



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

**SC-Alt 2015
Score Report User's Guide**

South Carolina Department of Education

A copy of this document and more information about the testing and assessment of students with the SC-Alt is available on the South Carolina Department of Education Web site at

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

Contents

Introduction to the SC-Alt

Purpose	1
Student Participation	2
Applicable Ages for Alternate Assessment	2
SC-Alt Development	2
Overview of the SC-Alt Format	3
Scoring	4

SC-Alt Score Reporting

Overview	5
Achievement-Level Scores	6
Using and Communicating SC-Alt Scores	8
Types of Score Reports	9
Special Reporting Codes and Messages	9
Testing Participation Requirements by Content Area	10

Reports for the District

District Roster Summary	11
District Demographic Summary	14
District Summary by Test Form	17
District Student Data File	19

Reports for the School

Individual Student Report	20
Student Labels	20
School Report	21

Appendices

A. Individual Student Report	23
B. School Report	29
C. Descriptions of Achievement Levels	35

South Carolina Alternate Assessment (SC-Alt) 2015 Score Report User's Guide

Introduction to the SC-Alt

Purpose

The SC-Alt Science and Social Studies is a task-based assessment system that was developed to meet the needs of students with significant cognitive disabilities who cannot participate in the South Carolina Palmetto Assessment of State Standards (SCPASS) even with appropriate accommodations.

The primary purpose of the SC-Alt is to ensure that these students have the opportunity to participate in a challenging standards-based curriculum that encourages high academic expectations. An assessment that provides a measure of student achievement and an opportunity to participate in the state's education accountability system facilitates this goal.

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) created the mandate for states to develop alternate assessments for students who cannot participate in the state assessment, even with appropriate accommodations, and to develop guidelines for the participation of these students in the alternate assessment. The 2002 amendments to the Elementary and Secondary Education Act (ESEA), known as the No Child Left Behind Act (NCLB), require the participation of all students in the state academic assessment system. The 2003 NCLB regulations related to alternate assessment clarify that to serve the purposes of assessment under Title I, an alternate assessment must be aligned with the state's academic content standards, must yield results in language arts and mathematics, and must be designed and implemented in a manner that supports use of the results for federal accountability.

The South Carolina academic standards provide the basis for alignment across the educational system for district and school curricula, classroom instruction, units of study, and learning experiences. These academic standards are the basis for the SC-Alt.

Student Participation

The decision about a student's participation in the SC-Alt Science and Social Studies is made by the student's Individualized Education Program (IEP) team and documented in the IEP. To document that the SC-Alt is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets **all** of the following criteria:

- The student demonstrates a significant cognitive disability and adaptive skills, which result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications.
- The student accesses the state-approved curriculum standards at less complex levels and with extensively modified instruction.
- The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments.
- The student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction.
- The student's inability to achieve the state grade-level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.

Students who demonstrate a significant cognitive disability and meet the participation guidelines for alternate assessment may be from any of the disability categories listed in the Individuals with Disabilities Education Act (IDEA).

Applicable Ages for Alternate Assessment

The SC-Alt Science and Social Studies should be administered to students who have been determined by the IEP team to meet all of the participation criteria for alternate assessment and who were ages 9–13 on September 1 of the assessment year.

SC-Alt Development

The SC-Alt Science and Social Studies is linked to the South Carolina grade-level academic standards through extensions to these standards. These extensions are provided in the *Science Extended Academic Standards* and *Social Studies Assessment and Instructional Support Guide*. These extensions and the prioritized content are the curricular basis for the SC-Alt and guide the development of the assessment tasks. Special and general educators from around the state had a significant role in creation of these extensions to the state academic standards and

in the development of assessment tasks.

The SC-Alt is constructed in two grade bands: Elementary and Middle School. Students are assigned to a grade-band form based on their age on September 1 of the school year. Students who are the age of typical elementary students, ages 9–10, are assigned the elementary school form and students who are ages 11–13 are assigned the middle school form.

Overview of the SC-Alt Format

Each SC-Alt Science and Social Studies content assessment grade-band form includes 12 assessment tasks. A task is a set of four to eight related activities, called items. The assessment tasks are designed to model instructional activities that take place within classrooms. The responses to the items provide evidence of what students know and can do.

Students begin the assessment at one of three starting points based on a teacher pre-assessment questionnaire (the Student Placement Questionnaire; SPQ). The starting point may be adjusted based on student success on the initial task. Students are required to take a minimum number of tasks. Assessment is continued beyond the minimum number of tasks until the student is no longer responding successfully.

Key features of the tasks and their administration are as follows:

- Each task begins with an introductory statement that establishes the context for what the student will be doing. There is a clear progression within each task from one activity (item) to the next.
- The test administrator (usually the teacher) uses scripted directions to pose specifically worded questions and prompts to the student.
- The student responds by using the mode of communication that is used during instruction. These response modes include but are not limited to an oral response, pointing, eye gaze, sign language, or an augmentative communication device.
- The test administrator uses various materials and procedures to administer a task's items. These materials and approaches are designed to assist students with their responses. Some of the materials are provided with each task, and some materials that are readily available at the school are provided by the test administrator. The materials may include:
 - posters, charts, tables, schedules, and signs that the test administrator displays and reads aloud; and
 - manipulatives such as checkers, balls, and geometric shapes.
- Unless the task is presented entirely through the use of concrete objects,

resources will also include a set of response cards for each item to facilitate a student's response.

- Response cards use picture symbols or pictures as appropriate. The picture symbols are from the Mayer-Johnson Boardmaker Program, which are commonly used in instruction across the state.
- Each task addresses one or more of the assessment academic standards and extended standards.
- The SC-Alt assesses selected academic standards and extended standards. Individual students are assessed on a sample of academic standards and extended standards.

Scoring

The student's responses to each item are scored by the test administrator and recorded on a machine-scorable answer form. The scoring of most items of the SC-Alt Science and Social Studies is clearly defined for the test administrator. A few items of the SC-Alt are scored by the test administrator based on a scoring rubric. Since each student responds using communication modes specific to his or her individual disabilities and instruction, the SC-Alt is always administered by the student's teacher or another person who is thoroughly familiar with the student. All test administrators have received training in the administration and scoring procedures, and the entire administration of the SC-Alt is observed by an assessment monitor.

The task administration and scoring of most items are scaffolded. If a student is unable to respond correctly to the opening question or prompt of an item, the test administrator is directed by the instructions to remove a specific response option (usually a response card distracter) to reduce the complexity of the item in order to enable the student to respond to the item again for partial credit. This administration procedure is designed to maximize the opportunity for the student to demonstrate what he or she knows and can do.

SC-Alt Score Reporting

Overview

This guide describes the various types of score reports provided for the 2015 SC-Alt Science and Social Studies administration. The data in the sample reports are for illustrative purposes only and are not intended to reflect performance of any student(s) in South Carolina. Users of score report results should remember that test data constitute a single source of information that should be used in conjunction with other relevant information on student performance.

Key features of the SC-Alt score reporting system include:

- *reporting of achievement-level scores.* Performance levels for the SC-Alt were established after the first administration of the assessment in 2007. Broad-based committees of educators assembled to establish levels of performance on the SC-Alt defined as “achievement levels.” The achievement-level score reporting system reflects the recommendations made by the standard-setting committees. Each student’s performance is reported by achievement-level scores.
- *reporting of scale scores.* In addition to achievement-level scores, each student’s performance is reported using a scale score. The scale score provides more precise information about the student’s performance than achievement-level scores alone. The scale scores for science and social studies may only be used for performance comparisons within the same grade level.
- *descriptive and informative reports.* In addition to including student demographic information, achievement-level scores, and scale scores, the *Individual Student Report* contains supportive information about student performance, what the SC-Alt measures, and ways families can support student learning.

Achievement-Level Scores

The student's demonstration of the skills and knowledge required by the assessment is reported as an achievement-level ranging from 1 to 4:

- **Level 4** students demonstrate and apply academic skills and competencies in the subject area.
- **Level 3** students demonstrate increasing academic skills and competencies in the subject area.
- **Level 2** students demonstrate foundational academic skills and competencies in the subject area.
- **Level 1** students may demonstrate emerging academic skills and competencies in the subject area.

The complete descriptions of these achievement levels are provided in Appendix C. The descriptor corresponding to the student's achievement-level score describes the student's learning status in regard to achieving or mastering the academic content standards. The descriptions of achievement levels in Appendix C provide detailed information about the student's achievement status that is needed by teachers and administrators. Versions of the achievement-level descriptors that are written specifically for the student's parents and family are provided in the *Individual Student Report*.

The SC-Alt Science and Social Studies uses a scale score system to express the student's specific performance score. The scale score is computed from the test item scoring recorded by the test administrator. The scale score is used as the basis for assigning a student's achievement-level score. Table 1 shows the scale score ranges for assignment of achievement levels. This table also provides the scale score standard errors of measurement (SEM) for each of the test forms for each content area. The scale score standard deviations are approximately 80 points for each form and content area.

Table 1
Achievement-Level Scale Score Ranges and Standard Error of Measurement (SEM) for 2015 by Content Area and Form

Achievement Level	Elementary School Form (ages 9–10)	Middle School Form (ages 11–13)
Science		
Level 4	496–740	514–740
Level 3	469–495	489–513
Level 2	430–468	447–488
Level 1	260–429	260–446
SEM	16.4	15.5
Social Studies		
Level 4	549–740	560–740
Level 3	492–548	503–559
Level 2	423–491	439–502
Level 1	260–422	260–438
SEM	13.4	14.3

Using and Communicating SC-Alt Scores

The SC-Alt Science and Social Studies tests students' achievement in science and social studies. The SC-Alt does not address other important skills for this student population such as functional life skills. Individualized Education Program (IEP) reports and other methods provide educators and parents with information on how students are progressing in other areas. SC-Alt scores may be used along with other information in evaluating the student's performance on academic content and skills and in planning instruction aligned with the academic content standards. The *Extended Standards* may be used to assist the teacher in interpreting the student's scores in relation to the standards and in planning standards-based instruction. SC-Alt scores should not be used in making program placement decisions about students.

The student's performance on the SC-Alt is reported by a scale score for each content area, as well as by achievement level. An increase in scale score from one year to the next indicates an increase in the student's achievement performance, even if the increase was not substantial enough to move the student to the next higher achievement level. Scale scores may not be used for tracking a student's growth across administrations for science and social studies. Scale scores are reported for each student on the *Individual Student Report (ISR)*, *School Report*, and *District Roster Summary*.

Some students with significant cognitive disabilities may present special challenges for assessment. If you are reviewing scores for a student who was tested by another teacher, or test administrator, and you have questions about how the student was assessed or the accuracy of the scores, consult the test administrator to obtain any information that may be helpful in interpreting the scores or in conducting the next assessment.

In interpreting scores for individual students, consider the measurement error that is associated with any test score. The standard error of measurement (SEM) is provided for each form and content area in Table 1.

Types of Score Reports

Score reports are generated for each district, school, and student. Listed below are the types of SC-Alt Science and Social Studies score reports (and the number of copies) that will be received. All SC-Alt score reports should be treated as confidential documents to protect student confidentiality.

- Reports for the District
 - *District Roster Summary* (2 copies)
 - *District Demographic Summary* (2 copies)
 - *District Summary by Test Form* (2 copies)
 - *District Student Data File*
 - *School Report* (1 copy)
- Reports for the School
 - *Individual Student Report* (2 copies)
 - *Student Labels* (1 copy)
 - *School Report* (1 copy)

Special Reporting Codes and Messages

The score reports may include the following codes.

Not a Valid Test Administration (NV)—The NV code will appear on the *School Report* and the *District Roster Summary* for a student when there was not a valid assessment attempt in a subject area. In order to qualify as a valid assessment attempt, the test administrator must follow the start/stop rules of the administration and the student must have received scores on at least twenty-three or more of the operationally scored items (i.e., field test items excluded).

NV status students are counted as Not Tested (NT) for purposes of accountability. On the *Individual Student Report*, an NV status results in a statement that the student was not tested in that content area.

Not Tested (NT)—The NT code will appear on the *School Report* and the *District Roster Summary* when no items were scored for a student in a content area (science or social studies). On the *Individual Student Report*, an NT status results in a statement that the student was not tested in that content area.

Testing Participation Requirements by Content Area

All students administered the elementary or middle school forms were required to be assessed in science and social studies.

Reports for the District

District and school staff are required to treat all SC-Alt Science and Social Studies score reports as documents containing confidential student information.

District Roster Summary

The *District Roster Summary* (DRS) provides district staff with a roster of all individual student scores and an overview of the performance of all students in the district who have an *Individual Score Report* (ISR).

Pointer highlighted sections of the report:

- ① Student and school: The student's name appears in the first column followed by the name of the school.
- ② Demographic information: The demographic information reported for each student (student PowerSchool identification number, date of birth, gender, and ethnicity) was obtained from the school's student database, or in some cases was coded directly by the teacher on the student's answer folder.
- ③ SC-Alt test form: The form the student was administered (elementary or middle school) is presented following the student's demographic information.
- ④ Subject area scores: For each subject area, both scale scores and achievement-level status are reported.
- ⑤ Performance by achievement level: At the end of the DRS, the number of students in the district scoring at each achievement level for each subject is reported.

Spring 2015
District Roster Summary



South Carolina
Alternate Assessment
(SC-Alt)

District: Columbia

District Number: 1234

Student	School	DEMOGRAPHIC INFORMATION				SC-ALT TEST FORM	SCIENCE		SOCIAL STUDIES	
		Student ID	Date of Birth	Gender	Ethnicity		Scale Score	Achievement Level 1-4	Scale Score	Achievement Level 1-4
ADAMS, KYREE	ALFONSO ELEMENTARY SCHOOL	587412589457	09/20/03	F	B	ES	270	1	500	3
DOMINO, ANTHONY	ALFONSO ELEMENTARY SCHOOL	641265891204	07/04/04	M	W	ES	415	1	480	2
FELDER, ADAM	ALFONSO ELEMENTARY SCHOOL	541265891203	12/02/04	M	W	ES	475	3	425	2
FRANKLIN, MARJORIE	JAMES MADISON MIDDLE SCHOOL	955790125454	01/10/01	F	W	MS	NT	NT	NT	NT
JIMENEZ, WALTER	ALFONSO ELEMENTARY SCHOOL	645748965452	09/06/03	M	H	ES	NT	NT	490	3
PHANH, GERROLD	JAMES MADISON MIDDLE SCHOOL	956790125554	07/26/01	M	A	MS	506	3	NT	NT
SMITH, JAMES	JAMES MADISON MIDDLE SCHOOL	734598245684	06/05/02	M	W	MS	NT	NT	523	3

Test Form: ES=Elementary School, MS=Middle School
NT=Not Tested, NV=Not a Valid Test Administration

Spring 2015
District Roster Summary



South Carolina
Alternate Assessment
(SC-Alt)

District: Columbia

District Number: 1234

5

Student	School	Student ID	DEMOGRAPHIC INFORMATION			SC-ALT TEST FORM	SCIENCE		SOCIAL STUDIES	
			Date of Birth	GENDER	ETHNICITY		Scale Score	Achievement Level 1-4	Scale Score	Achievement Level 1-4
	Number Scoring Achievement Level 1							2		1
	Number Scoring Achievement Level 2							1		2
	Number Scoring Achievement Level 3							3		3
	Number Scoring Achievement Level 4							0		0
	Number Not Tested (includes NV)							5		5

Test Form: ES=Elementary School, MS=Middle School
NT=Not Tested, NV=Not a Valid Test Administration

District Demographic Summary

The *District Demographic Summary* (DDS) provides district staff with a summary of student performance in each assessed subject by gender, ethnicity, lunch program, migrant status, and ESL status. Student performance is reported by percentages of students at each achievement level.

Pointer highlighted sections of the report:

- ① Student subgroups
- ② Number tested
- ③ Percentage of students at each performance level, by demographic subgroup
- ④ Percentage of students at and above Performance Level 3, by demographic subgroup

Although student names are not listed on this report, the test scores of some students may be discernible from their demographic characteristics. For this reason, the *DDS* should be treated as a document containing confidential student information.



	SCIENCE						SOCIAL STUDIES					
	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3 and Above	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3 and Above
ALL STUDENTS	12	41.7	25.0	25.0	16.7	41.7	7	14.3	14.3	28.6	42.9	71.4
GENDER												
Female	6	50.0	50.0	0.0	16.7	16.7	4	25.0	0.0	50.0	25.0	75.0
Male	6	33.3	0.0	50.0	16.7	66.7	3	0.0	33.3	0.0	66.7	66.7
Unknown	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
ETHNICITY												
American Indian or Alaska Native	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Asian	3	66.7	0.0	33.3	0.0	33.3	0	0.0	0.0	0.0	0.0	0.0
Black or African American	4	25.0	50.0	0.0	25.0	25.0	2	0.0	0.0	50.0	50.0	100.0
Hispanic or Latino	1	0.0	0.0	100.0	0.0	100.0	2	0.0	50.0	0.0	50.0	50.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Two or more races	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
White	4	50.0	25.0	25.0	25.0	50.0	3	33.3	0.0	33.3	33.3	66.7
LUNCH PROGRAM												
Full-Pay Meals	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Free Meals	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Reduced Meals	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Unknown	12	41.7	25.0	25.0	16.7	41.7	7	14.3	14.3	28.6	42.9	71.4



	SCIENCE						SOCIAL STUDIES					
	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3 and Above	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3 and Above
MIGRANT												
No	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Yes	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Unknown	12	41.7	25.0	25.0	16.7	41.7	7	14.3	14.3	28.6	42.9	71.4
ESL												
Pre-functional	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Beginner	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Intermediate	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Advanced	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Initially English Proficient	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Title III First Year Exited	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Title III Second Year Exited	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
English Speaker I	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
English Speaker II	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Pre-functional Waiver	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Beginner Waiver	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Intermediate Waiver	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Advanced Waiver	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Unknown	12	41.7	25.0	25.0	16.7	41.7	7	14.3	14.3	28.6	42.9	71.4

District Summary by Test Form

The *District Summary by Test Form* reports student performance by test form for each school and the district for each content area. For each of the test forms, elementary and middle school, the following data are reported.

Pointer highlighted sections of the report:

- ① School and test form
- ② Number tested
- ③ Percentage of students at each performance level, by form
- ④ Percentage of students at and above Performance Level 3, by form

Although student names are not listed on this report, the test scores of some students may be discernible due to the very small numbers of students tested at some schools. For this reason, the *District Summary by Test Form* should be treated as a document containing confidential student information.

Spring 2015
District Summary by Test Form



South Carolina
Alternate Assessment
(SC-Alt)

District: Columbia

District Number: 1234

SCHOOL	SCIENCE						SOCIAL STUDIES					
	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3 and Above	Number Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3 and Above
ALFONSO ELEMENTARY SCHOOL												
Elementary School (ES)	3	66.7	0.0	33.3	0.0	33.3	2	0.0	50.0	50.0	0.0	50.0
School Total (All Forms)	3	66.7	0.0	33.3	0.0	33.3	2	0.0	50.0	50.0	0.0	50.0
JAMES MADISON MIDDLE SCHOOL												
Middle School (MS)	1	0.0	0.0	100.0	0.0	100.0	1	0.0	0.0	100.0	0.0	100.0
School Total (All Forms)	1	0.0	0.0	100.0	0.0	100.0	1	0.0	0.0	100.0	0.0	100.0
DISTRICT TOTAL												
Elementary School (ES)	3	66.7	0.0	33.3	0.0	33.3	2	0.0	50.0	50.0	0.0	50.0
Middle School (MS)	1	0.0	0.0	100.0	0.0	100.0	1	0.0	0.0	100.0	0.0	100.0
District Total (All Forms)	4	33.4	16.7	50.0	0.0	50.0	3	25.0	25.0	50.0	0.0	50.0

District Student Data File

A *District Student Data File* is provided to each district that includes all student test information in an easy-to-read electronic format for referencing student scores. The file is also in a convenient format for export to software for analysis or reporting.

Reports for the School

Individual Student Report

Each school receives two copies of the *Individual Student Report* (ISR), one copy for the home and one copy for school staff. A sample ISR is included in Appendix A.

The report includes demographic information and test scores as well as descriptions of test content and recommendations on how the family can support student learning.

The information contained in the ISR enables teachers to describe to the family what the student knows and can do.

For example, the ISR contains a brief definition of each achievement level for each content area. Each student's obtained achievement level is reported, as is a description of specific knowledge and skills typical of students who score at that achievement level.

Additionally, the report includes text that directly addresses activities the family can do that will support student learning.

This descriptive characteristic of the reports is intended to assist teachers and the family as they plan academic activities consistent with the South Carolina Academic Content Standards.

Student Labels

Included with the score report are Student Labels to affix to student record-keeping documents, such as the permanent record folder. Each school will receive one copy of the labels for all assessed students. Sample labels are shown below.

ADAMS, KELLY	Student ID: 123456123456	SC-ALT	
ALFONSO ELEMENTARY		SPRING 2015	
SIDN: 1234567	DOB: 09/20/2004 Ethnicity: W Gender: F		
	Science	Social Studies	Test Form
Scale Score	270	270	ES
Achievement Level	1	1	

VEITCH, JOSEPH	Student ID: 456123456123	SC-ALT	
JONES MIDDLE		SPRING 2015	
SIDN: 7654321	DOB: 05/12/2002 Ethnicity: H Gender: M		
	Science	Social Studies	Test Form
Scale Score	500	550	MS
Achievement Level	3	4	

School Report

Each school receives one copy of the *School Report*. A second copy of the *School Report* is provided to the district office. The *School Report* contains information useful for evaluating overall building performance and for setting instructional priorities.

The *School Report* contains two major sources of information: the roster of student performance and the score summary.

The roster lists students alphabetically by teacher. Demographic information and test form administered are included for each student. Student achievement is reported for each content area by scale score and achievement level.

The score summary for the school reports the number of students at each achievement level, by content area. This information, along with the descriptions of achievement levels (Appendix C), can provide a useful school-wide profile of content-referenced academic accomplishments and content-referenced areas for further growth. Such a profile allows school administrative and instructional staff to set broad academic priorities for the school.

Appendix A

Individual Student Report

INDIVIDUAL STUDENT REPORT

Prepared Especially for the Family of

Kelly Adams

Date of Birth: 09/20/2004
Student ID: 123456123456
School District: Columbia
School: Alfonso Elementary

Spring 2015



The South Carolina Alternate Assessment (SC-Alt)

Kelly participated in the South Carolina Alternate Assessment (SC-Alt) during the spring of 2015.

She took the elementary school form of the test, which is based on academic standards from grades 4 and 5. This report is designed to provide you with information on your child's performance on this assessment.

The SC-Alt is a test designed for students with significant cognitive disabilities who participate in a school curriculum that includes academic and functional skill instruction. The alternate assessment only tests students' achievement in science and social studies. Individualized Education Program (IEP) reports and other methods provide parents with information on how students are progressing in the other areas.

What is the SC-Alt?

- The SC-Alt includes performance tasks in each subject area. Students may complete the tasks by using their usual method of communication. This may include pointing or gazing at answer choices; selecting objects, pictures, or picture symbols that represent an answer choice; or reading letters, words, or sentences to complete the task.
- The tasks are linked to the state academic content standards in two areas: science and social studies.
- Students are assigned a test form based on their age. Students ages 9–10 are assigned to the elementary school form and students ages 11–13 are assigned to the middle school form.

How are scores reported and used?

- Four achievement levels (Level 1, Level 2, Level 3, and Level 4) have been established for the SC-Alt. Achievement levels describe how students are doing in relation to the state academic standards. Your child's performance is also reported as a scale score that allows parents to monitor growth from year to year.
- SC-Alt is also a state and federal accountability measure and the results provide information on how schools and districts are doing as well.

Where can I get more information about SC-Alt and my child's performance?

- You can contact your child's teacher or school for more information.
- You can view examples of tasks, information about expectations at each achievement level, and scale score tables on the South Carolina Department of Education Web site at <http://ed.sc.gov/agency/programs-services/48/>.



The South Carolina Department of Education



Science

Kelly scored at **Level 1** with a scale score of **270** in science.

Students who score at Level 1 should be able to:

- use senses to observe the outcome of a simple scientific investigation;
- sequence growth patterns;
- observe and record daily weather conditions;
- recognize the sun and moon and relate them to day and night;
- recognize that objects move when force is applied.

4	Students performing at Level 4 demonstrate and apply academic skills and competencies in science.
3	Students performing at Level 3 demonstrate increasing academic skills and competencies in science.
2	Students performing at Level 2 demonstrate foundational academic skills and competencies in science.
1	Students performing at Level 1 may demonstrate emerging academic skills and competencies in science.

Your Child's Level

How you can support Kelly's learning

- Ask your child what will happen when you flip or press the "On" switch for the television, lights, washing machine, computer.
- Ask your child to point to the body part that is used to see, taste, smell, or hear (eyes, mouth, nose, or ear).
- Discuss daily weather conditions with your child.



Social Studies

Kelly scored at **Level 1** with a scale score of **270** in social studies.

Students who score at Level 1 should be able to:

- identify self from others;
- respond appropriately to a person of authority in the home or at school;
- follow rules;
- engage in turn-taking;
- begin to distinguish between past and present.

4	Students performing at Level 4 demonstrate and apply academic skills and competencies in social studies.
3	Students performing at Level 3 demonstrate increasing academic skills and competencies in social studies.
2	Students performing at Level 2 demonstrate foundational academic skills and competencies in social studies.
1	Students performing at Level 1 may demonstrate emerging academic skills and competencies in social studies.

Your Child's Level

How you can support Kelly's learning

- Help your child find her picture in a family album or photo.
- Help your child find a picture of her mother, father, or caregiver.
- Help your child follow rules by going to bed when an alarm rings or sitting in a chair at mealtime.
- Help your child engage in taking turns in picking out an activity, food, or song.
- Help your child choose a storybook about South Carolina and read it to her.

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The following areas are tested in Science:

Scientific Inquiry involves studying scientific processes and skills such as:

- observing
- classifying
- predicting what will happen in a simple scientific experiment

Life Science

- basic needs of plants and animals
- their structures and habitats

Earth Science

- weather
- objects in the sky (sun and moon)
- earth materials (rocks and soil)

Physical Science

- characteristics of objects
- the effect of force on the motion of objects
- light, heat, and electricity



The following areas are tested in Social Studies:

Social Studies Literacy Elements are concepts required for understanding this subject such as:

- distinguishing between past, present, and future
- demonstrating responsible citizenship within the school community, the local community, and national communities
- creating and using timelines
- understanding the relationship between people and the land

Academic Standards include concepts related to specific historical time frames:

- history
- geography
- political science/government
- economics

Appendix B

School Report

SCHOOL REPORT

Prepared Especially for
Alfonso Elementary

School District: Columbia
SIDN Code: 1234

Spring 2015



The South Carolina Alternate Assessment (SC-Alt)

Your students participated in the South Carolina Alternate Assessment (SC-Alt) during the spring of 2015.

The SC-Alt is a test designed for students with significant cognitive disabilities who participate in a school curriculum that includes both academic and functional skill instruction.

This report provides information on your students' achievement in science and social studies. Individualized Education Programs (IEP) and other reports provide educators and parents with information on how students are progressing in other areas.

Students at your school may have taken either the elementary or middle school form. Students are assigned a test form based on each student's age. Students ages 9–10 are assigned to the elementary school form and students ages 11–13 are assigned to the middle school form.

More about SC-Alt

- SC-Alt is an assessment that includes a series of performance tasks in each subject area and allows students to respond by using their typical method of communication. This may include pointing or gazing at response options; selecting objects, pictures, or picture symbols that represent an answer choice; or reading letters, words, or sentences to complete a task.
- The tasks are linked to the academic content standards through the South Carolina Extended Standards documents in science and social studies. The Extended Standards provide the link to the state grade level academic standards at lower levels of complexity or with greater focus on introductory or prerequisite skills. Go to <http://ed.sc.gov/agency/programs-services/48/> to view these documents and for additional information on SC-Alt.
- Results are reported as achievement levels and scale scores. The SC-Alt scale scores are used in federal and state accountability calculations. See the *2015 Score Report User's Guide* for additional information on achievement levels and scale scores and guidance on interpreting the school score reports.





	Student ID	Demographic Information			SC-Alt Test Form
Teacher Name	Student ID	Date of Birth	Gender	Ethnicity	Elementary School (ES) Middle School (MS)
Student Name					
Shafi, Danish					
Adams, Kelly	587412589457	09/20/04	F	B	ES
Felder, Adam	541265891203	12/02/04	M	W	ES
Goff, Larkin	845790125443	03/16/04	F	W	ES
Peck, Nancy	549321024785	09/01/01	F	B	MS
Tucker, Julie	545748965451	10/06/04	F	B	ES
Stewart, Elizabeth					
Brown, Jeffrey	875426985001	07/04/04	M	W	ES
Hernandez, Maria	587412698741	09/06/04	M	H	ES
Johnson, Michael	687412589458	12/25/01	M	W	MS
Williams, Allison	945790125444	06/27/04	F	B	ES
Yoon, Bokhee	649321024786	08/03/01	F	A	MS
NT - Not Tested NV - Not a Valid Test Administration					

Note: Students ages 9 through 13 (grades 4-8) were tested in science and social studies. **ELA and mathematics were not tested in Spring 2015.**

Score Summary	Number Scoring Achievement Level 1
	Number Scoring Achievement Level 2
	Number Scoring Achievement Level 3
	Number Scoring Achievement Level 4
	Number Not Tested (includes NV)

 Science		 Social Studies	
Scale Score Range 260 – 740	Achievement Level 1 – 4	Scale Score Range 260 – 740	Achievement Level 1 – 4
370	1	410	1
475	3	525	3
449	2	NT	NT
449	2	465	2
NT	NT	461	2
485	3	515	3
388	1	NT	NT
731	4	NT	NT
540	4	640	4
449	2	440	2

Science	Social Studies
2	1
3	3
2	2
2	1
1	3



The following areas are tested in Science:

Scientific Inquiry involves studying scientific processes and skills such as:

- observing
- classifying
- predicting what will happen in a simple scientific experiment

Life Science

- basic needs of plants and animals
- their structures and habitats

Earth Science

- weather
- objects in the sky (sun and moon)
- earth materials (rocks and soil)

Physical Science

- characteristics of objects
- the effect of force on the motion of objects
- light, heat, and electricity

The following areas are tested in Social Studies:

Social Studies Literacy Elements are concepts required for understanding this subject such as:

- distinguishing between past, present, and future
- demonstrating responsible citizenship within the school community, the local community, and national communities
- creating and using timelines
- understanding the relationship between people and the land

Academic Standards include concepts related to specific historical time frames:

- history
- geography
- political science/government
- economics

Appendix C

Descriptions of Achievement Levels

Science
Social Studies

Science Descriptions of Achievement Levels

Performance Level	Science Achievement Level Definitions	Grades 4–5	Grades 6–8
1	Students performing at level 1 demonstrate emerging academic skills and competencies in science.	<p>Students performing at level 1 should be able to use their senses to</p> <ul style="list-style-type: none"> • observe the outcome of a simple science investigation; • sequence growth patterns; • observe and record daily weather conditions; • recognize the sun and moon and relate them to day and night; • recognize that objects move when force is applied.. 	<p>Students performing at level 1 should be able to use their senses to</p> <ul style="list-style-type: none"> • chose a question (how) (what if) to conduct a scientific investigation; • identify major body parts of animals; • identify the sun and moon; • recognize that objects move when force is applied and recognize speed (fast and slow); • sort by one attribute.
2	Students performing at level 2 demonstrate foundational academic skills and competencies in science.	<p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> • generate a question to conduct a simple scientific investigation; • sort organisms by physical characteristics; • identify daily weather conditions; • recognize the pattern of day and night; • identify the position of objects such as above/below, inside, or on top; • sort materials by observable properties. 	<p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> • carry out a simple scientific investigation to answer a question; • sort and describe materials by observable properties; • sort and identify organisms by physical characteristics; • identify patterns of day and night; • recognize that an object at rest moves when force is applied.
3	Students performing at level 3 demonstrate increasing academic skills and competencies in science.	<p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> • select appropriate tool for gathering data; • carry out a simple scientific investigation; • classify events in sequential order; • distinguish between living and nonliving things; • identify major organs of animals; • use a graph to compare daily changes in weather conditions. 	<p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> • conduct and analyze the results of a simple scientific investigation; • use graphs, tables, and charts to record data and report on the results of an investigation; • compare the characteristics of living and nonliving things; • identify what plants need to grow; • use a graph or chart to compare weather conditions for each season; • classify organisms into major groups.
4	Students performing at level 4 demonstrate and apply academic skills and competencies in science.	<p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> • gain meaning from graphs and tables; • conduct and analyze the results of a scientific investigation; • identify major organs of animals and their functions; • identify living and nonliving things in terms of a food web; • identify natural resources as renewable or nonrenewable; • identify how heat and light change from season to season. 	<p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> • plan, conduct, and carry out a simple scientific investigation; • communicate simple conclusions using tables and graphs; • identify simple machines (incline plane, lever, pulley); • compare data on temperature changes over time using a graph; • use a graph to show how heat and light change from season to season; • identify sources of light.

Social Studies Descriptions of Achievement Levels

Performance Level	Social Studies Achievement Level Definitions	Grades 4–5	Grades 6–8
1	Students performing at level 1 demonstrate emerging academic skills and competencies in social studies.	<p>Students performing at level 1 should be able to</p> <ul style="list-style-type: none"> • identify self from others; • respond to a person in authority in the home or school; • follow class rules; • engage in turn-taking; • listen to information about South Carolina history. 	<p>Students performing at level 1 should be able to</p> <ul style="list-style-type: none"> • identify self from others; • respond to familiar authority figures; • follow class rules; • engage in turn-taking and sharing; • listen to information presented about significant and historical events in South Carolina.
2	Students performing at level 2 demonstrate foundational skills and competencies in social studies.	<p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> • identify characteristics such as gender that help identify self in relation to others; • match workers to different jobs in the community; • recognize people in authority and follow class rules; • match the people we honor on some national holidays (e.g., George Washington, Martin Luther King, Jr.) with the holidays; • distinguish between past and present (match jobs of the past with jobs of the present); • match significant historical figures such as Thomas Edison to their accomplishments. 	<p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> • identify surroundings (e.g., classroom, school); • match different people to their jobs in the community; • identify people in authority and follow class rules; • demonstrate understanding of rules; • identify the people we honor on some national holidays (e.g., George Washington, Martin Luther King, Jr.); • identify the purpose of money; • match changes over time to the past and present such as communication.
3	Students performing at level 3 demonstrate increasing skills and competencies in social studies.	<p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> • understand the concept of past and present; • demonstrate respect for people in authority; • identify major symbols of the United States; • identify why we celebrate the national holidays; • recognize that when we work we earn money to buy things; • identify features on a map of South Carolina (river, mountain, ocean); • answer questions about significant events related to the Civil War; • identify historical figures such as Thomas Edison, Alexander Graham Bell, etc. to their accomplishments. 	<p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> • identify members of the larger community (e.g., police officers, fire-fighters, doctors); • demonstrate understanding of consequences of not following the rules; • identify examples of good citizenship such as honesty, courage, etc.; • identify symbols of the United States (e.g., the flag, bald eagle); • demonstrate an understanding that we work to earn money and use money to buy things; • identify changes over time such as in travel, farming, etc.; • gain information from maps, charts, and graphs; • answer questions about key historical figures and significant historical events including the civil rights movement.
4	Students performing at level 4 demonstrate and apply academic skills and competencies in social studies.	<p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> • place personal history on a time line; • identify the roles of leaders and officials in local government (e.g., principal, mayor, governor); • identify individuals who embody qualities of good citizenship; • identify examples of respect and fair treatment; • recognize that we exchange money for goods and services; • use a key to locate geographic features on a map of South Carolina; • answer questions about key concepts related to the Civil War; • answer questions about the accomplishments of key historical figures such as Thomas Edison, Alexander Graham Bell, etc. 	<p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> • place personal and family history on a time line; • identify roles of leaders and officials in local government (e.g., principal, mayor, governor); • identify examples of the qualities of courage and patriotism; • identify examples of respect and fair treatment and their opposites; • recognize how the amount of money available determines what we can buy; • gain information from maps and charts; • identify the accomplishments of Civil Rights leaders including Rosa Parks.

