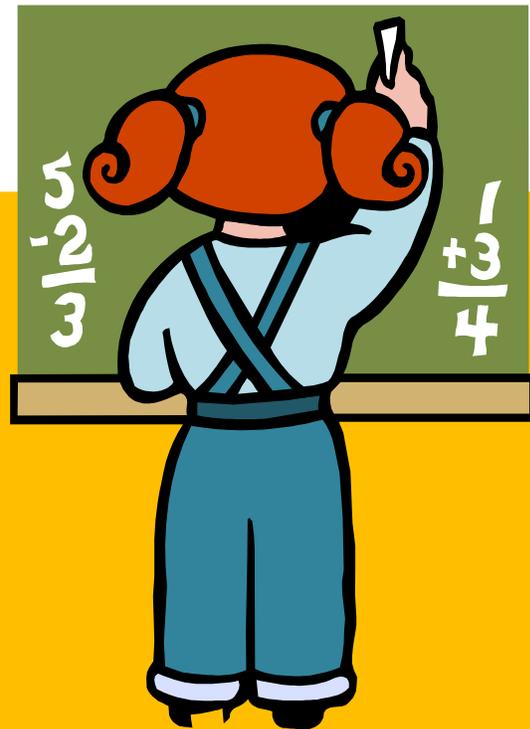


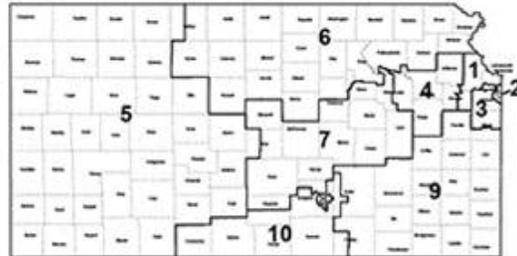
2013-2014 Kansas Alternate Assessment Teacher's Guide



Early Childhood, Special Education,
and Title Services
Revised August 2013



The mission of the Kansas State Board of Education is to prepare Kansas students for lifelong success through rigorous academic instruction, 21st century career training, and character development according to each student's gifts and talents. To accomplish this mission the State Board has identified four goals. They are as follows:



- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Collaborate with families, communities, constituent groups, and policy partners.

Adopted 5/2011



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INTRODUCTION

The Kansas State Assessment System is a student assessment program implemented by the Kansas State Department of Education. Statewide assessments along with other components of education reform are designed to strengthen public education and ensure that all students receive challenging instruction based on the various curricular standards. The curriculum for all students, including the students with disabilities, should be aligned with these standards.

The Kansas Alternate Assessment Teacher's Guide is designed to assist teachers who will prepare data folios for students with significant disabilities who have been designated by their individual education plan (IEP) team for the Kansas Alternate Assessment (KAA). According to federal law, these students must receive instruction, and be assessed in, the same academic subjects as their peers. Because the IEP team has determined that the student is unable to take the general assessment, they require another format for the statewide assessment. This manual contains all necessary information, guidance, and forms needed to conduct the 2013-2014 Kansas Alternate Assessment.

Legal Requirements

The Kansas Special Education Statute K.S.A.72-985, the federal Individuals with Disabilities Education Act, 2004, and the Elementary and Secondary Education Act law all require full participation by students with disabilities in state and district wide assessment programs with appropriate accommodations where necessary as determined by the IEP team. Federal and state laws require the state to develop an alternate assessment for students who are unable to take the general assessment even with accommodations.

The Kansas State Assessment System requires that all children with disabilities participate in one of the following state assessments:

- the general assessment without accommodations,
- the general assessment with appropriate accommodations as determined by the IEP team and used in instruction, or
- the Kansas Alternate Assessment.

Procedural Steps for the Kansas Alternate Assessment (KAA)

1. The IEP team determines which state assessment is most appropriate for all students with an IEP.
2. For students taking the Kansas Alternate Assessment, select indicators to be assessed, based on appropriate instructional goals for the student and aligned with the student's IEP. The IEP team determines which indicators are appropriate for students taking the KAA.
3. Provide instruction on selected indicators.
4. During the assessment window for the KAA, collect data regarding the student's performance with regard to the selected indicators.
5. The information in the data folio is scored by three independent raters.
6. Scores are summated to University of Kansas Center for Educational Testing and Evaluation (CETE).



Dynamic Learning Maps (DLM) and Kansas Alternate Assessment (KAA) Participation Guidelines

The criteria for participation in the DLM Alternate Assessment and the KAA reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining eligibility for this assessment. Thus, a student who participates in the [DLM Alternate Assessment and the KAA] participates in this assessment for all content areas.

In addition, evidence for the decision for participating in the [DLM Alternate Assessment and the KAA] is **Not Based** on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is learning content linked to (derived from) the Kansas College and Career Standards (KCCRS)	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level KCCRS and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No

The student is eligible to participate in the [DLM Alternate Assessment and the KAA] if all responses above are marked Yes.

2013-2014 Kansas Alternate Assessment

Background

The Kansas Alternate Assessment consists of a collection of data (i.e., folio) of an individual student's performance of skills and content outlined in the Kansas Extended Standards. Documentation is compiled, assembled, scored, and submitted to the state during the spring assessment window.

Statewide alternate assessments allow the Kansas State Department of Education (KSDE) to report results to parents, schools, and districts on the academic performance of all students, and to assist schools in developing challenging programs of instruction for students with significant cognitive disabilities that are based on the Kansas General and Extended Curricular Standards.

Subjects Assessed for Each Grade

Follow the *High School Testing Schedule* document and the *Testing Window* document at <http://www.ksde.org/Default.aspx?tabid=420>

For a student in grade:	
3	Dynamic Learning Maps (DLM) Field Test for Reading and math http://www.ksde.org/Default.aspx?tabid=5357
4	DLM Field Test for Reading and Math http://www.ksde.org/Default.aspx?tabid=5357 5 indicators Science
5	DLM Field Test for Reading and Math http://www.ksde.org/Default.aspx?tabid=5357 NO history-government assessment
6	DLM Field Test http://www.ksde.org/Default.aspx?tabid=5357
7	DLM Field Test for Reading and Math http://www.ksde.org/Default.aspx?tabid=5357 5 indicators Science NO history-government assessment
8	DLM Field Test for Reading and Math http://www.ksde.org/Default.aspx?tabid=5357
High School testing schedule can be found at: http://www.ksde.org/Default.aspx?tabid=420 Main assessment webpage	DLM Field Test for Reading and Math http://www.ksde.org/Default.aspx?tabid=5357 5 indicators Science NO history-government assessment

Note: Students must be assessed based on their grade level. (Students must be assigned a grade level for Management Information System (MIS) purposes. The state assessments given to the student must match their MIS grade level assignment.)

Selection of Indicators from the Extended Standards

Step 1: Science: go to Chapter 1 in the Extended Standards (Aligned Indicators). Find the correct grade level of the student being assessed.

Step 2: Consider the general education indicators that are being assessed. Scan the Extended Indicators that are aligned to the general education assessed indicators for that grade level. For science, you **must** select an indicator that is aligned with a general education assessed indicator at the student's grade level. You may select **only one** Extended Indicator for each general education indicator.

When choosing indicators for Science the team must pick at least 2 indicators representing higher order of thinking, higher than Knowledge level according to Blooms Taxonomy the rating is located at <http://www.ksde.org/Default.aspx?tabid=2384> on the Kansas Alternate Assessment webpage or in the Appendix of this manual.

Step 3: Select the five most appropriate Extended Indicators, at least one from each of the Extended Standards that reflect the student's specially designed instruction. (7 standards in science). In science one indicator will be chosen from each of the first four standards and the last indicator can be chosen from any standard.

NO History-

Government assessment 2013-1014

Important Note: If a student received a 4 or 5 on an extended indicator last year then that indicator cannot be chosen during the 2013-2014 school year.

Registration of Students for the Alternate Assessment

Students identified to participate in the Kansas Alternate Assessment by their IEP teams must register by December 31, 2013, and submit the selected indicators for assessment on the University of Kansas Center for Educational Testing and Evaluation (CETE) website at <https://mgmt.cete.us/>. Each district should have an identified person that is familiar with this website to assist teachers in the process. A more complete description of the registration process is available in the *Kansas Alternate Assessment Implementation Guide*. This guide is available at www.ksde.org and at <https://mgmt.cete.us/>

When you log on to the CETE website you will be able to see a list of indicators that are available to the student. For example, if the student is taking the Kansas Alternate Assessment and is in grade 5, you will see a list of 5th grade indicators open for that student. After selecting the indicators, you will print a list of the indicators that you selected.

Evidence Labels are located at the CETE website; <https://mgmt.cete.us/>The Evidence Label will have the student's name, grade, evidence sample number, content area, and indicator number with a description of the indicator. You then save the Evidence Label using the "Save As" command onto your desk top. Print the Evidence Label and put it in the student's folio.

Preparation of Students for the Alternate Assessment

In the same way that general education teachers provide instruction on grade-level curriculum that is assessed each year on the Kansas General Assessment, special educators provide instruction on Extended Indicators that are assessed in the Kansas Alternate Assessment. The Extended Standards, Benchmarks, and Indicators are downward extensions of the General Education Standards, Benchmarks, and Indicators, linking to content areas.

Special education teachers need to be sure that the indicators selected for a student's Alternate Assessment are aligned with the student's IEP goals and objectives. A student's classroom instruction will cover more than the indicators selected for the KAA, but the curricular content covered by the indicators may or may not be included in that student's individualized instruction.

This instruction needs to occur before the assessment window opens and data collection begins. Data collection will result in the creation of a folio. Data can only be collected between December 31, 2013-May 2, 2014. It will be assessed using the skill rubric that is scored by independent raters.

- ✓ **Suggested signoff by - Dec 1, 2013 sign off by a special or general education administrator will need to take place to verify the following in order to meet the Dec 31, 2013 deadline:**
 - Indicators must be aligned to the activities chosen.
 - No functional activities can be used for the KAA.
 - Assessable activities need to be used for the KAA; opinions are not appropriate assessable activities.
- ✓ **Scoring**
 - Scorers should not enter scores on CETE only recorders enter scores
 - Scores are confidential and are sent to the recorder individually
 - Scores are only given to evidence provided, if no evidence in the portfolio then the piece of evidence receives a "0"



Data Folio Contents



DATA FOLIO CONTENTS

Brief Description

The alternate assessment folio consists of evidence collected during the Alternate Assessment testing window. This information documents the student's knowledge of concepts and content. A folio is developed for science.

Components

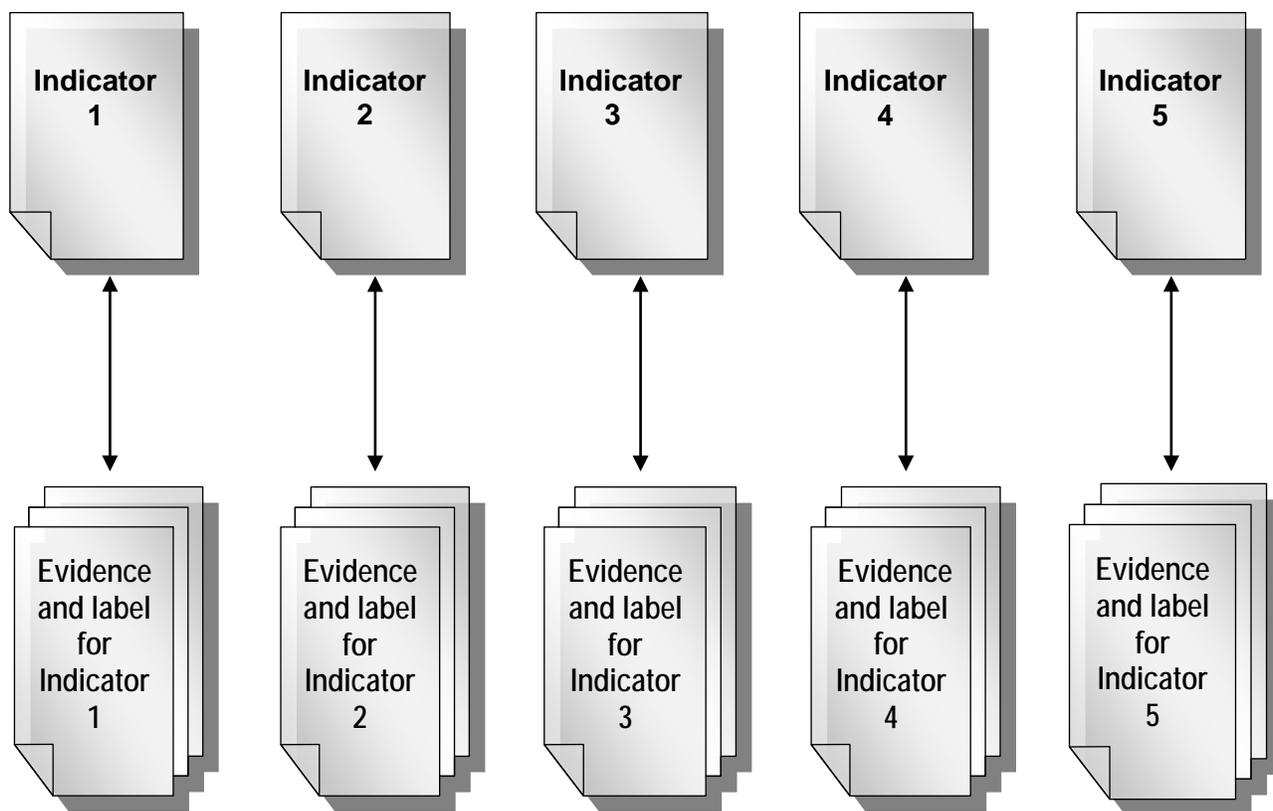
The student's alternate assessment folio **must** include the following items:

1. **A list of student's assessed indicators** – after the student is registered and the selected indicators are chosen, printed from CETE.
2. **Evidence** collected during the assessment window
 - Provide the date the evidence was collected.
 - Data need to be easily understood by scorer. Make sure your coding system is clearly explained.
 - Be sure to have at least 5 trials for each piece of evidence collected. (For example, 5 scores of either + or – are collected.)
3. **Evidence label** - each piece of evidence needs to have an Evidence Label. This is important information that will help the scorer understand the expectations and procedures used to measure a particular indicator. Evidence Labels are located on the CETE web site <https://mgmt.cete.us/>
4. ***Only evidence labels from CETE can be used.***
 - ▶ **ALL SECTIONS ON THE EVIDENCE LABEL MUST BE COMPLETED** ◀
5. **Scorer sheet** – provided on the CETE web site.
Copy the Scorer Sheet for your scorers. A scorer recorder will enter all scores, all completed score worksheets should be maintained in the folio.
6. A copy of the sign off administrative sign off sheet will be kept in the portfolio.

No functional activities are allowed for student activities on the Kansas Alternate Assessment. The activities chosen for the Kansas Alternate Assessment cannot be functional life skills, such as dressing, feeding, hand washing, toileting, etc.

Required Folio Contents

Select five indicators for science. Indicators **must** be selected from each of the Extended Standards; seven in science. In science standards 1-4 from the first 4 standards must be chosen and the last indicator can be chosen from any standard.



Each folio consists of:

- Only three pieces of evidence with at least 5 trials/opportunities for the student to demonstrate the skill.
- The date the evidence was collected must be recorded.
- All data must be collected during the assessment window.
- No percentages are to be recorded on the evidence, (a student got an 80% on a work paper)

Data Folio Specifics

Compiling Assessment Data

Data collectors must collect data on the selected indicators during the assessment window. The data placed in the folio should not be rated on the Alternate Assessment Skill Performance Rubric after it is collected.

Do not put any percentages on data sheets; scorers should be making their own decisions on the students score.

There must be three—and only three—pieces of evidence collected for each selected indicator. Each piece of evidence must have at least 5 trials or opportunities for the student to perform the skill. For example, five trials or response opportunities might look like:

- Five responses marked + or –
- One worksheet with five computation problems
- One story retelling opportunity which includes five key points

NOTE - Each piece of evidence may be submitted in *any one* of the below described formats.

Evidence Types

Work Samples - Work samples are those items produced by the student during routine instruction either in the classroom, or in another setting (e.g., school or community). Work samples permit the student to demonstrate his or her knowledge and skills, ideally using a range of formats, and instructional approaches.

A. Worksheets - A worksheet is either reproduced from an external source (e.g., a workbook or textbook) or designed by the teacher, that documents an instructional activity in which the student is required only to recall and repeat information, select a pre-determined response, and/or give a very limited response (e.g., circle a selection, identify a statement as true or false, provide no more than a three-word response to a direction or question). The student demonstrates specific skills included within the indicator.

OR

B. Photographs

- Photographs of a work sample may be submitted when the actual product is three-dimensional, too large, fragile, temporary in nature, or unsafe to include in a folio.
- More than one photographs should be used to document the setting(s) and instructional approach(es) in which a task or activity occurred.

OR

C. Data Sheets - The results of a student's performance on a series of related tasks or activities can be summarized on a single data sheet. There must be at least 5 trials or opportunities per indicator recorded on a data sheet in order for it to be used as a piece of evidence.

Do not put any percentages on data sheets; scorers should be making their own decisions on the students score.

Summary of Requirements for the Folio:

1. Provide folio for science.
2. **BE SURE** to have **3** evidence labels for each indicator.
3. Each evidence label should document at least 5 opportunities (e.g., trials, elements of a task analysis, problems to solve, etc.) that the student had to respond.
4. Each piece of evidence **must** be unique. Evidence can be collected in the following ways; **(a)** different environments, **(b)** different people, **(c)** different times/dates, or **(d)** different materials.
5. Date all evidence and every Evidence Label.
6. If numbers/codes are used, be sure to provide a detailed explanation for them. Scorers need to know how to interpret your data. For example, a **+** means correct; a **-** means incorrect; a **✓** means correct; a **0** means incorrect; etc. Explain what a correct student response would be and what an incorrect student response would be for that student.
7. Provide raw data for any graph. ***Do not put any percentages on data sheets; scorers should be making their own decisions on the students score.***

Evidence Label Importance

Evidence Labels are important. The information on the Evidence Label becomes the only reference point for scoring. The information provided on the Evidence Label should help the scorer know expectations for the individual student. Evidence Labels are located on the CETE website, <https://mgmt.cete.us/>

ONLY the CETE evidence labels may be used. The following components are necessary for all Evidence Labels.

1. **Assessment Activity:** and how it aligns with the indicator. Where were the data collected? What type of setting?
2. **Instructions:** What were the instructions provided to the student?
3. Data setting(s) and materials
4. **Accommodations/Supports:** What accommodations, including acceptable supports, were used for the student to respond accurately? Any Accommodations used for instruction can be used for the Kansas Alternate Assessment. For example if the students has instructional activities read to them then they can use that --accommodation on the Kansas Alternate Assessment. All accommodations must be listed on the evidence label.

If you have any questions call Debbie Matthews at 785-296-0916 or email at dmatthews@ksde.org

The only prompt not allowed is hand over hand assistance.

- a. Symbol for correct response. Describe what the student does to receive a correct response.
- b. Symbol used for incorrect response. Describe what the student does to receive an incorrect response.

Evidence Label Considerations

- The task the student does must be directly linked to the indicator.
- Explain all acronyms and abbreviations that appear on any evidence labels. Be sure to remember that not all scorers are familiar with terminology commonly used by special education teachers.
- Be sure there is an evidence label for each piece of evidence. Scorers can only score one piece of evidence one time for each evidence label.
- Be sure the indicator number and the piece of evidence are correctly labeled and match. CHECK THIS EVERY TIME. The indicator and the evidence sample number are both identified on the Evidence Label.

Precautions

The following should be avoided when developing folios for the alternate assessment:

- use of language that assigns a description of the student
- descriptions of the student's behavior that may provide a negative image of the student
- information about the student's disability
- use of any assistive device that is not a regular part of the student's daily instruction (e.g., the student uses assistive technology for a folio entry, but does not use the same system as a part of his or her daily instruction)
- data collection that might be considered a violation of personal privacy
- **use of percentages on worksheet**

Scorer Recording Worksheet

Prior to giving the folio to scorers, the teacher responsible for the management of the student's Alternate Assessment should obtain the Scorer Recording Worksheet located on the CETE website, <https://mgmt.cete.us/>

On the Scorer Recording Worksheet:

- Be careful to ensure that the numbers marked on the Evidence Labels correspond to descriptions for "Evidence #1," "Evidence #2," and "Evidence #3." If you use the form available on the CETE website, most of the needed information will be provided.
- Make copies of the Scorer Recording Worksheet for each of the scorers. This will ensure that each scorer enters the correct score for the correct piece of evidence.

Scoring Kansas Alternate Assessment



SCORING THE KANSAS ALTERNATE ASSESSMENT

The scoring of the folio must be completed by the scorers and submitted to the University of Kansas Center for Educational Testing and Evaluation (CETE) prior to the close of the Kansas Alternate Assessment testing window. The folio will be scored independently by three different scorers. The student’s current special education teacher is a required scorer. The remaining two scorers are determined locally.

The other two scorers must be professionally licensed educators. Scorers may be general education teachers, related service providers, special education teachers, and administrators. Paraeducators **may not** serve as scorers. Scorers should be familiar with the *Kansas Curricular Standards*, including the Extended Standards, and trained in the scoring of student folios. Materials available for district to use during training scoring procedures are available online at www.ksde.org

Each scorer must seal their scoring sheet in an envelope and sent it to the person designated to enter scores in each district.

Alternate Assessment Scoring Rubric

The Kansas Alternate Assessment Skill Performance Rubric is the instrument used by locally trained scorers to score all student data folios. Scorers examine each folio for the amount of skill level exhibited by the student on each selected indicator. Using the evidence label along with the evidence collected to guide them in their decision, the scorer will give a score based the Skill Performance Rubric.

Skill Performance Rubric

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

REMINDER: No half points may be given.

Rules of Scoring

Each scorer must:

- Completes the scoring independently.
- Refrains from comparing scores, or discussing scores with anybody else.
- Refrains from asking the student’s special education teacher for assistance in interpreting and scoring an item.

If there is a lack of information, such as there is not an Evidence Label, the scorer may ask the teacher submitting the information for the Evidence Label. If an Evidence Label can not be located, then the student’s special education teacher must provide one. The scoring cannot proceed until the Evidence Label is provided. The scorer is not permitted to ask for clarifying information, but must refer to the Evidence Label for all information. The scorer is required to submit a score based on his/her own professional judgment of the information provided as evidence.

All scoring must be based solely on the evidence submitted in the folio. Extended Curricular Standards may be used as references during the scoring. Scorers need to be objective and impartial.

Only three pieces evidence labels may be scored for each selected indicator. If more than three evidence labels are submitted, some will not be scored. The first scorer will identify which three evidence labels to be scored; the remaining two scorers will score the same pieces evidence. If there are fewer than three pieces of evidence, make an attempt to locate the missing piece(s). If the missing piece(s) cannot be located, then rate what evidence is provided. Score the missing pieces of evidence as a **zero**.

Each piece of evidence must include a minimum of five trials or opportunities for the student to respond. If more than five trials (i.e., data points) are included in a single piece of evidence, they are considered in scoring. All responses are scored and a percentage score is calculated. If fewer than five trials are provided on a piece of evidence, make an effort to locate the missing information. If the information is not found, note this in the folio. Score only the information that is provided. Use the score from the available evidence as the numerator in a fraction, and five as the denominator to compute an overall score.

It is important that the evidence provided **must** matches the Extended Indicator selected for assessment and that each scorer can discern the match.

If the scorer continues to believe there is an obvious mismatch between the evidence and the selected indicator, the evidence will be scored **zero**.

Reporting Scores to CETE

Scorers will record the score on the Scorer Recording Worksheet. Each scorer will seal their scoring sheet in an envelope. Scores will then be turned into the person identified at the school level or district level to Recorder. That person may not have been a scorer for any student's Kansas Alternate Assessment. After all assessment scores have been entered on the CETE website for the student, collect the Scorer Recording Worksheets from all scorers. Include them in the folio for storage. Maintain the folio for potential review by KSDE and/or CETE, to be used in the establishment of technical adequacy of the Kansas Alternate Assessment.

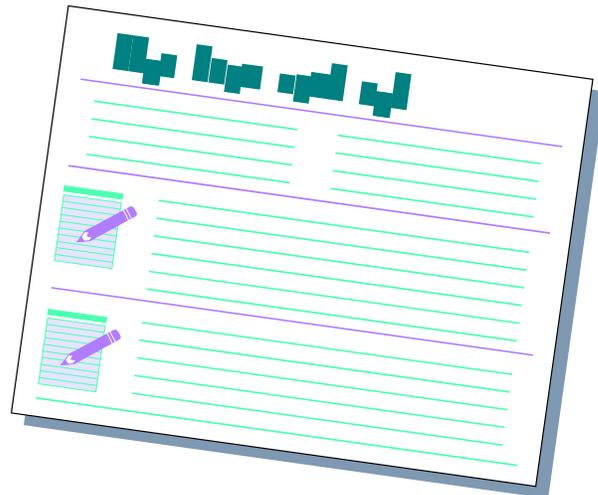
Additional information about scoring the Kansas Alternate Assessment is available in the *Kansas Alternate Assessment Implementation Guide* available on the CETE website at <https://mgmt.cete.us/>

Reporting Results of the Kansas Alternate Assessment

Parent or Guardian Report

The Kansas Department of Education will send test results to parents through their local school district.

Kansas Alternate Assessment Forms



ONLY
USE CETE EVIDENCE LABELS!!!
Found at <https://mgmt.cete.us/>

Science Bloom's Alignment

Extended Standard Indicator

Science Standard 1: Science as Inquiry		
Benchmark 1: The student will be involved in activities that develop skills necessary to conduct scientific inquiries		
ES.1.1.1	investigates objects and/or environments	Knowledge
ES.1.1.2	identifies properties of objects and / or environments	Comprehension
ES.1.1.3	classifies and arranges groups of objects by a variety of characteristics	Analysis
ES.1.1.4	uses appropriate materials and tools to collect information	Application
ES.1.1.5	collects data relating to familiar everyday experiences by counting, tallying, observing, interviewing, etc	Application
ES.1.1.6	asks and answers questions about objects, organisms, and events in their environment	Synthesis
Benchmark 2: The student will apply different kinds of investigations to different kinds of questions		
ES.1.2.1	manipulates environment to achieve an outcome	Application
ES.1.2.2	conducts a simple investigation	Analysis
Science Standard 2: Physical Science		
Benchmark 1: The student will describe objects and/or demonstrate their properties		
ES.2.1.1	describes an object by one of its properties	Application
ES.2.1.2	separates and/or sorts a group of objects or materials by properties	Application
ES.2.1.3	manipulates and/or describes the movement of objects	Application
ES.2.1.4	recognizes and/or discriminates between sounds made by different objects	Analysis
ES.2.1.5	describes objects by multiple properties	Comprehension
ES.2.1.6	measures properties using appropriate tools	Application
Benchmark 2: The student will observe, compare, and classify properties of matter		
ES.2.2.1	identifies the changes in the properties of solids, liquids and /or gases.	Comprehension
ES.2.2.2	demonstrates how one object reacts with another object or substance	Application
Science Standard 3: Life Science		
Benchmark 1: The student will demonstrate an understanding of his/her own body's structure and function		
ES.3.1.1	identifies body parts, organs, and/or their functions.	Knowledge
ES.3.1.2	demonstrates understand of how his/her disabilities influence life actions.	Comprehension

Benchmark 2: The student will develop an understanding of the diversity of living things, their life cycles, and their habitats.		
ES.3.2.1	identifies living things and their life cycles in various environments.	Comprehension
ES.3.2.2	identifies that living things need air, water, food, and shelter.	Comprehension
ES.3.2.3	compares, and/or contrasts characteristics of living things.	Analysis
ES.3.2.4	identifies ways humans and other organisms use their senses in their environments	Comprehension
Benchmark 3: The student will understand the role of reproduction and heredity		
ES.3.3.1	identifies similar familial characteristics of humans and other organisms.	Comprehension
Benchmark 4: The student will understand the effects of a changing environment and related adaptation required of organisms		
ES.3.4.1	adapts to environmental changes such as temperature, weather, light, etc.	Comprehension
ES.3.4.2	plans for anticipated environmental changes	Application
Science Standard 4: Earth and Space Science		
Benchmark 1: The student will develop an understanding of the properties of rocks, soil, air, and water as well as other Earth materials		
ES.4.1.1.	investigates Earth materials	Knowledge
ES.4.1.2	describes, collects, observes properties and/or classifies a variety of Earth materials.	Application
Benchmark 2: The student will observe and describe objects in the sky or space.		
ES.4.2.1	identifies and recognizes the sun, moon, stars, clouds, birds, airplanes, and other objects in the sky or space.	Knowledge
ES.4.2.2	understands how human-made and/or natural objects in the sky contribute to life on Earth	Comprehension
ES.4.2.3	demonstrates understanding of the components of the solar system.	Knowledge
Benchmark 3: The student will observe and/or describe changes in weather		
ES.4.3.1	demonstrates understanding of weather conditions.	Knowledge
ES.4.3.2	responds appropriately to weather conditions and/or weather changes.	Application
Science Standard 5: Technology		
Benchmark 1: The student will use assistive technology to interact with the world around him or her		
ES.5.1.1	demonstrates understanding of cause and effect within the physical environment	Comprehension
ES.5.1.2	uses assistive technology in daily living activities in order to control his/her environment	Application
ES.5.1.3	uses assistive technology for communication and/or social interaction.	Application
Benchmark 2: The student will use technology to learn about the world around him or her		
ES.5.2.1	investigates science through technology	Application

Science Standard 6: Science in Personal and Environmental Perspective		
Benchmark 1: The student will develop an understanding of personal health		
ES.6.1.1	demonstrates that safety involves freedom from danger, risk, or injury.	Comprehension
ES.6.1.2	understands that various foods contribute to health.	Comprehension
Benchmark 2: The student will demonstrate environmental awareness		
ES.6.2.1	participates in activities to help the environment.	Application
Benchmark 3: The student will understand the impact of human activity on the environment		
ES.6.3.1	demonstrates an understanding of the impact his/her daily personal activities have on the environment	Comprehension
Science Standard 7: History and Nature of Science		
Benchmark 1: The student will understand contributions to science throughout history		
ES.7.1.1	demonstrates understanding of the contributions of men and women to the fields of science	Knowledge
ES.7.1.2	knows about major discoveries, inventions or advancements in science.	Knowledge

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