



Ohio Achievement Tests



Resource Manual for the Alternate Assessment for Students With Disabilities



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Purpose of This Manual

This manual was developed to support Ohio teachers in:

- scoring and analyzing evidence from the Ohio Alternate Assessment for Students with Disabilities;
- planning for future instruction on the basis of Collection of Evidence (COE) results from the Ohio Alternate Assessment for Students with Disabilities.

Ohio's Alternate Assessment for Students With Disabilities

The Ohio Alternate Assessment for Students With Disabilities is a statewide assessment process for students with the most significant cognitive disabilities. Participation in the Alternate Assessment is intended for a small population of students with considerable limitations in their cognitive functioning who cannot take part in the general state assessment, even with accommodations.

Like the general assessment, the Alternate Assessment is a measure of student achievement aligned with Ohio's Academic Content Standards. Applying the academic content standards to this group of students gives them the opportunity to have access to, participate in and show progress in the general curriculum. However, unlike the general assessment, the Alternate Assessment also focuses on the acquisition of essential life skills. To document and exhibit student academic performance, Ohio's Alternate Assessment uses a Collection of Evidence model.

A Collection of Evidence

A Collection of Evidence measures student performance on Ohio's Academic Content Standards and grade-level benchmarks/indicators in a "snapshot" of achievement during a window of time.

A Collection of Evidence consists of an entry sheet for each academic content standard assessed and evidence that demonstrates the student's achievement of each standard assessed.

A Collection of Evidence contains entries that relate to a specific content area (information regarding grade-specific entry requirements can be found in the Administration Manual). An entry comprises an entry sheet and two or three pieces of evidence used to document a student's achievement of a standard. Each entry demonstrates student achievement in a particular academic content standard through the use of specific applications and tasks.

Applications and tasks serve as the link between student performance and academic content standards within a Collection of Evidence. An application encompasses general knowledge and skills that are aligned to Ohio's Academic Content Standards but are reduced in scope and complexity for students with significant disabilities. Tasks are actions

unique to each piece of evidence and lead the student to a specific outcome that demonstrates achievement of the knowledge or skill described in the application. Pieces of evidence, which vary in type, are products of a student's skill in a given task.

Types of Evidence

A Collection of Evidence is NOT the usual paper-and-pencil test that most teachers and administrators associate with assessment. Rather, it consists of student "products" that demonstrate performance.

The Collection of Evidence documents access to grade-level content but reflects an alternate level of achievement of that content.

The Collection of Evidence consists of multiple types of evidence that best demonstrate student performance. These types of evidence may include:

- data charts (only one per entry);
 - task analysis data charts;
 - percentage data charts;
 - event recording data charts;
- performance checklists;
- graded work samples;
- series of captioned photographs;
- videotapes with scripts;
- audiotapes with scripts;
- observations;
- peer reviews;
- interviews with teachers, parents and employers.

How a Collection of Evidence Is Scored

Scoring Domains

It is important to understand each domain that is scored for the Ohio Alternate Assessment Collections of Evidence. The rubric that is used to score the Alternate Assessment is found on page 8. This rubric considers four scoring domains: Performance, Instructional Context, Independence, and Settings and Interactions. Scoring domains are discrete dimensions that receive separate scores. Each scoring domain may consider one or more criteria or features of student evidence. Student achievement scores for each entry are calculated by multiplying Performance by Instructional Context. The four domains are described in detail below.

Performance

Performance is defined as the degree to which the student demonstrates a skill while completing standards-based tasks that require active responses. An active response is an observable, measurable, purposeful response that depicts achievement. For students with the most severe disabilities, an active response may be very limited (e.g., a response of a facial muscle to touch), but does not include passive responses under the control of another person (e.g. the teacher moves the student's hand to activate a switch).

Examples of passive responses:

- ❑ **Student sitting while a story is read**
- ❑ **Student brushing teeth while given hand-over-hand and full assistance**

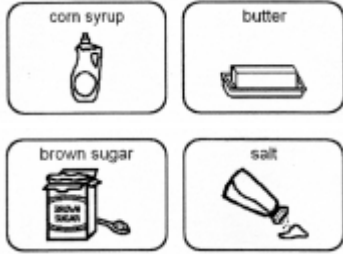

To determine a student's Performance, it is imperative that the scorer understand specifically what the student was asked to do to demonstrate achievement of a specific skill or knowledge. Each entry must contain two or three pieces of evidence that show the student demonstrating a specific skill or using specific knowledge. Each piece of evidence must reflect one task with a specific outcome. Nothing should be left to the scorer's imagination. An Entry Sheet should contain rich, detailed descriptions to reduce erroneous assumptions about the evidence.

Performance is scored from 0 to 3, with 3 being the highest score attainable (see the rubric on page 8). Each entry is scored holistically for Performance.

Instructional Context

Instructional Context is defined as the degree to which the tasks contain age-appropriate materials and reflect real-world activities. When scorers assess Collections of Evidence for Instructional Context, they look for evidence of the following:

Age-appropriate materials reflect the chronological age of the student rather than the student's developmental level. When assessing instructional materials, scorers consider the illustrations and language of the materials that are used for typical peers of the same age. Although modifications are expected in selected materials, they must reflect an age-appropriate context. Please note that informative symbols—such as those used in the Boardmaker, PECs and Edmark systems—are always considered age-appropriate. The table below displays examples of materials that are both age-appropriate and not age-appropriate.

Materials Considered Age-Appropriate	Materials NOT Considered Age-Appropriate
Informative pictures such as: 	Cartoon pictures such as: 
Art and school supplies	Multi-colored bear manipulatives
Articles found in magazines such as: <i>Time for kids</i> and <i>Scholastic</i>	Children's stories such as: <i>The Cat in the Hat</i> and <i>Brown Bear, Brown Bear</i>
Photographs of real animals	Pictures of characters featured in preschool-oriented television shows

Entries that contain materials that are age-appropriate can be found on the following pages: 21, 25, 32, 37, 41, 46, 53, 57, 63, 73 and 77.

An entry that contains materials that are not age-appropriate can be found on page 67.

Real-world or simulated real-world applications are the situations in which tasks are performed.

Real-world applications are situations that allow students to perform skills for purposeful outcomes that lead to an activity that will apply to daily life. Performing skills in *real-world* applications usually is associated with the highest levels of complexity in a student's learning.

Simulated real-world applications are contrived situations in which skills are performed.

Simulated real-world applications allow students to demonstrate skills in a more controlled format. Performing skills in *simulated real-world* applications may lead to generalization and is considered an appropriate step on the way to real-world applications.

The table below displays similar tasks performed in both real-world and simulated real-world applications.

Real-World Applications	Simulated Real-World Applications
Student writes a letter to a pen pal and mails it to her.	Student practices writing a friendly letter in a classroom exercise.
Student uses dictionary to look up the meaning of unknown words found while reading textbook.	Student uses dictionary to look up the meanings of a list of words provided by the teacher.
Student tells time on a real clock and associates the time with a particular activity (e.g., the student reads the time 12 noon on the clock and then goes to lunch).	Student tells time on a real or fake clock without associating meaning to the particular time.
Student uses real money to make a purchase at a store.	Student identifies coins by matching them with their written amount.

Entries that contain real-world applications can be found on the following pages: 21, 25, 53, 57, 73, and 77.

Entries that contain simulated real-world applications can be found on the following pages: 32, 37, 41, 46, 63, and 67.

Instructional Context is scored from 1 to 4, with 4 being the highest score attainable (see the rubric on page 8). Each entry is scored holistically for Instructional Context.

Independence

The Independence domain is defined as the degree to which assistance, or prompting, is provided to a student while he or she is completing standards-based tasks.

Prompting refers to the use of *verbal*, *physical* or *gestural* prompts that guide a student toward a correct response. Examples of prompting include:

- pointing to the correct pile while a student is completing a sorting task;
- directing the student’s attention toward the correct option in a multiple-choice question;
- presenting a student with hints about the correct answer(s).

It is important not to confuse the concept of prompting with the natural cues that are necessary and acceptable during assessment.

Natural cues are normally occurring directions, reminders or signals that indicate to a student that a response is required or requested. Examples of natural cues include:

- asking all students to perform a task and providing them with the proper directions for the task;
- directing a student's attention back to a task and reminding him to stay focused on the task at hand;
- using a community member, such as a cafeteria worker, to provide a student with a cash amount as part of a monetary transaction;
- holding a book for a student so that she can see the contents.

These types of cues are necessary, and they are appropriate because they do not lead a student to the correct outcome. They simply serve as a guide to a student about when he or she should respond.

The Independence domain is scored from 1 to 4, with 4 being the highest score attainable (see the rubric on page 8). Each entry is scored holistically for Independence. Scores given in the Independence domain are based on the level of prompting provided to the student after the introduction of the lesson activities.

Settings and Interactions

The Settings and Interactions domain is defined as the observed environments (including the physical setting and the social interactions) in which tasks are administered or performed. Settings are the physical environments in which the student attempts the tasks. Interactions include the social environment, that is, the individuals with whom the student interacts while attempting the tasks. A variety of settings and social interactions offers students the opportunity to generalize skills.

Some broadly classified types of Settings and specific examples follow:

- *Specialized settings:* Self-contained classroom, resource room, therapy room;
- *General education classroom:* Typical grade-level classroom;
- *Other school settings:* Library, cafeteria, gym, playground, bus;
- *Residence and community settings:* Home, residence, recreation center, restaurant, sporting event facility, store.

Some broadly classified types of *Interactions* and specific examples follow:

- *Classroom personnel:* Teachers, including the teacher of record, related service personnel and paraprofessionals who interact with the targeted student in an instructional role;

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- *Peers with disabilities:* Students with disabilities who are within two years of age of the targeted student;
 - *Family:* Parent, guardian, sibling, grandparent, other caregiver;
 - *Peers without disabilities:* Students without disabilities who are within two years of age of the targeted student (older students may have peers who are adult co-workers);
 - *Community members:* Individuals outside of the classroom who interact with the student in a noninstructional role (e.g., store clerk, cafeteria worker, bus driver, peer who is more than two years younger or older than the targeted student).

The Settings and Interactions domain is scored from 1 to 4, with 4 being the highest score attainable (see the rubric on page 8). Scorers count the number of settings and interactions documented across **ALL** the evidence in all the entries to determine a student's Settings and Interactions score. Note that according to the scoring rubric, a Collection of Evidence cannot receive a score above 2 unless there is evidence of interaction with peers without disabilities or community members.

Scoring Rubric

Scoring Criteria for the Alternate Assessment for Students With Disabilities

Criteria for Student Achievement Score				
DOMAIN*	Score 0	Score 1	Score 2	Score 3
PERFORMANCE (scored for each entry)	There is evidence of no active performance of skill.	Student attempts the tasks, but there is evidence of minimal or limited skill.	Student performs the tasks with reasonable skill.	Student performs the tasks with consistent skill.
	Score 1	Score 2	Score 3	Score 4
INSTRUCTIONAL CONTEXT (scored for each entry)	Materials are not age-appropriate and tasks do not reflect a (simulated) real-world application.	Materials are age-appropriate or tasks reflect a (simulated) real-world application.	Materials are age-appropriate and tasks reflect a simulated real-world application.	Materials are age-appropriate and tasks reflect a real-world application.
Total Achievement Scores Are Calculated by Multiplying Performance by Instructional Context for Each Entry				
Criteria for the Classroom Environment Scores				
DOMAIN*	Score 1	Score 2	Score 3	Score 4
INDEPENDENCE (scored for each entry)	Student performs tasks with continuous prompting.	Student performs tasks with frequent prompting.	Student performs tasks with limited prompting.	Student performs tasks without prompting.
SETTINGS AND INTERACTIONS (scored for the entire collection of evidence)	Student performs tasks in one or more settings with no evidence of interaction(s).	Student performs tasks in two or more different settings with evidence of interaction(s).	Student performs tasks in two different settings with evidence of interaction(s) with nondisabled peers and/or community members.	Student performs tasks in three or more different settings with evidence of interaction(s) with nondisabled peers and/or community members.

*DOMAIN DEFINITIONS:

PERFORMANCE – The student’s demonstration of skill while attempting given tasks through an active response. Each entry is scored for Performance holistically.

INSTRUCTIONAL CONTEXT – The degree to which the tasks contain age-appropriate materials and reflect real-world applications. Each entry is scored for Instructional Context holistically.

INDEPENDENCE – The assistance provided to the student during performance of tasks. Each entry is scored for Independence holistically.

SETTINGS AND INTERACTIONS – The observed settings or environments in which tasks are administered or performed. The entire Collection of Evidence is scored for Settings and Interactions.

Nonscorable Assessments

Some students may receive a total score labeled “NSA,” which stands for nonscorable assessment. Nonscorable assessments are recorded for the Alternate Assessment when one of four general conditions occurs:

1. One or more of the required entries is/are missing.
2. Information provided with the submitted evidence is either incomplete or inaccurate, resulting in evidence that is not scorable according to the rubric.
3. Submitted evidence is not related to the content standard, benchmark or indicator that was identified, resulting in evidence that is not scorable according to the rubric.
4. An insufficient amount of evidence is submitted, resulting in evidence that is not scorable according to the rubric.

If an entry does not contain the information or evidence a scorer needs to determine a score for a domain, then a nonscorable code is assigned to the domain. The following specific nonscorable codes are reported for each entry submitted:

Insufficient Evidence (IE): The entry contains insufficient evidence or the evidence does not demonstrate that the student performed a specified task or activity. Each entry must contain at least two pieces of evidence that differ in type and clearly show the student’s performance in response to what the student was asked to do.

Examples of IE:

- ❑ **Entry contains one piece of evidence.**
- ❑ **Entry contains two pieces of evidence, but only one piece of evidence shows the student performing the specified task.**
- ❑ **Entry contains three pieces of evidence, but none of them shows the student performing the tasks or activities specified on the Entry Sheet.**

Not to Standard (NTS): The entry is not linked to an appropriate Ohio Academic Content Standard, benchmark or indicator or to an application of standards-based knowledge or skill. The task or activity that the student performs must be linked to the standard, benchmark or indicator and, if applicable, to the application of the standards-based knowledge or skill that is indicated on the Entry Sheet.

Examples of NTS:

- ❑ the Phonemic Awareness standard (for grade 3 only) is selected for a student in grade 6.
- ❑ Student was supposed to follow multi-step instructions found in a flip chart to help her tie her shoes.
- ❑ The student tied her shoes without using the flip chart. (Reading Applications: Informational Text standard)

Entry Sheet (**ES**): The entry is not completed correctly. Each section of the Entry Sheet must be filled out completely.

Examples of ES:

- ❑ An entry does not specify a content standard.
- ❑ An entry does not specify a benchmark or grade-level indicator.
- ❑ An entry contains two or three pieces of evidence that are based on identical tasks.

Missing Entry (**ME**): The entry is not included in the Collection of Evidence. Each entry consists of an Entry Sheet and at least two pieces of evidence that differ in type.

Examples of ME:

- ❑ An entire entry is missing from a Collection of Evidence.
- ❑ An Entry Sheet is missing from an entry.
- ❑ An entry has an Entry Sheet but no evidence.

Disqualified Entry (**DE**): If an entry receives an ME, then the remaining entry within the subject area will receive a nonscorable code of DE. This nonscorable code applies only to tested subject areas for which two entries are required.

Example of DE:

- ❑ One entry is missing from a grade 3 Reading Collection of Evidence. The missing entry receives an ME, and the remaining entry receives a DE.

A complete list of nonscorable sub codes can be found in the Interpretive Guide.

Performance Levels

The reporting of the Ohio Alternate Assessment for Students With Disabilities is based on five performance levels. These levels, as defined by the Ohio Department of Education, follow:

- Limited — The Collection of Evidence does not indicate performance of appropriate tasks that access grade-level Ohio Academic Content Standards at a basic level.
- Basic — The student is able to perform appropriate tasks that access the grade-level Ohio Academic Content Standards with reasonable skill, as supported by the Collection of Evidence. Given the student’s individual needs, the student is using materials that are age-appropriate; or the student is performing tasks that reflect simulated real-world or real-world activities.
- Proficient — The student is able to perform appropriate tasks that access the grade-level Ohio Academic Content Standards with reasonable skill, as supported by the Collection of Evidence. Given the student’s individual needs, the student is using materials that are age-appropriate; and the student is performing tasks that reflect simulated real-world activities.
- Accelerated — The student is able to perform appropriate tasks that access the grade-level Ohio Academic Content Standards with consistent skill, as supported by the Collection of Evidence. Given the student’s individual needs, the student is using materials that are age-appropriate; and the student is performing tasks that reflect simulated real-world activities.
- Advanced — The student is able to perform appropriate tasks that access the grade-level Ohio Academic Content Standards with consistent skill, as supported by the Collection of Evidence. Given the student’s individual needs, the student is using materials that are age-appropriate; and the student is performing tasks that reflect real-world activities.

Performance Standards

The Ohio State Board of Education has established four performance standards (cut scores) on the Ohio achievement tests, including the Alternate Assessment for Students With Disabilities. The four performance standards divide the range of test scores into five performance levels, as specified by House Bill 3. The four performance standards cut scores, expressed as raw scores, are Basic 8, Proficient 11, Accelerated 16, and Advanced 20.

Examples

The following Collection of Evidence (COE) examples are provided to help teachers better understand how COEs are scored. Each example contains either two or four entries, depending on the grade, as well as a summary sheet.

The summary sheet contains the following information:

- Entry Number;
- Standard;
- Benchmark or Indicator;
- Application;
- Type of Evidence and Task Number;
- Performance, Instructional Context, Independence, and Settings and Interactions Domain Scores;
- Rationales for the Domain Scores;
- Total Achievement Score Summary;
- Suggestion on How to Improve the Total Achievement Score.

Score Points Index

Domain	Score	Page Number
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Instructional Context	4	21, 25, 53, 57, 73, 77
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Independence	2	37, 41, 67
Independence	3	21, 32, 63
Independence	4	25, 46, 53, 57, 73
Settings and Interactions	1	57
Settings and Interactions	2	25, 67
Settings and Interactions	3	46
Settings and Interactions	4	77

