Handout #1

## 2012 Math Alternate Assessment Evidence Label

**Student:** John **Grade:** 5

**INDICATOR:** EM.1.1.3 **EVIDENCE SAMPLE:** 2

**All Data Fields Need To Be Completed**

**Description: Counts by Rote**

**a) assessment activity and how it aligns to the indicator**

John counts aloud from 1-5

**b) instructions given to the student**

"John count to 5"

**c) data collection setting(s) and material**

Classroom, no material

**d) student accommodations on this activity**

No accommodations

**e) Symbol for correct response** X

**Describe what the student does to receive a correct response –**

Counts out loud from 1-5 correctly

**Symbol for incorrect response** —

**Describe what the student does to receive an incorrect response**

Does not count out loud from one to 5 correctly but misses numbers

### Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

| | Date/Time | Description of Trial | Setting | Student Response | Score | Initials |
|---|---|---|---|---|---|---|
| 1 | 3/210 | Counts from 1-5 | Classroom | Does count | + | DM |
| 2 | 3/2/10 | Counts from 1-5 | Classroom | Does count | + | DM |
| 3 | 3/210 | Counts from 1-5 | Classroom | Does count | + | DM |
| 4 | 3/2/10 | Counts from 1-5 | Classroom | Does count | + | DM |
| 5 | 3/2/10 | Counts from 1-5 | Classroom | Does count | + | DM |

*Handout #2a*

**High School Cohort Assessment Schedule**
**2008 – 2014**

OTL is available for all 5 content areas for General, KAMM and KAA assessments.

Second opportunity is applicable for Rdg. & Math only.

Off year testing for History-government grades 6, 8, and High School classes, which will never be part of a history-government cohort group, is not available.

Information on off year writing for grades 5, 8, and High School classes, which will never be part of a writing cohort, will be announced prior to the 2011-2012 school year.

| Year Grade | 08-2009 Odd | | 09-2010 Even | | 10-2011 Odd | | 11-2012 Even | | 12-2013 Odd | | 13-2014 Even | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Gr.11 | 12 | Gr.11 | Gr.12 | Gr.11 | Gr.12 | Gr.11 | Gr.12 | Gr.11 | 12 | Gr.11 | Gr.12 |
| Reading | X cohort | | X cohort | | X cohort | | X cohort | | X cohort | | X cohort | |
| Math | X cohort | | X cohort | | X cohort | | X cohort | | X cohort | | X cohort | |
| Science | X cohort | | X cohort | | X cohort | | X cohort | | X cohort | | X cohort | |
| Writing | X cohort | | Off Year | | Cohort Cancelled | | Off Year OTL Avail. | | X Cohort OTL Avail. | | Off Year OTL Avail. | |
| History-gov. | | Off Year | | Cohort Cancelled OTL Avail. | | Off Year OTL Avail. | | X Cohort OTL Avail. | | Off Year OTL Avail. | | X Cohort OTL Avail. |

NOTE: X designates the cohort year for content areas. Cohort year is the year student scores are used in the AYP and /or QPA calculations. Students must have completed all assessments by the end of the year and for the content area(s) designated with an "X".

Important KAA Note: Advanced planning concerning which assessments a student must complete by the end of the cohort year enables the KAA assessments to be spread throughout the 9th, 10th, 11th and 12 grade years.

Caution: Grade reclassification can impact inclusion in or exclusion from a cohort group.

**KAA (Kansas Alternate Assessment)** and **KAMM (Kansas Assessment of Modified Measures)** questions contact Deb Matthews 785-296-0916. General Assessment questions contact Cheryl Randall 785-296-3996 or Dave Bowman 785-296-4349

Rev.8/18/2010

*Handout #2b*

## 2011-2012 Kansas Assessment Overview
## Elementary and Middle (K-8)

| 2012 | Mathematics | Reading | Science | History/Government | KELPA | Alternate |
|---|---|---|---|---|---|---|
| Grades | 3,4,5,6,7,8 | 3,4,5,6,7,8 | 4,7 | 6, 8 | K-8 | Grades same as in content areas. |
| Testing Options | General<br>KAMM<br>Gen Spanish | General<br>KAMM | General<br>KAMM<br>Gen Spanish | General<br>KAMM | Same<br>for all students at a grade level | All students have portfolio assessment. |
| "TEST" Submission Deadline | Opens August 22. Deadline is one week prior to start of test. | Opens August 22. Deadline is one week prior to start of test. | Opens August 22. Deadline is one week prior to start of test. | Opens August 22. Deadline is one week prior to start of test. | Opens August 22<br>Deadline one week prior to start of test. **Pre-slugging deadline is January 6.** | Opens August 22. **Deadline is December 31.** Submit early to access indicators and tools online: www.cete.us |
| Testing Window | February 15 to April 20<br>HARD CLOSE AND NO MAKE-UP | February 15 to April 20<br>HARD CLOSE AND NO MAKE-UP | February 15 to April 20<br>HARD CLOSE AND NO MAKE-UP | February 15 to April 20<br>HARD CLOSE AND NO MAKE-UP | February 6<br>to April 30<br>HARD CLOSE AND NO MAKE-UP | December 31 to April 20<br>HARD CLOSE AND NO MAKE-UP<br>Students enrolling in a different (new) school on or after December 31 are exempt. |
| "Need Not Test" Date | Students entering on or after February 10 need not be tested. | Students entering on or after February 10 need not be tested. | Students entering on or after February 10 need not be tested. | Students entering on or after February 10 need not be tested. | Close of Window | Students entering on or after December 31 need not be tested. |
| Answer Sheets Due | N/A | N/A | N/A | N/A | May 11 | Scoring should be entered by April 30. |
| "Recently Arrived in U.S." Exemption Date** | N/A—No exemption in math. Arrived after 2/15/11 counts for participation only. | Arrived after 2/15/11 –Need not take reading assessment but may. Counts for participation only. Must take KELPA. | N/A—No exemption in science. Arrived after 2/15/11 counts for participation only. | Arrived after 2/15/11 –Need not take history/government assessment but may. Counts for participation only. Must take KELPA. | Required for all Identified ELL Students | Follow rules for content area assessments. |
| Test Format | Multiple Choice | Multiple Choice | Multiple Choice | Multiple Choice | Performance Assessment and Multiple Choice | Portfolio Assessment |
| Test Sessions | 3 | 3 | 2 | 2 | Varies | Varies |
| Session Length | Suggested: 45-60 min. | Suggested: 45-60 min. | Suggested: 45-60 min. | Suggested: 45-60 min. | Varies | N/A |
| Indicators Tested on General Assessment | 12 to 15 | 11 to 16 | 22, 30 | 22--30 | N/A | N/A |
| Questions Per Indicator on General Assessment | 4 to 8 | 4 to 8 | 2 | 2 | N/A | N/A |

*** Consider early "TEST" submission for 1) populating OTL Reports, 2) New Student Test History and 3) Accessing Alternate Indicators and Tools: www.cete.us.**
**** First entry by the student in a U.S. school.**
Rev 8/4/11

*Handout #2c*

## 2011-2012 Kansas Assessment Overview
## Secondary (9-12)

| 2012 | OTL Mathematics | OTL Reading | OTL Science | OTL History/Government | KELPA | Alternate |
|---|---|---|---|---|---|---|
| Grades | 9, 10, and<br>(Grade 11 Cohort) | 9, 10, and<br>(Grade 11 Cohort) | 9, 10, and<br>(Grade 11 Cohort) | Only<br>Grade 10 and<br>(Grade 12 Cohort) | 9-12 | Grades and cohort same as content area assessments. |
| Delivery Format | KCA | KCA | KCA | KCA | Paper/pencil | Portfolio<br>Scores entered on Computer. |
| Testing Options | General<br>KAMM<br>General Spanish | General<br>KAMM | General<br>KAMM<br>General Spanish | General<br>KAMM | Same test for all students | All students have portfolio assessment. |
| "TEST" Submission Deadline | Opens August 22.<br>Deadline one week prior to start of test. | Opens August 22<br>Deadline one week prior to start of test. | Opens August 22<br>Deadline one week prior to start of test. | Opens August 22.<br>Deadline one week prior to start of test. | Opens August 22<br>Deadline one week prior to close of test window.<br>**Preslugging deadline is January 6.** | Opens August 22<br>**Deadline is December 31, 2011.** Submit "TEST" early to access indicators and tools: www.cete.us |
| Testing Window | Fall: 10/5 to 1/20<br>Spring: 2/15 to 4/20<br>HARD CLOSE AND NO MAKE-UP<br>(Open to 5/11 for 9th and 10th only) | Fall: 10/5 to 1/20<br>Spring: 2/15 to 4/20<br>HARD CLOSE AND NO MAKE-UP<br>(Open to 5/11 for 9th and 10th only) | Fall: 10/5/ to 1/20<br>Spring: 2/15 to 4/20<br>HARD CLOSE AND NO MAKE-UP<br>(Open to 5/11 for 9th and 10th only) | Fall: 10/5 to 1/20<br>Spring: 2/15 to 4/20<br>HARD CLOSE AND NO MAKE-UP<br>(Open to 5/11 for 10th only) | February 6 to April 30<br>HARD CLOSE AND NO MAKE-UP | December 31 to April 20<br>HARD CLOSE AND NO MAKE-UP<br>Students enrolling in a different (new) school on or after December 31 are exempt. |
| "Need Not Test" Date | Students entering on or after February 10 need not be tested. | Students entering on or after February 10 need not be tested. | Students entering on or after February 10 need not be tested. | Students entering on or after February 10 need not be tested. | Close of Window | Students entering on or after December 31 need not be tested. |
| Answer Sheets Due | N/A | N/A | N/A | N/A | May 11 | Scores entered by April 30. |
| "Recently Arrived in U.S." Exemption Date** | N/A—No exemption in math. Arrived after 2/15/11 counts for participation only. Must take KELPA.<br>**Applies to Gr. 11 only** | Arrived after 2/15/11 need not take reading assessment but may. Counts for participation only. Must take KELPA.<br>**Applies to Gr. 11 only** | N/A—No exemption in science. Arrived after 2/15/11 counts for participation only. Must take KELPA.<br>**Applies to Gr. 11 only** | Arrived after 2/15/11 need not take history/government assessment but may. Counts for participation only. Must take KELPA.<br>**Applies to Gr. 12 only** | Required for All Identified ELL Students | Follow rules for content area assessments. |
| Test Format | Multiple Choice | Multiple Choice | Multiple Choice | Multiple Choice | Performance Assessment and Multiple Choice | Portfolio Assessment |
| Test Sessions | 3 | 3 | 2 | 2 | Varies | Varies |
| Session Length | Suggested 45-60 min | Suggested 45-60 min | Suggested 45-60 min | Suggested 45-60 | Varies | N/A |
| Indicators Tested on General Assessment | 15 | 16 | 15, 15 | 15, 15 | N/A | N/A |
| Questions Per Indicator on General Assessment | 4 to 8 | 4 to 8 | 2 | 2 | N/A | N/A |
| Cohort Group | Grade 11 | Grade 11 | Grade 11 | Grade 12 | N/A | Follow rules for content area assessments. |

*** Consider early "TEST" submission for 1) populating OTL Reports, 2) New Student Test History, and 3) Accessing Alternate Indicators and Tools: www.cete.us.**
**** First entry by the student in a U.S. school.**
Rev. 8/4/11

*Handout #2d*

Rev.5/15/10

## OTL Assessment Schedule for History-Government and Writing

**OTL: Assessments for students who will be a part of a QPA Cohort group: Even numbered years for H-G and Odd numbered years for Writing**
**OFF Year: Assessments for students who will not be part of the QPA Cohort group. Off Year testing is no longer available.**

| His-Gov. Writing Schedule | Aug – 2009<br>May - **2010** | Aug – 2010<br>May - **2011** | Aug – 2011<br>May - **2012** | Aug – 2012<br>May - **2013** | Aug – 2013<br>May - **2014** |
|---|---|---|---|---|---|
| Freshman | No His-Gov. and Writing OTL or Off Year Available. | His-Gov. OTL Available.<br><br>* Possible Writing Pilot | No His-Gov. and Writing OTL or Off Year Available. | His-Gov. OTL Available<br>Writing OTL Available<br><br>No His-Gov.and Writing Off Year Available | No His-Gov. and Writing OTL or Off Year Available. |
| Sophomore | No His-Gov. and Writing OTL or Off Year Available. | No His-Gov. OTL or Off Year Available.<br><br>* Possible Writing Pilot | His-Gov. OTL Available<br><br>Writing OTL - Pending | No His-Gov. and Writing OTL or Off Year Available. | His-Gov. OTL Available<br>Writing OTL Available<br><br>No His-Gov.and Writing Off Year Available |
| Junior | No His-Gov. and Writing OTL or Off Year Available. | His-Gov. OTL Available.<br><br>**No Writing - Cohort (Postponed)**<br>* Possible Writing Pilot | No His-Gov. and Writing OTL or Off Year Available.<br><br>**No Writing Cohort - Off Year** | **Writing Cohort Year**<br><br>His-Gov.OTL Available | No His-Gov. and Writing OTL or Off Year Available.<br><br>**No Writing Cohort - Off Year** |
| Senior | **No His-Gov. Cohort (Postponed)**<br><br>Writing Off Year Not Available | **Off Year – No His-Gov. Cohort**<br><br>Writing Off Year Not Available | **His-Gov. Cohort Year**<br><br>Writing Off Year Not Available | **Off Year – No His-Gov. Cohort**<br><br>Writing Off Year Not Available. | **His-Gov. Cohort Year**<br><br>Writing Off Year Not Available |

***Note: Follow a particular class by reading the chart diagonally (e.g., Freshmen in May 2011 will be part of a History-Gov. cohort in May 2014; Juniors in May 2011 will be part of a History-Gov. chort in May 2012).***

*Handout #3*

# Alternate Assessment Scoring Rubric

## Skill Performance Rubric

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Student displays **LITTLE OR NO** mastery of essential knowledge or performs this skill **0 – 9%** of the trials or probes | Student displays **LIMITED** mastery of essential knowledge or performs this skill **10 – 29%** of the trials or probes | Student displays **PARTIAL** mastery of essential knowledge or performs this skill **30 – 69%** of the trials or probes | Student displays **NEAR** mastery of essential knowledge or performs this skill **70-89%** of the trials or probes | Student displays **COMPLETE** mastery of essential knowledge or performs this skill **90 – 100%** of the trials or probes |

Handout #4

## 2012 Alternate Assessment Evidence Label

**Student John** **Grade: 5**

**INDICATOR: EM.3.1.3** **EVIDENCE SAMPLE: 2**

**All Data Fields Need To Be Completed**

**Description: orders by an attribute**

**a) assessment activity and how it aligns to the indicator**

*Arranges math manipulatives by size*

**b) instructions given to the student**

*"Julie, arrange these 3 squares from largest to smallest."*

**c) data collection setting(s) and material**

*5th grade classroom*

**d) student accommodations on this activity**

*Hand Julie the largest square*

**e) Symbol for correct response** + 

**Describe what the student does to receive a correct response -**

*Arranges squares from smallest to largest*

**Symbol for incorrect response** –

**Describe what the student does to receive an incorrect response**

*Does not put squares in order from largest to smallest*

## Optional Data Sheet for Performance Activities that Do Not Have Other Data Documentation

| | Date/Time | Description of Trial | Setting | Student Response | Score | Initials |
|---|---|---|---|---|---|---|
| 1 | 3/2/10 | Arrange 3 blocks smallest to largest | 5th grade classroom | Does arrange the blocks | + | LL |
| 2 | 3/2/10 | Arrange 3 blocks smallest to largest | 5th grade classroom | Does arrange the blocks | + | LL |
| 3 | 3/2/10 | Arrange 3 blocks smallest to largest | 5th grade classroom | Blocks were out of order | — | LL |
| 4 | 3/210 | Arrange 3 blocks smallest to largest | 5th grade classroom | Does arrange the blocks | + | LL |
| 5 | 3/2/10 | Arrange 3 blocks smallest to largest | 5th grade classroom | Blocks were out of order | — | LL |

*Handout #5a*

## 2012 Alternate Assessment Evidence Label

**Student:** John **Grade:** 5

**INDICATOR:** EM.1.4.6 **EVIDENCE SAMPLE:** 2

**All Data Fields Need To Be Completed**

**Description: demonstrates understanding of mathematical symbols**

**a) assessment activity and how it aligns to the indicator**

Will use correct computation for sign when given a worksheet of mixed problems.

**b) instructions given to the student**

Make sure you pay attention to the + and - signs on the worksheet.

**c) data collection setting(s) and material**

math worksheet in 5th grade classroom

**d) student accommodations on this activity**

Will need his calculator

**e) Symbol for correct response** +

**Describe what the student does to receive a correct response -**

Using his calculator he calculates each problem correctly

**Symbol for incorrect response** −

**Describe what the student does to receive an incorrect response**

Uses the wrong calculations for the problem

*Handout #5b*

Jon Borg

$$\begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array} \quad +$$

$$\begin{array}{r} 5 \\ -3 \\ \hline 2 \end{array} \quad +$$

$$\begin{array}{r} 8 \\ -6 \\ \hline 14 \end{array} \quad -$$

$$\begin{array}{r} 7 \\ -2 \\ \hline 5 \end{array} \quad +$$

$$\begin{array}{r} 5 \\ +7 \\ \hline 12 \end{array} \quad +$$

*Handout #6*

Scorer Worksheet for Recording Kansas Alternate MATHEMATICS Assessment

Student name: **Abner, Amy**

Code from Scorer Codes List:_____ Scorer name:_____

Indicator 1: EM.1.1.5 - recognizes and/or identifies numerals

| Record Evidence #1 Score: | Record Evidence #2 Score: | Record Evidence #3 Score: |
|---|---|---|
| | | |

Indicator 2: EM.2.1.3 - generates and/or produces a pattern

| Record Evidence #1 Score: | Record Evidence #2 Score: | Record Evidence #3 Score: |
|---|---|---|
| | | |

Indicator 3: EM.3.2.1 - selects and/or uses appropriate measurement tool(s) and/or vocabulary

| Record Evidence #1 Score: | Record Evidence #2 Score: | Record Evidence #3 Score: |
|---|---|---|
| | | |

Indicator 4: EM.3.2.5 - uses estimation to check whether or not results are reasonable

| Record Evidence #1 Score: | Record Evidence #2 Score: | Record Evidence #3 Score: |
|---|---|---|
| | | |

Indicator 5: EM.4.2.3 - answers questions based on the results of data collection

| Record Evidence #1 Score: | Record Evidence #2 Score: | Record Evidence #3 Score: |
|---|---|---|
| | | |

How many of the pieces of evidence did you find difficult to rate? (circle one)

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Scorers are not to enter scores. When scoring is complete, sign the worksheet, place it in its own envelope and return it to the person who delivered it to you.

Scorer Name:_____

I, the person doing data entry for this form, have marked the statements that are true.

- ☐ I can declare that I did not make this rating.
- ☐ I can declare that this worksheet arrived as the only worksheet in a sealed envelope.

Data Entry Name:_____

*Handout #7*

# Quick Reference Table for Scoring Data Folios

| Situation | First Action | Score Piece of Evidence |
|---|---|---|
| No data evidence label (*required for scoring*) | Ask special education teacher for the label. | Do not proceed without label. |
| Incomplete evidence label (*support not listed*) | → | Score best you can with the information provided |
| Less than 3 pieces of evidence | Check with special education teacher to make sure you have all the evidence intended for the indicator. | Score the missing piece of evidence "0" |
| Evidence not dated | Ask special education teacher for the data the evidence was collected. | Score once evidence is dated. |
| Not all standards are covered | CETE will require all standards are covered at www.cete.us | |
| Less than 5 trials per piece of evidence | → | Piece of evidence is scored using a denominator of 5 for the # of required trials. |
| Indicator not identified or incorrectly identified | Refer to special education teacher to verify this is the indicator intended for the evidence provided. | Only score the evidence that can be identified with the correct indicator, all others will score a "0" |
| Less than 5 indicators per content area being assessed. | CETE will require all 5 indicators are chosen | |