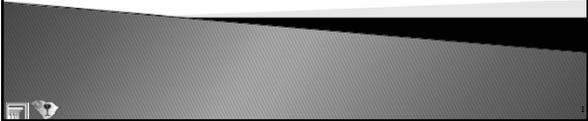


**South Carolina
Alternate Assessment**

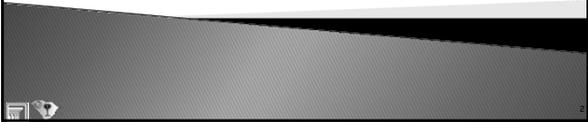
January 2016

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



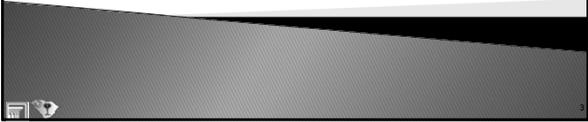
**South Carolina
Department of Education**

Suzanne Swaffield
Anne Mruz
Jill Christmus
Office of Assessment



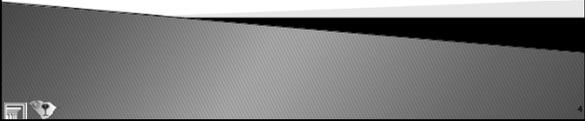
**American Institutes for Research
SC-Alt Team**

Celine Bryan, Project Manager
Matthew Greathouse, Alternate Assessment Specialist
Amina Ghannam, Alternate Assessment Specialist
Marco Mocchetti, Project Coordinator



South Carolina Alternate Assessment

Overview



4

South Carolina Alternate Assessments

- Alternate assessment based on alternate achievement standards.
- For students with significant cognitive disabilities who cannot participate in the general state assessments, even with accommodations.
- Ensures that these students have the opportunity to participate in a challenging standards-based curriculum.
- Meets state and federal requirements.



5

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 (4-5)
 - Middle (6-8)
 - High (11)
- Tasks are designed to allow students to respond in their typical mode of communication.



6

Content to Be Assessed

- Science/Biology
- Social Studies



Video Clip



Participation Guidance

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

Who Participates in the Alternate Assessments?

- 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, 2015

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

The image shows a 'Series of Eligibility for MC-AP Participation' check list form. It includes fields for 'Name of Student', 'Date of Birth', 'MC-AP Participation', and 'Date of Assessment'. Below these fields is a table with columns for 'Eligible for MC-AP Participation' and 'Eligible for MC-AP Participation'. The table contains several rows of text, including 'The student must meet all eligibility criteria to be eligible for MC-AP' and 'The student must be between the ages of 9 and 13 on September 1, 2015'. The form is dated 'Revised 2015'.

10

Prioritized Content

Ensure access to the grade-level content

11

Social Studies

12

How can I use the SC-Alt Social Studies Support Guide to make the content relevant to students with significant cognitive disabilities?

- Prioritized Content
- Literacy Skills

Social Studies Assessment and Instructional Support Guide

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 5: United States Studies 1865 to the Present

Standard 5.1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

It is essential for students to know: During the Civil War, the president, Abraham Lincoln, wanted to keep the country together and end the war fast. After Lincoln was killed, the new president, Andrew Johnson, continued that same plan. After the Civil War ended, different groups of Americans had different goals for rebuilding the United States during a time period called Reconstruction. People from the southern states, or the South, wanted to return to a normal way of life as quickly as possible. Congress created a series of programs to help people from the South, especially African Americans (5-1.1). Changes were made to the Constitution that helped give some rights to African Americans like freedom for all slaves, citizenship, and the right to vote (5-1.2). As these new laws were passed, people in the South formed secret groups like the Ku Klux Klan. Some of these groups used violence to show racism and discrimination towards African Americans and immigrants (5-1.3). The effects of Reconstruction continued to improve the life of poor white men and African Americans in the South (5-1.4).

Literacy Skill Addressed by This Standard

- Identify multiple points of view/biases and ask questions that clarify points of view.
- Identify and explain cause-and-effect relationships.
- Establish chronological order in the reconstructing a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify multiple points of view/biases and ask questions that clarify points of view.

- Compare and contrast pictures from life before the Civil War and life today. Ask students questions relevant to their lives (i.e., what jobs were there before the Civil War compared to jobs today? What types of food did they eat before the Civil War compared to today? What activities did kids do for fun?)

Narrative summary with prioritized content

Literacy skills that are addressed through the standard

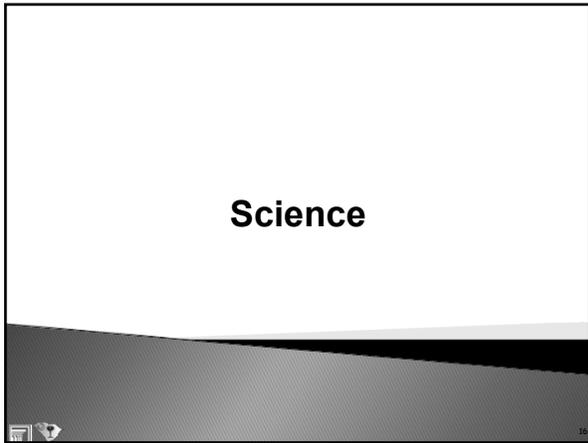
Lesson starters with the content addressed in the standard using the literacy skill to teach it

Lesson Starter in Standard 3-3

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's Role in the development of the new American nation.

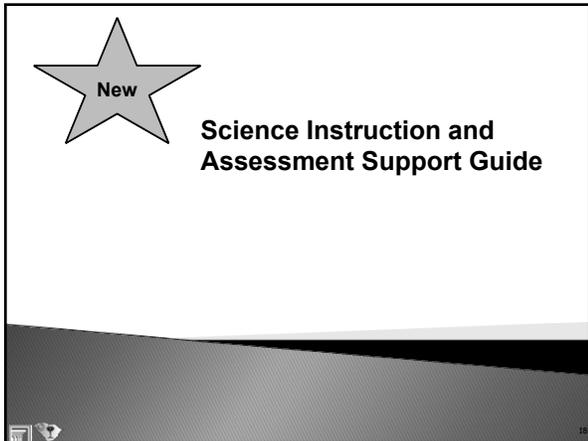
Identify cause-and-effect relationships.

- Give students an effect and have them select the cause from three choices (which can be represented by pictures, words, or objects). Phrase the question using "why." For example:
 - Why was a new nation formed? Choices: (1) the patriots won the war, (2) the king won the war, or (3) the Boston Tea Party



Previous Extended Standards

Indicator	Essential Knowledge	COMMUNICATING LEVELS		
		Abstract Symbolic	Concrete Symbolic	Pre-Symbolic
<p>4.2.1 Classify organisms into major groups (including plants or animals, flowering or nonflowering plants, and vertebrates (fish, amphibians, reptiles, birds, and mammals) or invertebrates) according to their physical characteristics.</p>	<p>Organisms can be classified into groups. <i>Vertebrates</i> have backbones and can be grouped into fish, amphibians, reptiles, birds, and mammals—all of which have distinct characteristics such as gills, feathers, or fur. <i>Invertebrates</i> do not have backbones but may have shells or be soft like jellyfish or worms. Some plants produce flowers while other plants do not.</p>	<p>Classify organisms on the basis of several characteristics (e.g., vertebrates with hair, invertebrates with a hard shell).</p>	<p>Classify organisms on the basis of a physical characteristic (e.g., animals with a backbone).</p>	<p>Identify major groups of organisms (e.g., plants, animals).</p>
<p>4.2.2 Explain how the characteristics of distinct environments (including swamps, rivers and streams, tropical rain forests, deserts, and the polar regions) influence the variety of organisms in each.</p>	<p>Environments like swamps, rivers and streams, tropical rain forests, deserts, and polar regions have characteristics that allow a variety of animals and plants to survive there.</p>	<p>Explain how the characteristics of an environment influence which types of organisms are able to live there (e.g., animals with thick fur or a lot of blubber can survive in a polar region).</p>	<p>Match environments with the organisms that survive there.</p>	<p>Match a distinct environment with an organism that survives there (e.g., polar region and polar bear).</p>



New Age/Grade Title Pages

Age 9 on or before September 1 (Grade 4)

Narrative
* Like Social Studies

Complexity progression
* Like extended standards

4th Grade

Core Concept: Earth Science: Stars and the Solar System

It is essential for students to know: The Earth is a planet that orbits the sun. Other planets orbit the sun. Some planets are closer to the sun than the Earth, and others are further away. The sun, the moon, and the Earth have different properties (4.E.3A.1). Planets in our night sky change positions and are not always visible from the Earth as they orbit our sun. Telescopes and compasses are tools that aid in the study of objects in outer space (4.E.3A.3). The moon reflects light from the sun. Because of the positions of the sun, the moon, and the Earth, the moon appears to change shape. The amount of reflected light from the moon that is seen from the Earth determines the phase. The changing shapes of the moon are called phases. The moon and the Earth pull on each other because of gravity (4.E.3B.1). The Earth rotates (spins) on its axis and completes one rotation in 24 hours. Because of this rotation, only the side of the Earth facing the sun is lit and therefore experiences day; the side of the Earth not facing the sun experiences night (4.E.3B.2). Objects on the Earth cast shadows that help show the Earth's rotation. The angle of the sun, low in the sky to higher in the sky, change the length of the shadow cast behind an object (4.E.3B.3). The Earth has distinct seasons which result from the tilt of its axis and its revolution around the sun (4.E.3B.4). Refer to the science support document for more guidance.

Most Complex	←	→	Least Complex
4.E.3A.1 (a) Compare or contrast the sun, planets, and moons that are found in the solar system. 4.E.3A.3 (a) Indicate the importance of astronomy in navigation and exploration (including the use of telescopes and compasses). 4.E.3B.1 (a) Describe patterns from observations in the location, movement, and appearance of the moon throughout the year. 4.E.3B.2 (a) Use models to explain how day and night result from the Earth's rotation on its axis. 4.E.3B.3 (a) Use models to identify the time of day by the length of shadows and use	←	→	4.E.3A.1 (b) Build a model of the solar system, including the sun and planets. 4.E.3A.3 (b) Identify the importance of using a compass or telescope to find a location. 4.E.3B.1 (b) Identify patterns in the location, movement, and appearance of the moon throughout the month. 4.E.3B.2 (b) Use models to demonstrate how the Earth rotates on its axis, resulting in day and night. 4.E.3B.3 (b) Recognize that the length of shadows changes during the day.
4.E.3A.1 (c) Identify what can be found in the solar system. 4.E.3A.3 (c) Identify instruments that you would use to find a location in space (e.g., telescope, compass). 4.E.3B.1 (c) Identify changes in the appearance of the moon throughout the month. 4.E.3B.2 (c) Use models to demonstrate the Earth's rotation. 4.E.3B.3 (c) Recognize a shadow.			

Lesson written for students at the 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.3B.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.3B.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 crescent moons and ask students to identify the moon's movement between the two.

Investigative Application of Science and Engineering Practice Performance Indicators at the Middle Level—Instructional Activities

5.S.1.A.6 Construct explanations of phenomena using (1) scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.

5.P.2.A.1 (b) Use observational data and models to compare the physical properties (e.g., volume, shape, movement, spacing) of solids, liquids, and gases.

- Students will model phases of matter.
- Materials:
 - Ice cubes
 - Water
 - Warm water
 - Hot plate and pot or kettle
 - Petri dish or small container (optional)
 - Small manipulatives (optional)
 - Science Journals
- Bring water on the hot plate to a boil until it gives off steam.
 - Option: If you would prefer not to use a hot plate in the classroom, you could use a virtual lab to demonstrate how temperature affects solids, liquids, and gases.



Video Clip

- Interview
- Assessment



Administering the SC-Alt



Administration Window March 7–April 22

Testing materials will arrive in the districts by February 26.



25

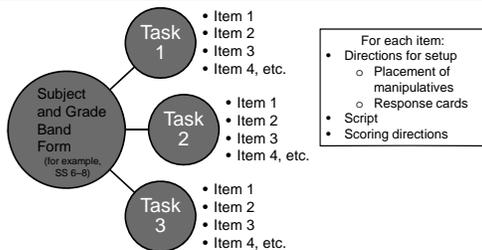
Common Errors in Administration

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.



26

Test Format



27

Example of Item Script

Say: **We're going to talk about** _____.

Do: Give the student the _____.

OR

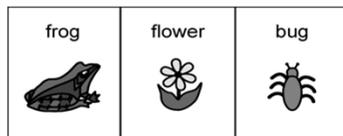
Say: **Show (tell) me which one means** _____ **This** (indicate the response card), **this** (indicate the response card), **or this** (indicate the response card)?



31

Response Cards

- Response cards are printed and packaged as strips.
- Three cards are placed on each strip.
- Each strip is associated with a particular item.



32

Needed Materials

Contractor Provided

- Some tasks require the use of manipulatives, such as shapes, balls, etc.
- These are included in the materials for each grade band assessment.
- Do Not Return physical manipulatives at the end of the assessment.

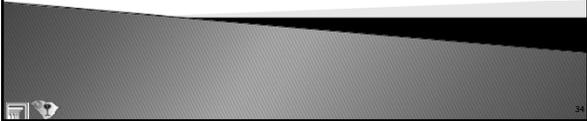
Teacher Provided

- Common classroom objects, such as a book or ball
- Items that do not ship well, such as ice cubes and leaves
- See Test Administration Manual (TAM), Appendix P



33

SC-Alt Accommodations



34

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
- ESOL/LEP accommodations
- Other accommodations specified in the TAM



35

Substitution of Response Cards with Concrete Objects

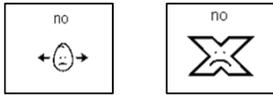
- Similar in size, shape, color
- Must not change what is being measured
- Materials must be age and grade appropriate



36

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:



37

Adapting and Accommodating

Test Administrator can

- Say the response option aloud.
- 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.

38

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).



39

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



40

Break



41

Scoring SC-Alt



42

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	○ ○ ○ ○ ○ ○	1	○ ○ ○ ○ ○ ○	1	○ ○ ○ ○ ○ ○
2	○ ○ ○ ○ ○ ○	2	○ ○ ○ ○ ○ ○	2	○ ○ ○ ○ ○ ○
3	○ ○ ○ ○ ○ ○	3	○ ○ ○ ○ ○ ○	3	○ ○ ○ ○ ○ ○
4	○ ○ ○ ○ ○ ○	4	○ ○ ○ ○ ○ ○	4	○ ○ ○ ○ ○ ○
5	○ ○ ○ ○ ○ ○	5	○ ○ ○ ○ ○ ○	5	○ ○ ○ ○ ○ ○
6	○ ○ ○ ○ ○ ○			6	○ ○ ○ ○ ○ ○



43

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.



44

Item Scoring Overview

- **Key Features:**
 - The number of score points varies 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 reaching 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.



46

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 → Next Item
- Remove Incorrect Student Response → TRY 2
- Remove → TRY 2

TRY 2

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

- Record 1 → Next Item
- Record 0 → Next Item
- Record N → Next Item

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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.

<p>Score 4 points</p> <p>Student demonstrates sustained involvement in the activity. For example, he or she may:</p> <ul style="list-style-type: none"> • consistently attend to the teacher's communication (verbal or signed and actions). • participate with interest in the activity involving the objective(s) to be learned. • create on his or her own the action or visual associated with the objective(s). • ask only when necessary for clarification on the first point of the communication changes. • make an appropriate vocalization (e.g., an expected sound) in response to the activity, action. • demonstrate knowledge or production of the task words and/or actions.
<p>Score 3 points</p> <p>Student demonstrates generally maintained involvement in the activity. For example, he or she may:</p> <ul style="list-style-type: none"> • generally attend and respond to the teacher's communication (verbal or signed and actions). • look to join in the activity as directed. • sustain joint focus on the objective(s) during participation by the teacher. • respond to some acknowledgment of the student's focus, representation, action, and/or verbal output (e.g., hand over hand exploration of the objective(s)).
<p>Score 2 points</p> <p>Student demonstrates intermittent/irregular involvement in the activity. For example, he or she may:</p> <ul style="list-style-type: none"> • consistently attend to the teacher's communication (verbal or signed and actions). • make brief focus on the activity's presentation. • look to the activity occasionally, smiling or at least movement as appropriate. • look at the materials.
<p>Score 1 point</p> <p>Student demonstrates fleeting awareness of, but little involvement in, the activity (using joint) for example, he or she may:</p> <ul style="list-style-type: none"> • consistently attend to the teacher's communication (verbal or signed and actions). • look to the activity briefly in the teacher's communication (verbal or signed and actions). • verbally acknowledge change in movement, vocalization, and/or intention in response to the teacher and/or the activity. • look at the activity when the teacher and/or the objective(s) action. • point to the activity when the teacher and/or the objective(s) action. • point to the activity when the teacher and/or the objective(s) action.
<p>Score 0 points</p> <p>Student does not demonstrate any awareness of the objective(s) or involvement in the activity being tested or does not attend to engage in the activity at any level.</p>

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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)



TAM, page 13

51

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

Spring 2016

SECURE MATERIALS

52

Practice Administration (cont'd.)

Grades: 4–5

- Map of a School, page 1
- George Washington, page 9



Grades: 6–8

- Biotic and Abiotic Factors, page 17
- Growing Up in Ancient Egypt, page 27

53

What Did You Discover?



54

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.



55

Scoring Practice



- Conservation
- Leah's Backpack
- Basic Operations



56

Determining the Starting and Concluding Tasks in the Assessment



57

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 or her skills without prolonging the assessment.



58

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.

Step 1

SC - ALL STUDENT PLACEMENT QUESTIONNAIRE - SOCIAL STUDIES

Follow steps 1-3 to complete the SPQ and identify the starting task.

(1) Please check the bubble that corresponds to the most appropriate response for this student. Mark all applicable bubbles. **Bubble Size:** Please mark a response for all items below. One for the 2-point only.

In the domain of **substantive knowledge of the state and surroundings**, use this student:

1. Identify the state and its location on the map?

2. Identify knowledge, including the location, history, and community?

3. Identify knowledge of the other members of the community with which school and its larger community?

In the domain of **economic, social, and community**, use this student:

4. Identify knowledge of the family, the community, the school, and the community?

5. Identify knowledge of the community, the school, and the community?

6. Identify knowledge of the community, the school, and the community?

In the domain of **quality of life and citizenship**, use this student:

7. Recognize quality of life citizenship in the classroom?

8. Recognize quality of life citizenship in the classroom?

In the domain of **substantive knowledge of the state and surroundings**, use this student:

9. Identify knowledge of the state and its location on the map?

10. Identify knowledge, including the location, history, and community?

11. Identify knowledge of the other members of the community with which school and its larger community?

In the domain of **economic, social, and community**, use this student:

12. Identify knowledge of the family, the community, the school, and the community?

13. Identify knowledge of the community, the school, and the community?

14. Identify knowledge of the community, the school, and the community?

In the domain of **quality of life and citizenship**, use this student:

15. Recognize quality of life citizenship in the classroom?

16. Recognize quality of life citizenship in the classroom?

17. Recognize quality of life citizenship in the classroom?

18. Recognize quality of life citizenship in the classroom?

19. Recognize quality of life citizenship in the classroom?

20. Recognize quality of life citizenship in the classroom?

21. Recognize quality of life citizenship in the classroom?

22. Write in the total number of bubbles you marked in each column.



59

SPQ Steps (cont'd.)

- Step 3 — In section 3 at the bottom of the page:
 - Write the column totals in the appropriate blocks (a).
 - Multiply each total by the specified multiplier, and write the resulting totals in the blocks to the right (b).
 - Sum the results from (b). This is the total SPQ score (c).

Step 3

(3) Calculate the SPQ total score

(a) write the column totals from (2) in (a) below

(b) multiply and write the results in (b) below

(c) sum the results from (b) and write the sum in (c)

	(a)	(b)	
Column 1 Total	3	3 × 3 = 9	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Column 2 Total	7	7 × 2 = 14	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Column 3 Total	4	4 × 1 = 4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
(c) Total SPQ Score =		27	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>



60

SPQ Steps (cont'd.)

- Step 4 — Find the total SPQ score in section 4 to determine the starting task for the student. Be sure to check your work and complete the bubble grids for the total SPQ score.

(4) Identify the starting task for this student using the SPQ total score from step (3).

If the total score is in this range	Start at this task	Administer all items in at least these tasks
0-10	Task 1	1-6
11-21	Task 3	3-9
22-42	Task 6	6-12

Step 4

61

SPQ Steps (cont'd.)

SC - ALT STUDENT PLACEMENT QUESTIONNAIRE - SOCIAL STUDIES

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

(1) Please bubble the bubble grid that corresponds to the most appropriate response for this student. Mark **multiple responses** for each item. Please mark a response for **all** items below. Circle a No. 2 pencil only.

In the domain of **understanding the past and explaining the present** with this student:

1. Identify yourself or yourself using characteristics such as gender?

2. Identify yourself, including the location, where, home and community?

In the domain of **recognizing and identifying family and community** with 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 **analyzing values and communities** with this student:

5. Identify activities, groups in the family, the classroom, the school, and in the community?

6. Identify roles, their purposes, who makes them, and the consequences of breaking them?

In the domain of **analyzing and explaining citizenship** with this student:

7. Recognize qualities of good citizenship in the classroom?

In the domain of **analyzing and explaining social, economic, historical, scientific, and cultural** with this student:

8. Give examples of products and the treatment?

9. Identify systems of the United States?

In the domain of **data, work, and change** with 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 **analyzing growth and development** with this student:

13. Identify the major phases of social development?

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

(3) Calculate the SPQ total score.

(4) Identify the starting task for this student using the SPQ total score from step (3).

(5) Write the answer to the bubble grid (2) in (3) below.

(6) Using the results from (5) and write the score in (6).

(7) Sum the results from (5) and write the score in (7).

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

(9) Calculate the SPQ total score.

(10) Identify the starting task for this student using the SPQ total score from step (9).

(11) Write the answer to the bubble grid (2) in (3) below.

(12) Using the results from (11) and write the score in (12).

(13) Sum the results from (11) and write the score in (13).

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

(15) Calculate the SPQ total score.

(16) Identify the starting task for this student using the SPQ total score from step (15).

(17) Write the answer to the bubble grid (2) in (3) below.

(18) Using the results from (17) and write the score in (18).

(19) Sum the results from (17) and write the score in (19).

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

(21) Calculate the SPQ total score.

(22) Identify the starting task for this student using the SPQ total score from step (21).

(23) Write the answer to the bubble grid (2) in (3) below.

(24) Using the results from (23) and write the score in (24).

(25) Sum the results from (23) and write the score in (25).

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

(27) Calculate the SPQ total score.

(28) Identify the starting task for this student using the SPQ total score from step (27).

(29) Write the answer to the bubble grid (2) in (3) below.

(30) Using the results from (29) and write the score in (30).

(31) Sum the results from (29) and write the score in (31).

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

(33) Calculate the SPQ total score.

(34) Identify the starting task for this student using the SPQ total score from step (33).

(35) Write the answer to the bubble grid (2) in (3) below.

(36) Using the results from (35) and write the score in (36).

(37) Sum the results from (35) and write the score in (37).

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

(39) Calculate the SPQ total score.

(40) Identify the starting task for this student using the SPQ total score from step (39).

(41) Write the answer to the bubble grid (2) in (3) below.

(42) Using the results from (41) and write the score in (42).

(43) Sum the results from (41) and write the score in (43).

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

(45) Calculate the SPQ total score.

(46) Identify the starting task for this student using the SPQ total score from step (45).

(47) Write the answer to the bubble grid (2) in (3) below.

(48) Using the results from (47) and write the score in (48).

(49) Sum the results from (47) and write the score in (49).

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

(51) Calculate the SPQ total score.

(52) Identify the starting task for this student using the SPQ total score from step (51).

(53) Write the answer to the bubble grid (2) in (3) below.

(54) Using the results from (53) and write the score in (54).

(55) Sum the results from (53) and write the score in (55).

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

(57) Calculate the SPQ total score.

(58) Identify the starting task for this student using the SPQ total score from step (57).

(59) Write the answer to the bubble grid (2) in (3) below.

(60) Using the results from (59) and write the score in (60).

(61) Sum the results from (59) and write the score in (61).

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

(63) Calculate the SPQ total score.

(64) Identify the starting task for this student using the SPQ total score from step (63).

(65) Write the answer to the bubble grid (2) in (3) below.

(66) Using the results from (65) and write the score in (66).

(67) Sum the results from (65) and write the score in (67).

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

(69) Calculate the SPQ total score.

(70) Identify the starting task for this student using the SPQ total score from step (69).

(71) Write the answer to the bubble grid (2) in (3) below.

(72) Using the results from (71) and write the score in (72).

(73) Sum the results from (71) and write the score in (73).

62

2016 SC-Alt

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

63

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



64

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.



65

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



66

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



67

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



68

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.



69

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



70

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



71

Concluding Task (cont'd.)

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



72

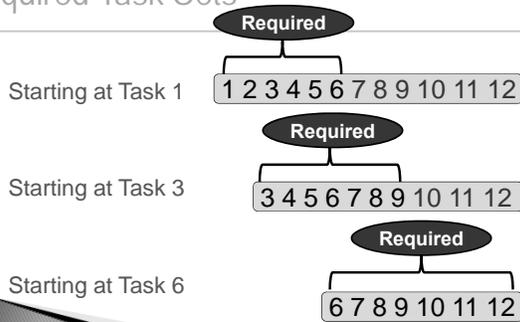
Special Note about Access Limited

- 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.



73

Required Task Sets



74

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.



75

Lunch Break

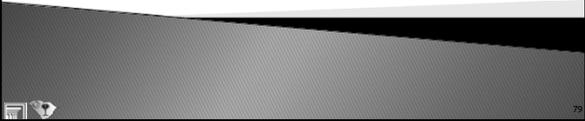
Administration Plan

Assignment to Grade Band Forms

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

TAM, page 5 78

Test Security and Administration & Scoring Fidelity



Test Security Regulations

SC-Alt is subject to SC Test Security Regulations

- A copy of the Test Security Regulations is located in Appendix A of the TAM and on the Department website.
- All Test Administrators and monitors must sign *Agreement to Maintain Test Security and Confidentiality*.
- Test Security Violations must be reported using the *Test Security Violation Action Form* in the TAM.



Test Administrator Requirements

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

TAM, page 5



Monitors

Monitors are required and must be trained.

- Observe administrations and verify the use of proper test procedures and authentic student responses.
- Sign the Test Administrator Security Affidavit (TAM Appendix E).
- Sign Agreement to Maintain Test Security and Confidentiality (TAM Appendix D).

TAM, pages 6–7

82

Second Raters

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



Science/Biology is the only content area requiring a second rater.

83

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.

84

Preparing for Test Administration



85

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.



86

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.



87

During Testing

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

88

Materials You Will Receive

89

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)

90

Test Administrator Kit

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



91

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)

92

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.

93

Do Not Score Labels

- Use only for answer folders with Precoded Bar Code Labels attached or for 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.



94

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).



95

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.



96

After the Assessment



97

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).



98

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



99

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).



100

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)



101

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



102

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.



103

Reminder

Do **not** return physical manipulatives.



104

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)



105

Final Important Dates

- Last day of testing is **April 22, 2016**.
- Materials must be shipped to AIR by **April 29, 2016**.
- Your DTC-Alt will tell you when to return all your materials.



106

Need More Training?

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



107

Contact Your DTC-Alt

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



108

Other Alternate Assessments

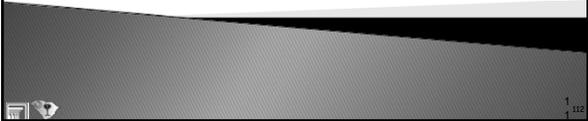
South Carolina National Center and State Collaborative (SC-NCSC)

SC-NCSC Design

- Alternate Assessment in English language arts (ELA) and Mathematics
 - Ages 8-13 and 16 (grades 3-8 and 11)
- Grade specific rather than grade-band
- Computer Delivered Assessment

Administration Window

March 7 – April 29



Training for SC-NCSC

- 11 online training modules for TAs
 - Test Administrators must view the modules and pass a final quiz with 80% accuracy
- Training modules will be available February 8



Print Materials You Will Receive

- SC-NCSC Test Administration Manual (TAM)
- SC-NCSC User's Guide for TAs
- Test Administrator Security Affidavits



Materials Available in the SC-NCSC System

- Grade Specific Test Forms
- Directions for Test Administration (DTAs)

→ Secure documents
→ One for each grade specific test

Additional Materials

- Procedures for Assessing Students who are Blind, Deaf or Deaf-blind
 - Provide instructions on making items accessible for this population
 - Secure document

Test Security Requirements

- Monitors are required for SC-NCSC
- Test Administrator Security Affidavits must be completed

Mode of Communication

If the TA is unsure of the student's mode of communication, the TA must complete the Student Response Check (SRC).

If the student does not demonstrate an observable mode of communication during the SRC, TAs must administer the first four items on either the ELA or math test.

121

Closing the Test

If the student does not display an observable mode of communication during the SRC and the first four questions on either the ELA or mathematics test, the TA may close the test due to no observable mode of communication.

122

Return Materials

- Test Administrator Security Affidavit
- Any print copies of test forms or DTAs
- Any notes made by the student or teacher

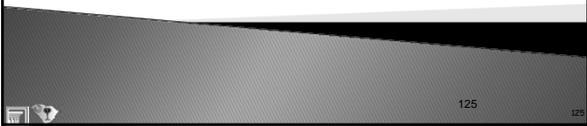
123

SC-NCSC Instructional Materials

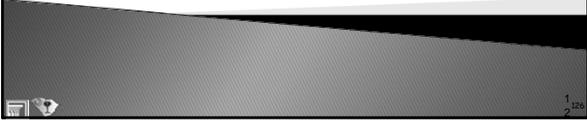
https://wiki.ncscpartners.org/index.php/Main_Page



Alternate ACCESS
English Language Proficiency Assessment



Administration Window
February 2–March 18



Alternate ACCESS

- ELL students who are eligible for alternate assessment
- Ages commensurate with grades 1–12 (or until exit from ELL services)
- Kindergarten-age students take the general ACCESS test.
- Monitors are required.
- Paper test delivery
- Test administrator training is provided online.



127

Alternate Career Readiness Assessment



128

129

Alternate Career Readiness Assessment

- Students who are alternate assessment eligible
- Students who are age 16 (grade 11)
- Monitors are **not** required.
- Results to be reported to the SCDE by May 27



129

Alternate Career Readiness Assessments

District should select one of the following transition assessments approved by the SCDE:

- Brigance Transition Skills Inventory (Sections D, E, F, G, and H)
- Enderle-Severson Transition Rating Scales
- Functional Independent Skills Handbook
- Life Skills Inventory (Categories A–N)
- Student Annual Needs Determination Inventory
- Supports Intensity Scale (Sections 1 and 2)
- TEACCH Transition Assessment Profile



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Have a safe trip home!