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## 2017-2018 Alternate Assessment Frequently Asked Questions (FAQ)

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### Alternate Assessment Resources and Links

*Q: "Where can I find alternate assessment resources?"*

Resources are available on the [Alternate Assessment Website](#).

The website contains:

- Assessment link
- Webinar link
- FAQ document link
- Webinar script link
- Contact info for Chris Kane: [christopher.kane@vermont.gov](mailto:christopher.kane@vermont.gov)

### Assessment – General

*Q: "Why are we administering this assessment?"*

The 2018 Alternate Assessment is a bridge between the previous assessment (DLM) and the new computer adaptive test planned for 2018-2019. The new test is still in development and updates will be provided at a future date.

*Q: "How can I administer an assessment that I didn't prepare for at the start of the year?"*

The assessment items and format were intentionally selected to reflect information that is already required as part of the student's educational programming. The only new pieces you will need to generate for this assessment are uploading and sharing information about the student's work sample.

*Q: When will the assessment be available online?"*

The live test link will be available and the testing window will begin on Monday, May 14, 2018.

*Q: "What is the deadline for completing the assessment?"*

The assessment link will close on Friday, June 15, 2018.

*Q: "How will I get access to the assessment?"*

The assessment link will be:

- posted on the AOE's alternate assessment website
- sent directly to District Test Coordinators and Special Education Administrators
- sent out through the Weekly Field Memo

*Q: "What training will I need to complete the assessment?"*

The recorded training webinar is available on the AOE's Alternate Assessment page.

The webinar provides a preview of the entire assessment and explains what information should be entered for each question.

*Q: "What if I still have questions after viewing the webinar?"*

The AOE will offer two "Office Hours / Live Q and A" sessions to allow time for educators to ask specific questions. The first Office Hours session is May 10, 2018. The second session will be held at the beginning of June, date TBD. The information from these Office Hours will be recorded in an "FAQ" document that will be linked on the AOE website.

*Q: "In what other ways can I access information about the alternate assessment?"*

Information from the Office Hours Q/A will be recorded in an "FAQ" document. The document will be linked on the AOE Alternate Assessment web page. The document will cover a broad range of questions and will be updated as needed during the testing window.

*Q: "Why is the AOE collecting information that is not specifically about the student's performance?"*

This data will provide information about the instructional context that directly relates to the student's performance.

## **Before You Begin/Selecting Assessments**

*Q: "What tests do I need to administer to my student?"*

Math – Grades 3-9

ELA – Grades 3-9

Science – 5, 8 and 11

*Q: "My student is in 8th (or 11th) grade but is not receiving instruction in science. Do I have to complete the science assessment for this student?"*

Yes, if the student is enrolled (per the census) in grades 5, 8, or 11, a science assessment must be administered. The assessment is intended to capture information about the student's program, including that they are not receiving science instruction.

## **Demographics**

*Q: "Why does the AOE need this information about the student's abilities?"*

These items, related to sensory, communication, motor, and literacy skills, provides scorers with a more complete picture of the student and enhances the information related to the student's instruction and assessment.

*Q: "My student is in an out-of-district placement. Who is responsible for completing this assessment?"*  
The case manager from the local school district is responsible for submitting the assessment. You must work with the outside placement personnel to gather the information and materials needed for the assessment.

## **Content Area Assessments (Math, ELA, Science)**

### **Instruction**

*Q: "My student receives academic support from a 1:1 para-educator who has advanced training (e.g., behavioral interventionist, additional education or degree, etc.). What should I check off under 'instructors'?"*

Select "paraprofessional" for anyone without teacher credentials in the content area. Other individuals that work with these students may be very skilled, but the data is specifically designed to capture information related to qualified teachers in math and ELA.

### **Program**

*Q: "What is the best way to get the information requested in the program section – about Present Levels, IEP goals etc.?"*

The easiest way to complete this section is to start by looking at the student's IEP goals. Each goal is associated with a standard (letter plus number). If you have a hard copy of the IEP, you can circle all the standards for easy reference. Look at each standard and based on the prefix letter, determine the content area and domain (see chart below). For that domain name,

- confirm that you have a "present levels" statement (should be on the same page as the goal) related to that domain – if yes, check off under PLOP;
- check the domain name under "IEP Goal";
- if you provided instruction toward the goal, check that domain name under "instruction";
- if the student has made progress, check the domain name under "progress";
- if you decide to submit a product that includes this domain, come back and select the domain name under "artifact".

Repeat for each standard until you have covered all the domains. Then you can reference your present levels narrative to see if there is any additional information there that reflects a domain that was not addressed in a goal.

Code	Math	VT Alt Domain
OA	Operations and Algebraic Thinking	Expressions and Equations
NBT	Numbers and Operations - Base 10	Number System
NF	Numbers and Operations - Fractions	Number System
NS	The Number System *	Number System
MD	Measurement and Data	Number System
G	Geometry	Geometry
EE	Expressions and Equations *	Expressions and Equations
RP	Ratios and Proportional Relationships *	Number System
SP	Statistics and Probability *	Statistics and Probability
Code	ELA	VT Alt Domain
RL	Reading Literature	Reading: Literary Texts
RI	Reading Informational Text	Reading: Informational Text
RF	Reading Foundational Skills	Reading: Foundational Skills
W	Writing	Writing
SL	Speaking and Listening	Speaking and Listening
L	Language	Language
Code	Science	VT Alt Domain
PS	Physical Science	Physical Science
LS	Life Science	Life Science
ESS	Earth / Space Science	Earth / Space Science

HS/Grade 9 may have additional standards codes not listed here

\* = Grade 6 and up only

*Q: "Should I be writing IEP goals for my students in each of the content area domains?"*

No, you do not have to write different goals for each domain. A single goal can often subsume multiple domains. However, the actual educational program is much broader and should address all of the domains.

### **Artifacts**

*Q: "What is required for the artifact (product)?"*

Make sure the student's uploaded artifact:

- is a digital file, such as: photo, video, scanned document, etc.
- clearly shows the product date and the student's name (you can use a note card in a video or picture)
- uses a file name that can be matched to the student (e.g. initials + content area)

*Q: "How do I decide which work sample (artifact) to submit?"*

Consider:

- selecting work from a content area in which the student has made good progress
- how well the work sample will be represented in a video or picture, etc.
- how the product shows the [results of] the student's performance (\* required \*)

Q: "Do I need to upload the text that is associated with the work sample (for ELA literary or informational text)?"

You do not need to upload a copy of the book. You may choose to send a copy of one page as a sample of the context of the task if that is not already visible in the artifact.

### Artifact Narrative

Q: "What information should I include in the artifact narrative?"

- The skill shown by this product is \_\_\_\_\_.
- The product shows \_\_\_\_\_ [describe the context]
- In this activity, the student \_\_\_\_\_ [what the student did]
- In this activity, the instructor \_\_\_\_\_ [what the instructor did]
- Before instruction started, the student could: (baseline)
- Instruction included \_\_\_\_\_ [examples of activities, instructional approach]:
- At the end of instruction, the student can: \_\_\_\_\_ [endline, progress made]

Q: "In the artifact narrative, how much information should be described that is related to instruction? Should the information only be related to the skill demonstrated in the artifact?"

The narrative should focus on providing a context for the skill targeted in the artifact. You should describe the skill "before, during and after" the instruction – what they could do before instruction, what instruction in that skill looked like, and what they can do after instruction. You are only required to submit the "after" – the work sample that demonstrates the student's endline performance.

### Uploads

Q: "What additional documents do I need to upload?"

The following documents will be uploaded to provide scorers with information to support their review of the assessment content:

- **IEP** - required for all students
- Most recent **IEP Progress Reports** - only if this is not part of or embedded in the current IEP
- Most recent **Report Card** - only if academic content area progress is not part of the current IEP

Q: "If the student has a new IEP, which IEP should be uploaded... the older IEP or the most recent IEP?"

The version that would be most helpful in knowing the student's present levels and goals should be the one that is uploaded. You can decide which version best supports the information provided in the assessment.