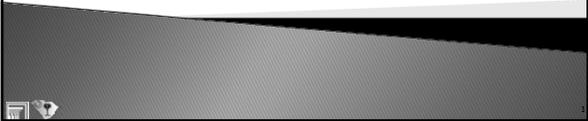


**South Carolina  
Alternate Assessment**

January 2015

Test Administrator Training  
South Carolina Department of Education  
American Institutes for Research



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**South Carolina  
Department of Education**

**Suzanne Swaffield**  
**Anne Mruz**  
**Jill Christmus**  
Office of Assessment

**Kim Watkins, Ed.D.,**  
Office of Special Education Services



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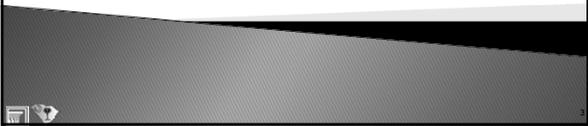
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**American Institutes for Research  
SC-Alt Team**

Celine Tobal, Project Manager  
Matthew Greathouse, Alternate Assessment Specialist  
Melissa Hudson, Ph.D., Alternate Assessment Specialist  
Kaitlyn Kelly, Project Assistant



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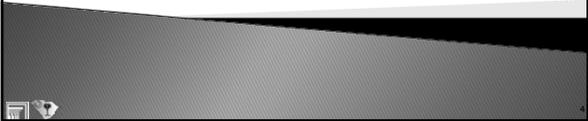
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**South Carolina  
Alternate Assessment**

Overview



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**South Carolina Alternate Assessment  
(SC-Alt)**

- Alternate assessment based on alternate achievement standards.
- For students with significant cognitive disabilities who cannot participate in the SCPASS, EOCEP, or ACT even with accommodations.



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**Purpose**

- To ensure that these students have the opportunity to participate in a challenging standards-based curriculum.
- To meet IDEA and ESEA (NCLB) requirements.



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## SC-Alt Design



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## SC-Alt Design

- Series of performance or selected-response tasks
- Linked to grade-level academic standards at less complex or prerequisite skill levels in grade band forms
  - Elementary (3-5)
  - Middle (6-8)
- Tasks are designed to allow students to respond in their typical mode of communication.



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## Content to Be Assessed

- Science
- Social Studies



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Video Clip



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# Participation Guidance

Guidance for IEP Teams on  
Determining Participation in the  
South Carolina Alternate Assessment  
(SC-Alt)

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<http://ed.sc.gov/agency/programs-services/48/documents/SC-AltParticGuidanceForIEPTeams2014.pdf>

 **Review of Eligibility for SC-Alt Participation Check List**

Name of Student:		
Date of Birth:		
IEP Category of Disability:		
Age on September 1:		Date of Review:

The student must meet all eligibility criteria descriptions in order to meet the criteria for the SC-Alt.

Eligibility Criteria	Eligibility Criteria Descriptions	Source of Evidence
The student demonstrates a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement experiences even with the use of accommodations.	The student has significant limitations in academic functioning as evidenced by functioning as evidenced by cognitive ability assessments on both verbal and non-verbal scales that are at least 2.0 - 3.0 standard deviations below the mean.	Results of Individual Cognitive Ability Test
	AND	The student has significant deficits in adaptive behavior scales scores that are at least 2.0 - 3.0 standard deviations below the mean on at least two adaptive ICDL domains.
The student has significant skills that are in the emerging, nascent, or incipient stages and/or functional level 1/20 (equivalent of the general population).	The student has significant skills that are in the emerging, nascent, or incipient stages and/or functional level 1/20 (equivalent of the general population).	Results of individual reading assessments
	AND	The student has significant skills that are in the emerging, nascent, or incipient stages and/or functional level 1/20 (equivalent of the general population).

October 2012 12

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## Student Participation

- Students whose IEP team determines that they meet the participation criteria for the alternate assessment (TAM, page 3)

AND

- Students who were between the ages of 9 and 13 on September 1, 2014

(See Age and Birth Date Reference Sheet, Appendix B)



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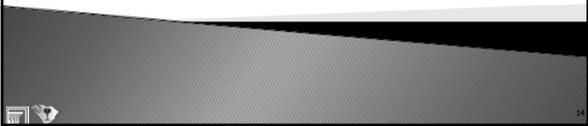
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## Administration Window

### March 2–April 24

Testing materials will arrive in the districts by February 20



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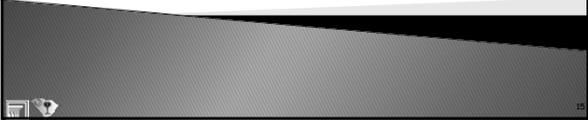
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## Prioritized Content

Ensure access to the grade-level content



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## Administering the SC-Alt



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## Common Errors in Administration

1. Failure to properly record the score.
2. Failure to complete the Test Administrator Security Affidavit.
3. Failure to complete the SPQ.
4. Assessment of student with wrong form.
5. Assessment of student beginning with wrong starting task.



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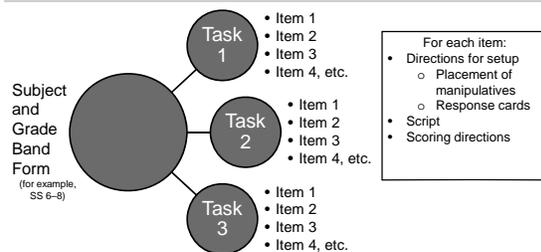
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## Test Format



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**Science Task 1: Major Organs**

**Materials and Setup**

Item 1: ear, brain, lungs  
 Item 2: skin, brain, heart  
 Item 3: nose, ear, hand  
 Item 4: eyes, mouth, ear  
 Item 5: hair, hand, stomach  
 Item 6: skin, mouth, hair

**Adaptive Instructions**

Item 4: Teacher may substitute an actual CD player for the picture symbol.

**Access Limitations**

Deaf (Item 4)  
 Hand of hearing (has hearing impairment) (Item 4)  
 N/A (Not Applicable) (Item 1, 2, 3, 5, 6)

SCAA PAGE 1 SECURE MATERIALS

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## Access Limitations

- Clearly marked

**Access Limitations**

Blind (Item 1)  
 N/A (Not Applicable) (Item 2, 3, 4, 5, 6)

- Do not administer
- A bubble is provided for all items marked as Access Limited (A)
  - Deaf
  - Blind
  - Blind/non-verbal



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## Example of Item Script

Say: **We're going to talk about \_\_\_\_\_.**  
 Do: Give the student the \_\_\_\_\_.

**OR**

Say: **Show (tell) me which one means \_\_\_\_\_.** **This** (indicate the response card), **this** (indicate the response card), **or this** (indicate the response card)?

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## SC-Alt Accommodations



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## Allowable Accommodations

- Enlargement of materials
- Use of braille materials
- Substitution of objects for pictures or picture symbols
- Signed administration
- Use of augmentative communication devices or other assistive technology
- Use of calculator
- ESOL/LEP accommodations
- Other accommodations specified in the TAM



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## Substitution of Response Cards with Concrete Objects

- Similar in size, shape, color
- Must not change what is being measured
- Materials must be age and grade appropriate



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## Other Accommodations

- Picture Communication Symbols™ (PCS™) have been used throughout the tasks and items.
- If your student uses a different symbol for the same word, you may substitute that symbol for the one provided. For example:



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## Adapting and Accommodating

- Test Administrator can say the response option aloud.
- Test Administrator can point to all of the response options or concrete objects.
- Describe a chart or graph.
- Have the student touch or hold the object.
- Place the objects in a specific location or orientation when the student has a limited visual field.
- Place on a different background.

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## Braille Materials

- Braille response cards and tactile graphics are provided for some items. Braille response cards include numbers, letters, and a single word.
- Order braille materials from your DTC-Alt using the Braille Materials order form (TAM, Appendix N).



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## Braille Materials (cont'd.)

- Materials will be shipped as soon as the order form is received.
- A list of tasks for which braille and tactile graphics are available can be found in the TAM, Appendix Q.
- Teachers may also have any additional materials that they think the student may need made available in braille.



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## Accommodations for LEP Students

- Reword instructions in any format or language to enable student to understand the task (e.g., sit down, select one answer, etc.). The item itself cannot be reworded or translated.
- Special test preparation may be provided to orient student to test format and expectations.

TAM, Appendix M



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## Video Clip



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## Scoring SC-Alt



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## Scoring

One of the key features of the SC-Alt is that the Test Administrator scores student responses to each item as the task is administered.

### Social Studies - Elementary School Form

1-Task		2-Task		3-Task	
Item	Score	Item	Score	Item	Score
1	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	2	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	2	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	5	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	5	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>			6	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>



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## Scoring (cont'd.)

- Scores are recorded on a scannable answer document, not in the test book.
- An optional scoring worksheet is provided for use during test administration (TAM, Appendix G).
- The answers must be transferred to the scannable answer document in order to be scored.



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## Item Scoring Overview

### Key Features:

- The number of score points vary from item to item.
- At each level, the Test Administrator follows directions to guide a score decision.
- All scoring directions are on the right side of the script.
- Scoring is scaffolded downward until directions for assigning a score of zero or N (i.e., no response).

TAM, page 12



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## Scaffolding

### TRY 1

- If the student answers correctly, record the score and move to the next item.
- If the student answers incorrectly, remove the incorrect response option and move to TRY 2.
- If the student does not respond, remove the designated response option and move to TRY 2.



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## Scaffolding (cont'd.)

### TRY 2

- If the student answers correctly, record the score and move to the next item.
- If the student answers incorrectly, record the score and move to the next item.
- If the student does not respond, record the score and move to the next item.



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## Example of Scaffolded Scoring

Science Task 1: Motion of Objects: Item 4

**Setup**

**Script**

Say: **Show (tell) me which is hardest to move: the chair (indicate the chair card), the box (indicate the box card), or the desk (table) (indicate the desk/table card)?**

**TRY 1**

- Record 2
- Remove Incorrect Student Response
- Remove

**TRY 2**

Show (tell) me which is hardest to move (indicate each remaining option in the original order of presentation)?

- Record 1
- Record 0
- Record N

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## Scoring and Scaffolding

- 3-point items allow three tries (very few items)
- 2-point items allow two tries
- 1-point items allow one try
- Engagement items are scored on a 4-point rubric

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## Scoring Rubric for Engagement Items

- Provides evidence that the student is ready to engage in the task of extended focus and persistence.
- Test Administrator makes a judgment using the scoring rubric.

<b>Scoring 4 points:</b>
Student demonstrates sustained involvement in the activity, for example, he or she may:
<ul style="list-style-type: none"> <li>• consistently attend to the teacher's communication (verbal or signed) and address</li> <li>• participate with interest in the activity (working the algorithm) as needed.</li> <li>• indicate to the test administrator the status or request associated with the algorithm.</li> </ul>
<b>Scoring 3 points:</b>
Student demonstrates generally sustained involvement in the activity, for example, he or she may:
<ul style="list-style-type: none"> <li>• generally attend (with infrequent lapses) to the teacher's communication (verbal or signed) and address,</li> <li>• usually participate in the activity as needed,</li> <li>• usually seek support for the algorithm during implementation by the teacher,</li> <li>• indicate to the test administrator the status during implementation, and/or</li> <li>• indicate general participation in the activity as needed.</li> </ul>
<b>Scoring 2 points:</b>
Student demonstrates inconsistent involvement in the activity, for example, he or she may:
<ul style="list-style-type: none"> <li>• intermittently attend to the teacher's communication (verbal or signed) and address,</li> <li>• show disinterest in the activity as needed,</li> <li>• look at the algorithm presented, shifting gaze at least sometimes as appropriate.</li> </ul>
<b>Scoring 1 point:</b>
Student shows minimal sustained involvement in the activity, for example, he or she may:
<ul style="list-style-type: none"> <li>• only frequently attend to the teacher's communication (verbal or signed) and address,</li> <li>• indicate a request for change in response, indication, and/or response to the teacher and/or</li> <li>• look at the algorithm.</li> </ul>
<b>Scoring 0 points:</b>
Student does not demonstrate any involvement in the activity or involvement in the activity being
present or may refuse to engage in the activity at any level.

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## Summary of Scoring Rubric for Engagement Items

- Score 4 Sustained involvement
- Score 3 Generally maintained involvement
- Score 2 Intermittent/irregular involvement
- Score 1 Fleeting awareness with little or no involvement
- Score N No response (Does not demonstrate awareness)



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## Practice Administration

- Read through a complete task.
- In groups of two, administer the task to each other, alternating between the roles of Test Administrator and student.



South Carolina  
Alternate Assessment  
(SC-Alt)

### Training Tasks

Videotape Tasks

Spring 2015

SECURE MATERIALS



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## Practice Administration (cont'd.)

Grades: 4–5 (purple)

Grades: 6–8 (blue)



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## What Did You Discover?



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## Administration Scoring Summary

- It is important to follow the directions exactly—do not improvise.
- You can always reread a passage or page.
- Do not teach the skill while administering the task.
- Provide breaks as needed.
- Be careful not to read the "Say" statements too fast.
- Be careful with "Show/Tell." Say only one or the other, not both.
- Remember, score points vary.



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## Scoring Practice



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# Determining the Starting and Concluding Tasks in the Assessment

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## Student Placement Questionnaire (SPQ) Overview

- SPQ is designed to identify the most appropriate starting task (TAM, pages 17–20).
- The Test Administrator (or student's teacher) answers questions regarding student knowledge in each content area.
- Based on responses, a score is computed to determine the most appropriate starting task in the test form.
- This allows maximum opportunity for a student to demonstrate his/her skills without prolonging the assessment.

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## SPQ Steps

Identifying the starting task for a student in each content areas.

- Step 1 - Bubble in your responses to the SPQ questions.
- Step 2 - Count the number of bubbles you marked in each of the first three columns and write the totals in the blocks under each column.

**SC - ALT STUDENT PLACEMENT QUESTIONNAIRE - SOCIAL STUDIES**

Follow steps 1-4 to complete the SPQ and identify the starting task.

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below. Use a No. 2 pencil only.

In the domain of **public history, sites, and monuments**, can this student:

1. Identify historical events using appropriate dates such as quarter?
2. Identify surroundings, including the classroom, school, home and community?

In the domain of **geography and identifying family and community**, can this student:

3. Identify family members?
4. Recognize teachers and other members of the community, both at school and in the larger community?

In the domain of **public policy and consequences**, can this student:

5. Identify authority figures in the family, the classroom, the school, and in the community?
6. Understand rules, their purposes, who makes them, and the consequences of breaking them?

In the domain of **quality of social citizenship**, can this student:

7. Recognize qualities of good citizenship in the classroom?

In the domain of **understanding American values, principles, historical figures, and national holidays**, can this student:

8. Give responses of respect and for treatment?
9. Identify symbols in the United States?

In the domain of **jobs, work, and money**, can this student:

10. Recognize that money is used to purchase goods and/or services?
11. Identify different jobs in the school and community?
12. Categorize community businesses and services based on the goods and services they provide?

In the domain of **historical events and accomplishments**, can this student:

13. Identify a great person in our country?
14. Identify a great event in our country?

(2) Write in the total number of bubbles you marked in each column.

1	2	3	4
1	1	1	1

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## New for 2015 SC-Alt

- Number of tasks are consistent across all content areas
- 12 tasks for Science and Social Studies
- All students will be assessed in Science and Social Studies
- New stopping rule



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## Science and Social Studies Starting Task Reference Table

Starting task	Administer all items in at least these tasks
Task 1	1–6
Task 3	3–9
Task 6	6–12



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## Starting the Assessment

- Complete the SPQ to determine where to begin the assessment.
- If a student scores a total of 3 points on all of the items in the beginning task, the student has responded successfully and the starting task is appropriate.
- If the student scores less than a total of 3 points on the starting task, drop back to the next target level.



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## Students Starting at Task 1

- If the student responds successfully on Task 1:
  - Administer Tasks 1–6
- If the student does not respond successfully on Task 1:
  - No downward adjustment is possible
  - Administer Tasks 1–6
- The score from Task 6 will be used to determine if the assessment continues or ends



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## Students Starting at Task 3

- If the student responds successfully on Task 3:
  - Administer Tasks 3–9
- The score from Task 9 will be used to determine if the assessment continues or ends
- If the student does not respond successfully on Task 3:
  - Restart the student at Task 1
  - Administer Tasks 1–6
  - Do not re-administer Task 3
- The score from Task 6 will be used to determine if the assessment continues or ends



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## Students Starting at Task 6

- If the student responds successfully on Task 6:
  - Administer Tasks 6–12
- If the student does not respond successfully on Task 6:
  - Restart the student at Task 3
  - Administer Tasks 3–9
  - Do not re-administer Task 6
- Task 12 is the last task in the assessment, so stop



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## Concluding Task

- If the student responds successfully on a concluding task (scores a total of 6 or more points), administer the next task
- Continue administering the assessment until the student responds unsuccessfully on a task (scores less than 6 points) or until the entire assessment has been administered



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## Concluding Task (cont'd.)

- For students who are administered Tasks 1–6 and respond successfully to Task 6:
  - Administer Task 7
  - If the student does not respond successfully on Task 7, conclude the administration
  - If the student responds successfully on Task 7, administer all items in Task 8
  - If the student does not respond successfully on Task 8, conclude the administration
  - If the student responds successfully on Task 8, administer all items in Task 9
  - Continue until the student does not respond successfully to a task



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## Concluding Task (cont'd.)

- For students who are administered Tasks 3–9 and respond successfully to Task 9:
  - Administer Task 10
  - If the student does not respond successfully on Task 10, conclude the administration
  - If the student responds successfully on Task 10, administer all items in Task 11
  - If the student does not respond successfully on Task 11, conclude the administration
  - If the student responds successfully on Task 11, administer all items in Task 12
  - Continue until the student does not respond successfully to a task



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## Concluding Task (cont'd.)

- For students who are administered Tasks 6–12:
  - The assessment is concluded



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## Special Note about Access Limited

- If the entire last task in the set is access limited for an individual student, skip the task and go to the next task to allow the student the opportunity to continue in the assessment.
- Follow the same rules for concluding the assessment when the student no longer responds successfully.



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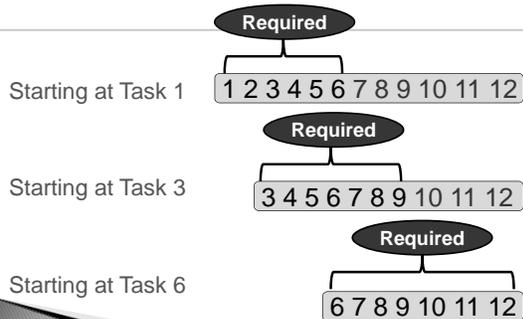
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## Required Task Sets



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## Starting and Concluding the Assessment Summary

- All tasks in a given set must be administered regardless of whether the student is responding successfully.
- If the student is responding successfully and you do not continue administering tasks, the administration will be considered non-valid and the student will not be counted as tested.
- If the student is unsuccessful and you do not drop back to Task 1 or Task 3, the administration will be considered non-valid and the student will not be counted as tested.



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**Break**



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**Administration  
Plan**



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## Assignment to Grade Band Forms (TAM, page 5)

SC-Alt Form	Student Age	Content Tests Administered
Elementary School	9	Science <b>and</b> Social Studies
	10	Science <b>and</b> Social Studies
Middle School	11	Science <b>and</b> Social Studies
	12	Science <b>and</b> Social Studies
	13	Science <b>and</b> Social Studies



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## Test Security



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## Test Security

- SC-Alt is subject to SC Test Security Regulations (TAM, Appendix A).
- Test booklets and all materials are secure materials.
- Materials must be kept in secure place when not in use.



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## Test Security Regulations

- Test booklets, answer folders, and second rater forms may not be copied or reproduced.
- All Test Administrators and monitors must sign the Agreement to Maintain Test Security and Confidentiality (TAM, Appendix D).
- Testing Irregularity Form (TAM, Appendix F).

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## Test Administrator Requirements

- Certified employee of the district, typically the student's teacher
- Must be trained

TAM, page 5

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## Administration and Scoring Fidelity

- SC-Alt is administered and scored by the trained Test Administrator.
- The administration and scoring is observed by an approved monitor.
- A trained second rater is used to verify that all procedures were followed in a sample of administrations.

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## Monitors

- **Monitors are required and must be trained.**
  - Observe administrations and verify the use of proper test procedures and authentic student responses.
    - Assist in recording session start and stop time, if needed.
    - Assist with logistics, if requested.
    - Must sign the Test Administrator Security Affidavit (Appendix E).

TAM, pages 6–7



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## Second Raters

- All districts are sampled.
- A sample of teachers/students will have a second rater participate in the administration.



Social Studies is the only content area requiring a second rater.



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## Second Rater Qualifications

- Must be a certified teacher or administrator (e.g., teacher, school administrator, district-level special education consultant, or other administrator).
- Must participate in the regional and/or district SC-Alt Test Administrator training.



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## Preparing for Test Administration



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## Prior to Testing

- Check all materials as soon as you receive them. Notify the DTC-Alt if anything is missing.
- Gather needed materials.
- Schedule a location in your school to administer the assessment.
- Identify monitor(s).
- Verify the accommodations that your student(s) will need.



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## Other Preparations

- Read through each task
- Practice administering the assessment with another Test Administrator/monitor.
- Verify that the SPQ is completed correctly and all bubbles are filled in.



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### During Testing

- Reread items as needed.
- Score as you go.
- Take breaks as needed.
- Do not re-administer or rescore an item.



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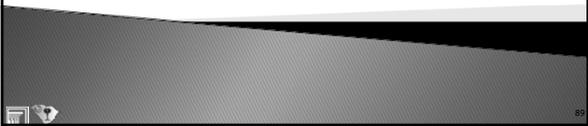
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### Materials You Will Receive



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### Materials You Will Receive

- Student Rosters
- Student Answer Folders
- Student Scoring Worksheets
- Precoded Bar Code Label(s)
- Do Not Score Labels
- Teacher Comment Forms
- Test Administrator Kit(s)



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## Test Administrator Kit

- Test Booklets
- Print Manipulatives
- Physical Manipulatives
- Reading Passages



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## Test Administrator Security Affidavits

- Are included in the student answer folder.
- Must be signed by the teacher and by the assessment monitor for each content area administration
- Must be validated by the principal (see example in the TAM, page E-1).

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## Test Administrator Security Affidavits (cont'd.)

- Complete Test Administrator Security Affidavit after each content area is assessed.
- Record the date, start and end time, and administered task for each content area administration.
- Failure to complete the Test Administrator Security Affidavit will result in an invalid administration.

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## Do Not Score Labels

- Use only for answer folders with Precoded Bar Code Labels attached or partially completed folders that you do not want to be scored.
- Place the label over the designated label box or over previously placed Precoded Bar Code Labels.
- Use only if the entire answer folder is not to be scored.



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## Important Things to Remember

- Do not put sticky notes on answer folders or include other notes about why a student was not tested.
- When an enrolled student is not tested, provide documentation on the Students Not Tested Report (Office of Data Management and Analysis).



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## Experienced Test Administrator Suggestions

- Check your materials carefully.
- Verify that you have the correct forms for your students.
- Be sure to use the same grade band form for **each** student for **all** content areas.
- If you have two or more forms, organize your assessments by forms.
- Notify the DTC-Alt immediately if you are missing any materials.



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## After the Assessment



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## Complete the Student Answer Folder

- Affix the student Precoded Bar Code Label.
- Code the student's last name, first name, and middle initial, even though the student's name is already on the Precoded Bar Code Label.
- Use pencil only (no ink pen).
- Code homebound, home school, as applicable.
- Code accommodations, if applicable.
- Code teacher name (TAM, Appendix I).



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## Student Answer Folder (cont'd.)

- Code Accommodations
  - Enlargement of materials
  - Use of braille materials
  - Substitution of objects for pictures or picture symbols
  - Signed administration
  - Use of augmentative communication devices or other assistive technology
  - Use of calculator
  - Other accommodations specified in the TAM
- Code ESL Testing Accommodations
  - More information can be found in the TAM, Appendix M



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## Student Answer Folder (cont'd.)

- If the scoring worksheet was used, transfer scores to the Student Answer Folder. Failure to do so will result in the assessment not being scored and the student counted as not tested.
- Complete the session information fields in the answer folder.
- For students without Precoded Bar Code Labels, code all fields on the front of the answer folder and teacher name (TAM, Appendix I).



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## Complete the Test Administrator Security Affidavit

### ▪ Obtain signatures of:

- Test Administrator
- Assessment Monitor
- Principal

AND

- Complete administration session time information
- Remember, absence of completed affidavit will result in invalid administration (TAM, Appendix E)



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## Material Return Checklist

- Use the Material Return Checklist in your Test Administrator Kit, along with the TAM, for guidelines on how to pack your materials for return
- Additional Resources
  - TAM
    - Pages 22–23
    - Appendix J
    - Appendix K
  - Return Materials Checklist



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## School Security Checklist

- Verify that all materials are accounted for and returned. Initial "packaged for return" line for each item.
- Sign and date.
- Place in box on top of contents and return box to DTC-Alt.
- Do **not** seal box.



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## Reminder

Do **not** return physical manipulatives.



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## SC-Alt Completion Roster

Optional form to use as a checklist to ensure that all students have been assessed in all areas and all materials are returned (TAM, Appendix O).



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## Final Important Dates

- Last day of testing is **April 24, 2015**.
- Materials must be shipped to AIR by **April 29, 2015**.
- Your DTC-Alt will tell you when to return all your materials.



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## Need More Training?

For additional training prior to administering the assessment, contact your DTC-Alt.



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## Contact Your DTC-Alt

- Questions about:
  - Ordering materials
  - Receiving materials
  - Returning materials
  - Administering the test



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# Next Generation of Alternate Assessment



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National Center  
and State Collaborative (NCSC)

Alternate Assessment on Alternate  
Achievement  
Standards (AA-AAS)



National Center and State Collaborative

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## NCSC Alternate Assessment

- Links to the Common Core State Standards (CCSS) in ELA and Mathematics
- Alternate to ACT Aspire and ACT
  - Grades 3–8 and 11
  - Ages 8–13 and 16
- Technology-based system for Test Administrator training, assessment delivery, scoring, and reporting
  - Computer-based assessment
- Results included in federal accountability calculations



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## NCSC Assessment Design

- Grade specific rather than grade band
- Based on 10 prioritized core content connectors from CCSS for each content area per grade level
- Administered by the student's teacher
- Administration window March 30–May 15
- Approximately 30 items per content area
  - Selected responses (multiple choice)
  - Constructed responses

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## NCSC Assessment Design

- Computer or Test Administrator will read directions, content, stimuli, stem, and choices to student
- Student or Test Administrator will mark student responses in computer program
- Accommodates response needs of students
  - Assistive technology
  - Pictures
  - Touch screen computers

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## Test Items

- Multiple items developed for each prioritized standard at four increasing levels of complexity
  - 4 Tiers
- Vary in complexity and embedded supports
  - Visual support, simplified sentences or language
  - "Remember statements" or prompts
  - Some accommodations are embedded
  - Some accommodations are included in the Directions for Test Administrators (DTAs)
- Scripted DTAs

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## NCSC Assessment System

- DTCs-Alt and teacher/Test Administrators (TAs) will receive an automated e-mail from the NCSC Assessment System site with login information
- DTCs-Alt will enter the TA name and e-mail address in the system for each student
  - Student demographic information will be uploaded from Precode file
- TAs will log in to the system
  - Review student demographic information
  - Complete Learning Characteristics Inventory (LCI)
  - Complete Accommodations: Before Test
- Conduct Student Response Check for students who do not have consistent and observable way to communicate
- Access Practice Items
- Access Online Test Administration Training
- Administer Assessment

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## Learning Characteristics Inventory (LCI)

- Drop-down menu of student characteristics
  - Primary Disability
  - Classroom Setting
  - Expressive Communication
  - Augmentative Communication System
  - Receptive Language
  - Vision
  - Hearing
  - Reading
  - Mathematics

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## Student Response Check (SRC)

- Should only be completed for those students who do not have a consistent response mode
- Three-question content-neutral tasks
- TA presents the tasks and provides opportunities for the student to respond
  - Using mouse to select answer
  - Verbalizing his or her answer
  - Using assistive technology to indicate answer
  - Using eye gaze to select answer
  - Circling or marking answer on paper copy

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## Accommodations: Before Test

- Assistive Technology for presentation of items
- Assistive Technology for student response
- Paper version of items
- Scribe/transcription
- Sign language interpretation (ASL, PSE, SEE)
- No Accommodations

NOTE: At the completion of the test, the TA will complete *Accommodations: After Test* to record accommodations actually used.

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## NCSC Online Test Administration Training

DTCs-Alt  
Test Administrators

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## DTC-Alt Training

- Five (5) online modules (no quiz)
  - Responsibilities
  - Test integrity
  - Appropriate test practices
- TAM
- NCSC Assessment System User's Guide for Test Coordinators
  - Guidance on entering TAs into the system
- Technology System requirements
- <http://ncscpartners.org/Media/Default/PDFs/NCSC-Workstation-and-Bandwidth-Technology-Requirements-3-28-14.pdf>

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## Test Administrator (TA) Training

- Thirteen (13) modules
- Approximately three hours
- Final Quiz
  - Must achieve a score of 80% to pass and then access the test
- TAM
- NCSC Assessment System User's Guide for Test Administrators
- Directions for Test Administrators (DTAs)



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## Directions for Test Administrators (DTAs)

- Specific to each test form
- Provides directions and script to administer each item
- Includes allowable manipulatives and reference materials for each item
- Scoring rubrics for constructed-response items
- Reading foundational items (grades 3 and 4)
- Secure
- Available only after the TA successfully completes training



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## Assessing Students who are Blind, Deaf, or Deaf-Blind

- Guidelines for Assessing Students Who are Blind, Deaf, or Deaf-Blind
  - Developing tactile symbols
  - Using object replacements
  - Sign language interpreting
  - Alternative text
- Reading foundational words provided in braille (grades 3 and 4 only)



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## State-Specific Requirements for NCSC

- Subject to state test security regulations
- Agreement to Maintain Test Security and Confidentiality
- Testing irregularities
- Monitors
- NCSC Test Administrator Security Affidavit
- Secure Shred Verification



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## NCSC Website

<http://www.ncscpartners.org/>



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## Alternate ACCESS for ELLs



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## Alternate ACCESS for ELLs

- Alternate ACCESS for ELLs is an assessment of English language proficiency for students identified as English language learners with significant cognitive disabilities
- Grades 1–12



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## Alternate ACCESS for ELLs

- Will be available in four grade-level clusters:  
Grades 1–2, 3–5, 6–8, and 9–12
- Students in kindergarten with significant cognitive disabilities will take the kindergarten ACCESS for ELLs
- Is a paper and pencil test
- Is individually administered



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## Purpose of Alternate ACCESS for ELLs

- Provides ELLs with significant cognitive disabilities an opportunity to demonstrate their English language proficiency:
  - in Listening, Speaking, Reading, and Writing
  - in four English Language Proficiency (ELP) standards
    - social and instructional language
    - the language of language arts
    - the language of mathematics
    - the language of science



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## Participation

- Student is classified as an ELL
- Student has a significant cognitive disability and receives special education services under IDEA (2004)
- Student accesses the state-approved curriculum standards at less complex levels and with extensively modified instruction
- Student is or will be participating in his/her statewide alternate accountability assessment
- For more guidance for IEP teams regarding participation in Alternate ACCESS for ELLs, visit the State Department of Education website <http://ed.sc.gov/agency/programs-services/48/>



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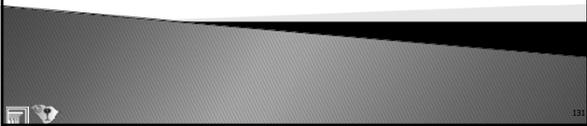
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## Alternate ACCESS for ELLs

<http://www.wida.us/assessment/alternateaccess.aspx>



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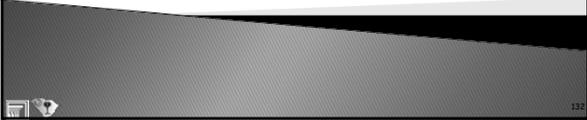
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## Instructional Resources



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## Core Content Connectors (CCCs)

[https://wiki.ncscpartners.org/index.php/Curriculum\\_Resources](https://wiki.ncscpartners.org/index.php/Curriculum_Resources)



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## Communicative Competence

- All students communicate
- Identify how the student expresses intent (form)
- Utilize each student's strengths to determine the best form(s) or mode(s) of communication.
- Integrate communication targets into daily living and instructional activities
- Assure that all stakeholders who interact with the student, including parents and family members, understand the student's communication system
- Improve the level, variety, type, and quality of the student's communication with an augmentative and alternative communication (AAC) system for access
- Critical to assume competence



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## SC-Alt Web Page

<http://ed.sc.gov/agency/programs-services/48/>



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## Resources on the Website

- Sample Tasks
- Standard Connections
- *Guidance for IEP Teams on Determining Participation in the South Carolina Alternate Assessment*
- *Support Guide*
- Examples of Instruction
- Skills Progression Matrices for SC-Alt
- Literacy Instruction for Students with Significant Cognitive Disabilities



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## Other Resources

SC Assistive Technology Program  
[www.sc.edu/scatp](http://www.sc.edu/scatp)

SC Interagency Deaf-Blind Project  
<http://www.scsdb.org/domain/121>

NCSC Training Modules  
<http://ed.sc.gov/agency/ac/Special-Education-Services/NCSCTrainingResources.cfm>



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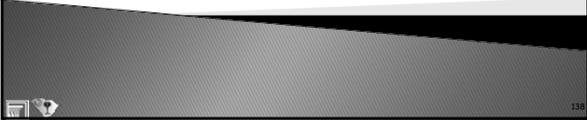
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## Guide to Designing Tactile Illustrations for Children's Books

by the American Printing House for the Blind

<http://www.aph.org/edresearch/illustrations/illustration.pdf>



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## Contact Information

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## Have a safe trip home!

THANK YOU

Thanks



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