use tools available in the ak.k12test.com system to monitor the Assessors in your district, and the completion of Alternate Assessment tests and submission of student test scores.



The topics included in this module are listed here. *See also the Quick Reference Guide*

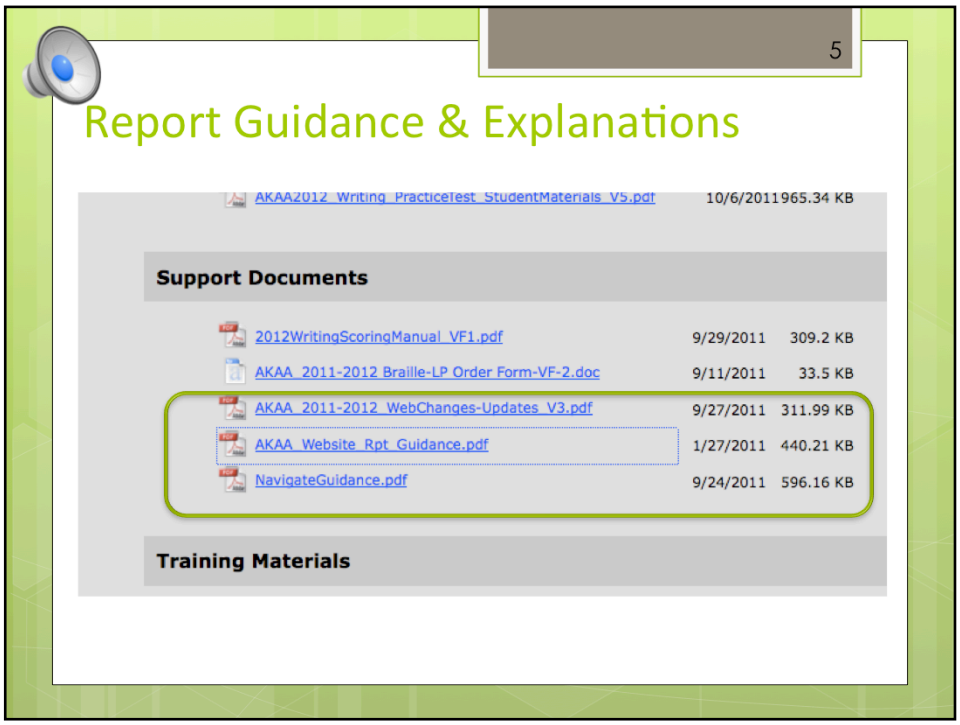


In the module "Training Protégés" we learned about one of the tools available to you in the **Admin** tab of the ak.k12test.com system. In this module, you will learn about the other two tools listed here: Website Reports and Data Entry Status Report. We'll start by clicking on the Website Reports hotlink.

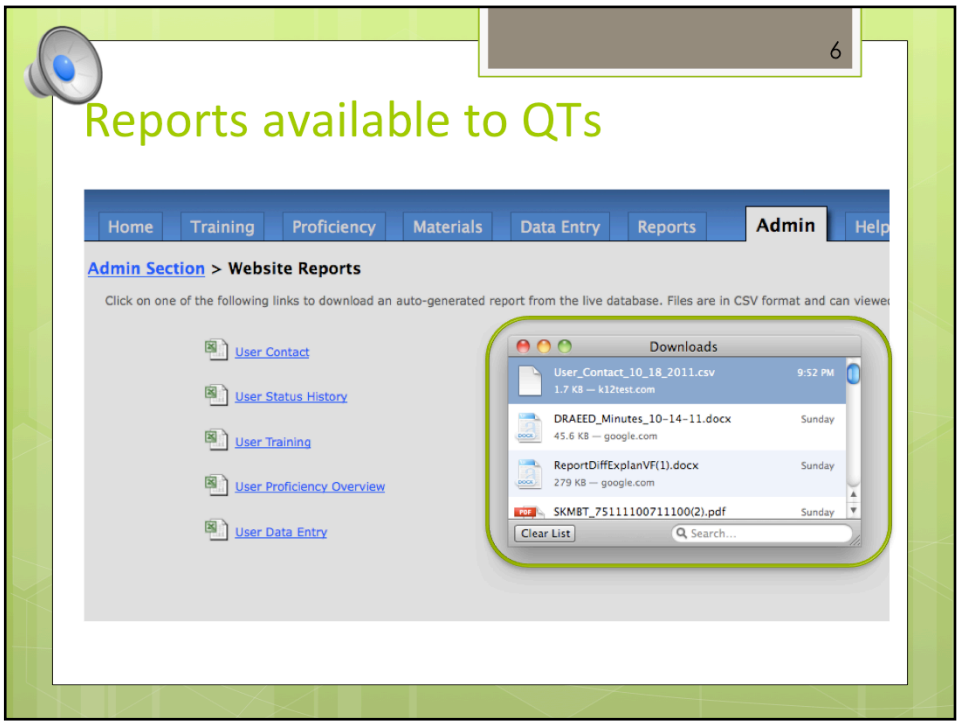


Five reports are available to you:

User Contact
User Status History
User Training
User Proficiency Overview
User Data Entry



A description of the data included in each report and possible uses for those data are included in a document called “AKAA_Website_Rpt_Guidance.pdf” located in the Support Documents section of the **Materials** tab.

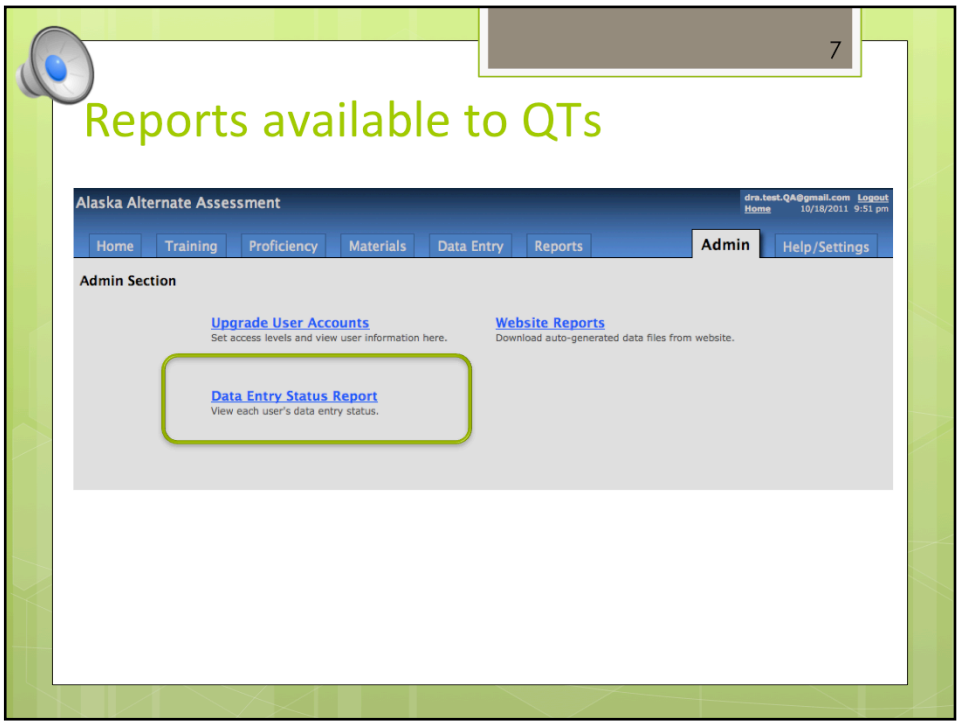


Each report is accurate and up-to-date as of the moment you choose the report. When you click on the name of the report, your computer will begin to download the report to either your Downloads folder or to your desktop. The report will be titled by the name of the report, the date of the download, and “dot csv”

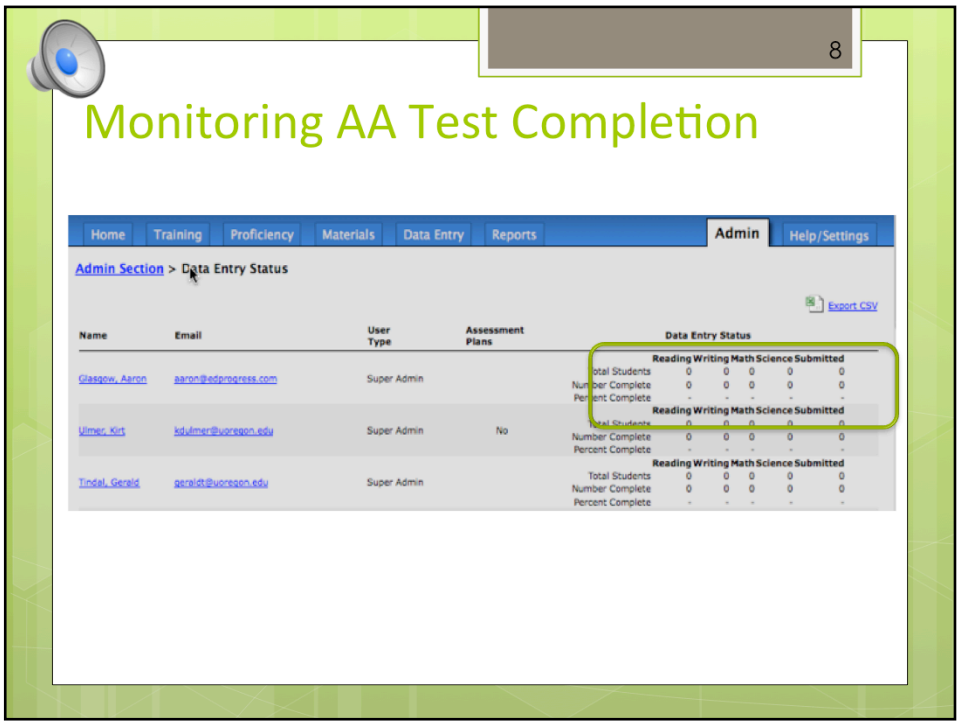
CSV stands for Comma Separated Value and is a spreadsheet format. When you open the report, it will look like an excel spreadsheet.

If you manipulate the data in the report (move columns, sort by last name or other value, highlight rows or columns, resize rows or columns, and so on), the report that is open on your desktop will show those changes while the document is open. <u>However</u>, when you close the report, EVEN IF YOU “SAVE” the changes, your changes will disappear. That is the nature of a csv document.

In order to save any changes you make, you need to choose “SAVE AS” from the menu, In the “FORMAT” menu bar of the SAVE AS window, choose an Excel format (either “DOT XLS” or “DOT XLSX”), then choose “SAVE”. This will save the changes you have made to the spreadsheet and data.



The third and final tool that is available to you in the **Admin** tab is the "Data Entry Status Report" tool. This is a critically important tool that allows you to follow the completion and submission of student tests during the window, and to work with Assessors who have not completed testing or data entry in the weeks leading to the end of the testing window.



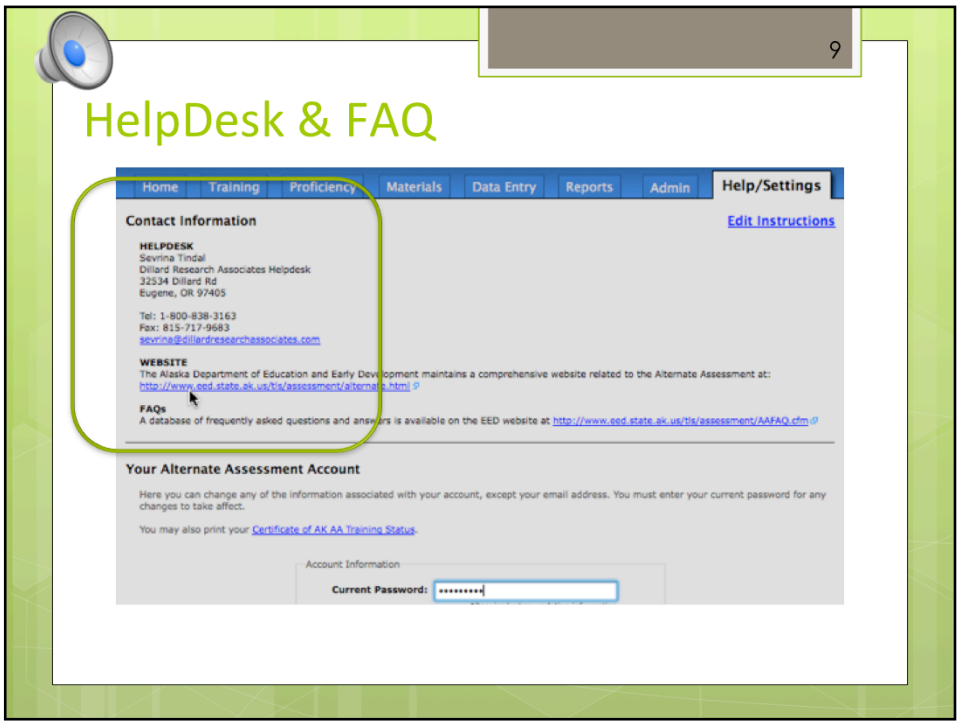
The data that is displayed in the Data Entry Status Report includes five columns.

The first column is the User's name. It is hotlinked to the User's status

The second column is the user's email, as recorded in the ak.k12test.com system. Clicking on a user's email address on this page will open an individual email to that person.

The third column is the User Type. In this example, all the users are team members with DRA. Your list will show all users in the ak.k12test.com system registered in your district.

The fourth column shows the User's assessment plans, as entered the first time the user logged into the system in this current school year. A "No" in this column indicates that the user DID NOT BELIEVE that he or she would have any students who are eligible to test in the alternate assessment system this year. If this column records a "No" AND the Data Entry Status columns all record zeros, we recommend that, in early to mid March, you confirm with the user that he or she still does not have students to test. If that is true, you may decide to not include this user in any reminders that might be sent to Assessors about completing training and entering scores.



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