

# South Carolina Alternate Assessments

## Test Administrator Training 2016

South Carolina Department of Education  
American Institutes for Research

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## Presenters

South Carolina Department of Education  
Office of Assessment

Suzanne Swaffield  
Anne Mruz  
Jill Christmus

American Institutes for Research

Matthew Greathouse  
*Alternate Assessment Specialist*

Celine Bryan  
*Project Manager*

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## Training Topics

- Alternate Assessment Participation
- Administration and Scoring Fidelity
- South Carolina Alternate Assessment (SC-Alt)
  - Content Assessed – Science and social studies
  - Instruction Aligned to Academic Content Standards
  - New Procedures and Changes for 2016
  - Preparation for the 2016 Administration
- South Carolina National Center State Collaborative Alternate Assessment (SC-NCSC)
  - Content Assessed – ELA and Math
- Alternate ACCESS
  - Content Assessed – English Language Proficiency
- Alternate Career Readiness Assessments

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## Who Is Assessed?

- Students with significant cognitive disabilities
- Students whose IEP Team determines that they meet the participation criteria for the alternate assessment
- Assessments are assigned based on student age as of September 1, 2015  
[Age and Birth Date Reference Sheet](#)

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## Guidance for IEP Teams on Determining Participation in the Alternate Assessment

<http://ed.sc.gov/scdoe/assets/File/tests/elementary/sc-alt/SC-AltParticGuidanceForIEPteams2014.pdf>

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## South Carolina Alternate Assessment (SC-Alt)

Science and Social Studies

Administration Window  
March 7–April 22

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## Content Areas Assessed Science and Social Studies

| SC-Alt Form       | Student Age | Content Tests Administered        |
|-------------------|-------------|-----------------------------------|
| Elementary School | 9           | Science <u>and</u> Social Studies |
|                   | 10          | Science <u>and</u> Social Studies |
| Middle School     | 11          | Science <u>and</u> Social Studies |
|                   | 12          | Science <u>and</u> Social Studies |
|                   | 13          | Science <u>and</u> Social Studies |
| High School       | 16          | Biology                           |

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## Instruction Aligned to Academic Content Standards

### Social Studies and Science

Using Standards to Inform  
Instruction

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## SC-Alt Social Studies Assessment and Instructional Support Guide

- Provides a narrative of the key concepts for a given standard as well as literacy skills relevant to the standard
  - Literacy skills were selected for relevance to the standard as well as the student's academic and post-secondary life
- Includes suggested instructional activities for each literacy skill to be taught within the content

<http://ed.sc.gov/tests/assessment-information/testing-swd/sc-alt/sc-alt-social-studies-instructional-and-assessment-guides/>

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**Lesson written for students at a middle complexity level**

**Same lesson adapted for students at a lower complexity level**

**Application of Performance Indicators at the Middle Level – Instructional Assessment Strategies**

*4.E.38.1(b) Identify patterns in the location, movement, and appearance of the moon throughout the month.*

- The purpose of this lesson is to familiarize students with patterns in the location, movement, and appearance of the moon throughout the month. Begin the lesson by showing students a map of the moon phases for the current month and appropriate hemisphere (i.e., northern or southern). An Internet search will yield images similar to the following:



- This map shows the appearance of the moon for each day of the month. As you explore the map together, ask students to:
  - Find today's date and say what the moon will look like tonight.
  - Find the date on which the moon appeared to be full.
  - Find the date on which the moon appeared to be new.
  - Identify any patterns in the moon's appearance (does it appear to grow bigger or smaller as time passes?).

**Activity adaptation for less complexity**

*4.E.38.1(c) Identify changes in the appearance of the moon throughout the month.*

- For students who need more support, simplify the questions that are asked in the lesson above. For example, show students pictures of two moon phases and ask them if the moon looks bigger in the second one (student answers yes or no). Choose two moon phases that are very different at first, and then as the student has success, slowly introduce pictures of moon phases that are more similar. Another way to differentiate this activity is to show students two pictures of moon phases and ask students to talk one of the moon pictures between or over the top.

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**Example of Instruction Aligned to Grade-Level Academic Standards**

Special Thanks  
to Samantha Stansell  
and the students at Washington Center in  
the School District of Greenville County

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**Science Lesson Video**

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## A Class of Vertebrates Assessment Task Video

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## Common Errors Resulting in Non-Valid Administrations

- Assessment of student beginning with wrong starting task (not following drop back rule if student does not obtain 3 points on the starting task)
- Failure to complete Test Administrator Security Affidavit (all signatures)
- Assessment of student with wrong form
- Failure to administer all required tasks as specified in the Directions for Determining the Starting and Concluding Tasks
- Failure to transfer item scores from the worksheet to the answer folder

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## Beginning and Ending the Assessment

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## Student Placement Questionnaire (SPQ)

- The SPQ provides the initial starting point for a student's administration.
- The teacher must complete one SPQ for each student in each content area.
- The SPQ for each content area is located in the Student Answer Folder.
- The detailed directions for using the SPQ are located in the TAM, pages 17–21.

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## SPQ Steps Summary

The image shows a portion of the SPQ questionnaire with four arrows pointing to specific sections:

- Step 1:** Points to the 'Directions' section at the top of the questionnaire.
- Step 2:** Points to the 'Directions' section for the 'Social Studies' content area.
- Step 3:** Points to the 'Directions' section for the 'Math' content area.
- Step 4:** Points to the 'Directions' section for the 'Science' content area.

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## Starting Task Reference Table

| Minimum number of tasks to be completed at each start point |   |
|---|---|
| Starting Task   | Administer all items in the tasks in the required range |
| Task 1  | 1–6   |
| Task 3  | 3–9   |
| Task 6  | 6–12  |

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## Starting the SC-Alt

- Determine where to begin the assessment
  - Science and social studies: Task 1, 3, or 6
  - Biology: Task 1, 3, or 6
- If a student gets at least 3 total points on all of the items in the designated starting task, then the starting task is appropriate.
- If the student scores less than a total of 3 points on the designated starting task, then drop back to the next starting level.
  - Starting Task 3: Drop back to Task 1
  - Starting Task 6: Drop back to Task 3

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## Concluding the Assessment

- If a student responds successfully (earns at least 6 points) on the final task in the required set, then continue onto the next task.
- Continue administering the assessment until the student is no longer successful (does not earn at least 6 points on a task).

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## Test Security and Scoring Fidelity

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## Test Administrator Security Affidavit

- Located in the answer folder
- Signed by the test administrator, monitor, and the principal
- Provides one way to demonstrate that the assessment was administered and scored according to the procedures in the TAM

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## Monitors

- Monitors are required and must be trained
  - See TAM, pages 6 and 7, for training requirements
- Observe all assessment sessions and verify the use of proper procedures and authenticity of student responses
  - Sign Agreement to Maintain Test Security and Confidentiality (TAM, Appendix D)
  - Sign the Test Administrator Security Affidavit in the student answer folder (TAM, Appendix E)

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## Second Raters

- Fidelity of administration and scoring is verified by using a second rater in a sample of administrations. Science/Biology is the only content area requiring a second rater.
- A Second Rater
  - Must be a certified teacher or an administrator and meet the regular SC-Alt test administrator training criteria.
  - Is identified and assigned by the DTC-Alt.
  - May also serve as the monitor.
- The second rater scores the student responses at the same time as the TA and records the scores on a separate Second Rater Answer Folder.
- The TA scoring is the official scoring record; the second rater scoring is collected to compute scoring consistency.

(TAM, page 7)

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## Preparation for Administration

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## Materials You Will Receive: Test Administrator Kit

### Test Materials

- Test Booklets
- Reading Passages
- Printed Manipulatives
- Physical Manipulatives



### Ancillary Documents

- Suggestions for Organizing Manipulatives
- Complete List of Physical Manipulatives Needed by Grade Band
- Material Return Checklist

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## Materials You Will Receive: Not Included in Test Administration Kits

- Test Administrator Security Checklist
- Agreement to Maintain Test Security and Confidentiality
- Student Rosters
- Answer Folders
  - by grade-band form, color coded
- Scoring Worksheets
- Precoded Bar Code Labels
- Teacher Comment Forms

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## Preparing Materials to Administer the SC-Alt

Verify that you have the correct forms for your students.

Check your materials carefully.

Organize your assessments and materials by form if you have two or more forms.

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## Administering the Assessment

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## Setup and Response Options

Mathematics Test 2  
Basic Operations: Item 5

TRY 1



Cards must be presented in the order specified in the setup directions

Script

Say: Here is a group of two pennies (indicate the first group of two pennies) plus (indicate the plus symbol) another group of two pennies (indicate the second group of two pennies).

Say: Show (hell) me, how many pennies are there altogether: zero (indicate the 0 card), two (indicate the 2 card), or four (indicate the 4 card)?

At the completion of the task say: We're finished working with pennies.

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## Ensuring Student Success

- Orient the student to pictures, objects ,maps or graphs as long as you do not cue the answer
- Reread passages as often as necessary
  - It is OK to reread, even if it is not specified in the script
  - It is OK to skip rereading, based on your knowledge of the student
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## Keeping Students Motivated

- Take breaks as needed. Re-orient student to task but do not re-administer an item.
- Use whatever reinforcers you typically use in instruction, as long as they do not cue the answer.

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## My Student Isn't Responding. Should I Stop Testing?

- Students must take all tasks within the required set based on their SPQ score and the fallback rule.
- If a student is not responding, then consider stopping the administration and resuming again later.

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## What Do I Do If I Realize I Used the Wrong Form?

- If the wrong forms have been administered in both content areas, then use a Do Not Score label AND re-administer using the correct form.
- If the wrong forms have been administered in only one content area, then contact your DTC-Alt AND re-administer the correct form.

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## What Do I Do If I Realize I Administered the Wrong Tasks?

If you are using the correct form but have administered the wrong tasks, then drop back as soon as you realize the error.

- Administer all tasks in the required set for the new starting point. Do not re-administer any tasks.

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## Pause the Recording for Practice Administration

In groups of two, administer a task to each other with one being the administrator and the other the student. Use the scoring worksheets to record responses.

- A Class of Vertebrates (page 2)
- Basic Operations (page 9)
- Leah's Backpack (page 17)
- Biology Lab Rules (page 25)



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**After the Assessment**

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**Complete the Student Answer Folder**

- Affix the student's precoded bar code label.
- Code the student's last name, first name, and middle initial and Test Administrator name
  - Use pencil
- For students without precoded bar code labels, code all fields on the front of the answer folder and the teacher's name.

(TAM, Appendix I)

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**Returning the Assessment**

- Use the following resources:
  - TAM
    - pages 22 and 23
    - Appendix J
    - Appendix K
  - Material Return Checklist
  - SC-Alt Completion Roster (optional form)

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## Final Reminders for Returning the Assessment

- Make sure that the completed answer folder is placed directly under the Completed Teacher Security Checklist in the school box.  
(TAM, Appendix J)  
(TAM, Appendix O)
- Do not return physical manipulatives.
- Do not put sticky notes on answer folders or include other notes about why a student was not tested.

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## School Security Checklist

- Verify that all materials are accounted for and returned. Initial the "packaged for return" line for each item.
- Sign and date.
- Place in box on top of contents and return box to DTC-Alt.



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## Final Important Dates

- Last day of testing is April 22, 2016.
- Materials must be shipped to AIR by April 27, 2016.
- The District Test Coordinator for Alternate Assessment will tell you when to return all your materials.

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**South Carolina National Center  
and State Collaborative  
(SC-NCSC)**

**English Language Arts (ELA)  
and Mathematics**

**Administration Window  
March 7–April 29**

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**SC-NCSC Design**



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**Training for SC-NCSC**



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## SC-NCSC Instructional Materials

[https://wiki.ncscpartners.org/index.php/  
Main Page](https://wiki.ncscpartners.org/index.php/Main_Page)

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## Alternate ACCESS

English Language Proficiency  
Assessment

Administration Window  
February 2–March 18

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## Alternate ACCESS



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**Alternate Career Readiness Assessments**

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**Alternate Career Readiness Assessments**

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**Alternate Career Readiness Assessments**

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## SCDE Contact Information



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