Comprehensive System of Student Assessment (CSSA)

Educator Guide To Test Interpretation for the Alaska Alternate Assessment For Reading, Writing, and Mathematics Spring 2014

Introduction

The *Educator Guide* explains the Alaska Alternate Assessment (AKAA) so educators can understand the outcomes and various reports. The following information is included here:

- The first four pages of the *Educator Guide* provide an explanation of the purpose of testing, the components of the AKAA, and a description of the *Student Report*
- The Conditions of Administration of the AKAA, including standard administration and eligibility for using the Expanded Levels of Support (ELOS) test items
- Example Report: Expanded Levels of Support (ELOS)
- Example Report: *Unofficial Student Report*
- Description of the Reading, Writing, and Mathematics tasks
- AKAA Regulation, Cut Score Ranges, and Proficiency Level Descriptors
- Glossary of Terms

The Purpose of Testing

The purposes of statewide student assessment specifically are to: 1) help determine which children are meeting statewide performance standards; 2) produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and 3) provide a focus for instructional improvement [4 AAC 06.700]. The purpose of the Alaska Alternate Assessment (AKAA) is to ensure that students with significant cognitive disabilities have access to, participate in, and make progress in the general education curricula, as well as show what they know and can learn [4 AAC 06.775].

What the Alaska Alternate Assessment Measures

The Alaska Alternate Assessment measures what students know and can do at their grade level in reading, writing, and mathematics (and science) compared to the Alaska Extended Grade Level Expectations (ExGLEs) for students with significant cognitive disabilities. The Alaska Alternate Assessment is based on Extended Grade Level Expectations with the performance measured against alternate achievement standards that differ in complexity

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Components of the Alaska Alternate Assessment
The Alaska Alternate Assessment tests reading, writing, and mathematics (and science) as required by state and federal law. Statewide assessment of functional skills is not included in this academic assessment as the statewide assessment must measure the student's academic knowledge and skills in reading, writing, mathematics, and science. The tasks included in this assessment are performance, curriculum-based measures and are aligned to the Extended Grade Level Expectations. The assessment permits the use of accommodations, assistive technology, and adaptations of the material in order to provide the best access of the content for each student.

Reading
The reading assessment is designed to measure essential reading skills. The tasks measure the degree to which students with significant cognitive disabilities are learning to read at the symbol, word, and text levels. The tasks increase in complexity with each grade band and include: identification of pictures, symbols, and letters in the alphabet, identification of own name, distinguishing sounds, generating sounds of letters, reading simple words to more complex words, reading sentences, reading text, comprehending text, obtaining information, and identification of root words.

Writing
The writing assessment is designed to measure skill acquisition in written language development for students with significant cognitive disabilities. The tasks measure the degree to which students with significant cognitive disabilities are learning to write using letters, words, and connected sentences. The tasks increase in complexity with each grade and include the following: copy letters, copy words, copy sentences; write his/her name, write words from dictation, sentence mechanics, write a sentence, write a story, and revise writing.

Mathematics
The mathematics assessment is designed to measure the degree to which students with significant cognitive disabilities have developed numerical understanding. The tasks measure the degree to which students with significant cognitive disabilities are learning to use numbers and mathematical symbols as well as solve problems. The tasks increase in complexity with each grade and include: copying numbers, identifying numbers on a number line, counting, identifying same and different, identifying and matching shapes, reading and writing numbers, counting objects, single and double digit addition, subtraction, and multiplication, reproducing and extending simple patterns and identifying skip patterns, reading and creating simple graphs, identifying measurement, counting and identifying money, identifying perimeter, identifying fractions, labeling a set as none or zero, understanding symbols, identifying place value, ordering numbers, rounding numbers, and identifying lines of symmetry.

Reading the Individual Student Report

The *Individual Student Report* (ISR) provides a graphic and text display of student performance. After student information is verified for accuracy, scores are calculated, and proficiency levels assigned. An **official student report** then is uploaded to the DRA Reporting Website and downloaded by your Qualified Mentor-Trainer (QT) or your District Test Coordinator. Your QT or your DTC should share these ISRs with you and you should share them with parents.

Reading, Writing, and Mathematics *Score Possible* and *Score Earned* are scaled scores. Only valid scores are used for Alaska School Performance Indicators (ASPI). If the student takes Standard and ELOS items, only the standard data are displayed. No ELOS scores are graphed.

A	This section identifies the year for the report and all student demographic information.
B	**Your Student's Overall Performance** indicates the student's score, what score is needed for proficiency according to the approved cut scores, and the student's proficiency levels for each subject area of reading, writing, and mathematics.
C	**Interpretation of Chart** explains how to read components of the chart such as proficiency levels, student skills performance, and expanded levels of support (ELOS) items.
D, F, H	**Your Student's Performance by Standard** section describes the proficiency levels reported in section B for Reading, Writing, and Mathematics by separating the scores into strands and displaying the total possible scores and the scores earned.
E, G, I	A graphical representation provides the score needed to obtain levels of proficiency for reading (FB – Far Below, BP – Below Proficiency, P – Proficient, and A – Advanced) and indicates where the student's score falls on the proficiency graph. See Interpretation of Chart for explanation of the diamond shape.
J	Reverse side of page shows the Proficiency Level Descriptors and cut scores by proficiency level for this grade.

A

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT

NAME : **Last Name, First Name Middle Name**
BIRTHDATE: **99/99/9999**

DISTRICT : **Alaska District**
SCHOOL : **Alaska Elementary School**

GRADE : **10**
STATE ID NUMBER : **9999999999**
DISTRICT ID NUMBER : **999999999**

B

Your Student's Overall Performance

	Student's Score	Score Needed for Proficiency	Student's Proficiency Level
Reading	**54**	**43 or above**	Proficient
Writing	**74**	**47 or above**	Proficient
Mathematics	**73**	**63 or above**	Proficient

*NT-Student Not Tested in this content area.

C

Interpretation of Chart

This report provides a record of the student's test results on the Alternate Assessment in the content areas of Reading, Writing, and Mathematics.

Proficiency Levels
For each subject, the graphic display of scores shows the possible student scores ranging from 0 to 100. Proficiency levels are noted below the score ranges: FB-Far Below Proficient, BP-Below Proficient, P-Proficient, A-Advanced.

Student Skills Performance
The content areas of Reading, Writing, and Mathematics are composed of different skills organized into strands. Strands are clusters of learning standards in the content area organized around a central idea or concept. The strand sub-scores are represented numerically in the Score Earned column. Score Possible and Score Earned are scaled scores in reading, writing, and mathematics. The graphic displays of student scores are represented by the diamond shapes. The line through the diamond represents the student's score range if the student took the test multiple times; given that all testing results in some variation, sometimes, the student might score a little lower and other times they might score a little higher.

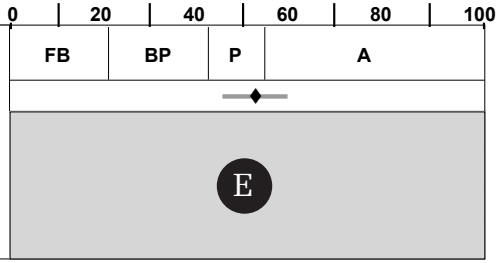
Expanded Levels of Support
Expanded Levels of Support (ELOS) are test items designed to make the alternate assessment more accessible to students who score zero on a minimum number of required test items, and therefore, translate to far below proficient in performance. The ELOS scores are not scaled to the scores of the standard administration of the alternate assessment.

Your Student's Performance by Standard
PERFORMANCE LEVELS AND PROBABLE SCORE RANGES

D

Subject/Strand	Score Possible	Score Earned
Reading	100	**54**
Word Identification Skills	34	**25**
Forming a General Understanding	33	**12**
Analysis of Content and Structure	33	**17**
Expanded Levels of Support Tasks	60	

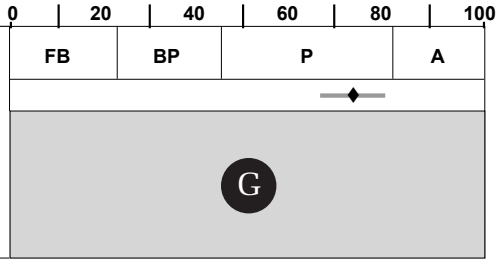
READING



F

Subject/Strand	Score Possible	Score Earned
Writing	100	**74**
Write Using a Variety of Forms	34	**22**
Structures and Conventions of Writing	33	**28**
Revise	33	**24**
Expanded Levels of Support Tasks	60	

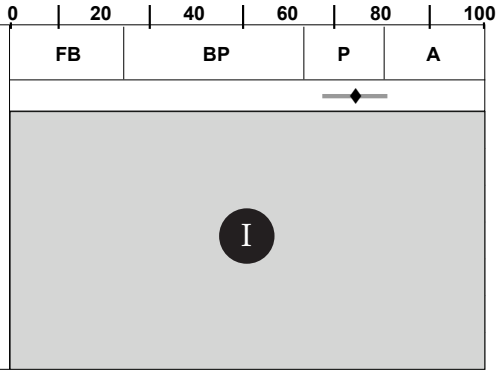
WRITING



H

Subject/Strand	Score Possible	Score Earned
Mathematics	100	**73**
Numeration	17	**13**
Estimation and Computation	17	**17**
Functions and Relationships	17	**17**
Statistics and Probability	17	**10**
Measurement	16	**11**
Geometry	16	**12**
Expanded Levels of Support Tasks	60	

MATHEMATICS



Explanation of the Conditions of Administration for the Alaska Alternate Assessment

All students eligible for the Alaska Alternate Assessment must first take the standard administration of the AKAA before becoming eligible for the Expanded Levels of Support (ELOS) test items. ELOS scores are always far below proficient and not scaled to the cut scores. The following rules govern the administration of standard or ELOS items in the Spring of 2014 assessment cycle.

STD means **Standard administration with or without accommodations**. A standard administration refers to a student taking the test in a manner consistent with the test directions and appropriate accommodations. The tasks can be administered with accommodations that do not alter the content being assessed. A score obtained under standard administration conditions with or without accommodations is considered comparable to other scores obtained under the standard administration conditions.

Three Task-Three Item Rule. Every student taking an Alaska reading, writing, mathematics, or science Alternate Assessment must take a minimum three tasks under the Standard administration with or without accommodations. For each of the minimum three tasks, the student must be presented with at least three items in the task before moving on to the next task. When the student gives no response, refuses, or earns a zero score on three consecutive items in three consecutive tasks, the assessor may stop the assessment for that content area. Not Administered— Inappropriate (NA-I) will not be accepted as an administration condition for the three minimum tasks.

Not Administered-Inappropriate (NA-I). NA-I is to be used only for specific disabilities as applied to the Reading Assessment: Task 1.34A for students who are blind or visually impaired and Task 1.34C and 1.910A for students who are deaf or hard of hearing.

Not Tested (NT). Not tested indicates the student did not test in that content area. The reasons a student may not be assessed in a content area include: IEP change, Late Entry, Suspension, and Other. Other requires an explanation. If a content area is not assessed, a reason not tested is required; otherwise student scores cannot be submitted in the online data entry system.

Expanded Level of Support (ELOS) Items. ELOS test items were developed to provide access to the academic tests for students with the most profound disabilities so that they have an opportunity to demonstrate what they know and can do. The ELOS items are linked to the content strands, but the items are sub-skills of the Extended Grade Level Expectations, and therefore do not adequately assess the content areas resulting in Far Below Proficient scores.

Three Task-Fifteen Item Rule (ELOS). Each ELOS task has five items. Students are scored using the *Levels of Independence Scoring Rubric* shown below. Each student is presented with three tasks composed of five items, for a total of 15 items.

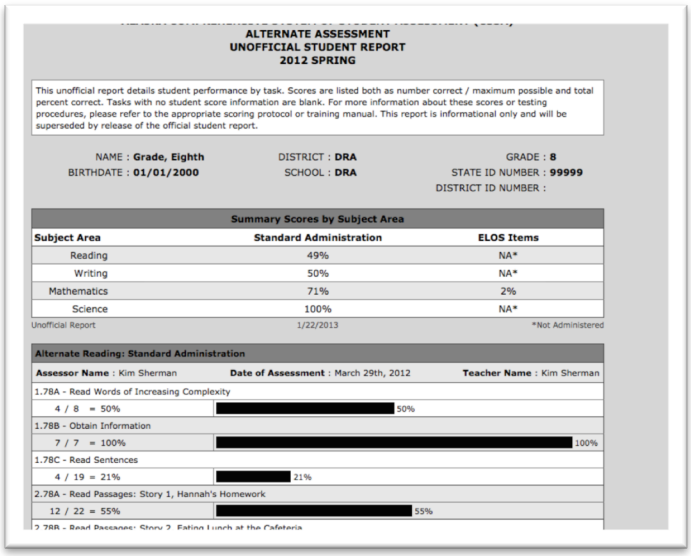
Levels of Independence / Student Score

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

Unofficial Student Reports

An **unofficial student report** is generated when a Qualified Assessor enters student test scores after completing the administration of the AKAA during the test window. It is immediately available and is designed to provide instructional feedback. A separate student report is generated for reading, writing, and mathematics. The unofficial, online reports have a different appearance than the official reports. Scores are represented as "percentage correct" and no proficiency levels are assigned.

Here is an example of an *Unofficial Student Report.* A summary page reflects percentages correct of the tasks the student took. These scores do not reflect the scores required to gain proficiency. A Summary of Scores by Subject Area is given, indicating the student's percent correct for each subject area. This sample student took all required tasks for the Grade 4 Reading, Writing, and Mathematics Assessments under Standard administration.



ALTERNATE ASSESSMENT
UNOFFICIAL STUDENT REPORT
2012 SPRING

This unofficial report details student performance by task. Scores are listed both as number correct / maximum possible and total percent correct. Tasks with no student score information are blank. For more information about these scores or testing procedures, please refer to the appropriate scoring protocol or training manual. This report is informational only and will be superseded by release of the official student report.

NAME : **Grade, Eighth** DISTRICT : **DRA** GRADE : **8**
BIRTHDATE : **01/01/2000** SCHOOL : **DRA** STATE ID NUMBER : **99999**
DISTRICT ID NUMBER :

Summary Scores by Subject Area

Subject Area	Standard Administration	ELOS Items
Reading	49%	NA*
Writing	50%	NA*
Mathematics	71%	2%
Science	100%	NA*

Unofficial Report 1/22/2013 *Not Administered

Alternate Reading: Standard Administration

Assessor Name : Kim Sherman **Date of Assessment** : March 29th, 2012 **Teacher Name** : Kim Sherman

1.78A - Read Words of Increasing Complexity
4 / 8 = 50% 50%
1.78B - Obtain Information
7 / 7 = 100% 100%
1.78C - Read Sentences
4 / 19 = 21% 21%
2.78A - Read Passages: Story 1, Hannah's Homework
12 / 22 = 55% 55%

Reading, Writing, and Mathematics Alternate Assessment Task Descriptions

This section contains a description of the Reading, Writing, and Mathematics tasks found in the AKAA. The tasks are grouped by strand and grade band. For example Task 1.34A means this is the first task (A) for the first strand (1) for grade band 3/4 (.34).

Reading

Task 1.34A – Identify Signs and Symbols: Common symbols used in signage in the community.

Task 1.34B – Identify Letter Sounds: All letters and consonant digraphs (n=42) are sampled for the primary sounds represented.

Task 1.34C – Blend Sounds, 1.190A – Decode Words: This is a word reading exercise. Students are asked to identify all of the sounds in a word presented to them on a flashcard. Responses are scored for number of correct sounds produced.

Task 1.34D – Identify Own Name: Students are to identify their own name in print.

Task 2.34A-B, 2.56A-C, 2.78A-B, 2.910A-C – Read Passages: This is a reading comprehension task. Students are read 2 or 3 different passages and asked comprehension questions about each passage.

Task 1.56A – Read Words, 1.78A - Read Words of Increasing Complexity: This is a word reading exercise. Students are asked to read different words, each individually presented on a flashcard.

Task 1.56B, 1.78C – Read Sentences: This is a sentence reading exercise. Students are asked to read sentences individually presented on flashcards.

Task 1.78B – Obtain Information: Students are presented with informational text (such as a bus schedule) and asked questions about the text.

Task 1.910B – Identify Root Words: Students are presented with compound words and asked to identify the root of the words.

Task 1.910C – Follow Multi-Step Directions: Students are asked to read and follow multi-step directions.

Writing

Task 1.34A – Copy Letters: Responses are scored as letters formed fully, partially, or not at all correct.

General representation of letter groupings:
Big Bellies- a, c, d, o, g, q (start with circle shape)
Tall Guys- b, f, l, h, k, t (start at top line)
Sinkers- j, p, y, (g, q) (go below the line)
Short Sticks- n, m, i, r, u, v, w (start at mid line)
Zigs and Zags- e, s, z, x (change in direction, diagonal lines)

Task 1.34B – Copy Words: Responses are scored as letters for Correct Letter Sequences. A general representation of letters in the alphabet is used.

Task 1.34C, 1.56B – Write Own Name: Students write their first and last names. Responses are scored for percentage of Correct Letter Sequences written and given a point value based on a scoring key.

Task 1.34D – Matching and Sequencing Pictures: Students are read a story aloud and asked to match and sequence pictures to tell the story or provide information.

Task 1.56A – Copy Sentences, Task 1.78B, 1.910A – Conventions of Standard English: A series of sentences are sampled that represent various grammatical, syntactical, and semantic constructions in grade level materials.

Task 1.56C – Write Words from Dictation: Responses are scored for correct letter sequences.

Task 1.56D, 1.78D – Write a Sentence: This task requires students to produce a sentence in response to a verbal prompt. Responses are scored for number of Correct Word Sequences written. It is comprised of 3 items scored on a continuous scale. Students write a sentence in response to a prompt. The student is given choices to write about.

Task 1.78A – Write Sentences from Dictation: Responses are scored for correct word sequences.

Task 1.78C – Communicate Ideas Using Words: Students are given word cards in random order and asked to make a sentence.

Task 1.78E – Revise Sentences: A series of sentences are sampled that represent various conventions of writing (e.g., capitalization, appropriate spacing, use of periods, and correct orientation of written letters and/or other graphics)

Task 1.910B – Write a Story: The student is the primary source for this task with a general topical prompt used to frame the content (for example, write a story about school…).

Task 1.910C - Revise Writing: This task is administered in two parts: 1) The student is given sentences with missing words and asked to complete the sentences. 2) The student is asked to place the sentences in order to make a story.

Mathematics

Task 1.34A – Copy Numbers: This task is a copying exercise. Responses are scored as digits fully, digits partially or digits not at all correct. All numerals are represented and attempts have been made to distribute them evenly.

Task 1.34B, 1.78C – Number Line: This task relates to the student's understanding of a number line. It is comprised of identifying the first number, the second number, the third number, the fourth number, and the last number.

Task 1.34C, 1.56D, 1.78E – Count: This task is a counting exercise. The student is asked to begin with a certain number, and count up to a certain number. It is scored for patterns of at least 5 correct numbers in a row.

Task 2.34 – Same/Different, 6.56B – Same or Different (Shapes): For this task students are given sets of different shapes and asked to identify the same shape or a different shape.

Task 3.34, 6.56A – Identify Shapes: This is a shape naming exercise. Responses are scored as correct or incorrect. Items are chosen from the following two-dimensional shapes: square, triangle, circle, oval, rectangle. For grades 5/6 and 7/8 students are asked to identify the shape within another shape.

Task 1.56A – Read and Write Numbers: This task is comprised of two parts, 1) Naming numbers, and 2) Writing numbers that have been named. Responses are scored for correct or incorrect naming of the number, and correct or incorrect digits written.

Task 1.56B – Number Line, First and Last: This task relates to the student's understanding of a number line and identifying first and last in a picture sequence. The number line is comprised of identifying the first number, the second number, the third number, the fourth number, and the last number. The picture sequence is comprised of identifying first and last.

Task 1.56C – Count Objects: This task requires students to count 5 objects. Responses are scored as correct or incorrect.

Task 2.56 – Simple Addition, 2.78 – Double Digit Addition and Subtraction, 2.910B – Double Digit Addition/Subtraction and Single Digit Multiplication: These tasks require calculations. Responses are scored for correct digits. All problems are written vertically.

Task 3.56 – Reproduce Simple Patterns, 3.78A – Reproduce and Extend Simple Patterns, 3.910A – Extend a Pattern/Supply Missing Element: These tasks are about patterns. Students are presented with either number patterns or patterns with shapes and asked either to continue the pattern, or fill in the missing component.

Task 4.56, 4.78, 4.910 – Read Simple Graphs: These tasks require students to gather

information from a simple graph. Grades 9/10 require students to first complete the simple graph, and then gather information.

Task 5.56A – Shorter or Longer: This is a measurement task. Students are presented with a graph of lines and asked which lines are shorter, longer, and the same length. Then the student is asked which picture shows more.

Task 5.56B, 5.78C – Identify Money: The task is a money identifying exercise, requiring the student to identify coins and bills. Using real coins and bills is preferred.

Task 6.56C, 6.78C, 6.910D – Identify Perimeter: These are geometry tasks. The student is presented with a square or rectangular object and asked to calculate the perimeter of the object.

Task 1.78A – Read and Write Numbers, Identify Place Value: This task is comprised of two parts, 1) Naming numbers and writing numbers that have been named, 2) Identifying Place Value in the ones and tens place. Responses are scored for correct or incorrect naming of the number, correct or incorrect digits written, and correct identification of place value.

Task 1.78B, 1.910B – Identify Fractions: This task requires students to identify fractional parts of shapes. Responses are scored as correct or incorrect.

Task 1.78C – Ordering, Number Line and Pictures: This task relates to the student's understanding of a number line and identifying first and last in a picture sequence. The number line is comprised of identifying the first, the second number, and the last number. The picture sequence is comprised of identifying second and fourth.

Task 1.78D – Identify Skip Patterns: For this task the student is presented with several number patterns and asked to identify a specific skip pattern (ex. – pattern counting by 2's).

Task 3.78B – Label a Set as None or Zero: Students are presented with a subtraction problem involving shapes or symbols. The items indicate if you have "x" of something, and you take away "x" of something you will end up with none or 0.

Task 3.78C, 3.910B – Understand Symbols: This task requires students to place the correct symbol in a mathematical problem. The symbols include: plus, minus, greater than, less than.

Task 5.78A, 5.910A – Identify Units of Measurement: This task measures time of day. Students are to choose which clock represents the correct time of day described.

Task 5.78B, 5.910B – Count Money: This task requires calculation of multiple coin values. Responses are scored for partially, fully, or not at all correct.

Task 6.78A – Identify Shapes/Position: This task is comprised of two parts, 1) a shape naming exercise. Responses are scored as correct or incorrect. Items are chosen from the following two-dimensional shapes: square, triangle, circle, oval, rectangle. For grades 5/6 and 7/8 students are asked to identify the shape within another shape, 2) a positioning exercise. Students are presented with materials and asked to identify over and beside.

Task 6.78B – Match Shapes: Students are presented with several shapes and asked to match like shapes. Of the like shapes, one will be vertical, and one rotated at an angle. The student is to match the vertical shape with its rotated pair.

Task 1.910A – Identify Place Value: This task requires students to exhibit knowledge of place value. Responses are scored as correct or incorrect. Students are presented with a 3-digit number and asked to identify the ones place, tens place, or hundreds

place.

Task 1.910C – Order Numbers: This task is an ordering exercise. Responses are scored as correct or incorrect. Four single digit numbers are presented in random order. Students reconfigure the numbers in ascending order.

Task 2.910A – Round Numbers: Students are presented with a number and two answer options. They are to choose which answer option is correct if the first number was rounded to the nearest ten.

Task 6.910A – Describe and compare Shapes, Shapes Greater than, Less than, Equal To: This task requires students to not only identify shapes, but also know certain properties of that shape. They are asked first to identify the shape, then asked how many sides, angles, or faces the shape has. Students are then asked to identify shapes as same, smaller than, and larger than.

Task 6.910C – Lines of Symmetry: For this task students are presented with 3 shapes, each with a line of symmetry drawn through. They are to identify which line is a correctly drawn line of symmetry.

Proficiency Level Descriptors and Score Ranges

The Alaska Alternate Assessment Standard Setting Committee met in May 2007 to determine proficiency levels and cut scores. A second committee, a Standards Validation Committee, met in May 2008 to review the cut scores and proficiency level descriptors. The State Board of Education has adopted the following cut scores for the AKAA.

To obtain a proficiency level of advanced, proficient, below proficient, or far below proficient in reading, writing, and mathematics on the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Proficiency Level	Grade 3 & 4	Grade 5 & 6	Grade 7 & 8	Grade 9 & 10
Reading: Advanced	63 or above	77 or above	52 or above	57 or above
Reading: Proficient	32-62	46-76	33-51	43-56
Reading: Below Proficient	8-31	11-45	12-32	22-42
Reading: Far Below Proficient	7 or below	10 or below	11 or below	21 or below
Writing: Advanced	76 or above	67 or above	76 or above	82 or above
Writing: Proficient	38-75	33-66	41-75	47-81
Writing: Below Proficient	7-37	10-32	16-40	24-46
Writing: Far Below Proficient	6 or below	9 or below	15 or below	23 or below
Mathematics: Advanced	62 or above	61 or above	74 or above	81 or above
Mathematics: Proficient	33-61	25-60	52-73	63-80
Mathematics: Below Proficient	6-32	8-24	22-51	24-62
Mathematics: Far Below Proficient	5 or below	7 or below	21 or below	23 or below

Alternate Assessment Regulation

4 AAC 06.775(b) is repealed and readopted to read:

"(b) The commissioner shall select an alternate assessment for use in this state, to be known as the Alaska Alternate Assessment, for assessment of students with significant cognitive disabilities who are on a track to receive a

> certificate of achievement under AS 14.03.075, instead of a diploma. A student's eligibility for the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the *Participation Guidelines for Alaska Students in State Assessments,* adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710, except that a student shall not be required to take the Alaska Alternate Assessment twice in one school year. "

The following pages include the Proficiency Level Descriptors for each content area. The Proficiency Level Descriptors are grouped by grade cluster 3/4, 5/6, 7/8, or 9/10 and describe the skills necessary at each of the achievement levels. The achievement levels are: Advanced, Proficient, Below Proficient, and Far Below Proficient.

Alaska's Alternate Reading, Writing, and Mathematics
Proficiency Level Descriptors – Grades 3 and 4

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student decodes or identifies simple sight words; identifies the main idea and/or main character from a story read aloud; identifies simple sight words in addition to his/her name; identifies all letter sound relationships; and blends more than 5 sounds to make words.	The student uses basic conventions of writing (e.g., capitalization, spacing/alignment, left to right); and communicates ideas to others by producing a graphic product (story/event) through the use of pictures and/or symbols.	The student rote counts single digit numbers to ten; identifies first, second, and last; identifies the basic geometric shapes of triangle, circle, square, and rectangle; and matches items with similar attributes (e.g., matches the triangles).	Reading 63 or above Writing 76 or above Mathematics 62 or above
Proficient	The student identifies signs and symbols; identifies letter sound relationships; blends sounds to make words; identifies a detail using pictures, symbols, or words from a story read aloud; identifies own name in print; and displays an understanding of print directionality.	The student reproduces/copies words usig upper and lower case letters; writes/reproduces own first name; and orients graphics in legible format (right-side up, left to right).	The student rote counts single digit numbers to five; copies numbers; identifies first and last; identifies the basic geometric shapes of triangle, circle, and square; and matches items with the same attributes (e.g., matches blue triangles).	Reading 32-62 Writing 38-75 Mathematics 33-61
Below Proficient	The student handles books/literacy materials correctly; holds book upright, right direction; handles books/literacy materials correctly but without demonstration of directionality; identifies pictures and letters; points to words randomly, and is developing phonological awareness.	The student reproduces/copies upper and/or lowercase letters; and writes/reproduces simple strokes that form letters.	The student counts numbers less than five; identifies first or last, but not both; and identifies one of the basic geometric shapes (triangle, circle, or square).	Reading 8-31 Writing 7-37 Mathematics 6-32
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 7 or below Writing 6 or below Mathematics 5 or below

Alaska's Alternate Reading, Writing, and Mathematics
Proficiency Level Descriptors – Grades 5 and 6

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student reads a simple sentence of 3-5 or more words; identifies beginning and end of the sequence of events in the text; identifies or reads words of increasing complexity (e.g., more letters, more syllables); answers who, what, where questions about a passage read aloud; and follows 2-step written directions.	The student uses more conventions of writing (e.g., capitalization, end mark punctuation, letter/word order); and communicates ideas to others by producing a well-organized graphic product that uses complete sentences.	The student counts to 20 or above; graphs simple information; performs simple addition (using the numbers 1-12); creates a simple pattern; identifies more and less; identifies and names coins (penny, nickel, dime, and quarter); identifies value of coins; performs single-digit subtraction; and identifies where an object is located relative to another object (e.g., in and out, over and under).	Reading 77 or above Writing 67 or above Mathematics 61 or above
Proficient	The student identifies or reads simple sight words; reads simple sentences of 2-3 words; identifies the main idea and/or main character from a passage read aloud; and follows 1-step written directions.	The student communicates ideas to others by producing a story/event through the use of pictures and/or symbols; uses some basic conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right); uses beginning (early phonetic) spelling as evidenced by the use of mostly consonants with a few vowels; and writes/reproduces own name, first and last.	The student rote counts single-digit numbers to 12; reads and writes/reproduces single-digit numbers; identifies first, second, and last; identifies the basic geometric shapes of triangle, circle, square, and rectangle; matches items with similar attributes (match the triangles); counts objects to five; identifies bigger/smaller, shorter/taller, and more; reads simple graphs or charts; reproduces simple patterns; identifies coins (penny, nickel, dime, and quarter); performs simple addition with the numbers 1-5; and identifies where an object is located relative to another object (in and out).	Reading 46-76 Writing 33-66 Mathematics 25-60
Below Proficient	The student displays an understanding of print directionality; identifies signs and symbols; identifies letters; identifies a detail using pictures, symbols, or words from a story read aloud; and identifies own name in print.	The student copies/reproduces words using upper and lower case letters; writes/reproduces own first name; and orients graphics in legible format (right-side up, left to right).	The student demonstrates the concept of one; rote counts to five; identifies first and last; identifies two geometric shapes; and identifies same/different.	Reading 11-45 Writing 10-32 Mathematics 8-24
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 10 or below Writing 9 or below Mathematics 7 or below

Alaska's Alternate Reading, Writing, and Mathematics
Proficiency Level Descriptors – Grades 7 and 8

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student decodes unfamiliar words using knowledge of letter-sound relationships (phonics), and word structure (base word, prefix, suffix); answers who, what (e.g., main idea), when, where, questions; identifies the theme or makes prediction about a reading passage; summarizes text accurately in correct sequence; and follows 3 or more step written directions.	The student uses a variety of simple sentences that support a topic; communicates by using a variety of words; uses conventions (e.g., capitalization, appropriate spacing, ending punctuation marks such as exclamation and question mark); and correctly spells commonly used words.	The student skip counts by twos, fives, and tens; extends a simple pattern; interprets a simple graph; uses and applies basic units of measurement (e.g., time measurement, temperature, distance, and volume); identifies value of a combination of paper currency and coins; performs double-digit addition and subtraction with regrouping; and identifies whole, one-half, and one-quarter.	Reading 52 or above Writing 76 or above 74 or above
Proficient	The student reads a simple sentence of 4-5 or more words; identifies beginning, middle, and end of a sequence of events in the text; obtains information using text features including pictures, visual cues (e.g., chapter headings, bolded or italicized text); identifies or reads words of increasing complexity (e.g., 5 or more letters, or 2 or more syllables); identifies answers to who, what, where questions about a reading passage; and follows 2-step written directions.	The student communicates ideas by using complete sentences; communicates by choosing appropriate word choice related to the topic; and uses conventions of writing (e.g., capitalization, appropriate spacing, use of periods, and correct orientation of written letters and/or other graphics).	The student counts to 20 or above and skip counts by fives and tens; reads and writes two-digit numbers; identifies place value of ones and tens; creates simple tables, charts, or graphs; identifies which category of a table has the most or least; performs double-digit addition and subtraction without regrouping; identifies symbols +, -, and =; identifies units of measurement (e.g., time, money, linear, or distance); identifies value of coins; identifies paper currency (1, 5, 10, and 20); labels empty set as none or zero; identifies where an object is located relative to another object (e.g., in and out, over and under, in front of, and beside); and identifies whole and half.	Reading 33-61 Writing 41-75 Mathematics 52-73
Below Proficient	The student decodes simple words; identifies or reads simple sight words; reads simple sentences of 2-3 words; identifies story elements (main idea and/or main character) from a passage read aloud; and follows 1-step written directions.	The student communicates ideas to others (a story/event) by the use of one or two pictures and/or symbols; and uses some conventions of writing (e.g., capitalization and punctuation, spacing/alignment, left to right).	The student rote counts single-digit numbers; reads and writes/reproduces single-digit numbers; identifies first, second, third in activities; identifies the basic geometric shapes of triangle, circle, and square; matches items with like attributes; and identifies coins (penny, nickel, dime, and quarter).	Reading 12-32 Writing 16-40 Mathematics 22-51
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 11 or below Writing 15 or below Mathematics 21 or below

Alaska's Alternate Reading, Writing, and Mathematics
Proficiency Level Descriptors – Grades 9 and 10

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student answers who, what, when, where, and why questions about a reading passage; uses strategies for decoding unfamiliar words and reads sentences with increasingly complex text; understands the difference between fact and opinion; and follows more complex written directions.	The student shows increasing complexity in sentence structure; consistently uses supporting details that are related to the topic; consistently organizes information about a topic in a variety of forms for different audiences and purposes that communicates a clear message; and corrects errors in spelling, capitalization (including proper nouns), end punctuation, and commas.	The student performs addition of multiple single-digit numbers; uses simple patterns to solve problems; determines the amount of money needed for a purchase; divides single-digit numbers by single-digit numbers; and identifies whole, one-half, one-quarter, one-third, and three-fourths.	Reading 57 or above Writing 82 or above Mathematics 81 or above
Proficient	The student answers who (main character), what (main idea, problem and solution), when and where (setting) questions about a reading passage; identifies the theme and makes predictions about a reading passage; summarizes text accurately in correct sequence; decodes unfamiliar words using knowledge of letter-sound relationships (phonics) and word structure (base word, prefix, suffix); and follows multi-step written directions to complete a task.	The student produces a variety of simple sentences that support a topic; communicates ideas for different audiences by using a variety of purposes that clearly communicates a message; uses simple editing strategies, such as checking for correct capitalization, punctuation and spelling.	The student performs double-digit addition and subtraction with regrouping; uses and applies basic units of measurement (e.g., time, measurement, temperature, distance, or volume); multiplies single-digit numbers by single-digit numbers; rounds numbers to the nearest ten; and identifies whole, one-half, one-quarter, and three-quarters.	Reading 43-56 Writing 47-81 Mathematics 63-80
Below Proficient	The student reads simple sentences of 2-3 words; answers one who, what, or where question about a passage read aloud; and follows 1- and 2-step written directions.	The student exhibits a limited or an unfocused idea that does not support a topic; communicates own ideas by using incomplete and complete sentences; and edits some errors in punctuation and capitalization.	The student reads and writes two-digit numbers; identifies size (bigger and smaller); reads a simple graph; identifies properties of basic geometric shapes (triangle, circle, and square); finds and supplies the missing element in a repeating pattern; and sorts coins by their value.	Reading 22-42 Writing 24-46 Mathematics 24-62
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 21 or below Writing 23 or below Mathematics 23 or below

Glossary of Terms

Alternate Assessments are designed for students with significant cognitive disabilities that prevent them from taking the regular Standards Based Assessment (SBA) with or without accommodations. Students must meet the eligibility criteria as specified in the *Participation Guidelines* or located on the Alternate Assessment website in expanded format at http://www.eed.state.ak.us/tls/assessment/AlternateOptional/05-06/ExpandedFormatPartCriteriaAug05.pdf

Access Skills (Early Entry Points) are the very basic, underlying social, motor, or communication skills needed by students to be able to accomplish the content learning standards and may be part of the student's Individualized Education Program's (IEP). Instead of teaching these skills in isolation, they may be embedded within the context of standards-based instructional activities. This allows the student to practice targeted IEP skills while providing access to the general education curriculum. Access skills are not part of the grade level expectations but when used during content-related activities, they meaningfully engage students in the content activities and expose students to new ideas while practicing necessary skills required in the student's IEP.

Age-Appropriate Instruction and Materials – Instruction of students should open up opportunities to access the content standards, not limit participation in the grade level instructional activities. Materials and activities should reflect the chronological age of the student and be consistent with the content, activities, materials, and expected outcomes for all students. Materials may be adapted to provide access for the student with an Individualized Education Program (IEP).

Content Standards are broad statements of what students should know and be able to do as a result of their public school experience.

Performance Standards are aligned to the Content Standards and are measurable statements of what students should know and be able to do in the age spans 5-7, 8-10, 11-14, and 15-18.Within these standards are **strands**, which are clusters of learning standards in the content area organized around a central idea or concept.

Grade Level Expectations (GLEs) are specific statements of the knowledge and/or skills that students are expected to demonstrate at each grade level. They serve as checkpoints that monitor progress towards the performance standards and ultimately, the content standards. The grade-level expectations do not replace the performance standards; rather, they serve to clarify the standards. They also serve to define and communicate eligible content, or the range of knowledge and skills from which instruction and the new assessments are designed.

Extended Grade Level Expectations (ExGLEs) are linked to the Performance Standards/Grade Level Expectations. They are measurable statements of what students with significant cognitive disabilities should know and be able to do at grade level. The extended grade level expectations are foundational skills and are less complex than the grade level expectations.

Early Entry Points describe the least complex skills and are prerequisites to the skills being assessed. They provide a range of options at which a student with a disability can access the learning standard at a less complex level. See above for definition of **Access Skills** and their relationship to standards.

Achievement Standards are descriptions of a test taker's competency, and **Alternate Achievement Standards** (AAS) are descriptions of competency for students who take the alternate assessment. There are four components of achievement standards.

1. **Labels** designating the different levels of student achievement. Alaska's proficiency levels are labeled: Advanced, Proficient, Below Proficient, and Far Below Proficient.
2. **Proficiency descriptors** are narrative statements describing student achievement at the different levels of competence useful in determining cut scores.
3. **Cut scores** separate the different achievement levels
4. **Exemplars** are samples of student work or student test results.

Alaska

Comprehensive System of Student Assessment (CSSA)

Educator Guide To Test Interpretation for the Alaska Alternate Assessment For Science Spring 2014

Introduction

The *Educator Guide* explains the Alaska Alternate Assessment (AKAA) so educators can understand the outcomes and various reports. The following information is included here:

- The first four pages of the *Educator Guide* provide an explanation of the purpose of testing, the components of the AKAA, and a description of the Student Report
- The Conditions of Administration of the AKAA, including standard administration and eligibility for using the Expanded Levels of Support (ELOS) test items
- Example Report: Expanded Levels of Support (ELOS)
- Example Report: Unofficial Student Report
- Description of the Reading, Writing, and Mathematics tasks
- AKAA Regulation, Cut Score Ranges, and Proficiency Level Descriptors
- Glossary of Terms

The Purpose of Testing

The purposes of statewide student assessment specifically are to: 1) help determine which children are meeting statewide performance standards; 2) produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and 3) provide a focus for instructional improvement [4 AAC 06.700]. The purpose of the Alaska Alternate Assessment (AKAA) is to ensure that students with significant cognitive disabilities have access to, participate in, and make progress in the general education curricula, as well as show what they know and can learn [4 AAC 06.775].

What the Alaska Alternate Assessment in Science Measures

The Alaska Alternate Assessment measures what students know and can do at their grade level in reading, writing, and mathematics (and science) compared to the Alaska Extended Grade Level Expectations (ExGLEs) for students with significant cognitive disabilities. The Alaska Alternate Assessment is based on Extended Grade Level Expectations with the performance measured against alternate achievement standards that differ in complexity

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from grade level achievement standards. The AKAAs in science are tested in grades 4, 8, and 10.

Components of the Alternate Assessment in Science
The Alaska Alternate Assessment tests reading, writing, and mathematics (and science) as required by state and federal law. Statewide assessment of functional skills is not included in this academic assessment as the statewide assessment must measure the student's academic knowledge and skills in reading, writing, mathematics, and science. The tasks included in this assessment are performance, curriculum-based measures and are aligned to the Extended Grade Level Expectations. The assessment permits the use of accommodations, assistive technology, and adaptations of the material in order to provide the best access of the content for each student.

Science
The alternate assessment in science is comprised of three grade level assessments (grades 4, 8, and 10) designed to measure essential skills in science. The tasks are designed to measure the degree to which students with significant cognitive disabilities are learning to comprehend and apply scientific knowledge. The tasks increase in complexity with each grade and include: concepts of physical science, concepts of life science, concepts of earth science, the history and nature of science, and science and technology. Individual grade assessments are comprised of the following: grade 4 contains 4 tasks addressing 5 content standards; grade 8 contains 4 tasks addressing 4 content standards; and grade 10 contains 4 tasks addressing 4 content standards.

Reading the Individual Student Report
The Individual Student Report (ISR) provides a graphic and text display of student performance. After student information is verified for accuracy, scores are calculated, and proficiency levels assigned. An **official student report** then is uploaded to the DRA Reporting Website and downloaded by your Qualified Mentor-Trainer (QT) or your District Test Coordinator. Your QT or your DTC should share these ISRs with you and you should share them with parents.

A	This section identifies the year for the report, and all student demographic information.
B	**Your Student's Overall Performance** indicates the student's score, what score is needed for proficiency according to the approved cut scores, and the student's proficiency levels for the subject area of science.
C	**Interpretation of Chart** explains how to read components of the chart such as proficiency levels, student skills performance, and expanded levels of support.
D	This section describes the proficiency level reported in B for Science separated into strands, giving the total possible score and the score earned.
E	This is a graphical representation of the score needed to obtain levels of proficiency for reading (FB – Far Below, BP – Below Proficiency, P – Proficient, and A – Advanced Proficient) and indicates where the student's score falls on the proficiency graph.
F	Reverse side of page shows the Proficiency Level Descriptors and cut scores by proficiency level for this grade.

A

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT

NAME : **Last Name, First Name Middle Name**
BIRTHDATE: **99/99/9999**

DISTRICT : **Alaska District**
SCHOOL : **Alaska Elementary School**

GRADE : **10**
STATE ID NUMBER : **9999999999**
DISTRICT ID NUMBER : **999999999**

B

Your Student's Overall Performance

	Student's Score	Score Needed for Proficiency	Student's Proficiency Level
Science	**28**	**26 or above**	Proficient

*NT-Student Not Tested in this content area.

C

Interpretation of Chart

This report provides a record of the student's test results on the Alternate Assessment in the content area of Science.

Proficiency Levels
The graphic display of scores shows the possible student scores ranging from 0 to 48. Proficiency levels are noted below the score ranges: FB-Far Below Proficient, BP-Below Proficient, P-Proficient, A-Advanced.

Student Skills Performance
The content area of Science is composed of different skills organized into strands. Strands are clusters of learning standards in the content area organized around a central idea or concept. The strand sub-scores are represented numerically in the Score Earned column. Score Possible and Score Earned are raw scores in Science. The graphic displays of student scores are represented by the diamond shapes. The line through the diamond represents the student's score range if the student took the test multiple times; given that all testing results in some variation, sometimes, the student might score a little lower and other times they might score a little higher.

Expanded Levels of Support
Expanded Levels of Support (ELOS) are test items designed to make the alternate assessment more accessible to students who score zero on a minimum number of required test items, and therefore, translate to far below proficient in performance. The ELOS scores are not scaled to the scores of the standard administration of the alternate assessment.

Your Student's Performance by Standard
PERFORMANCE LEVELS AND PROBABLE SCORE RANGES

D

Subject/Strand	Score Possible	Score Earned
Science	48	**28**
Physical Science	12	**12**
Life Science	12	**8**
Earth Science	12	**0**
History and Nature of Science; Science and Technology	12	**8**
Expanded Levels of Support Tasks	60	

SCIENCE

0 | 12 | 24 | 36 | 48

FB | BP | P | A

E

All students eligible for the Alaska Alternate Assessment must first take the standard administration of the AKAA before becoming eligible for the Expanded Levels of Support (ELOS) test items. ELOS scores are always far below proficient and not scaled to the cut scores. The following rules govern the administration of standard or ELOS items in the Spring of 2014 assessment cycle.

Science Score Possible and Score Earned columns display raw scores. Only valid scores are used for Alaska School Performance Indicator (ASPI). Scores for the Expanded Levels of Support (ELOS) items are designated as Far Below Proficient, and ELOS scores are not graphically displayed. If the student takes both Standard and ELOS items, only the standard data are displayed.

Explanation of the Conditions of Administration for the Alaska Alternate Assessment

STD means **Standard administration with or without accommodations**. A standard administration refers to a student taking the test in a manner consistent with the test directions and appropriate accommodations. The tasks can be administered with accommodations that do not alter the content being assessed. A score obtained under standard administration conditions with or without accommodations is considered comparable to other scores obtained under the standard administration conditions.

Three Task–Three Item Rule. Every student taking an Alaska reading, writing, mathematics, or science Alternate Assessment must take a minimum three tasks under the Standard administration with or without accommodations. For each of the minimum three tasks, the student must be presented with at least three items in the task before moving on to the next task. When the student gives no response, refuses, or earns a zero score on three consecutive items in three consecutive tasks, the assessor may stop the assessment for that content area. Not Administered— Inappropriate (NA-I) will not be accepted as an administration condition for the three minimum tasks.

Not Administered-Inappropriate (NA-I). NA-I is to be used only for specific disabilities as applied to the Reading Assessment: Task 1.34A for students who are blind or visually impaired and Task 1.34C and 1.910A for students who are deaf or hard of hearing.

Not Tested (NT). Not tested indicates the student did not test in that content area. The reasons a student may not be assessed in a content area include: Absent, IEP change, Late Entry, Long Term Illness, Suspension, and Other. Other requires an explanation. If a content area is not assessed, a reason not tested is required; otherwise student scores cannot be submitted in the online data entry system.

Expanded Level of Support (ELOS) Items. ELOS test items were developed to provide access to the academic tests for students with the most profound disabilities so that they have an opportunity to demonstrate what they know and can do. The ELOS items are linked to the content strands, but the items are sub-skills of the Extended Grade Level Expectations, and therefore do not adequately assess the content areas resulting in Far Below Proficient scores.

Three Task-Fifteen Item Rule (ELOS). Each ELOS task has five items. Students are scored

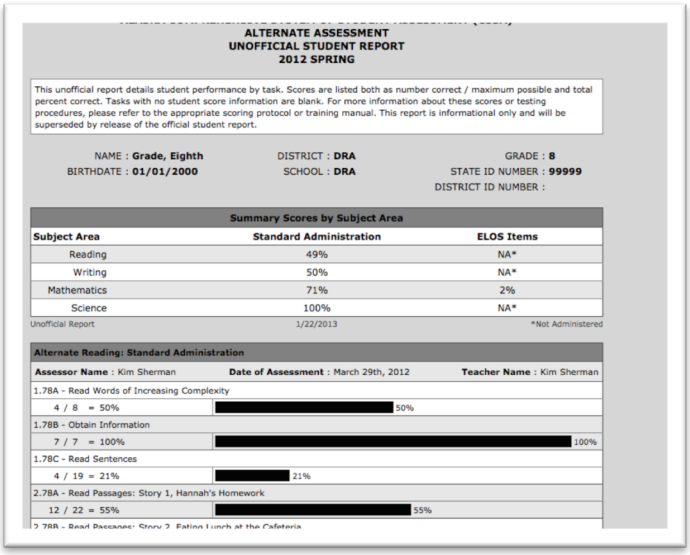
using the *Levels of Independence Scoring Rubric* shown below. Each student is presented with three tasks composed of five items, for a total of 15 items.

Levels of Independence / Student Score

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

Unofficial Student Reports

An **unofficial student report** is generated when a Qualified Assessor enters student test scores after completing the administration of the AKAA during the test window in January - April 2014. It is immediately available and is designed to provide instructional feedback. A separate student report is generated for reading, writing, and mathematics. The unofficial, online reports have a different appearance than the official reports. Scores are represented as "percentage correct" and no proficiency levels are assigned.



ALTERNATE ASSESSMENT
UNOFFICIAL STUDENT REPORT
2012 SPRING

This unofficial report details student performance by task. Scores are listed both as number correct / maximum possible and total percent correct. Tasks with no student score information are blank. For more information about these scores or testing procedures, please refer to the appropriate scoring protocol or training manual. This report is informational only and will be superseded by release of the official student report.

NAME : **Grade, Eighth** DISTRICT : **DRA** GRADE : **8**
BIRTHDATE : **01/01/2000** SCHOOL : **DRA** STATE ID NUMBER : **99999**
DISTRICT ID NUMBER :

Summary Scores by Subject Area

Subject Area	Standard Administration	ELOS Items
Reading	49%	NA*
Writing	50%	NA*
Mathematics	71%	2%
Science	100%	NA*

Unofficial Report 1/22/2013 *Not Administered

Alternate Reading: Standard Administration

Assessor Name : Kim Sherman **Date of Assessment** : March 29th, 2012 **Teacher Name** : Kim Sherman

1.78A - Read Words of Increasing Complexity
4 / 8 = 50% 50%
1.78B - Obtain Information
7 / 7 = 100% 100%
1.78C - Read Sentences
4 / 19 = 21% 21%
2.78A - Read Passages: Story 1, Hannah's Homework
12 / 22 = 55% 55%

The following is an example of an *Unofficial Student Report*. A summary page reflects percentages correct of the tasks the student took. These scores do not reflect the scores required to gain proficiency. A Summary of Scores by Subject Area is given, indicating the student's percent correct for each subject area. Although Grade 8 is tested in all subject areas, reading, writing, math and science this sample report only demonstrates all required tasks for the Grade 8 Science.

Science Alternate Assessment Task Descriptions

This section contains a description of the Science tasks found in the AKAA. The tasks are grouped by content standard and grade. For example Task 1.4 means this is the first task for the content standard (1) for grade 4 (.4).

Task 1.4, 1.8, 1.10 – Concepts of Physical Science
Task 2.4, 2.8, 2.10 – Concepts of Life Science
Task 3.4, 3.8, 3.10 – Concepts of Earth Science
Task 4.4 – History of Nature of Science, Science and Technology
Task 4.8, 4.10 – Science and Technology

Proficiency Level Descriptors and Score Ranges
Science assessments were required by the federal government to be administered in spring 2008. The Alternate Assessment Standard Setting Committee met in May 2008 to determine the proficiency levels and cut scores for the alternate assessment in science. The State Board of Education has adopted the following cut scores for the Alternate Assessment.

Alternate Assessment Regulation for Science
4 AAC 06.775(b) is amended to read:

(c) To obtain a proficiency level of advanced, proficient, below proficient, or far below proficient in science the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Proficiency Level	Grade 4	Grade 8	Grade 10
Science: Advanced	44 or above	44 or above	44 or above
Science: Proficient	24-43	29-43	26-43
Science: Below proficient	12-23	16-28	18-25
Science: Far Below Proficient	11 or below	15 or below	17 or below

Authority: AS 14.03.075 AS 14.07.060

Science Proficiency Level Descriptors and Cut Score Ranges

The following descriptors for science describe the skills necessary at each of the achievement levels: Advanced, Proficient, Below Proficient, and Far Below Proficient. Science is assessed only in grades 4, 8, and 10.

Grade 4

Proficiency Level	SCIENCE	Score Range
Advanced	The student demonstrates a highly developed conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: cause-and-effect (e.g., when more water is added to a full class, the water will spill out); the concept that living things reproduce; basic characteristics of common objects (rock is hard, etc.); states of matter of water; living and non-living things; a variety of Earth's features and features in the natural world; types of weather; the relationship of plants and animals to their habitats; tools/materials and their uses; what materials found on earth are used for; transfer of energy (e.g., electricity can be turned on and off by a switch); and ways objects can move.	44 or above
Proficient	The student demonstrates a basic conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: cause-and-effect (e.g., when more water is added to a full class, the water will spill out); the concept that living things reproduce; basic characteristics of common objects (rock is hard, etc.); states of matter of water; living and non-living things; a variety of Earth's features and features in the natural world; types of weather; the relationship of plants and animals to their habitats; tools/materials and their uses; what materials found on earth are used for; transfer of energy (e.g., electricity can be turned on and off by a switch); and ways objects can move.	24-43
Below Proficient	The student shows a partial understanding of the processes and content of science by identifying or demonstrating an understanding of: cause-and-effect (e.g., when more water is added to a full class, the water will spill out); the concept that living things reproduce; basic characteristics of common objects (rock is hard, etc.); states of matter of water; living and non-living things; a variety of Earth's features and features in the natural world; types of weather; the relationship of plans and animals to their habitats; tools/materials and their uses; what materials found on earth are used for; transfer of energy (e.g., electricity can be turned on and off by a switch); and ways objects can move.	12-23
Far Below Proficient	The student did not display a minimal understanding of science processes or content as described in the extended grade level expectations.	11 or below

Grade 8 Science Proficiency Level Descriptors and Cut Score Ranges

Proficiency Level	SCIENCE	Score Range
Advanced	The student demonstrates a highly developed conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the physical changes commonly found in the environment; the concept that organisms differ from one species to another; features of geophysical events; the earth, sun, and moon; seasonal characteristics; the uses of technology; simple descriptors to relate information about an object; familiar electronic devices; directional movement of objects; the stages of life cycles; the connection between living organisms and their environment; and tools to their function.	44 or above
Proficient	The student demonstrates a basic conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the physical changes commonly found in the environment; the concept that organisms differ from one species to another; features of geophysical events; the earth, sun, and moon; seasonal characteristics; the uses of technology; simple descriptors to relate information about an object; familiar electronic devices; directional movement of objects; the stages of life cycles; the connection between living organisms and their environment; and tools to their function.	29-43
Below Proficient	The student shows a partial understanding of the processes and content of science by identifying or demonstrating an understanding of: the physical changes commonly found in the environment; the concept that organisms differ from one species to another; features of geophysical events; the earth, sun, and moon; seasonal characteristics; the uses of technology; simple descriptors to relate information about an object; familiar electronic devices; directional movement of objects; the stages of life cycles; the connection between living organisms and their environment; and tools to their function.	16-28
Far Below Proficient	The student did not display a minimal understanding of science processes or content as described in the extended grade level expectations	15 or below

Grade 10 Science Proficiency Level Descriptors and Cut Score Ranges

Proficiency Level	SCIENCE	Score Range
Advanced	The student demonstrates a highly developed conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the basic characteristics of matter, including identifying objects as liquid, solid, or gas; the way in which objects get energy; how the states of water affect weather; purpose of different animal adaptations; the classification of animals as herbivores, carnivores, and omnivores; the characteristics of the solar system; the movement of objects; inherited traits; how the Earth's surface can change as a result of geological activity; tools and their purposes; and the characteristics of the solar system.	44 or above
Proficient	The student demonstrates a basic conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the basic characteristics of matter, including identifying objects as liquid, solid, or gas; the way in which objects get energy; how the states of water affect weather; purpose of different animal adaptations; the classification of animals as herbivores, carnivores, and omnivores; the characteristics of the solar system; the movement of objects; inherited traits; how the Earth's surface can change as a result of geological activity; tools and their purposes; and the characteristics of the solar system.	26-43
Below Proficient	The student shows a partial understanding of the processes and content of science by identifying or demonstrating an understanding of: the basic characteristics of matter, including identifying objects as liquid, solid, or gas; the way in which objects get energy; how the states of water affect weather; purpose of different animal adaptations; the classification of animals as herbivores, carnivores, and omnivores; the characteristics of the solar system; the movement of objects; inherited traits; how the Earth's surface can change as a result of geological activity; tools and their purposes; and the characteristics of the solar system.	18-25
Far Below Proficient	The student did not display a minimal understanding of science processes or content as described in the extended grade level expectations	17 or below

Glossary of Terms

Alternate Assessments are designed for students with significant cognitive disabilities that prevent them from taking the regular Standards Based Assessment (SBA) with or without accommodations. Students must meet the eligibility criteria as specified in the *Participation Guidelines* or located on the Alternate Assessment website in expanded format at http://www.eed.state.ak.us/tls/assessment/AlternateOptional/05-06/ExpandedFormatPartCriteriaAug05.pdf

Access Skills (Early Entry Points) are the very basic, underlying social, motor, or communication skills needed by students to be able to accomplish the content learning standards and may be part of the student's Individualized Education Program's (IEP). Instead of teaching these skills in isolation, they may be embedded within the context of standards-based instructional activities. This allows the student to practice targeted IEP skills while providing access to the general education curriculum. Access skills are not part of the grade level expectations but when used during content-related activities, they meaningfully engage students in the content activities and expose students to new ideas while practicing necessary skills required in the student's IEP.

Age-Appropriate Instruction and Materials – Instruction of students should open up opportunities to access the content standards, not limit participation in the grade level instructional activities. Materials and activities should reflect the chronological age of the student and be consistent with the content, activities, materials, and expected outcomes for all students. Materials may be adapted to provide access for the student with an Individualized Education Program (IEP).

Content Standards are broad statements of what students should know and be able to do as a result of their public school experience.

Performance Standards are aligned to the Content Standards and are measurable statements of what students should know and be able to do in the age spans 5-7, 8-10, 11-14, and 15-18.Within these standards are **strands**, which are clusters of learning standards in the content area organized around a central idea or concept.

Grade Level Expectations (GLEs) are specific statements of the knowledge and/or skills that students are expected to demonstrate at each grade level. They serve as checkpoints that monitor progress towards the performance standards and ultimately, the content standards. The grade-level expectations do not replace the performance standards; rather, they serve to clarify the standards. They also serve to define and communicate eligible content, or the range of knowledge and skills from which instruction and the new assessments are designed.

Extended Grade Level Expectations (ExGLEs) are linked to the Performance Standards/Grade Level Expectations. They are measurable statements of what students with significant cognitive disabilities should know and be able to do at grade level. The

extended grade level expectations are foundational skills and are less complex than the grade level expectations.

Early Entry Points describe the least complex skills and are prerequisites to the skills being assessed. They provide a range of options at which a student with a disability can access the learning standard at a less complex level. See above for definition of **Access Skills** and their relationship to standards.

Achievement Standards are descriptions of a test taker's competency, and **Alternate Achievement Standards** (AAS) are descriptions of competency for students who take the alternate assessment. There are four components of achievement standards.

1. **Labels** designating the different levels of student achievement. Alaska's proficiency levels are labeled: Advanced, Proficient, Below Proficient, and Far Below Proficient.
2. **Proficiency descriptors** are narrative statements describing student achievement at the different levels of competence useful in determining cut scores.
3. **Cut scores** separate the different achievement levels
4. **Exemplars** are samples of student work or student test results.