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Accessible Text for 2017-18 Alternate Assessment

Vermont Alternate Assessment

- Hello, and welcome to the 2018 Vermont Alternate Assessment for Math, ELA and Science.
- This training will walk you through the online assessment and provide more detail about how to respond to each question.

AOE Alternate Assessment Web Page

- The Vermont Agency of Education has a web page which contains information and links related to the Alternate Assessment at http://education.vermont.gov/student-learning/assessments/alternate-assessments.
- From this page you can link to:
    - The 2018 online assessment
    - The Alternate Assessment Eligibility Criteria
    - The Alternate Assessment Resource Document
- In this training, you will preview the assessment from start to finish so that you will know what questions are being asked so that you will know how to respond to each one.
- This will provide you with an overview of the content and format of the assessment.

Assessment Format

The different sections of the assessment include:

1. Select assessments
2. Demographic information
3. One page each for Math, ELA, and/or the Science Assessment, based on the student's grade level
4. A membership survey
5. How to upload student program information

Selecting Assessments

- The assessment opens to the section titled "Before You Begin".
- On this page, select each assessment being administered by clicking the circle next to the assessment.
- The options available are: Math Assessment, ELA Assessment and Science Assessment
- Math Assessment will be selected for this example

Assessment Selection by Grade

- This page shows a chart indicating which assessments need to be completed in each grade.
- The chart shows the student grade levels in the top row.
- The assessments that are conducted for that grade are displayed in the rows below.
- The Math Assessment is completed for grades 3-9.
- The ELA Assessment is completed for grades 3-9.
- The Science Assessment is completed for grades 5, 8, and 11.

Required Responses

Navigating the assessment:

- First, at the bottom of each page there are navigational buttons. You can choose "next" page 1 or "save" the page.
- You must complete the questions on the current page in order to move to the "next" page.
- If you have incomplete entries for any of the questions on the current page, you will not be able to proceed to the next page. A text bar will appear and prompt you to add the information that is needed.
- You can return to the page and edit your responses.

Saving Pages

- You can also "save" the current page and complete it later 1
- You will be prompted to copy the link displayed or request that the link be emailed to you.

Resuming Assessment

The email you receive will be as follows:

- Vermont Agency of Education Alternate Assessment: Your progress has been saved. Use the link below to return to your form to complete your submission.
- A navigational button will also appear that says 'resume now.'
- Click on the "resume now" button and return to the assessment.

Demographic Information

- The next section pertains to the student's demographic information.
- The top section requests basic student identifiers and includes text boxes to be filled in.
- The next several slides on "Demographic information" shows the presenter filling in the 1 appropriate boxes with fake student information.
- There is a text box for the Student's name- I will enter Jennifer.
- Student's last name – I will enter Jones.
- Student's date of birth – I entered 05/01/2010.
- Student ID goes in the next box – 123456
- Student grade - is selected from a drop down menu of grades numbers 3 through 11 – I will select 5.

Demographic Information continued

- Where it says, "Date Submitted", enter the current date –04/28/2018 was entered.
- You can go back and change it if necessary.
- For the entry of the School Name, a drop-down menu appears with an alphabetical listing of all the schools. Select your school, or you can type it into the text box – "my school" was entered.
- The district name field is also a drop-down menu with alphabetical listings of the school districts in VT. Select the name of your district or type in the name –my district was entered.

Completed By

- Where it says "Completed By", select your role from the drop down menu: case manager, special educator, general educator or other. Case manager was selected.

- Then insert your first name (Sally) and last name (Smith) in the text boxes provided.
- Insert your school email address in the text box that is titled "email" - Sally.Smith@school.vt.us

Student Profile: Vision and Hearing

- The student profile begins with questions about the student's vision and hearing status.
- You are asked to provide information about the student's sensory abilities, checking all that apply.
- For vision, the options are vision is within normal limits, vision is impaired, and unsure about vision status. "Vision impairment" was selected for this example.
- For hearing, the options are hearing is within normal limits, hearing is impaired, and unsure about hearing status. "Hearing is within normal limits" was selected for this example.

Student Profile: Communication

- There are two questions pertaining to communication.
- The first asks about the student's current modes of communication and asks that you check all that apply.
- The options are: speech, high-tech device, sign, communication board/displays, gestures/facial expressions, and no communication system in place. High tech device was selected.
- The second questions asks you to check the approximate number of words/symbols in the student's expressive vocabulary using any/all forms of communication
- The options are: less than 10, less than 25, less than 100, less than 500, more than 500.
- More than 500 was selected for this example.

Student Profile: Motor

- The last question in this section asks you to describe the student's motor skills for participation in instruction. Check all that apply.
- The options are: points, manipulates learning materials, uses portable electronics (e.g., iPad), writes with tool (e.g., pen, pencil), and types/uses keys on keyboard.
- I selected: points, manipulates, portable electronics

Additional Information

- There is a text box at the bottom of this page where you can include any information about the student or their program that you feel may be relevant to this assessment.
- The words "important information" were into the box for this example.
- Note that you now have a "back" and a "next" navigational button so that you can move forward or backward in the assessment.

Content Area Assessment

- For the purposes of this training, Math Assessment will be used as the model.
- All three of the content areas, math, ELA, and science, use the exact same format and the exact same questions.
- The only difference between the academic areas is the set of standards (or domains) being addressed.

- The Math domains are: Numbers, Geometry, Expressions and Equations, and Statistics and Probability.
- The ELA domains are: Literary Text, Informational Text, Foundational Skills, Writing, Speaking/Listening, and Language.
- The science domains are: Earth/Space, Life Science, and Physical Science.

GE/Universal Math Instruction

- At the top of each content area assessment you will find a set of questions related to content area instruction
- Please refer to the Math Instruction section.
- This section requires you to: Please tell us about the student's math instruction. This instruction forms the basis of the student's performance on this assessment.
- The first question asks for the percentage of time the student is present for universal instruction in math in the grade-level classroom.
- The options are: 100% - present for all GE math instructional time, >75% - present for most GE math instructional time, >50% - present for some GE math instructional time, >25% - present for minimal GE math instructional time, and 0% not present for any GE math instructional time.
- In this example, the class has 60 minutes a day of math instruction, and this student is in the classroom for 45 minutes because s/he arrives late and leaves early. >75% - present for most GE math instructional time was selected for this student.

Instruction: Instructional Activities

- The next question asks, "During the GE class math instruction, what percentage of the overall math instruction time is the student engaged in the types of activities described?"
- "What is the student doing during the general education math instruction?"
- Look at the each of the four options, and ask "How often does the student do this during math class time?
- The options are: different math activity, modified version of the class activity, different academic activity, and non-academic activity.
- For each activity option, you can select a percentage: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%.
- In this example, the student is doing a different math activity 30% of the time.
- They are also doing a modified version of the class activity the other 70% of the time.
- Since they are always doing math during the math class time, you will check 0% for "different academic activity" and "non-academic activity".
- The total for all four lines must be 100%.

No GE Instruction

- Looking at the same question about activities, your student may not be in the Gen Ed classroom.
- If you indicated in the previous question that the student has no participation in the Gen Ed math class, then select the last activity choice, which says "no GE Instruction in math"
- Check off 100% for that line.

Math Instructional Time

- This next question is asking for the total amount of time the student receives math instruction in all settings, per week.
- You are asked to check the closest match.
- This includes the GE class and in any other learning environments.
- The options are up to 5 hours/wk (60 minutes a day), up to 4 hours/wk (48 minutes a day), up to 3 hours/wk (36 minutes a day), up to 2 hours/wk (24 minutes a day), up to 1hours/wk (12 minutes a day), less than 1 hour/wk.
- Choose the time that best matches your student's average math instructional time per week.
- "Up to 4 hours" was checked in this example.

Math Instructors

- Given the total amount of math instructional time from the last question, indicate who is providing that math instruction.
- Under Math Instructors you have the following options: General educator, special educator, other certified teacher, paraprofessional.
- For each activity option, you must select a percentage: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%.
- In this example, the math instruction is divided between the general educator, who does 30%, the special educator who instructs another 30%, and the paraprofessional who provides the remaining 40%.
- Again, the total for all four lines must be 100%.

Math Program

- The many standards for each academic area have been grouped into a few sets called domains.
- This section requires you to reference the Alternate Assessment 2018 Domain Resources Sheet for the domains of math. Use these to determine the knowledge, skills, and concepts, that are included in each domain. This information will guide your answers to the following questions:
- PLOP – which domains (areas of math) are included in your student's present levels of performance?
- IEP - which domains (areas of math) are reflected in an IEP goal this year?
- Instruction – Which domains are included as part of math instruction this year?
- Progress – In which domains did the student make measurable progress this year?
- Artifact – Which domains does the artifact represent?

Program IEP PLOP

- The first question: "Is math represented in the present levels section of the student's IEP, and if so, what areas of math?"
- Look at the student's IEP present levels narrative and find the statements related to math.
- Then see which domains are covered in these statements.
- The options are: The Number System, Geometry, Expressions and Equations, Statistics and probability, and these domains were not addressed in the IEP example.
- However, present level information related to Numbers was found, so that box was checked

- Geometry was also selected.
- When you are done, you should have checked all the domains you feel are represented in the Present Levels section of the student's IEP.
- If math was not referenced in any way in the IEP present levels of performance, check off "These were not addressed".

Program: IEP Goals

- Now look at the goals section of the student's IEP.
- Does the student have math IEP goals, and if so, in what areas?
- Check off all of the math domains represented in the student's IEP goals.
- The options are: The Number System, Geometry, Expressions and Equations, Statistics and probability, and these domains were not addressed.
- Numbers and geometry were selected.
- If math was not represented in any way in the student's IEP goals, check off "These were not addressed."

Program: Instruction

- What areas or domains were included in the student's math instruction this year?
- The options are: The Number System, Geometry, Expressions and Equations, Statistics and probability, and these domains were not addressed.
- Check all the domains that apply.
- Numbers, geometry, and expressions were checked in the example.
- You can see that even if you did not include a domain in the IEP present levels or goals, you may still have provided some instruction in that domain.
- If the student received any math instruction at all, you should be checking off at least one of these domains.

Program: Progress

- Which of these areas included in instruction showed progress?
- Check all the domains that apply.
- The options are: The Number System, Geometry, Expressions and Equations, Statistics and probability, and these domains were not addressed.
- Numbers, geometry, and expressions were selected.
- If the student did not make any progress in math this year, check off "These were not addressed."

Program: Artifact Domains

This last question relates to the assessment product that you will be submitting in the next section.

- Your options are: The Number System, Geometry, Expressions and Equations, Statistics and probability, and these domains were not addressed.
- For now, select one of the domains that you think will be connected to the work sample being submitted.
- Numbers was selected.
- You can go back to this question and add to it or change it later.

Artifact Documentation

- The last section of the assessment focuses on an artifact or product of the student's work.
- You will choose one example of completed student work to submit as the artifact.
- The instructions indicate: As evidence of the student's progress this year, this assessment must include one math artifact or product. This artifact must follow the guidelines below to be considered in this assessment:
    - Be in digital form (photo, video, scanned document)
    - Be uploaded with this assessment
    - Clearly show evidence of student performance in math
    - Date and student name should be clearly visible

Selecting Artifact

The artifact you choose should:

- Be a completed math work sample
- Shows the results of student performance
- Because this is an assessment of learning, the product you choose should be a good representation of the student's progress in math this year (recent sample)
- Be available to submit in a digital form such as a photo, video, scanned document, etc.
- Include the student's name and product date.
- At the end of this page you will upload the artifact, but first we need a written description, or narrative, to accompany the product

Artifact Narrative

- The Artifact Information section asks you to briefly describe the attached artifact. Please include information about: the instruction related to the targets, student performance / progress over the year, and accommodations / modifications used.
- This narrative is the only written response required in the assessment.
- The narrative is critical to this assessment because it will support the submission of the artifact and will be difficult to interpret without it.
- In the space provided you must describe the task shown in the product.
- Provide information about the student's performance about instruction for the target skill and about the progress the student has made. Adding information about materials, adaptations, and application, etc. can only enhance the submission.
- The narrative and product should support and enhance each other.

Narrative Sample

- Here is a brief sample of a narrative entry:
    - This product is aligned to the Number System domain.
    - The target skill was "comparing the relationship between two fractions."
    - During instruction, the student practiced identifying "more" by comparing two sets representing fractions: ½ cup of water and ¼ cup of water; ¼ cup of soil and 1 cup of soil; ½ set of rocks and ¼ set of rocks.
    - This artifact photo shows the different sets of two items, with the "greater than" symbol placed next to the one she identified as having "more".
    - The student was shown the two sets and then given the symbol to place.

- The instructor would then rearrange the two sets so that the set with "less than" was on the left and the one chosen as "greater than" was on the right so the number sentence was accurately represented.
- At the start of instruction, in December 2017, the student's performance was at 50% correct.
- At the end of instruction, May 2018, the student is able to identify which set has more 85% correct when the difference between the amounts is at least ¼.

Artifact Upload

You can upload multiple items if you feel they will strengthen your submission.

- Click the red "upload" button.
- Example files uploaded: JJ Math Artifact 1 and JJ Math Artifact 2
- Once that is done, the math assessment is completed.
- Choose to save or move to the next screen.

Content Area Domains

- Move onto ELA and Science if that was required for your student's grade.
- Remember, the ELA and Science assessments are identical to this math assessment except for the specific groups of standards being addressed.
- The Math domains are: Numbers, Geometry, Expressions and Equations, and Statistics and Probability.
- The ELA domains are: Literary Text, Informational Text, Foundational Skills, Writing, Speaking/Listening, and Language.
- And the science domains are: Earth/Space, Life Science, and Physical Science.

Membership and Participation Survey

The second to last section is the Membership and Participation survey.

- The survey asks you to respond to questions about the student's general education membership and participation.
- The instructions read: On the scale below, please indicate the amount of time (or in the amount of classes) that the student: (followed by indicator list)
- For N/A, please choose this resource only if it pertains to all students at that grade level. Example, recess is likely only applicable to elementary and maybe middle school.

Membership and Participation Indicators: Rating Scale

- The survey presents a statement or indicator, and you must identify how often the statement is true for this student.
- The response options are "all of the time," "most of the time," "some of the time," and "none of the time."
- Each indicator has a radio button in each column so that you can select the correct frequency

MPI NA

- The response "N/A" should only be used if the particular activity referenced in the indicator is not applicable to any students in the grade.

MPI Complete

Select buttons to respond to each of these indicators:

- Attends the general education classroom
- Follows the same schedule as classmates
- Attends core content area classes (as applicable)
- Attends recess (only if other grade level peers have recess)
- Attends lunch with grade level peers
- Attends specials/fine arts/PE
- Attends assemblies
- Attends field trips
- Has own desk
- Has a communication mode/device
- Has a textbook for academic/subject area (as applicable)
- Has the same (modified) materials/handouts as classmates
- Homework is assigned (as applicable)
- Has a homework folder for turning in assignments (as applicable)
- Is on the attendance list; class list
- Has a mailbox/cubby/locker
- Gets a class job (as applicable)
- Is acknowledged by the teacher in the same way as classmates
- Is acknowledged by peers
- Participates in classroom/homeroom and school routines (e.g., Pledge of Allegiance, lunch count, jobs, errands, eating lunch) in typical locations
- Participates in school plays, field trips, and community service activities
- Transitions between classes with other students, arriving and leaving at the same time
- Completes assignments and other work products (with adaptations and modifications) as students without disabilities do
- Participates in classroom activities that are curriculum-based tasks in which age appropriate, general education peers are involved, and the student is working toward: Grade level academic outcome
- Participates in classroom activities that are curriculum-based tasks in which age appropriate, general education peers are involved, and the student is working toward: Alternate, aligned academic outcome
- Participates in classroom activities that are curriculum-based tasks in which age appropriate, general education peers are involved, and the student is working toward: Functional outcome
- Participates in classroom activities that are curriculum-based tasks in which age appropriate, general education peers are involved, and the student is working toward: Social outcome
- Based on the student's communication level, participates in whole-class discussions: brainstorming, calling out answers, taking notes, engaging in social side talk
- Based on the student's communication level, participates at the board: writing answers, drawing figures
- Based on the student's communication level, participates in small groups: commenting to classmates, sharing information, taking notes, socializing

- Based on the student's communication level, participates when called on by the teacher: sharing information
- Based on the student's communication level, participates in non-academic activities: transitions, lunch, recess, brain- breaks
- When you have completed all of the questions in the survey, select "next"

Upload IEP

- The final section provides a place for you to upload educational documents that relate to your student's program.
- First, upload a copy of the student's current IEP.
- Select the red button and upload the file JJ IEP 052518.

Progress Reports and Report Cards

- You are then asked "Is the student's progress report embedded in the student's IEP?" 1
- Your options are yes or no.
- If you select yes, the red upload button disappears.
- If you select 'no,' the red upload button remains and you will need to upload those 1 documents.
- The next question is: "Does the student's IEP or progress report contain progress information relating to math and ELA (grade 3-9) and science (grade 5, 8, 11)?"
- If you select yes, the red upload button disappears.
- If the IEP does not include progress reports on IEP goals and/or does not include academic progress reports, then you will have to upload those documents (show "no" selection").
- If you select 'no,' then the red upload button remains and you will need to upload those documents.
- 'Yes' was selected for both.

Submit Assessment or Save

- You can now choose to return to any of the previous pages if you need to make any changes. Or you can choose "submit" to complete the student's assessment submission.
- You can also save your assessment to complete later.

End

Thank you so much for your time in viewing this training. We hope that it will help you in completing your student's alternate assessment!