

*The 2004 Administrator's Guide to*

## **Idaho Alternate Assessments**

*in Reading, Language Arts & Mathematics*

*Idaho Alternate Assessments (IAAs) are part  
of Idaho's statewide assessment system.*

*Alternate assessments were developed for  
students with significant disabilities. This  
manual provides information on  
understanding, preparing for, and conducting  
an IAA.*



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## Introduction

During the past decades, Idaho's schools measured student progress with standardized, norm-referenced tests that allowed educators and the public to determine where Idaho students fit in the "normal" distribution of learning. The bell-shaped curve had many schools in the middle and few schools at either end of the results range. Assessment results yielded little information that would impact the instructional methods and curriculum used by teachers or student learning. Schools continued to use the same curriculum and instructional methods for most students. In 1997, however, the way Idaho looked at education in its schools began to change based on two federal Acts:

- **Goals 2000: Educate America Act:** On April 1, 1997, in accordance with the *Goals 2000: Educate America Act*, the Idaho Legislature mandated the Idaho Achievement Standards in language arts, mathematics, social studies, science, and health. Standards for humanities have since been added. This was the start of standards-based reform efforts in Idaho. A few years later, Idaho Code was written to enact the Idaho Reading Indicator, which uses both local curricular standards and materials in reading as well as a quick statewide assessment. This assessment provides educators with information to improve reading ability and to promote early reading success. The goal of the Idaho Achievement Standards is to provide students with an opportunity to attain a higher level of achievement than they have in the past.
- **Individuals with Disabilities Education Act of 1997:** In 1997 the IDEA required the involvement of students with disabilities in statewide reform efforts. As part of this requirement, Idaho began developing *alternate* content knowledge and skills in reading, language, and math for students whose education program was significantly different from the general education curriculum. Alternate knowledge and skills are based on the Idaho Achievement Standards (the framework for the general education curriculum); however, alternate knowledge and skills differ in scope and complexity from general education knowledge and skills.

One of the ways to improve instructional accountability is to assure that a state assessment system measures *every* student's learning. As part of this goal, Idaho has developed alternate statewide assessments in reading, language, and math that are geared toward students with significant disabilities. The Idaho Alternate Assessments recognize the individual differences and needs of students with significant disabilities who are unable to participate in the general education statewide or districtwide assessments.

Individuals involved in developing the Idaho Alternate Assessments coalesced around one easily understood goal: that alternate assessments be relevant and meaningful in the lives of students with significant disabilities. From this goal flowed core beliefs and principles that guided the development process:

### Beliefs

- All students need high expectations that are meaningful, attainable, and relevant.
- All students need the opportunity to learn and be able to succeed regardless of their differences.
- All children are valuable and need to be a part of the overall accountability system.
- Individual differences of students need to be considered in assessments as well as in instruction.

## Guiding Principles Regarding Assessment

An assessment:

- Needs to identify and assess skills that are critical to the integrity of instruction for all students.
- Needs to be meaningful and relevant, and needs to lead to maximum growth toward independence.
- Needs to be sensitive to growth and to accurately reflect ability.
- Should lead to instructional opportunities that meet student needs.
- Should provide reliable and valid results.
- Should be helpful for teachers, parents, and administrators in making educational decisions.
- Should be time and resource efficient and user friendly.

The aforementioned beliefs and principles continue to guide the state's efforts in improving results for all students. Part of this process includes high expectations and measurable results. All Idaho students are expected to work hard toward meeting the Idaho Achievement Standards. During recent years, the Idaho Board of Education has taken steps to raise the required level of academic achievement necessary to graduate from Idaho's public high schools. Further, norm-referenced assessments have been replaced with an assessment system that should provide teachers, students, and parents with an accurate assessment of student progress in mastering basic skills in reading, language, and mathematics based on the Idaho Achievement Standards.

Today, all students in Idaho are included in the statewide assessment system. Idaho's general education statewide assessments incorporate on-demand performance assessments, indicators of basic skills, and multiple-choice response questions. Idaho's alternate assessments for students with disabilities who are unable to participate in the general education statewide assessments consist of teacher ratings based on a variety of performance demonstrations. As of 2004, all Idaho students are, at a minimum, assessed in reading, language, and mathematics in accordance with the requirements of the Individuals with Disabilities Education Act of 1997, Title I of the No Child Left Behind Act, and state legislative requirements.

The challenge to provide educational opportunities for all students in Idaho continues. This challenge is inextricably linked to school, district and state accountability measures and to accurate assessment of student performance. The preparation for and administration of the Idaho Alternate Assessments, as well as post-assessment planning, are important steps in improving the educational results of all students, including students with significant disabilities.

## Acknowledgements

The Idaho Alternate Assessments (IAA) were developed by several workgroups composed of teachers, parents, and support personnel, as well as individuals from higher education and the Idaho Department of Education. The workgroups met over the course of three years while implementing various versions of the alternate assessments since the 2000-2001 school year. Development of the Idaho Alternate Assessments began by reviewing Idaho's proposed state standards and extending the knowledge, skills, and applications for students with significant disabilities. The initial workgroup talked with people from other states who were in the process of developing their state alternate assessments. Kentucky's alternate assessment was the only available assessment during the initial year of the Idaho Alternate Assessment development. Workgroup members attended national conferences and discussed a number of different approaches over the next two years. Research and information from the National Center of Educational Outcomes (NCEO) was continually reviewed. This in-depth process assisted in designing alternate assessments that are relevant and meaningful in the lives of students with significant disabilities.

The Idaho Department of Education would like to thank the members of the Idaho Alternate Assessments Workgroups for their time, effort, patience, and humor over the years.

**Workgroup for 1999-2001:** Elizabeth Bermensolo Compton, Boise State University; Clara Davidson, Twin Falls School District; Kathy Dickerson, Moscow School District; Katie Eaton, Shelley School District; Tami Everhart, Boise; Cheryl Fisher, Parent; Robin Greenfield, Ph.D., University of Idaho; Shawna Keithly, Parent Reviewer; Rebecca King, Meridian; Shauntel Atchley, Meridian School District; Allen Renshaw, Boise School District; Marta Sandmeyer, Boise School District; Peggy Scuderi, Moscow School District; Jean Taylor, Idaho Department of Education; and Jill Thomas, Bonneville School District.

**Workgroup for the Summer of 2001:** The workgroup met and reviewed the data from the initial year of implementation. Slight revisions were made based on the "Year 1 IAA Evaluation Report." The workgroup included the following individuals: Alyssa Carter, Meridian School District; Elizabeth Bermensolo Compton, Boise State University; Clara Davidson, Twin Falls School District; Kathy Dickerson, Moscow School District; Katie Eaton, Shelley School District; Robin Greenfield, Ph.D., University of Idaho; Allen Renshaw, Boise School District; Jeany Ripley, Pocatello School District; Marta Sandmeyer, Boise School District; Jean Taylor, Idaho Department of Education; Jill Thomas, Bonneville School District; Nolene Weaver, Boise School District; and Diane Zigars, COSSA.

**Workgroup for 2002-2003:** The Idaho Alternate Assessments were revised by another workgroup during the spring and summer of 2002. Decisions were based on the "Year 2 IAA Evaluation Report" and input from special education teachers and administrators. Three proposals to revise the Idaho Alternate Assessments were developed; the final decision was based largely on the requirement to aggregate results to meet the Title I Compliance Agreement for Idaho. This workgroup consisted of the following individuals: Alyssa Carter, Meridian School District; Elizabeth Bermensolo Compton, Boise State University; Sandra Brooks, Meridian School District; Clara Davidson, Twin Falls School District; Katie Eaton, Shelley School District; Judy Flowers, Notus School District; Robin Greenfield, Ph.D., University of Idaho; Jana Jones, Idaho Department of Education; Renee Miner, Meridian School District; Tami Everhart Pilotte, Boise School District; Allen Renshaw, Boise School District; Mary Ann Rinne, parent; Jeany Ripley, Pocatello School District; Georgia Tann, Meridian School District; Jean Taylor, Idaho Department of Education; and Nolene Weaver, Boise School District.

**Cut Score Advisory Committees, 2003:** Standard setting is the process of determining appropriate cut scores that correspond to a specified level of proficiency. Two advisory committees composed of a group

of educators familiar with the curricular and instructional needs of students with disabilities participated in the process of establishing the overall ranges of scores for each subject matter area in each grade level. The two advisory committees assembled at different times (July and September of 2003) and focused on different grade levels. Members in the two advisory committees were as follows: Kelley Berger, Lewiston School District; Debbie Blake, Pocatello School District; Stephanie Blayne, Lakeland Joint School District; Mary Bostick, Ph.D., Idaho Department of Education; Sandra Brooks, Meridian School District; Alyssa Carter, Meridian School District; Robin Carter, Boise State University; Elizabeth Bermensolo Compton, Boise State University; Clara Davidson Alfred, Twin Falls School District; Robin Greenfield, Ph.D., University of Idaho; Jana Jones, Ed.D., Idaho Department of Education; Lecia Lopez, Jefferson County School District; Jimelle Martin, Lewiston School District; Trish Miles, Couer d'Alene School District; Renee Miner, Meridian School District; Rita Peck, Pocatello School District; Leanne Petroch, Idaho School for the Deaf and the Blind; Mary Robinson, Idaho Falls School District; Judi Sather, Nampa School District; Helen Sauer, Twin Falls School District; Peggy Sawyer, Boise School District; Carrie Stewart, Boise School District; Georgia Tann, Meridian School District.

**Alignment Study Review Panel, Fall 2003:** An external alignment study was conducted in the fall of 2003 to establish alignment of the Idaho Achievement Standards with the adopted Idaho Alternate Assessments for students with disabilities. This alignment study was conducted by special education teachers from a variety of districts and personnel from the Idaho Department of Education: Kelley Berger, Lewiston School District; Sandra Brooks, Meridian School District; Robin Carter, Boise State University; Elizabeth Bermensolo Boise State University; Robin Greenfield, Ph.D., University of Idaho; Jerry Harstein, Moscow School District; Jana Jones, Ed.D., Idaho Department of Education; Lecia Lopez, Jefferson County School District; Jimelle Martin, Lewiston School District; Renee Miner, Meridian School District; Mary Robinson, Idaho Falls, School District; Judi Sather, Nampa School District; Helen Sauer, Twin Falls School District; Bruce Tettermer, Blaine County School District.

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## Section I: The Idaho Statewide Assessment System

### A. Idaho Achievement Standards

Idaho’s statewide assessment system measures student progress toward reaching Idaho Achievement Standards. Idaho Achievement Standards are the same for *all* students, including students with significant disabilities.

#### Idaho Achievement Standards

Current achievement standards have been adopted by the Idaho Legislature for the areas of language arts/communication, mathematics, science, social studies, health, and humanities. It is the intention of the Idaho State Board of Education that local school districts develop their own unique curriculum that is aligned to meet the Idaho Achievement Standards. Several “tools” flow from the Idaho Achievement Standards, including the following:

General education knowledge and skills	AND	Alternate knowledge and skills
General education sample applications	AND	Alternate sample applications
General education statewide assessments	AND	Alternate statewide assessments

Alternate knowledge and skills, alternate sample applications, and alternate statewide assessments have been developed for students with significant disabilities who are unable to participate in the general education statewide assessments.

#### Content Knowledge and Skills

The Idaho Achievement Standards are accompanied by “content knowledge and skills” that describe what a student needs to know to meet a particular standard. The knowledge and skills for K-8 are benchmarks for expected performance needed to reach high school (grades 9-12) achievement standards.

In the areas of reading, language, and mathematics, the Idaho Achievement Standards delineate two sets of content knowledge and skills: (1) general education knowledge and skills and (2) alternate knowledge and skills. Alternate knowledge and skills differ in complexity and scope from general education knowledge and skills. Further, alternate knowledge and skills are not grade-level specific.

#### Sample Applications

A “sample application” is an example of a task a student might perform to demonstrate knowledge or a skill. Sample applications are important because they give teachers ideas on how students might demonstrate knowledge and skills for an achievement standard. Sample applications have been identified for both the general education and the alternate knowledge and skills.

#### Alignment of the Parts

As table 1 on the next page illustrates, achievement standards, content knowledge and skills, and sample applications work together.

Table 1: Alignment of Standards, Content Knowledge and Skills &amp; Sample Applications

	<b>General Education Curriculum</b>	<b>Alternate Curriculum</b>
<b>Idaho Achievement Standard</b> <i>Language Arts</i>	The student will read a variety of traditional and electronic materials for information and understanding.	The student will read a variety of traditional and electronic materials for information and understanding.
<b>Content Knowledge and Skills</b>	Determine the main idea or essential message within a text and identify relevant details and facts. (Grade 7)	Locate information and use it for a variety of purposes.
<b>Sample Applications</b>	Scan material for relevancy or summarize the content of a book.	Locate information and signify when it is to be used from key locations in the school and community environments (list in wallet, id bracelet, special list in phone book, etc.).

### More Information

For more information on the Idaho Achievement Standards, refer to the State Board of Education website, [www.idahoboardofed.org](http://www.idahoboardofed.org) or the Idaho Department of Education website, [www.sde.state.id.us/Dept/](http://www.sde.state.id.us/Dept/)

## B. Accessing the General Education Curriculum

### Idaho Achievement Standards: The Framework of the General Education Curriculum

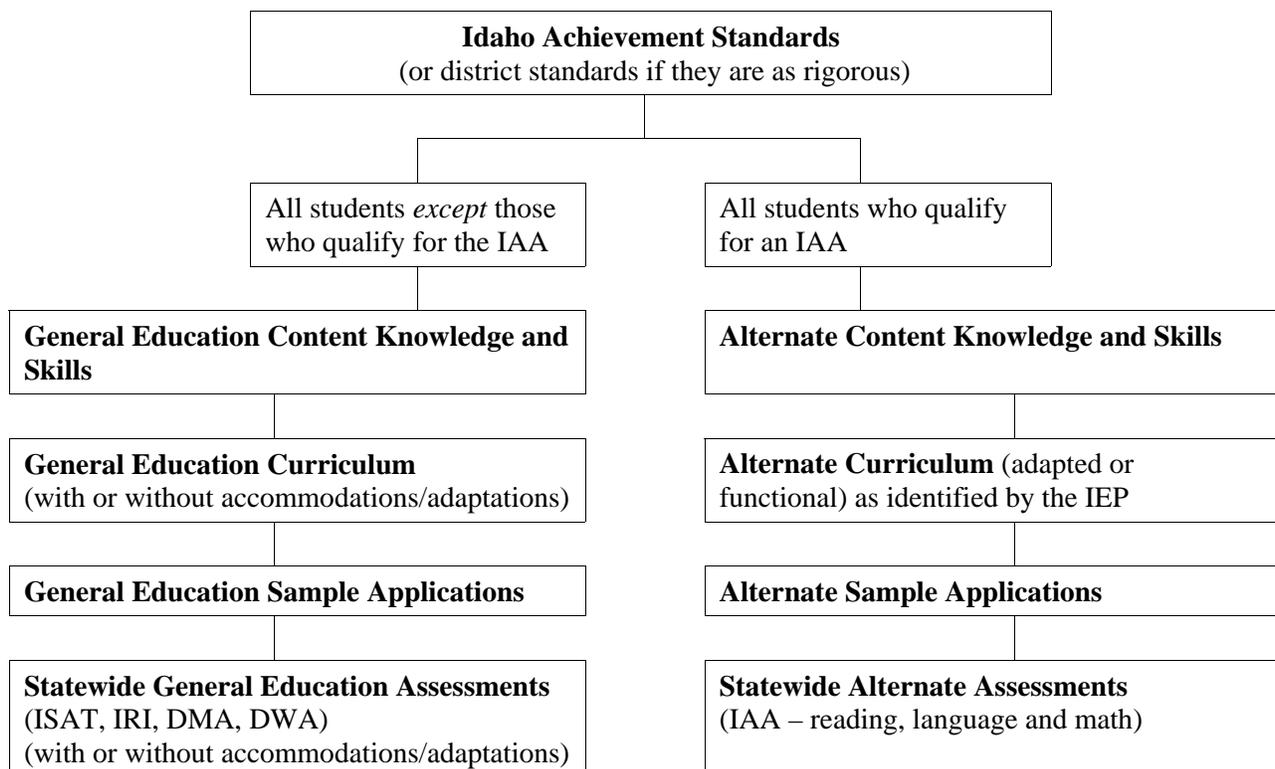
A student with a disability must have the opportunity to be involved in and progress in the general education curriculum according to IDEA '97. The premise of this practice is that all children can learn, and that they should have opportunities to reach high expectations. The Idaho Achievement Standards form the framework on which the general education curriculum is based. Alternate knowledge and skills—though different in scope and complexity from general education knowledge and skills—are, nonetheless, based on the Idaho Achievement Standards. By aligning IEPs to the alternate knowledge and skills, students with disabilities have an opportunity to be involved in and progress in the general education curriculum. Even when students with significant disabilities participate in an alternate curriculum (which will include alternate knowledge and skills and alternate assessments) the basis of their education is still the Idaho Achievement Standards. By aligning IEPs to the Idaho Achievement Standards, students with disabilities are provided with an equal educational opportunity.

The chart on the bottom of the page shows how an alternate curriculum is linked to the Idaho Achievement Standards—the wellspring of the general education curriculum.

#### How Will Access Be Gained?

Educators must recognize that a disability can affect a student's involvement and progress in the general education curriculum. Therefore, the IEP team must determine *how* a student with a disability will access the general education curriculum. This process involves the following:

(Continued on the next page.)



- The IEP team must determine whether a student with a disability demonstrates cognitive ability and adaptive behavior that will prevent him or her from achieving the state’s academic standards. The team must consider all sources of data about the student’s present level of performance.
- The IEP team must determine whether a student has needs that require his or her educational program to be an adaptation of the general education curriculum. The affects of a disability may mean a student needs a course of study, activities, or lessons that are primarily functional and living-skill oriented and which cannot be measured by the general education statewide or districtwide assessment system—even with accommodations or adaptations.
- Regardless of whether a student is participating the general education curriculum or an alternate curriculum, the IEP team must determine whether a student has needs that require instruction to be adapted and highly individualized in order for the student to acquire, maintain, or generalize the fundamental skills taught.

When an IEP is developed for a student with a significant disability, the connection between the knowledge and skills taught and the Idaho Achievement Standards must be made. Special educators can make this connection by expanding a standard to a level of functional skills. In the past, IEP teams often developed IEP goals and objectives for students with significant disabilities that consisted mostly of things done *to* a student rather than things a student would learn. Today, IEPs for students with significant disabilities focus on fundamental skills that will be functional for a student.

### Measured Progress

Districts, schools, and educators are held accountable for the learning of all students. Students with an adaptation of the general education curriculum (an alternate curriculum) are expected to work toward high standards—the Idaho Achievement Standards . The statewide assessment system measures student progress toward the Idaho Achievement Standards. The table 2 below identifies the four ways students with disabilities may participate in the Idaho Achievement Standards (the framework of the general education curriculum) and the statewide assessment system.

Table 2: Participation in the Idaho Achievement Standards

<b>Participation in Idaho Achievement Standards</b> <i>(Curriculum Type)</i>	<b>Participation in Statewide Assessment System</b> <i>(Assessment Type)</i>
General education curriculum (without accommodations and adaptation)	Assessment without accommodations
General education curriculum (with or without accommodations and adaptations)	Assessment with accommodations
General education curriculum (with adaptations)	Assessment with adaptations (adaptations invalidate the results of assessment)
Alternate curriculum (adapted, alternative, or functional curriculum)	Idaho Alternate Assessments

### C. Assessment Goals and Accountability

Assessment is the process of gathering information about a student's learning. In the educational context, it may mean observing, describing, collecting, recording, scoring, and interpreting progress toward of set of performance standards. Testing is a single measure of student achievement. Accountability in Idaho is the state's system that holds individuals or a group of individuals responsible for student learning. The Individuals with Disabilities Education Act Amendments of 1997, the No Child Left Behind Act of 2001, and Idaho Board of Education administrative rules set forth accountability measures for all students, including students with disabilities.

#### Goals of Statewide Assessment and Accountability.

The goals of the statewide comprehensive assessment and accountability plan are to:

- Measure student progress to the state standards
- Measure student progress over time
- Inform the teaching and learning process in classrooms
- Assist classroom teachers in designing instruction
- Identify areas needing intervention/remediation
- Identify areas requiring acceleration and challenge
- Inform parents of their child's progress
- Assist school districts in making needed curriculum adjustments

#### Federal and State Accountability and Assessment Legislation

Federal requirements for including students with disabilities in large-scale assessments are based on several pieces of statutory and regulatory provisions in legislation, including the following:

- Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (Public Law No. 105-17) and its published regulations for the Assistance to States for the Education of Children with Disabilities in the *Federal Register* on March 12, 1999.
- Elementary and Secondary Education Act (ESEA) of 1965 as amended by the No Child Left Behind Act (NCLB) of 2001 and its published regulations for Title I: Improving the Academic Achievement of the Disadvantaged in the *Federal Register* on December 9, 2003.

State requirements for including students with disabilities in large-scale assessments are based on the Idaho State Board of Education Administrative Rules and Regulations (IDAPA 08.02.03, Sections 105-129), Rules Governing Thoroughness.

### D. Types of Statewide Assessments

Test	Information about the Test
<p><b>ISAT</b></p> <p>Grades: 2-9 and High School</p>	<p>The Idaho State Achievement Tests (ISAT) are administered at a minimum of twice a year, fall and spring. These criterion-referenced assessments are aligned to the Idaho Achievement Standards and are designed to measure student’s progress toward achievement of the standards.</p> <p>The fall ISAT assessment measures a student’s “inter-grade” level of achievement. During the assessment, the level of difficulty goes up with correct responses and goes down with incorrect responses until the student’s level of achievement is measured. The level of achievement attained by the student may draw indirect comparisons to progress that is above, below, or at the student’s actual grade level.</p> <p>The spring ISAT assessment measures (1) a student’s “inter-grade” level of achievement as described in the preceding paragraph and (2) a student’s achievement within his or her grade. Questions that measure progress within a student’s grade level are aligned with the general education knowledge and skills. The spring ISAT assessment measures the following:</p> <ul style="list-style-type: none"> <li>• Performance within the student’s grade level</li> <li>• The inter-grade level of achievement</li> <li>• Measured growth (as indicated by the student’s RIT score)</li> </ul> <p>Both the fall and spring ISAT are offered in paper/pencil format and a computer-adapted form that adapts the level of question difficulty according to the ability level identified for each student. In an optimal test, the student answers approximately half of the items correctly and half incorrectly. The final score is an estimate of the student’s achievement level and is reported as an equal-interval score (RIT score) with a range from 150 to 300. This score may be used from year to year to follow a student’s educational growth. The spring ISAT fulfills Title I assessment requirements.</p>
<p><b>DMA</b></p> <p>Grades: 4, 6, 8</p>	<p>The Direct Math Assessment (DMA) is a performance-based assessment that requires a demonstration of student work and is scored with a holistic scoring standard designed for each assessment. The test is given in December.</p>
<p><b>DWA</b></p> <p>Grades: 5, 7, 9</p>	<p>The Direct Writing Assessment (DWA) is a performance-based assessment that requires a demonstration of student work and is scored with a holistic scoring standard designed for each assessment. The test is given in December.</p>
<p><b>IRI</b></p> <p>Grades: K-3</p>	<p>The Idaho Reading Indicator (IRI) is a quick basic indicator of reading skills. The test is given in the fall, winter, and spring.</p>
<p><b>NAEP</b></p> <p>Select 4th and 8th graders</p>	<p>The National Assessment of Educational Progress (NAEP) measures the progress of students nationwide and compares information about states’ progress. A sample of 4<sup>th</sup> and 8<sup>th</sup> grade students participate in NAEP in the areas of reading and mathematics. The test is required to meet Title I compliance, and it is given according to the dates specified by the U.S. Department of Education.</p>

Test	Information about the Test
<p><b>IAA</b> Eligible special education students</p>	<p>Idaho Alternate Assessments (IAA) are for special education students with significant disabilities, whose cognitive impairment may prevent them from attaining grade-level knowledge and skills, even with effective instruction and modifications. The IEP team determines whether a student is eligible to take an alternate assessment. Idaho Alternate Assessments are aligned to alternate knowledge and skills, which are aligned to the Idaho Achievement Standards. Alternate knowledge and skills differ in complexity and scope from general education knowledge and skills.</p> <p>Idaho Alternate Assessments have a clearly defined structure, guidelines for which students may participate, a clearly defined scoring criteria and procedure, and a report format that identifies the same performance levels as students in the Idaho Standards Achievement Tests (ISAT). All students taking an alternate assessment are included in the calculations of adequate yearly progress (AYP) as either “proficient” (and above) or “not yet proficient.”</p> <p>Unlike other statewide assessments (ISAT, DWA, DMA, and IRI) the Idaho Alternate Assessments include a data collection process that takes 4-8 weeks—alternate assessments are not a one-day event. Idaho Alternate Assessments are administered each spring.</p> <p>Parents must be informed that their child will be assessed based on alternate content knowledge and skills that are aligned with the Idaho Achievement Standards.</p>

\*Details about assessment in Idaho public schools is defined in Idaho Administrative Code (IDAPA 08.02.03, Section 111), Rules Governing Thoroughness, Idaho Board of Education.

### E. Types of Statewide Assessments by Grade Level

The Individuals with Disabilities Education Act Amendments of 1997, the No Child Left Behind Act of 2001, and Idaho Board of Education administrative rules set forth assessment requirements for all students, including students with disabilities. State-approved assessments align with the Idaho Achievement Standards. The table below shows the assessments that are required at each grade level as part of Idaho's statewide assessment system.

Table 3: Assessments by Grade Level

Grade	Assessment	Dates
Kindergarten	Idaho Reading Indicator	Fall, Winter, Spring
Grade 1	Idaho Reading Indicator	Fall, Winter, Spring
Grade 2	Idaho Reading Indicator Grade 2 Idaho Standards Achievement Tests	Fall, Winter, Spring Fall, Spring
Grade 3	Idaho Reading Indicator Grade 3 Idaho Standards Achievement Tests	Fall, Winter, Spring Fall, Spring
Grade 4	Direct Math Assessment *National Assessment of Educational Progress Grade 4 Idaho Standards Achievement Tests	December As specified by the US Dept. of Ed. Fall, Spring
Grade 5	Direct Writing Assessment Grade 5 Idaho Standards Achievement Tests	December Fall, Spring
Grade 6	Direct Math Assessment Grade 6 Idaho Standards Achievement Tests	December Fall, Spring
Grade 7	Direct Writing Assessment Grade 7 Idaho Standards Achievement Tests	December Fall, Spring
Grade 8	Direct Math Assessment *National Assessment of Educational Progress Grade 8 Idaho Standards Achievement Tests	December As specified by the US Dept. of Ed. Fall, Spring
Grade 9	Direct Writing Assessment Grade 9 Idaho Standards Achievement Tests	December Fall, Spring
Grade 10	High School Standards Achievement Tests	Fall, Spring
K – 1 (If IAA eligible)	Idaho Alternate Assessment - Reading	Spring (March-May)
Grade 2 – 10 (If IAA eligible)	Idaho Alternate Assessment - Reading Idaho Alternate Assessment - Language Idaho Alternate Assessment - Math	Spring (March-May) Spring (March-May) Spring (March-May)

\*The National Assessment of Educational Progress is given to a sample of 4th and 8th grade students in the areas of reading and mathematics.

## F. Alternate Content Knowledge and Skills

A *downward extension* means to look at a standard and the corresponding set of general education content knowledge and skills and apply the general or overall concept for students with significant disabilities. Alternate content knowledge and skills *are* downward extensions of the Idaho Achievement Standards.

If a student is eligible to take an Idaho Alternate Assessment (IAA), the student’s educational program needs to align with the appropriate alternate knowledge and skills. For example, if a student will be taking an IAA in reading, the student’s educational program should align with the alternate knowledge and skills in language arts (reading, listening, and viewing) within the boundaries of the student’s individual needs. One of the standards in language arts under the area of reading says, “The student will read a variety of traditional and electronic materials for information and understanding.” Table 4 at the bottom of the page compares how both the general education and the alternate knowledge and skill items for this standard might align with the assessment process.

The alternate knowledge and skills are located in Appendix A of this manual and on the Bureau of Special Education website, <http://www.sde.state.id.us/SpecialEd/extendedstandards/>.

Table 4: Comparing General Education and Alternate Knowledge and Skills

<b>Language Arts – Reading</b>	
“The student will read a variety of traditional and electronic materials for information and understanding.”	
<b>General Education Knowledge and Skills</b>	<b>Alternate Knowledge and Skills</b>
“Determine main idea or essential message within a text and identify relevant details and facts.”	“Read and interpret symbolic expressions for understanding.”  When the achievement standard under reading is expanded to its most foundational form, the alternate knowledge and skill can apply to a variety of students. People read for understanding in a variety of ways.
<b>General Education Assessment</b>	<b>Alternate Assessment</b>
A student taking a general education assessment for this standard might meet it by: <ul style="list-style-type: none"> <li>• summarizing a story</li> </ul>	Students taking an alternate assessment in reading might demonstrate their knowledge in a variety of ways depending on their mode of receptive communication. They might: <ul style="list-style-type: none"> <li>• touch a texture to recognize an activity because that is how they “read”</li> <li>• identify and choose a product from a grocery list/set of pictures for shopping</li> <li>• recognize the meaning of words used on a job site</li> <li>• decode words using strategies such as phonics, context clues, etc.</li> </ul>

## G. Alternate Sample Applications

### Using Alternate Sample Applications

Alternate sample applications are examples of how a student might demonstrate knowledge or skills in an Idaho Alternate Assessment (IAA). Alternate sample applications can aid in understanding and assessing alternate knowledge and skills:

- Understanding – Alternate sample applications serve as descriptors of the alternate knowledge and skills. Familiarity with the sample applications may help an IEP team understand how a student’s individual needs fit with the alternate knowledge and skills.
- Assessing – Alternate sample applications are sometimes included in IEPs as performance indicators (such as observable, measurable skills) that show progress toward a standard. This is useful because IEP teams often struggle with how to assess performance for students with significant disabilities. Teams are not limited to the alternate sample applications on the alternate knowledge and skills lists. Students will demonstrate their abilities in additional ways.

The table 5 on the next page shows how Idaho Achievement Standards, alternate knowledge and skills, and alternate sample applications fit together.

### Where to Find Alternate Sample Applications

- Appendix A lists alternate sample applications along *with* the corresponding state standards and alternate knowledge and skills.
- Appendix B lists alternate sample applications *without* identifying the corresponding state standards and alternate knowledge and skills. These lists may be useful when rating student achievement because teachers can easily scan and compare a variety of sample applications. It is important to remember that these references are not exhaustive lists of sample applications.
- The Idaho Bureau of Special Education website lists alternate sample applications and other useful information. The Bureau’s web address is [www.sde.state.id.us/SpecialEd/extendedstandards/](http://www.sde.state.id.us/SpecialEd/extendedstandards/).
- The online IAAs include alternate sample applications for easy reference when completing the IAA scales. The “Samples” button for each of the alternate knowledge and skills is a pop up box that lists the sample applications for that item. It is important to remember that this reference is not an exhaustive list of applications. The IAA website is available during the window of assessment in the spring of each year.

Table 5: Alternate Sample Applications

<b>Reading Content Standard -The student will:</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Alternate Sample Applications</b>
<p>A. Read a variety of traditional and electronic materials for information and understanding.</p> <p>---- Read a variety of traditional or electronic materials through the use of symbolic expressions such as, words, pictures, signs, gestures, eye gaze, line-drawings, Braille, objects, or textures for information and understanding.</p>	<p>R-1. Read and interpret presymbolic expressions for understanding.</p>	<p>a. Alerts to music to indicate start of an activity.</p> <p>b. Attends to object teacher is pointing at.</p> <p>c. Picks up object after being tapped on shoulder.</p> <p>d. Opens mouth after smelling food.</p>



## Section II: General Information About Idaho Alternate Assessments

### A. Overview

The Idaho Alternate Assessments (IAAs) were developed in response to a requirement of the 1997 Amendments to the Individual with Disabilities Education Act (IDEA '97). They were designed to measure individual student progress toward the Idaho Achievement Standards. It is important that students with disabilities, regardless of their unique needs, are working toward the quality of life desired by every citizen. Idaho's Achievement Standards have the ultimate goal of preparing Idaho's students, including students with disabilities, for their future pursuits.

#### A Summary of the Alternate Assessment Process

The IEP team determines whether a student with a disability is eligible to participate in an IAA in any of three areas: reading, language, and mathematics.

Special education teachers are in charge of administering alternate assessments and completing the alternate rating scales. Special education teachers work with IEP team members and other individuals they deem appropriate to accomplish three main objectives:

1. Aligning student IEP goals and objectives with alternate knowledge and skills (see Section III).
2. Collecting data and information over a 4-8 week period about student performance (see Section IV).
3. Analyzing data to determine a student's achievement level and progress level, as well as the level of importance for each alternate knowledge and skill item being rated (see Section V).

Although IAAs are conducted only once each year during the spring, the rating process may take into account the student's performance for the past year, including student data and evaluation that is generated on a daily basis. Among other criteria, the data collection process must observe the following rules: (1) data and information regarding a knowledge and skill item that *is* linked with the IEP must be generated within the 4-8 week collection period; (2) data and information regarding a knowledge and skill item that *is not* linked to the IEP may be used if it has been generated during the past year—so long as it reflects the student's current level of performance.

Before conducting an IAA, the IEP team should be familiar with the Idaho Achievement Standards and the corresponding alternate knowledge and skill sections and the alternate sample applications. Doing so will help the team complete a meaningful assessment in the most efficient manner.

#### Significant Development and Administration Considerations

Idaho Alternate Assessments were designed to be sensitive to the unique population they serve—students with the most significant disabilities. In doing so, the following considerations prevailed during the development of the assessments and are embedded in their administration:

- Downward extensions of content knowledge and skills for each academic achievement standard in the content areas—reading, language, and mathematics
- Curriculum relevant and administered in natural instructional environments

- Instruction linked to program development
- Team approach to the assessment of a student as much as possible
- Family involvement as much as possible and as much as families choose to be involved
- Individualized enough to reflect the student's growth in abilities as well as identify his or her needs

**Content Areas for Alternate Assessments**

Idaho has developed statewide alternate assessments in reading, language, and mathematics. The state will develop and pilot an alternate assessment in science in forthcoming years. Some districts have assessments in social studies and/or science/health. If this is the case, an alternate assessment is required by IDEA '97 for those students who are unable to participate in the general education districtwide assessment.

### B. Description of the IAA Scales

There are three alternate assessment scales: reading (receptive communication), language/writing (expressive communication), and mathematics. Currently, federal and state laws require assessments only in the areas of reading, language/writing, and mathematics.

Table 6: General Description of IAA Scales

<b>Alternate Assessment</b>	<b>Grade Levels of IAA-Qualified Students</b>	<b>IAA Scales</b>
<b>R-IAA</b> Reading-Idaho Alternate Assessment	K – 10	The scale contains alternate knowledge and skill items for the Idaho Achievement Standards in reading, listening, and viewing. The emphasis is on a student's means of receptive communication, which is the way a student uses language as his or her primary instrument of thought.
<b>L-IAA</b> Language-Idaho Alternate Assessment	2 – 10	The scale contains alternate knowledge and skill items for the Idaho Achievement Standards in writing and speaking. The emphasis is on how a student learns to be a successful expressive communicator in writing and speaking.
<b>M-IAA</b> Mathematics-Idaho Alternate Assessment	2 – 10	The scale contains alternate knowledge and skills for Idaho Achievement Standards in the categories of number sense, computation, reasoning and problem solving, measurement, geometry, and math models and functions. The emphasis is on using the basic concepts of numbers in functional daily and vocational skills.
<b>S-IAA</b> Science-Idaho Alternate Assessment		The scale will be available in forthcoming years.

## C. Participation Guidelines

### IAA Eligibility Criteria

A statement of participation in state and/or districtwide assessments must be included in the IEP and determined annually. A student is eligible to take an Idaho Alternate Assessment (IAA) if the IEP team answers “yes” to *each* of the following three questions:

1. Does the student’s demonstrated cognitive ability and adaptive behavior prevent completion of the general education curriculum even with program modifications?
2. Is the student’s course of study *primarily* functional-skill and living-skill oriented (typically not measured by district and/or state assessments)?
3. Is the student unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of these skills without intensive, frequent individualized instruction?

If the team answers “yes” to all three of the questions listed above, the student is eligible to participate in an IAA. If the team answers “no” to any of the three questions, it must determine how the student will participate in the general education state and/or districtwide assessments. Parents must be informed at the IEP team meeting that their child will be assessed based on alternate content knowledge and skills that are aligned with the Idaho Achievement Standards.

### Factors Not Considered in IAA Eligibility

Students are not included in IAAs for any of the following reasons:

- The only determining factor is that the student has an IEP.
- The student is academically behind because of excessive absences or lack of instruction.
- The student is unable to complete the general education curriculum because of socioeconomic or cultural differences.

### Actions Following a Determination of IAA Eligibility

When a student meets the guidelines to participate in an IAA, the IEP team must determine which assessments (ISAT, IRI, DWA or DMA) will be replaced by an IAA. A student may participate in some or all of the IAAs—reading, language, and mathematics. For example, the IEP team might appropriately determine that a student should take the math portion of the ISAT (a general education statewide assessment) and the IAA for reading. For a student to participate in both general education and alternate assessments, the IEP team must determine the following:

- The student meets the criteria for participation in an IAA.
- The student is working on general education knowledge and skills in one or two areas typically measured by statewide or districtwide general education assessments.

### **D. Timelines for Data Collection and Online Ratings**

There are two timelines for conducting an Idaho Alternate Assessment (IAA). One is for the collection of data and the other is for the online entry of ratings. Data should be collected 4-8 weeks before online entry of ratings. The online data entry window for IAAs is typically between mid-April and mid-May. This means there is a data collection window from March 1 to approximately May 1. For example, if IAA ratings will be entered online immediately after the assessment window opens, then data and information collection should begin around March 1. However, if IAA ratings will be entered online closer to mid-May, data and information collection should begin no later than April 1. The IAA website will not allow data entry before the testing window opens or after it closes.

#### **Testing Windows for 2004-2006**

Testing window dates have been determined for the following years:

Spring 2004  
April 19 – May 21, 2004

Spring 2005  
April 18 – May 20, 2005

Spring 2006  
April 17 – May 19, 2006

#### **Students Enrolled After March 1**

Students who enroll in an Idaho school after March 1 will not participate in the statewide assessment for that school year because educators would be unable to complete the assessment process. These students will not be counted in the participation and proficiency calculations for adequate yearly progress (AYP) for that school year.

### E. Adding and Changing Student Demographic Information

The Idaho Department of Education will enter student demographic details for students in grades 2-10 on the Idaho Alternate Assessment (IAA) website before the opening of the assessment window. The Department will access demographic information via the fall NWEA class roster files (CRF) and the special populations files (SPF). Table 7 at the bottom of the page indicates the types of demographics updates and additions that should be completed or initiated by school personnel. Student demographic information influences accountability reports at the state, district, and school levels. It is important that this information be accurate.

#### When to Make Changes

School personnel must enter new students during the window of assessment. School personnel must contact the following individuals for demographic changes concerning students who are already in the system.

Quality Assurance Coordinator Idaho State Department of Education Special Education Bureau 332-6918	<b>OR</b>	Idaho Alternate Assessment Coordinator Boise State University 426-4274
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#### Computers Requirements

Only IBM and IBM-compatible computers can be used to add and update demographic information.

Table 7: Adding and Changing Student Demographic Information

<b>K-1 Students</b>	School personnel must enter all demographic information for students in K-1. See page 51 for step-by-step guidance on how to add a student to the IAA website.
<b>New Students</b>	If a student enrolls after the period when the district entered in its NWEA fall demographics, school personnel must add the student to the IAA website during the window of assessment, and the district must update its NWEA demographics files (CRF and SPF). See page 51 for step-by-step guidance on how to add a student to the IAA website.
<b>Nonparticipating Students</b>	If a district has entered a student in the fall NWEA (CRF and SPF), but finds that the student will not participate in the IAA in <i>that</i> school, school personnel must update the student's demographics on the IAA website by indicating nonparticipation and the reason (the teacher will select the reason from a drop down box). See page 53 for step-by step guidance on how to update the IAA website for nonparticipating students.
<b>Changes in Demographics</b> ( <i>e.g., date of birth</i> )	Although school personnel can add new students to the IAA website and update students not participating, they cannot change demographic details, other than the enrollment date, of students already entered into the system. If such a change is needed, school personnel should contact the Idaho Department of Education.
<b>Update Enrollment Date</b>	See page 53 for step-by-step guidance on how to update a student's enrollment date.

## F. Coding Procedures

School personnel must indicate that a student will take an Idaho Alternate Assessment (IAA) instead of a general education statewide assessment in one of two manners:

- IAA instead of IAST. Use the class roster file *and* the special populations file to indicate that a student will participate in an IAA instead of some or all of the ISAT. See “Coding Procedures for the ISAT” on this page for more information.
- IAA instead of IRI, DWA, or DMA. Mark the actual IRI, DWA, or DMA test protocol to indicate that a student will participate in an IAA instead of the general education assessment. See “Coding Procedures for the IRI, DWA, and DMA Protocols” on this page and the next for more information.

### Coding Procedures for the ISAT

Every special education student must be coded in the NWEA for reading, language and mathematics—regardless of whether the student will take the ISAT or an IAA.

1. A class roster file (CRF) must be completed for each student. Use the same student name all year.
2. The special populations file (SPF) must be complete for each special education student.
  - a. All lines must be completed. (Example: If Maria is in special education, a migrant, and receives Free or Reduced Lunch, then there would be three complete lines recorded for Maria.)
  - b. All students in special education must be marked SPE (special education) regardless of how a student will participate in statewide assessments.
  - c. After the SPE designator has been marked, the alternate assessment codes may be used. These are the code options for each alternate assessment:

**AAL** = Alternate Assessment Language

**AAM** = Alternate Assessment Mathematics

**AAR** = Alternate Assessment Reading

If the alternate assessment codes are used without the SPE designator, the special populations file will be returned to the sender.

**Note:** The class roster file and the special populations file must be submitted at the same time. Please check for accuracy before submitting. If either file is returned for corrections, it will be necessary to change the scheduled testing dates for the entire testing window.

### Coding Procedures for IRI, DWA, and DMA Protocols

Answer or response sheets for the general education statewide assessments must be distributed to the appropriate classroom or special education teachers for recording participation in an IAA. The examples on the next page indicate how the Idaho Reading Indicator (IRI) and the Direct Writing Assessment (DWA) protocols would be marked for a student taking an IAA instead of the IRI and the DWA.

**Idaho Reading Indicator**

To indicate that a student will be participating in the Idaho Alternate Assessment for reading, the teacher would circle [SE] and [AAR]. SE stands for special education. AAR stands for Alternate Assessment Reading. The teacher will also circle all other items that apply.

<b>IDAHO READING INDICATOR</b>										
<b>KINDERGARTEN</b>										
<b>FALL</b>										
<b>STUDENT NAME:</b> _____					<b>District #</b> _____					
<b>School/Building Name:</b> _____					<b>Teacher Name</b> _____					
<b>M</b>	or	<b>F</b>	<b>Race (Circle One):</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Circle all that apply: <b>[LEP]</b> <b>[LAA]</b> <b>[TIA]</b> <b>[MIG]</b> <b>[GAT]</b> <b>[NOD]</b> <b>[HML]</b> <b>[SE]</b> <b>[ACR]</b> <b>[ADR]</b> <b>[AAR]</b>										

**Direct Writing Assessment and Direct Math Assessment**

To indicate that a student will be participating in the Idaho Alternate Assessment for writing, the teacher would mark the circle for SPE (special education) and AAL (Alternate Assessment Language). The Direct Math Assessment (DMA) follows the same format as the DWA.

**Idaho 5th Grade Direct Writing Assessment**

<p><b>DISTRICT</b>  <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p><b>BUILDING</b>  <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p><b>ID NUMBER</b>  <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p><b>FIRST NAME</b>  <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p><b>LAST NAME</b>  <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p>	<p><input type="radio"/> SPE</p> <p><input type="radio"/> LEP</p> <p><input type="radio"/> ACL</p> <p><input type="radio"/> MIG</p> <p><input type="radio"/> ADL</p> <p><input type="radio"/> TIA</p> <p><input type="radio"/> AAL</p> <p><input type="radio"/> NOD</p> <p><input type="radio"/> GAT</p>	<p style="text-align: center; font-weight: bold;">STUDENTS DO NOT WRITE IN THIS AREA</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">ROUND 1</td> <td style="width: 50%;">ROUND 2</td> </tr> <tr> <td>TABLE</td> <td>TABLE</td> </tr> <tr> <td>READER</td> <td>READER</td> </tr> </table> <p style="text-align: center; margin-top: 20px;"> <input style="width: 40px; height: 20px;" type="text"/> <input style="width: 40px; height: 20px;" type="text"/> </p> <p style="text-align: center; margin-top: 20px;"> <table border="1" style="margin: auto;"> <tr> <td style="text-align: center; padding: 5px;">FINAL</td> </tr> <tr> <td style="width: 50%; height: 20px;"></td> </tr> </table> </p>	ROUND 1	ROUND 2	TABLE	TABLE	READER	READER	FINAL	
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TABLE	TABLE									
READER	READER									
FINAL										

## Section III: Conducting an IAA Aligning the IEP with Alternate Knowledge and Skills

### A. Aligning the IEP

Students with disabilities need to have IEPs that align with the Idaho Achievement Standards. If the IEP team finds that a student qualifies to take an Idaho Alternate Assessment (IAA), the team should determine how the student's IEP aligns with the alternate knowledge and skills identified in the alternate assessment. The alignment process takes into account the student's needs and IEP goals and objectives. Alternative, functional, or adapted curriculum is used that will meet the student's need. The goals and objectives are aligned—to the degree possible—to the alternate knowledge and skills within the Idaho Achievement Standards.

#### Alternate Knowledge and Skills (IEP-linked or Not)

A student's IEP is still an "individualized program." The student may have goals and objectives that are unique to his or her needs and which fall outside of the alternate knowledge and skills criteria identified in an IAA. During the IAA rating process, the special education teacher will mark "yes" or "no" to indicate whether an alternate knowledge and skill on the IAA is aligned with the student's IEP goals or objectives. Teachers, parents and other team members should be familiar with the alternate knowledge and skill criteria.

#### The Strongest Links

It is possible that a student's IEP goals and objectives will have several links to alternate knowledge and skill items in various content areas (reading, language, and mathematics), content sections, and achievement standards. The team should align a student's goals and objectives with the alternate knowledge and skill items that have the *strongest* links. For example, an IEP goal or objective might align with the following:

- One alternate knowledge and skill item within a single content area—reading, language or mathematics (see example one on page 31).
- Two or more alternate knowledge and skill items within a single content area (see example two on page 31).
- Two or more alternate knowledge and skill items in different sections of a content area. For example, the content area language arts has three sections—reading, listening, and viewing. An IEP goal or objective might align with an alternate knowledge and skill item in each of these sections (see example three on page 31).
- Two or more alternate knowledge and skill items in different content areas and sections (see example four on page 31).

#### Sample Applications

A review of the alternate sample applications listed in this manual may be helpful in developing IEP goals and objectives that (1) meet a student's individual needs and (2) align with the alternate knowledge and

skills identified in the Idaho Achievement Standards. Alternate sample applications have been developed to show how a particular alternate knowledge and skill item might be demonstrated and considered in the assessment ratings. A collection of alternate sample applications can be found in Appendix A and B of this manual.

### **When to Align**

IEP goals and objectives should be aligned with the alternate knowledge and skills when the IEP is developed or, at the latest, before an IAA begins. As with all other aspects of the IEP, the alignment of IEP goals and objectives with the alternate knowledge and skills should be reviewed at least annually. Aligning IEP goals and objectives to the Idaho Achievement Standards must occur when a student transfers into an Idaho school district from another state.

### **Questions that May Aid the Alignment Process**

Here are some questions that may be helpful to the IEP team in making alignment decisions:

1. What *content area* is emphasized in the goal/objective? Is the primary focus reading, language arts, math, science/health, or social studies? If an IEP goal or objective is primarily related to science/health or social studies, there is no need to “force” or “finesse” alignment to the alternate knowledge and skills in reading, language, or math.
2. Is the skill that is being taught a *pre-requisite* skill in a certain area? For example, touching an object to make a choice (an expressive skill) is considered a pre-requisite skill under the “speaking” standard.
3. What are the *underlying concepts* on which the student is working, and how do they relate to a particular alternate knowledge and skill? For example, learning to initiate conversations without prompts relates to the fundamental abilities of (a) using vocabulary for a purpose and an audience and (b) developing a message that incorporates a clear and focused idea.
4. Is the student working on *two content areas at the same time*? For example, say a student is working on using a communication system in a community setting that requires the use of math computation and money skills. This type of goal might align with “using a communication system to express preferences and opinions” as well as “[using] a method to estimate and predict amounts.”

### **Assessment Considerations**

Each IEP goal and objective that is aligned with the alternate knowledge and skills must have a method by which the activity can be assessed. For example, video taping a student in the act accomplishing (or failing to accomplish) an IEP objective is one way to document a student’s performance so that it can later be assessed. A review of the alternate sample applications might help an IEP team determine how a student could demonstrate alternate knowledge and skills. Alternate sample applications are listed in Appendix A and B of this manual. These lists of sample applications are not exhaustive.

**B. Examples of Matching IEP Goals and Objectives with Alternate Knowledge and Skills**

Example 1

Student Need	IEP Goals & Objectives	Idaho Alternate Knowledge & Skill	Alternate Sample Application/ Performance Assessment
Kay needs to follow directions in her daily routine independently.	Using verbal prompts, Kay will complete her daily taskings using 2- and 3-step directions without adult assistance in 4/5 of trials.	<b>R-4.</b> Interpret symbolic expression for sequential routines.	c. Read a job task list or picture card and complete the steps of the job.

Example 2

Student Need	IEP Goals & Objectives	Idaho Alternate Knowledge & Skill	Alternate Sample Application/ Performance Assessment
Kay should improve her interpersonal relationships by initiating interactions through a written communication system.	With full assistance, Kay will compose notes having at least 2-3 units of thought to peers and/or family members in 4/5 of trials.	<b>W-1.</b> Demonstrate the use of words, pictures, signs, or objects to create a message.	b. Write or create a sequence of objects/pictures/icons/words for meaning.
		<b>W-2.</b> Identify and use appropriate vocabulary for a specific audience and purpose.	d. Use correct picture symbols for an activity in the general classroom during a group project or completing an assignment.

Example 3

Student Need	IEP Goals & Objectives	Idaho Alternate Knowledge & Skill	Alternate Sample Application/ Performance Assessment
Kay needs to read and understand her environment for various daily life activities.	Kay will read simple words, picture ads, and/or view short videos that advertise items in the school store, lunchroom, vending machine, and local fast food restaurant with 95% accuracy.	<b>R-2.</b> Read and interpret symbolic expressions for understanding.	d. Identify and choose a product from a grocery list/pictures for shopping.
		<b>V-3.</b> Interpret literal and figurative meanings of communication.	d. Watch a McDonald's commercial and ask: "What is this ad trying to convince you to do?" (Eat at McDonald's) "What did you see that encouraged you to go to McDonald's?" (Bright colors, fun activities, happy faces, and/or delicious-looking food.)  f. Identify key pictures within a short media presentation.

Example 4

Student Need	IEP Goals & Objectives	Idaho Alternate Knowledge & Skill	Alternate Sample Application/ Performance Assessment
Kay needs to improve her daily living skills by increasing her money skills and expressive vocabulary to identify needs and wants.	Under adult supervision and using her communication system, Kay will independently indicate her wants and make choices to purchase items up to \$5.00 from the school store, lunchroom and vending machine in 4/5 of trials.	<b>C-1.</b> Recognize and order numbers in environmental settings.	a. Indicate recognition of numbers in various environments, e.g., classroom numbers, bus numbers, telephone numbers, address numbers, emergency numbers.
		<b>M-2.</b> Use money skills in school, work, daily home living, and recreational activities.	b. Purchase lunch or other items.
		<b>S-4.</b> Use communication system to express opinions and preferences.	a. Use communication system to indicate preference of a food or drink.
		<b>S-5.</b> Initiate interaction with another person with or without assistance.	g. Request objects, help, activity, etc., using words, ASL, pictures, gestures, etc.



## Section IV: Conducting an IAA Collecting Data & Information

### A. Overview of Collecting Data and Information

In preparing for an Idaho Alternate Assessment, IEP team members need to consider (1) the skills that are being assessed and (2) the kind of data and information that will best indicate student performance levels.

#### Timeframe for Collecting Data and Information

Students who participate in an Idaho Alternate Assessment (IAA) do not complete pencil/paper or computer-adapted tests. To rate a student's achievement and progress levels regarding the alternate knowledge and skills, the special education teacher will review data and information about a student's performance that is collected over a 4-8 week period.

#### IEP-Linked or Not

During the rating portion of an IAA, the special education teacher will use the data and information collected during the assessment process to rate *every* alternate knowledge and skill item for both achievement level and progress level; some of these items may not be aligned to the student's IEP goals

*(Continued on the next page.)*

Table 8: Example of How IEP-Linked Alternate Knowledge and Skills Fit with Data Sources

IEP Goal/Objective	Achievement Standard	Alternate Knowledge & Skill	Data Sources for Assessment
Use a communication board to request an activity.	Speaking	S-4. Use communication to express opinions and preferences.	<ul style="list-style-type: none"> <li>The teacher takes a short video of the student using a communication board to request an activity.</li> <li>The teacher may also use observation data sheets as the second source of data. Weekly data sheets may indicate when the student uses the communication board to express likes and dislikes independently.</li> </ul>
Follow directions with two or more steps using picture-symbol sequences.	Listening	L-1. Listen and respond to presymbolic and/or symbolic modes of expression such as...	<ul style="list-style-type: none"> <li>Weekly data sheets may indicate when the student uses the communication board to follow a 2-step direction.</li> <li>The teacher uses the same videotape of the student following specific directions in the classroom.</li> <li>The teacher interviews the student's parents regarding listening skills to find out if the student responds to the same kind of direction at home and in the community.</li> </ul>

and objectives. It is important, nonetheless, for special education teachers who are conducting an IAA to review data and information that will indicate a student's performance concerning *all* of the alternate knowledge and skills—both those that are linked to the IEP and those that are not.

### **Individuals Collecting Data and Information**

Collecting data and information for an IAA can be a responsibility shared by many individuals. Ideally, the individuals gathering data and information to be used in an IAA should spend at least 4-8 weeks with the student before the rating process begins. If this is not possible, it is still important for raters (in some cases a student will be rated twice) to establish a relationship with the student; such raters are better able to collect and assess data and information about a student's performance, which contributes to the reliability of the assessment process.

### **Nature of Data and Information: Recent, Representative, and Reliable**

All data and information must be recent, representative, and reliable. These terms are defined as follows:

- **Recent**: Data or information used to rate IEP-linked alternate knowledge and skill items must be generated by the student or based on student performance during the 4-8 weeks before the rating process begins. Data or information used to rate alternate knowledge and skills *not* linked to the IEP must be generated by the student or based on student performance within the past year *and* must be indicative of the student's current performance.
- **Representative**: Multiple data and information sources increase the likelihood that the student performances are characteristic of the student's typical work and not limited to one type of assessment format. If one type of data or information source is used, then multiple points of data and information must occur over time to achieve representative data.
- **Reliable**: Data or information should be collected over multiple points in time and is strengthened by using multiple sources.

**B. The Treatment of Data and Information—  
IEP-Linked and Not IEP-Linked**

Table 9: The Treatment of Data and Information—IEP-Linked and Not IEP-Linked

Assessment Data and Information	Alternate Knowledge and Skills	
	IEP-Linked	Not IEP-linked (independent)
<b>Types of Data/Information Sources</b>	Work samples Published tests Observations/data sheets Interview/record review Video/audio tapes of performance  <i>(See page 36 for a description of this type of data and information.)</i>	Recollection observations Ongoing classroom learning opportunities Interviews Record review Others  <i>(See page 38 for a description of this type of data and information.)</i>
<b>Documentation</b>	Written or electronic records that can be stored and revisited, if needed, must be kept.	Documentation is not required.
<b>Age of Data and Information</b>	The data and information must have been generated by the student or based on student performance within 4-8 weeks before rating begins.	The data and information must have been generated by the student or based on student performance within the past year. This data and information may be used <i>only</i> if it is indicative of current levels of student performance.
<b>Collection/Consideration Period</b>	Performance data and information is <i>collected</i> within 4-8 weeks before rating begins.	Performance data and information is <i>considered</i> within 4-8 weeks before rating begins.
<b>Collection Strategies</b>	<u>Option 1:</u> One type of data source with three data points spaced out over at least 6-8 weeks.  <u>Option 2:</u> At least two different types of data sources collected in at least 2-4 weeks.  <u>Option 3:</u> Multiple types of data sources collected over 4-8 weeks.	While data and information for alternate knowledge and skills <i>not</i> linked to the IEP must be considered in the rating process, the physical collection of this material is not required. If the special education teacher chooses to physically collect some or all of this material, specific collection strategies are left to his or her discretion.
<b>Disposition</b>	Data and information is kept with the Individual Student Report in the student's confidential special education file. Although the Individual Student Report is a permanent part of the file, the data and information used to assess the student must be kept for only one year.	Documentation is not required, but if data or information was gathered it may be filed or discarded after a student's proficiency score is finalized.

### C. Data and Information Sources for Alternate Knowledge and Skills Linked to the IEP

There are several types of data and information that may reflect student performance regarding IEP-linked alternate knowledge and skills.

**Work samples.** A collection of work samples that is representative of student performance can reflect most of the dimensions in the achievement-level rubric and the progress-level rubric. Often times, work samples will contain anecdotal notes about the level of support or assistance, the fluency or accuracy of the skill demonstrated, the amount of re-teaching needed, and the application level of the skill. At least three work samples over time of the knowledge and skill being rated increases assessment reliability; this is particularly important if other data sources are not being used.

**Published tests.** The results of published tests are important sources of data on student performance. Often times, students go through evaluations or reevaluations to determine present levels of performance for special education services. These evaluations typically include formal rating scales or an inventory of basic skills demonstrated. Such evaluations can be useful in making a judgment about a student's level of achievement and progress related to an alternate knowledge and skill. However, a word of caution is warranted: the content of a published test may not match the Idaho Achievement Standards and may not indicate what a student can do with a prompt.

**Observations/data sheets.** Accurate and detailed information can be provided via observations. Two types of observations—systematic and nonsystematic—are described below:

- A systematic observation defines precisely what is to be observed ahead of time; the observer simply records if the performance is seen. A systematic observation can chart behavior by rate, frequency, degree of support, duration, or a checklist of skills.
- A nonsystematic observation has the observer watch the student in a natural environment and take notes on the performance that seems relevant. Pictures can be an excellent source of nonsystematic observations. If presented in a series with an explanation, pictures can depict what the student is doing, the level of support given, and the concrete application level of the skill in the natural environment. An abstract level of application is more difficult to capture with pictures.

An observation can be done in the school, the home, community settings, and at a job site. A variety of people who know the student can conduct the observations, such as teachers, paraprofessionals, parents, job coaches, or related service personnel. Observations can be verified by observing the skill at least three times. This can be accomplished with weekly probes.

**Interview/record review.** People who are familiar with a student can be a valuable source of information. They can recall observations and interpretations of the student's knowledge and skills. However, caution is advised when using this type of information. Information may be tainted or less accurate the longer the time between the actual event and the recollection of the event. Special education teachers are advised to support this type of information with objective data, such as work samples. A record review can also pull together existing information about student performance. Even though there is no control over the data gathered in the past, the records may give a historical picture of student progress that helps validate the most recent data. Another source of recent, objective data—such as work samples, observations, or videotapes—should accompany the information from a record review.

**Video/audio tapes of performance.** Videotaping or audiotaping a specific event that shows a student demonstrating a level of achievement is a valuable source of data for rating an alternate knowledge and skill item. A video or audio tape can provide a clear indication of (1) the type of assistance given to a

student and (2) the need for re-teaching. When using a video or audio recording, practice ahead of time and make sure you capture the desired behaviors. Attend to the environment and background noise as well as to the volume of the student's voice or the clarity of the student's movements. Introduce the video or audio tapes with a brief script of the date and time, setting, objective, and type of instruction. Finally, consider a video or audio tape in natural environments using three sessions to verify assessment reliability if other data is not being used.

### **D. Data and Information Sources for Alternate Knowledge and Skills Not Linked to the IEP**

There are several strategies that may be used to gather data and information necessary to rate alternate knowledge and skill items not linked with a student's IEP.

**Recollection observations.** Sometimes, raters may recall a student demonstrating knowledge and skills. Information about such recollections may be found in portfolios or a collection of student work that has been saved over time. This source of information can be used to judge a student's current level of performance.

**Ongoing classroom learning opportunities.** Special education teachers and paraprofessionals frequently keep observation summaries about overall daily or weekly behaviors and performances. This information can be valuable when rating the achievement level for the alternate knowledge and skills that are not linked to IEP goals and objectives.

**Interviews.** Short interviews can be conducted over the phone or face-to-face. They may range from casual conversations to structured processes for gathering information about specific student performance of alternate knowledge and skills. Peer interviews can be helpful in rating speaking, listening, writing, reading, and social skills.

**Record review.** Many teachers, paraprofessionals, therapists, and parents keep anecdotal notes about a student's behavior and performances. This information can be used to rate achievement levels. Results from published tests in a student's cumulative file may yield student performance information that can lead to a judgment about current levels of performance.

## Section V: Conducting an IAA Determining Ratings

### A. Overview of Analysis and Rating Process

Once data and information have been collected for all of the alternate knowledge and skills items—both IEP-linked and independent—student performance must be analyzed and rated by the special education teacher. During the rating process, the special education teacher will assign an achievement rating and a progress rating to each alternate knowledge and skill item on the assessment. The special education teacher will also rate the importance level for each alternate knowledge and skill item. The three types of ratings are described below:

- **Achievement Level** – The achievement level rates a student’s performance in terms of fluency, setting, independence, re-teaching and application.
- **Progress Level** – The progress level rates the frequency and accuracy of student performance within a specific achievement level.
- **Importance Level** – The importance level indicates how important an alternate knowledge or skill item is to the student at the time of the assessment. The importance rating is not factored into the assessment scores and the resulting proficiency level. The importance rating is simply a survey intended to assist the IEP team. The Individual Student Report will list the alternate knowledge and skills that are rated relatively *low* in terms of achievement, but relatively *high* in terms of importance. These items should be prime candidates for instructional intervention through the IEP goals and objectives.

**Rubrics.** The special education teacher determines ratings for each alternate knowledge and skill item by comparing the performance data and information collected for the assessment to an achievement-level rubric and a progress-level rubric. The teacher will assign an importance rating based on separate criteria.

**Rater consultation.** The rater may consult with individuals he or she deems appropriate in determining achievement and progress ratings with one exception: If a student will be rated twice as part an inter-rater sampling, the raters may not discuss with each other how they intend to rate the student. However, raters may, as a point of clarification, discuss the student’s performance and the assessment rubrics.

**Online entry.** Section VII of this document gives step-by-step instructions for entering ratings on the IAA website. Raters may print a blank copy of the IAA rating form, use it as a working document, and then input the ratings online. Hard copies of rating forms should be treated as test protocols, meaning they should be destroyed or placed in the teacher’s working file, so long as the file is not shared with other individuals. If rating forms are placed in the student’s confidential special education file, they become part of the file.

**Assessment results.** Achievement and progress ratings contribute to a point system. The total number of points a student receives on an alternate assessment translates into a proficiency level of advanced, proficient, basic, or below basic. Parents receive a report indicating their child’s proficiency level.

## B. Determining Achievement Level

The first rating to be completed is the achievement level. An achievement rating is based on student performance data and information concerning alternate knowledge and skill items. Each alternate knowledge and skill item on the assessment will receive an achievement rating. The rater should keep in mind the following:

- **IEP-linked:** An achievement rating for an alternate knowledge and skill item that is *linked* to the student’s IEP must be supported by a collection of documented data and information. The special education teacher (who is considered the “first rater”) will be asked to identify data sources during the online rating process.
- **Not IEP-linked:** An achievement rating for an alternate knowledge and skill item that is *not linked* to the student’s IEP does not need to be supported by a collection of documented data and information; however, data and information must still be *considered* when determining the achievement rating.

There are four achievement levels: non-existent/beginning, emerging, developing, and generalizing. The achievement level characterizes the performance of a student holistically by evaluating a combination of cognitive and performance dimensions in relation to five key considerations; these considerations are identified in table 10 on this page and detailed in table 11 on page 41.

After reviewing and analyzing student performance data and information in light of the achievement-level rubric, the rater assigns an achievement level to each of the alternate knowledge and skill items on the Idaho Alternate Assessment. The rater may consult with individuals he or she deems appropriate in determining achievement ratings with one exception: If a student will be rated twice as part an inter-rater sampling, the raters may not discuss with each other how they intend to rate the student. However, raters may, as a point of clarification, discuss the student’s performance and the assessment rubrics. See Section VI beginning on page 45 for more information on second raters.

Step-by-step directions for entering ratings online are listed on page 55 for rater one (the special education teacher) and on page 58 for rater two.

Table 10: Achievement-Level Considerations for an IAA

Achievement Levels	Key Considerations When Determining Achievement Level
Generalizing	<ul style="list-style-type: none"> <li>• Degree of spontaneity or fluency of the knowledge and skill</li> <li>• Number of settings and situations the knowledge and skill is demonstrated</li> <li>• Degree of independence and need for support to demonstrate knowledge and skill</li> <li>• Amount and frequency of re-teaching needed to sustain knowledge and skill</li> <li>• Level of application of the knowledge and skill using concrete-abstract continuum</li> </ul>
Developing	
Emerging	
Nonexistent/ Beginning	

## C. Achievement-Level Rubric for an IAA

Table 11: Achievement-Level Rubric for an IAA

Rating	Key Considerations*	Examples of Key Considerations
<b>Generalizing</b>	<i>Fluency</i>	<ul style="list-style-type: none"> <li>• <i>Spontaneous</i> demonstrations of the standard are observed.</li> </ul>
	<i>Settings</i>	<ul style="list-style-type: none"> <li>• Knowledge and skills are <i>generalized in various areas</i>.</li> </ul>
	<i>Supports</i>	<ul style="list-style-type: none"> <li>• Consistent <i>independent</i> performance.</li> </ul>
	<i>Supports</i>	<ul style="list-style-type: none"> <li>• Use of <i>natural supports and cues</i> in the environment.</li> </ul>
	<i>Re-Teaching</i>	<ul style="list-style-type: none"> <li>• <i>Some reminders</i> and/or re-teaching is needed.</li> </ul>
	<i>Application</i>	<ul style="list-style-type: none"> <li>• Application of standard is becoming more <i>abstract</i>.</li> </ul>
	<i>Application</i>	<ul style="list-style-type: none"> <li>• Performance is still significantly below developmental/grade expectations (at least 3 or more years).</li> </ul>
<b>Developing</b>	<i>Fluency</i>	<ul style="list-style-type: none"> <li>• <i>Some spontaneous</i> demonstrations are observed.</li> </ul>
	<i>Settings</i>	<ul style="list-style-type: none"> <li>• Knowledge and skills are <i>developing in one or more settings</i>.</li> </ul>
	<i>Supports</i>	<ul style="list-style-type: none"> <li>• <i>Some degree of independence</i> is shown.</li> </ul>
	<i>Supports</i>	<ul style="list-style-type: none"> <li>• <i>Verbal cues and/or visual aids/picture cues</i> are necessary to demonstrate the standard.</li> </ul>
	<i>Re-Teaching</i>	<ul style="list-style-type: none"> <li>• Frequent re-teaching and/or <i>repeated practice</i> is needed.</li> </ul>
	<i>Application</i>	<ul style="list-style-type: none"> <li>• Application of standard is mixed between <i>concrete and abstract</i>.</li> </ul>
<b>Emerging</b>	<i>Fluency</i>	<ul style="list-style-type: none"> <li>• <i>No spontaneous demonstrations</i> are observed.</li> </ul>
	<i>Settings</i>	<ul style="list-style-type: none"> <li>• Knowledge and skills are <i>emerging in structured settings</i>.</li> </ul>
	<i>Supports</i>	<ul style="list-style-type: none"> <li>• A degree of <i>dependency</i> on teachers/parents/aids/peers is shown.</li> </ul>
	<i>Supports</i>	<ul style="list-style-type: none"> <li>• <i>Full or partial physical prompts/gestures</i> are required at least half of the time.</li> </ul>
	<i>Re-Teaching</i>	<ul style="list-style-type: none"> <li>• Re-teaching and repeated practices are <i>necessary</i>.</li> </ul>
	<i>Application</i>	<ul style="list-style-type: none"> <li>• Application of standard is <i>concrete only</i>.</li> </ul>
<b>Nonexistent/ Beginning</b>	<i>Fluency</i>	<ul style="list-style-type: none"> <li>• Performance is focused on <i>assessing the basic pre-skills</i> to elicit emerging <i>demonstration</i> of the standard.</li> </ul>
	<i>Settings</i>	<ul style="list-style-type: none"> <li>• Pre-skills are observed in a <i>relevant structured setting</i>.</li> </ul>
	<i>Supports</i>	<ul style="list-style-type: none"> <li>• <i>Dependent</i> on teachers/parents/aids/peers.</li> </ul>
	<i>Supports</i>	<ul style="list-style-type: none"> <li>• <i>Full physical prompts</i> are necessary.</li> </ul>
	<i>Re-Teaching</i>	<ul style="list-style-type: none"> <li>• Re-teaching and <i>repeated practice with full support</i> is necessary.</li> </ul>
	<i>Application</i>	<ul style="list-style-type: none"> <li>• Application is <i>concrete only</i>.</li> </ul>

\* Page 42 provides a definition of each key consideration.

### D. Definitions of Key Considerations in Rating Achievement Level

**Fluency.** The degree of spontaneity or sustained performance provides the potential for enduring levels of knowledge and skills. The more a student can routinely perform the skill or demonstrate the knowledge, the greater the fluency or spontaneity of the behavior. Fluency enhances the student's functional independence.

**Settings.** The degree to which a student demonstrates the knowledge and skill in multiple environments or situations reflects the functional level of achievement he or she generalizes. Highly structured settings may include environments such as self-contained special education classrooms, resource classrooms, a specialized work site in the classroom, etc. A limited number of settings might include only the special education classroom and the student's homeroom. Examples of multiple environments could be three or more of the following: special education classroom, general education classroom, library, cafeteria, playground, natural work site, stores, restaurants, home, etc.

**Supports.** The degree to which supports are provided influences the level of independence in performing or demonstrating knowledge and skills. The goal of all students is increased student participation and performance and decreased teacher or parent direction. This does not mean natural supports cannot be present in the student's environment. Natural supports are people, cues, signs, symbols that are present in the environment, such as bathroom signs, clocks, menu pictures, school office staff, clocks, school bells, classmates, etc.

**Re-Teaching.** The degree to which the amount and frequency of re-teaching is necessary to sustain knowledge and skills reflects a level of dependence the student exhibits. Students performing at higher achievement levels have generalized the skills across settings and situations at a level that makes constant re-teaching not as necessary. Lower achievement levels typically mean that students need repeated teaching and practice in order to generalize and sustain the knowledge and skill.

**Application Level.** The degree to which the knowledge and skill is applied reflects the level of achievement when students are demonstrating tasks. Lower levels of achievement show how students understand the minimal, concrete concepts when performing a skill while higher abstract levels describe a more thorough understanding and performance of the skill or process.

### E. Determining Progress Level

After determining a student’s achievement level for each alternate knowledge and skill item, the rater should take the following steps to determine the student’s progress level for each alternate knowledge and skill item:

1. Keep in mind the achievement-level rating for a particular item.
2. Analyze the data collected during the 4-8 week period before the rating process.
3. Based on the data and the progress-level rubric (see table 12 below) select the progress level at which the student has consistently demonstrated the knowledge and skill at the achievement level previously selected. The progress-level rubric is based on data sources that reflect the student’s frequency and accuracy concerning the alternate knowledge and skills.

The rater may consult with individuals he or she deems appropriate in determining progress ratings with one exception: If a student will be rated twice as part an inter-rater sampling, the raters may not discuss with each other how they intend to rate the student. However, raters may, as a point of clarification, discuss the student’s performance and the assessment rubrics. See Section VI beginning on page 45 for more information on second raters.

Step-by-step directions for entering ratings online are listed on page 55 for rater one (the special education teacher) and on page 58 for rater two.

Table 12: Progress-Level Rubric for an IAA

<b>Progress Levels</b>	<b>Description</b>
<b>Excellent</b>	Student demonstrates the knowledge and skill at an achievement level for 80 – 100% of the documented opportunities. Data can be collected either as a frequency count of events (4/5) or a percent of responses.
<b>Good</b>	Student demonstrates the knowledge and skill at an achievement level for 6 – 79% of the documented opportunities. Data can be collected either as a frequency count of events (3/5) or a percent of responses.
<b>Little</b>	Student demonstrates the knowledge and skill at an achievement level for 30 – 59% of the documented opportunities. Data can be collected either as a frequency count of events (2/5) or a percent of responses.
<b>Beginning</b>	Student demonstrates the knowledge and skill at an achievement level for 0 – 29% of the documented opportunities. Data can be collected either as a frequency count of events (1/5) or a percent of responses.

### F. Determining Importance Level

The special education teacher will assign an importance level to each alternate knowledge and skill item on the student's Idaho Alternate Assessment (IAA). There are four levels of importance: essential, very important, some importance, and not important. The importance rating is not factored in to the IAA score; it is simply a survey intended to assist the IEP team. The Individual Student Report will list the alternate knowledge and skills that were rated relatively *low* in terms of achievement level, but relatively *high* in terms of importance. Such items should be prime candidates for instructional intervention through IEP goals and objectives. An IEP team may expect importance ratings to change annually depending on the achievement levels of particular knowledge and skills.

When selecting the importance rating, the rater must consider whether each alternate knowledge and skill item is—

- Prerequisite to another important skill
- Relevant to the student's age-appropriate daily living skills
- Needed to achieve a postschool goal
- Necessary at this point in time

The table below explains how these four considerations are used to determine the importance level of an alternate knowledge and skill item.

Table13: Importance Ratings for an IAA

<b>Importance Levels</b>	<b>Description</b>
<b>Essential</b>	The alternate knowledge and skill is critical to the instructional program of the student. He or she needs to progress because all four factors mentioned above are relevant to the student.
<b>Very important</b>	The alternate knowledge and skill is important to the instructional program of the student, however, it is needed for only three of the factors. One of the factors is not essential at this time.
<b>Some Importance</b>	The alternate knowledge and skill has some importance to the instructional program of the student, but may not need to be addressed at this time because it is relevant to only one or two of the factors.
<b>Not Important</b>	The alternate knowledge and skill is not needed at this time. Sometimes there are student needs that do not demand a major focus of instruction.

## Section VI: Inter-rater Reliability Sampling

### A. Validation of Proficiency Scores Using Second Raters

#### Validation of Proficiency Levels Using a Second Rater

Some error exists in all measurements of human behavior. However, confidence in the assessment tool and the results increases when a second person or group independently provides a similar rating to those of the initial rater. Therefore, each school that administers an Idaho Alternate Assessment (IAA) will have at least one student or up to 20 percent of students, depending on which number is greater, selected to be rated a second time. Students in grades 2-10 will be randomly selected from the fall NWEA special populations file. Special education teachers will be notified of the students selected before the window of assessment opens.

#### The General Process: Inter-rater Reliability Sampling

The process calls for two raters—the special education teacher and another rater—to independently rate a student's performance on all of the IAA items. The student's proficiency level generated by each rater will be compared. If the proficiency levels vary between a final outcome of "proficient" or "not yet proficient" (as reported for adequate yearly progress), the raters will work through a process to bring the ratings closer together. The steps raters take to work toward agreement regarding a student's proficiency level are listed on page 47. The table 15 on page 48 identifies what constitutes agreement and disagreement between raters.

#### Who Should Be the Second Rater?

The special education teacher will select the second rater, which may be either an individual or a team. The teacher may draw on the help of the IEP team in making the selection. Like the special education teacher, who always serves as the first rater, the second person (or team) to rate the student's proficiency level must be knowledgeable about and familiar with the student. The second rater, for example, might be the student's educational assistant, psychologist, speech language pathologist or a *combination* of these individuals. Good candidates for second raters include individuals who have worked with the student and who know the student's program and instructional responses. The second rater will review all of the performance information associated with the assessment before rating the student.

#### Confidentiality and Elimination of Bias

One of the responsibilities of the second rater is to review the collected sources of performance data. For reasons of confidentiality and security, if a second rater is a non-employee (e.g., parent, service coordinator, etc.) the second rater must mark a printed rating form and an authorized employee must enter the ratings online.

To minimize bias and to increase the likelihood of reliable scores, rating must be done independently. It is important that the first and second raters do not discuss their findings until *both* ratings are completed. However, it is suggested that before the rating process begins, the first and second raters (1) go over the performance data and information and (2) clarify the achievement-level and progress-level rubrics for the alternate knowledge and skills.

**Reporting Results of the Inter-rater Reliability Sampling**

The Idaho Department of Education will verify inter-rater agreement and reliability for the IAA at the overall proficiency level. The results of the second rater are not averaged into the ratings of the student's alternate assessment scores. The second rater is for reliability purposes only. Only the results from the first rater—the student's special education teacher—are finalized, reported to parents, and included in calculations for adequate yearly progress (AYP).

## B. First and Second Raters: The Process for Inter-rater Agreement

Table 14: The Process for Inter-rater Agreement

<b>1. Students are selected</b>	The special education teacher (the first rater) is informed of which students have been randomly selected for a second rating.
<b>2. 2nd rater is selected</b>	The special education teacher selects an individual or a group to act as a “second rater.”
<b>3. 1st and 2nd raters review and clarify information</b> <i>(optional)</i>	<i>Before</i> ratings are entered into the computer, the first and second raters (1) go over the performance data and information and (2) clarify the achievement-level and progress-level rubrics for the alternate knowledge and skills. This is a recommended, but optional, step.
<b>4. 1st rater enters rating information online</b>	After a thorough review of the data and information, the first rater <i>independently</i> enters ratings for the achievement level, progress level, and importance level for all items. The first rater saves his or her ratings but <b>does not</b> finalize them.
<b>5. 2nd rater enters rating information online or on a paper form</b>	After a thorough review of the data and information, the second rater <i>independently</i> assigns ratings for the achievement level and progress level for all items. This is done either online or on a paper form. The second rater or the school official assigned to enter the ratings online saves the ratings.
<b>6. Raters confirm whether agreement has been reached</b>	After the second rater enters and saves his or her ratings, both raters can view the Inter-rater Agreement decision on the demographics/maintenance screen. An 80 percent item agreement is desirable, but it is the agreement concerning the <i>overall</i> proficiency level that is required between raters. The table 15 on the next page provides guidelines for determining agreement between the first and second raters.
<b>7. Inter-rater disagreements (if any) are settled</b>	<p><i>If</i> the inter-rater outcome is in disagreement, the raters must (1) discuss the data and information, (2) review additional performance data, (3) determine what items they disagreed on, and (4) establish a clear understanding of student performance. Both raters then decide whether they want to make any changes in their ratings.</p> <p>If, after the discussion and any subsequent changes to ratings, the raters still do not agreement on the student’s overall proficiency level, the discrepancy usually suggests that the different raters are applying different mastery standards or looking at different applications of the alternate knowledge and skills. Discrepancies may be remedied by additional training on (1) the definitions of the achievement levels or (2) the kinds of sample applications suitable for the alternate knowledge and skills.</p>
<b>8. The 1st rater finalizes results</b>	After confirming that inter-rater agreement has been reached, the first rater finalizes his or her results online.
<b>9. SDE verifies reliability</b>	After the assessment window has closed, the Idaho Department of Education will verify reliability of the Idaho Alternate Assessments by reviewing the inter-rater agreement data for each district and the state.

### C. Inter-rater Reliability Guide

Before Rater 1 may finalized his or her ratings, the ratings by Rater 1 and Rater 2 must agree to the point that they both result in an *overall* judgment of either “proficient” or “not yet proficient.” For purposes of school, district, and statewide accountability reports, students need a level of either advanced or proficient to achieve the status of “proficient” as measured by an Idaho Alternate Assessment. Students who are performing at either the basic or below basic level are characterized as “not yet proficient” for accountability purposes.

Raters can determine whether they have achieved an acceptable agreement for the decision of **proficient** or **not yet proficient** by referring to the table below.

Table 15: Inter-rater Reliability Guide

Rater 1 Decision	Rater 2 Decision	Inter-rater Outcome	Action to be Taken
<b>Advanced</b>	Advanced Or Proficient	→ Agreement	<b>Finalize Rater 1 Results</b>
	----- Basic Or Below Basic	→ Disagreement	
<b>Proficient</b>	Advanced Or Proficient	→ Agreement	<b>Finalize Rater 1 Results</b>
	----- Basic Or Below Basic	→ Disagreement	
<b>Basic</b>	Basic Or Below Basic	→ Agreement	<b>Finalize Rater 1 Results</b>
	----- Proficient Or Advanced	→ Disagreement	
<b>Below Basic</b>	Basic Or Below Basic	→ Agreement	<b>Finalize Rater 1 Results</b>
	----- Proficient Or Advanced	→ Disagreement	

## Section VII: Considerations Regarding IAAs

### **A. Computer Requirements for IAA Data Entry**

#### **IBM and MacIntosh Computers**

An IBM or IBM-compatible computer is needed to enter student demographic information. An IBM, an IBM-compatible, or a MacIntosh can be used to enter online ratings for Idaho Alternate Assessments. (See pages 26, 51 and 53 for more information on student demographics.)

#### **Explorer**

Microsoft Internet Explorer 5.X or higher is needed to run the application. Internet Explorer must have a 128-bit encryption capability. To check the encryption capability, go to “Help,” scroll down the “About Internet Explorer.” Encryption updates are available through Microsoft by going to the Help toolbox, clicking “About Internet Explorer,” and going to the update links.

#### **Modem Speed**

The Internet speed for your computer site may be a factor. Slow Internet speeds will not save the online ratings. A 56K modem should work. If you experience problems saving student ratings, it may be due to many users hitting the site. It is recommended that you print a copy of the rating form and try entering the ratings online at another time. Another source of problems may be the district network connections. Contact your network administrator to discuss possible problems.

## B. The IAA Website and Data Entry Considerations

### The IAA Website

The Idaho Alternate Assessment (IAA) website is accessible for data entry only during the assessment window, from mid-April to mid-May. The IAA website link is located at [www.sde.state.id.us/SpecialEd/](http://www.sde.state.id.us/SpecialEd/).

### IAA Demonstration Website

Individuals may practice using the online data system by going to the IAA demonstration website at <http://www.sde.state.id.us/webapps/AA/Test/>. This website is not the actual site and cannot be used to conduct the assessment. The demonstration site will not be available during the testing window. Practice information cannot be transferred to the actual website.

### Online Entry Considerations

Before entering any information online, a rater should consider the following points:

**Passwords:** Each individual school has passwords for Rater 1 and Rater 2. If the password is unknown, contact the principal, special education director, or the Idaho Department of Education, Bureau of Special Education. The passwords must be kept confidential for testing security reasons.

**Automatic Shutdown:** The online data system automatically closes after 20 minutes of inactivity. Information that has not been saved is irretrievable.

**Pop Up Windows:** The online assessment provides a variety of pop up windows that offer definitions of terms and helpful lists (such as sample applications) that can be used during the rating process. It is important to close pop up windows after viewing. When too many of these windows are left open, the data entry system slows and problems may result.

**Correcting Errors:** Demographic information of a student who has already been entered cannot be updated by school personnel. Ratings cannot be changed by school personnel after they have been submitted. If information must be updated or changed, or if technical assistance is needed, please contact either of the following:

Quality Assurance Coordinator  
Idaho State Department of Education  
Special Education Bureau  
(208) 332-6918

**OR**

Idaho Alternate Assessment Coordinator  
Boise State University  
(208) 426-4274

### Buttons on the IAA Website

While entering ratings, individuals may select any of the following buttons:

**Print.** Prints the screen displayed.

**Exit.** Takes you to the demographics/maintenance screen without saving.

**Save.** Allows you to save partial information as you are working.

**Save and Exit.** Allows you to save *if* all of the information has been entered. Raters must select this button to view the inter-rater agreement decision. Ratings may be changed as necessary.

**Final Submit and Exit.** Submits ratings for calculation of results *if* all information has been entered.

### C. Data Entry to Add a Student: A Step-By-Step Guide

The information in this section provides step-by-step guidance on how to add a student to the IAA website. Before beginning either task, please read the information in the text box at the bottom of this page.

#### Log-in

1. Go to the Bureau of Education homepage: <http://www.sde.state.id.us/SpecialEd/>.
2. Click on the IAA link. The Log-in screen will appear.
3. Click on the district arrow for the drop down box. Scroll through the drop down box and click the name of the district. Allow the screen time to refresh if the computer or Internet speed is slow.
4. Click on the school arrow for the drop down box. Scroll through the drop down box and click the name of the school.
5. Click on the Rater 1 circle.

*(Continued on the next page.)*

#### Before Beginning You Should Know . . .

**Password:** You will need the Rater 1 password to access the IAA website. If the password is unknown, contact the principal, special education director, or the Idaho State Department of Education, Bureau of Special Education. The password must be kept confidential for testing security reasons.

**Student ID numbers:** When adding a student to the IAA website, you will be asked to supply a student ID number. For a student in grade 2-10, the ID number is the same as the ID number listed on the ISAT class roster file. For a student in grade K-1 this number is the same as the district or December 1 Child Count ID number.

**Enrollment date:** When adding a student to the IAA website, you will be asked to supply the student's enrollment date.

**Free and Reduced Lunch:** If a student is "Eligible for Free and Reduced Lunch" you must enter this information in the area provided. Please acquire this information before you sit down to enter demographic information.

**Errors and assistance:** Once a student is entered in the system, school personnel will be unable to update the demographic information. If information must be changed or deleted, or if technical assistance is needed, please contact either of the following:

Quality Assurance Coordinator  
Idaho State Department of Education  
Special Education Bureau  
(208) 332-6918

**OR**

Idaho Alternate Assessment Coordinator  
Boise State University  
(208) 426-4274

6. Type in the name of Rater 1.
7. Click the drop down box for the rater's position.
8. Enter the school's password for Rater 1.
9. After all information is entered, click the Log-in button. The Online Entry and Reports screen will appear.
10. Click "Online Entry." The Demographics/Maintenance Screen will appear.

### **Student Demographics/Maintenance Screen**

11. Click on the "Add/New" button. The "Student Demographic Details" section will appear blank.
12. Enter the student's demographics. You must enter information marked with a red checkmark. Some fields have drop down boxes with choices to select.
13. Student ID number. The student ID number is the same used for the ISAT class roster file (CRF) Use the district ID number or the December 1 Child Count ID number for kindergarten and 1st grade students. Please verify these numbers with the district testing coordinator.
14. Student name. Type in the name of the student as it appears on the ISAT class roster file for students in grades 2-10 or the name consistently used in the district and the December 1 Child Count for students in grades K-1.
15. Birth date. Type in the date of birth using the month, day, year format. The year of birth requires four numbers.
16. Enrollment date. Enter the student's enrollment date.
17. Reduced lunch. If applicable, enter information in the "Eligible for Free and Reduced Lunch" field.
18. After all demographic information is entered click the "Insert" button. The student's name *must* appear in the maintenance list at the top before beginning any assessment ratings for the student.

### **D. Data Entry to Indicate a Nonparticipating Student or Change an Enrollment Date: A Step-By-Step Guide**

The information in this section provides step-by-step guidance on how to (1) indicate that a student who is already entered on the Idaho Alternate Assessment website will *not* be participating in the assessment or (2) change the student's enrollment date. Before beginning this task, please read the information in the text box at the bottom of this page.

#### **Log-in**

1. Go to the Bureau of Education homepage: <http://www.sde.state.id.us/SpecialEd/>.
2. Click on the IAA link. The Log-in screen will appear.
3. Click on the district arrow for the drop down box. Scroll through the drop down box and click the name of the district. Allow the screen time to refresh if the computer or Internet speed is slow.
4. Click on the school arrow for the drop down box. Scroll through the drop down box and click the name of the school.
5. Click on the Rater 1 circle.
6. Type in the name of Rater 1.
7. Click the drop down box for the rater's position.
8. Enter the school's password for Rater 1.
9. After all information is entered, click the Log-in button. The Online Entry and Reports screen will appear.
10. Click "Online Entry." The Demographics/Maintenance Screen will appear.

*(Continued on the next page.)*

#### **Before Beginning You Should Know . . .**

**Password:** You will need the Rater 1 password to access the IAA website. If the password is unknown, contact the principal, special education director, or the Idaho State Department of Education, Bureau of Special Education. The password must be kept confidential for testing security reasons.

**Errors and assistance:** Once a student is entered in the system, school personnel will be unable to delete or update the demographic information. If information must be changed or deleted, or if technical assistance is needed, please contact either of the following:

Quality Assurance Coordinator	<b>OR</b>	Idaho Alternate Assessment Coordinator
Idaho State Department of Education		Boise State University
Special Education Bureau		(208) 426-4274
(208) 332-6918		

### **Student Demographics/Maintenance Screen**

11. Scroll down the NWEA list of students and click on the name of the student you are looking for. Demographic details for the student will appear.
12. Complete the “Nonparticipating Section.” Select the reason for nonparticipation in the alternate assesment from the drop down box **OR** change the student’s enrollment date.
13. Click the “Update” button.

### E. Online Rating Procedure for Rater One: A Step-By-Step Guide

This section gives step-by step directions to Rater 1 for completing the online ratings for the Idaho Alternate Assessments. Before beginning the online rating process, please read the information in the text box at the bottom of this page.

#### Log-in

1. Go to the Bureau of Education homepage: <http://www.sde.state.id.us/SpecialEd/>.
2. Click on the IAA link. The Log-in screen will appear.
3. Click on the district arrow for the drop down box. Scroll through the drop down box and then click the name of the district. Allow the screen time to refresh if the computer or Internet speed is slow.
4. Click on the school arrow for the drop down box. Scroll through the drop down box and click the name of the school.
5. Click on the Rater 1 circle. Rater 1 *must* enter and save ratings first before Rater 2 can complete his or her ratings. The student's special education teacher is Rater 1.
6. Type in the name of Rater 1.
7. Click the drop down box for the rater's position.

*(Continued on the next page.)*

#### Before Beginning You Should Know . . .

**Password:** You will need the Rater 1 password to access the IAA website. If the password is unknown, contact the principal, special education director, or the Idaho State Department of Education, Bureau of Special Education. The password must be kept confidential for security reasons.

**20-minute deadline:** The application will automatically close after 20 minutes of inactivity. Information that has not been saved is irretrievable.

**Printing:** A rater may print a copy of the online ratings form at any stage. A blank copy of the assessment screen may be printed and used as a working document before entering results if desired.

**Errors and assistance:** If student information must be changed or deleted and assessments have been saved, or if technical assistance is needed, please contact the following:

Quality Assurance Coordinator  
Idaho State Department of Education  
Special Education Bureau  
(208) 332-6918

**OR**

Idaho Alternate Assessment Coordinator  
Boise State University  
(208) 426-4274

8. Enter the school's password for Rater 1.
9. Once all information is entered click the Log-in button. The Online Entry and Reports screen will appear.
10. Click "Online Entry" to enter student ratings. The Demographics/Maintenance Screen will appear.

### **Student Demographics/Maintenance Screen**

11. Students from the NWEA special population files for each school will be listed. Click the name of the student you want to rate. The demographic information will appear. Check to make sure you have the correct student file. (Refer to page 51 to add a student and to page 53 to indicate a student will not participate in the IAA.)
12. Below the demographic information is an explanation for each of the three alternate assessments: Reading (R-IAA), Language (L-IAA), and Mathematics (M-IAA). Click on the icon to enter the reading assessment. The Assessment Screen appears. (This example takes you through the process of completing the alternate assessment for reading, but the steps are same for all three alternate assessments.)

### **Reading-Idaho Alternate Assessment (R-IAA) Screen**

13. Idaho Content Standards: The standards for reading (receptive communication) are listed with the alternate knowledge and skill items. The "Samples" button for each of the alternate knowledge and skills is a pop up box that lists the sample applications for the alternate knowledge and skill. Place the pointer over the "Samples" icon to view the pop up box. Close the box when finished.
14. Data Sources:
  - a. This section begins with the "IEP Aligned" column. If the alternate knowledge and skill item is aligned with a student's IEP goal or objective for reading, or receptive communication, click the YES box for the item. If the student does not have an IEP goal or objective that aligns with the item, click NO. All items must be marked either yes or no.
  - b. The next set of columns in the Data Source section lists the types of data sources that could be used to analyze student performance for each alternate knowledge and skill item. Indicate the types of data source(s) that were used for each alternate knowledge and skill when it is aligned with the IEP. The items that are not aligned with the IEP will either not allow you to click on any sources or it will be blank.
15. Achievement Level: This section has four columns with the choices of the achievement levels: generalizing, developing, emerging, and nonexistent/beginning. An explanation of the rubric for each level can be viewed by placing the cursor over each achievement-level term at the top of the section; a pop up box will appear with the descriptors. Close the pop up box when finished. Based on the analysis of the data and information available for each item, click the circle in the desired column to indicate the achievement level that the student is demonstrating for the item. Only one achievement level for each alternate knowledge and skill can be marked.
16. Progress Level: Progress level reflects the frequency and accuracy that the knowledge or skill is observed *within* the achievement level indicated. There are four levels: excellent, good, little, and beginning. An explanation for each level can be viewed by placing the cursor over each Progress-Level term at the top of the section; a pop up box will appear with the descriptor. Close the pop up

box when finished. Based on the analysis of the performance data and information available for each item, click the circle in a column to indicate the progress level that the student is demonstrating for the item. Only one progress level can be marked for each alternate knowledge and skill item.

17. **Importance Rating:** There are four ratings: essential, very important, some importance, not important. An explanation of each rating can be viewed in a pop up box. Close the pop up box when finished. Based on the student's instructional need, click the desired circle to enter the Importance Rating. The Importance Rating is not computed in the student's score; however, the individual student report will list areas of need based on this rating and the achievement level.
18. The actions you should take in this next step depend on whether a second rater is involved in the process (**Go to step a or b**):
  - a. Assessment process does not include a second rater: When all the information has been entered, do one of the following:
    - (1) Click "Save and Exit." The Demographics/Maintenance Screen will appear. Eventually you will have to return to this assessment, makes changes if needed, and click "Final Submit and Exit." From the Demographics/Maintenance Screen you may continue with other assessments.
    - (2) Click "Final Submit and Exit." If a second rater is required, **do not** click "Final Submit and Exit."
  - b. Assessment process includes a second rater:
    - (1) Let Rater 2 know that you have entered your ratings, and that he or she should enter ratings. Allow the second rater to complete and save his or her ratings.
    - (2) Once the second ratings are entered and saved, go back to the Demographics/Maintenance Screen to view the Inter-rater Agreement decision.
    - (3) If the raters are in **agreement**, Rater 1 returns to the online assessment and clicks "Final and Submit."  
**OR**  
If the raters are in **disagreement**, the raters should review the data and information and discuss where they disagreed and why. After both raters have a clearer understanding of the student performance, each rater makes changes if appropriate and saves the revision. The raters then return to the Demographics/Maintenance Screen to check the Inter-Rater Agreement decision. If the raters are now in agreement, Rater 1 returns to the online assessment and clicks "Final Submit and Exit." If the raters are still in disagreement, Rater 1 must notify the Bureau of Special Education.

### F. Online Rating Procedure for Rater Two: A Step-By Step Guide

This section gives step-by step directions to Rater 2 for completing the online ratings for the Idaho Alternate Assessments. Before beginning the online rating process, please read the information in the text box at the bottom of this page. Rater 1 must enter ratings before Rater 2 can begin.

#### **Log-in Screen**

1. Go to the Bureau of Education homepage, <http://www.sde.state.id.us/SpecialEd/>.
2. Click on the IAA link. The Log-in screen will appear.
3. Click on the district arrow for the drop down box. Scroll through the drop down box and then click the name of the district. Allow the screen time to refresh if the computer or Internet speed is slow.
4. Click on the school arrow for the drop down box. Scroll through the drop down box and click the name of the school.
5. Click Rater 2. (Rater 1 must enter and save ratings before Rater 2 can begin.)
6. Type in name of Rater 2. Staff should use the same name consistently.
7. Click the drop down box for the rater's position.
8. Enter the school's password for Rater 2. If it is unknown, contact the principal, special education director, or the Idaho Department of Education, Special Education Bureau. The password must be kept confidential for testing security reasons.
9. Once all information is entered click the "Login" button. The Online Entry and Reports Screen appears.
10. Click "Online Entry." The Demographics/Maintenance Screen will appear.

*(Continued on the next page.)*

#### **Before Beginning You Should Know . . .**

**Password:** You will need the Rater 2 password to access the IAA website. If the password is unknown, contact the principal, special education director, or the Idaho State Department of Education, Special Education Bureau. The password must be kept confidential for security reasons.

**20-minute deadline:** The application will automatically close after 20 minutes of inactivity. Information that has not been saved is irretrievable.

**Printing:** A rater may print a copy of the online ratings form at any stage. A blank copy of the assessment screen may be printed and used as a working document before entering results if desired.

### Student Demographics/Maintenance Screen

11. Students from the NWEA special population files for each school will be listed. Click the name of the student you want to rate. The demographic information will appear. Check to make sure you have the correct student file.
12. Below the demographic information is an explanation for each of the three alternate assessments: Reading (R-IAA), Language (L-IAA), and Mathematics (M-IAA). Click on the icon to enter the reading assessment. The Assessment Screen appears. (Note: This example takes you through the process of completing the alternate assessment for reading, but the steps are same for all three alternate assessments.)

### Assessment Screen for Reading

13. Idaho Achievement Standards: The standards for reading (receptive communication) are listed with the alternate knowledge and skill items. The “Samples” button for each of the alternate knowledge and skills is a pop up box that lists the sample applications for the alternate knowledge and skill. Place the pointer over the “Samples” icon to view the pop up box. Close the box when finished.
14. Data Sources: This section has been completed by Rater 1.
15. Achievement Level: This section has four columns with the choices of the achievement levels: generalizing, developing, emerging, and nonexistent/beginning. An explanation of the rubric for each level can be viewed by placing the cursor over each achievement-level term at the top of the section; a pop up box will appear with the descriptors. Close the pop up box when finished. Based on the analysis of the data and information available for each item, click the circle in the desired column to indicate the achievement level that the student is demonstrating for the item. Only one achievement level for each alternate knowledge and skill can be marked.
16. Progress Level: The progress level reflects the frequency and accuracy that the knowledge or skill is observed *within* the achievement level indicated. There are four progress levels: excellent, good, little, and beginning. An explanation for each level can be viewed by placing the cursor over each progress-level term at the top of the section; a pop up box will appear with the descriptor. Close the pop up box when finished. Based on the analysis of the performance data and information available for each item, click the circle in a column to indicate the progress level that the student is demonstrating for the item. Only one progress level can be marked for each alternate knowledge and skill item.
17. Importance Rating: This section has been completed by Rater 1.
18. When all of the information has been entered click the “Save and Exit” at the bottom of the assessment screen.
19. Go back to the Demographics/Maintenance Screen to view the Inter-rater Agreement decision.
  - (a) If the raters are in **agreement**, Rater 1 returns to the online assessment and clicks “Final Submit and Exit.”

**OR**

  - (b) If the raters are in **disagreement**, both raters should review the data and information and discuss where they disagreed and why. After both raters have a clearer understanding of the student’s performance, each rater makes changes if appropriate and saves the revision. The raters then return to the Demographics/Maintenance Screen to check the Inter-Rater Agreement decision. If the raters are now in agreement, Rater 1 returns to the online assessment and clicks “Final Submit

and Exit.” If the raters are still in disagreement, Rater 1 must notify the Bureau of Special Education.

## **G. Storing Data, Information, and Results**

### **Individual Student Report**

The Individual Student Report should be filed in the student's confidential special education file. The report is a permanent part of the file.

### **Data and Information Collected During the Assessment**

After the data and information have been analyzed and ratings have been entered and finalized online, the IEP-linked data and information collected during the assessment should be treated as follows:

- Place the data and information in the student's confidential special education file. This material must be kept for at least one year.
- As an alternative, this data and information may be placed in the special education teacher's working file. The special education teacher must make this material available on request to individuals authorized to review the student's confidential special education file. Further, the material must be placed in the student's permanent special education file if the student moves within the year.

Data and information that is collected during the assessment but is not linked to the student's IEP may be filed or discarded at the discretion of the district.

### **Ideas for Storing Data**

- Label all sources of data.
- Date all data sources with at least the month and the year.
- Identify the student's name with all the data.
- Identify the alternate knowledge and skill that the data supports.
- Scan student work samples and store them on a disk.
- Take digital pictures and store them on a CD or zip disk.
- Use a digital video camera or have a VHS video converted to a DVD.
- Keep observations data sheets short in number. Summarize the data onto one sheet whenever possible.
- Use plastic, expandable, storage files. They are easy to keep in a file cabinet.
- Reduce over-sized documents to 8" x 11" for easier storage.
- Avoid pictures or videos with other students. Use zoom features to eliminate others.

### **Rating Forms**

After ratings have been entered online, a copy of the rating form may be printed. Rating forms are not sent to parents, but teachers may want to keep a copy for personal reference. Treat rating forms as test protocols. Teachers may keep a copy of the rating form in a working file, so long as the file is not shared with other individuals. If copies of the individual rating forms are put in the student's confidential file, they become part of the file. Rating forms can also be reviewed online by the teacher with his or her confidential password if needed at a future date instead of maintaining paper copies of the forms.



## Section VIII: IAA Results—Proficiency & Adequate Yearly Progress (AYP)

### A. Overview of IAA Proficiency Levels

#### Proficiency Score: Achievement and Progress Ratings

The Idaho Alternate Assessment (IAA) scoring system was designed to measure the overall performance of students with significant disabilities, specifically, how well such students are progressing toward the Idaho Achievement Standards. The scoring system for the alternate knowledge and skills incorporates two ratings: (1) the achievement-level rating and (2) the progress-level rating. Scoring for an IAA takes into account the *interaction* of a student's achievement level and progress level for *each* item on the assessment. A total score for the student is computed from the item scores. The total student score in a content area (reading, language, mathematics) is the number that the student actually received on the IAA scoring scale; it is used to determine the proficiency level, which is the overall description of the student's performance.

The IAA proficiency levels cited on the various reports (state, district, school, and individual) are determined by a cut score. Cut scores are a typical part of assessments designed to differentiate or discriminate between types of performances. The initial cut scores for the IAA were set during the summer of 2003. Each content area has its own range of scores. Therefore, scores cannot be compared between content areas or with other assessments that yield standard scores, RIT scores, percentage, or percentile. A report on the IAA cut score method, process, and results is available from the Idaho Department of Education, Bureau of Special Education.

#### Levels of Proficiency

A student's IAA proficiency score indicates one of four levels of overall performance: advanced, proficient, basic, or below basic. Each IAA content area—reading, language, and mathematics—in which a student participates will have an IAA proficiency rating. For example, if a student takes an IAA for math, a proficiency level for math will be generated. If the student takes an IAA for math and language, a proficiency level will be generated for math and for language. Table 16 on the next page defines the four levels of proficiency in detail.

#### Online Access

The IAA website offers district personnel and teachers access to building, district, and state summary reports, as well as individual student reports. Confidential passwords are necessary to access these reports online. Log-in and click on the "Reports" button to view and/or print the various reports.

#### Public Access and Privacy

Public access to reports must follow the confidentiality requirements in the Individuals with Disabilities Education Act (IDEA) and the Federal Educational Rights and Privacy Act (FERPA). To maintain the privacy of individual students, groups with fewer than ten students participating in an IAA at a grade level will not be reported publicly on summary reports. To avoid potential violations of FERPA, school personnel should limit discussions of groups ten or fewer students to only those individuals who have a legitimate need to know.

## B. IAA Proficiency Levels Defined

Table 16: IAA Proficiency Levels Defined

Proficiency Level	Characteristics
<p><b>Advanced IAA:</b> The student demonstrates generalized use and application of alternate knowledge and skills and exhibits them with abstract-level tasks.</p>	<ul style="list-style-type: none"> <li>• The student’s performances are usually spontaneous with no significant errors.</li> <li>• The student typically demonstrates knowledge and skills independently with natural environmental cues.</li> <li>• The student requires minimal re-teaching or reminders, but performance is still significantly below developmental/grade expectations.</li> <li>• The student demonstrates many skills at the generalized level in various natural settings.</li> </ul>
<p><b>Proficient IAA:</b> The student demonstrates developing use and application of alternate knowledge and skills and exhibits them with concrete-level and some abstract-level tasks.</p>	<ul style="list-style-type: none"> <li>• The student’s performances are sometimes spontaneous.</li> <li>• The student’s degree of dependency increases as the tasks become more abstract.</li> <li>• The student needs some support and assistance at this achievement level.</li> <li>• The student needs re-teaching and repeated practice to maintain proficiency in one or more settings.</li> <li>• The student performs many skills at the developing level of achievement.</li> </ul>
<p><b>Basic IAA:</b> The student demonstrates emerging use and application of alternate knowledge and skills and exhibits them only with concrete-level tasks.</p>	<ul style="list-style-type: none"> <li>• The student typically does not exhibit spontaneous demonstrations of the knowledge and skills.</li> <li>• The student’s performances have a large degree of dependency on the instructor, aide, parent, or peer in structured settings.</li> <li>• Full or partial supports are required most of the time.</li> <li>• The student must be provided re-teaching and repeated practice continuously.</li> <li>• The student performs many emerging skills by completing some components of a task with an approximation of the skill or process.</li> </ul>
<p><b>Below Basic IAA:</b> The student demonstrates a significant lack of alternate knowledge and skills, and performance is so incomplete with concrete-level tasks that it is perceived as nonexistent.</p>	<ul style="list-style-type: none"> <li>• The student has so many supports that he or she cannot actually perform the skill.</li> <li>• The student’s performance is typically focused on the initial access skills that allow a student to move to emerging demonstrations.</li> <li>• The student begins to perform relevant tasks with full physical prompts in structured settings.</li> <li>• In some cases, no judgment can be made regarding performance.</li> </ul>

Source: Revisions of the Levels of Proficiency for the Idaho Alternate Assessment, pp. 47-48 completed July 2003

### **C. IAA Proficiency Levels: How Are the Results Used?**

The Idaho Alternate Assessment (IAA) proficiency levels are used in a variety of ways to address accountability at all levels—school, district, and state—and to measure and improve student progress.

#### **Measure of Adequate Yearly Progress**

No Child Left Behind (NCLB) legislation required Idaho to establish a single statewide accountability system to ensure that all schools make adequate yearly progress (AYP). Adequate yearly progress, which is calculated based on statewide assessments, is Idaho's measure of progress toward the Idaho Achievement Standards. In this accountability system, Idaho must establish annual goals and objectives for all groups of students, which includes students with disabilities. Therefore, the results of IAAs will be included in AYP calculations for schools, districts, and the state.

#### **Portrait of Individual Achievement**

The proficiency levels for the IAAs do not reflect an exact comparison to the proficiency levels for the Idaho State Achievement Tests (ISAT). Rather, students who take an IAA may achieve a level of “advanced” if the ratings show that the student's performance of alternate knowledge and skills is generalized and age appropriate. Generalized use is relative to the student's own needs and abilities.

#### **Student Growth from Year to Year**

Students who participate in an IAA often make small, subtle improvements, making it difficult to measure success. Although a student's proficiency level may stay the same from year to year, the IEP team can compare (1) the score for the content area and (2) the ratings for a particular alternate knowledge and skill item. After comparing year-to-year IAA scores and ratings, IEP teams can consider changes to instructional interventions:

- Instructional interventions can emphasize moving a student from one achievement level to another by changing the expectations of fluency, setting, supports, re-teaching, and skill application level.
- Instructional interventions can focus on increasing a student's mastery of knowledge and skills within his or her achievement level, as well as improving the frequency and accuracy (progress level) with which a student demonstrates the alternate knowledge and skills.

#### **Comparing Scores**

The state average score is the average score for all students at a particular grade level in the state. “Average student growth” for all students in the state is the increase in student scores from the current year to the previous year.

- 2003-2004 school year. The “district average score” is the average for all students in the district that participated in the IAA at a particular grade level. The student score can be compared to the district and state averages, but this comparison should be used with caution because of the uniqueness of the students participating in the IAA. After the 2003-2004 assessment cycle, the district average score will not be calculated.
- 2004-2005 school year. As of the 2004-2005 assessment cycle, the “district average score” will not be calculated. Instead, the Individual Student Report will list the range of scores for the student's

proficiency level. This will enable school personnel and parents to set goals for the student to perform at a higher proficiency level or a higher range within a proficiency level.

### **IEP Planning**

In addition to measuring student achievement, IAAs assist IEP teams in (1) designing and planning student goals and (2) considering instructional practices that will improve student performance. The “IEP Goal Performance & Planning” section of the Individual Student Report identifies the average achievement level for items that were aligned to the IEP and the average achievement level for all of the items. This section, along with the “Importance Survey & Planning” section, may help the IEP team determine whether the focus of the student’s IEP has been appropriate.

Alternate knowledge and skill items that were rated *low* on the achievement level but *high* on the importance survey are identified on the Individual Student Report. Ratings from the importance survey can assist IEP teams in determining the need for instructional interventions related to the alternate knowledge and skills. IEP teams need to consider these alternate knowledge and skills when targeting IEP goals and objectives.

**D. Reports: School, District, and State**

The Bureau of Curriculum and Instruction will provide results for the ISAT and the IAA. Aggregated and disaggregated reports at the state, district, building, and grade levels will identify both the number and the percentage of students attaining each of the four proficiency levels: advanced, proficient, basic, and below basic.

**Idaho Alternate Assessment (IAA)  
Achievement Standards and School Report by Grade  
Spring 2003 - Reading**

**District:**  
**School:**

Student Id/ Name	Teacher	Grade	Score	Proficiency	Inter-rater Agreement		State Performance		
					##	%	Mean Score	Standard Deviation	Median Score
Ingalls, Laura	Nelson	7	82	3 (Proficient)	10 / 12	83	85	39.91	84
Olsen, Nellie	Nelson	7	64	2 (Basic)	/		85	39.91	84
Jackson, Tom	Nelson	8	87	3 (Proficient)	4 / 12	33	80	44.29	83
French, Maxine	Nelson	9	89	3 (Proficient)	/		89	42.25	83

**Idaho Alternate Assessment (IAA)  
Achievement Standards and School Report by Grade  
Spring 2003 - Language**

**District:**  
**School:**

Student Id/ Name	Teacher	Grade	Score	Proficiency	Inter-rater Agreement		State Performance		
					##	%	Mean Score	Standard Deviation	Median Score
Dixon, Richard	McFay	10	36	2 (Basic)	6 / 6	100	45	22.62	42
Bond, James	McFay	10	42	3 (Proficient)	3 / 6	100	45	22.62	42
Baxter, Jill	McFay	10	6	1 (Below Basic)	/		45	22.62	42
Kolstad, Anna	Rork	9	6	1 (Below Basic)	/		41	21.24	42

**Idaho Alternate Assessment (IAA)  
Achievement Standards and School Report by Grade  
Spring 2003 - Mathematics**

**District:**  
**School:**

Student Id/ Name	Teacher	Grade	Score	Proficiency	Inter-rater Agreement		State Performance		
					##	%	Mean Score	Standard Deviation	Median Score
Jones, Bella	Decker	1	64		/		66	54.16	95
Hall, Mary	Decker	2	98	3 (Proficient)	12 / 18	66	69	46.32	99
Rogers, Fred	Decker	2	110	3 (Proficient)	/		69	46.32	99

Byrd, Roy	Tillis	5	33	2 (Basic)	/		95	64.20	98
Vickers, Troy	Tillis	6	18	1 (Below Basic)	/		99	65.46	96

## Idaho Alternate Assessment (IAA)

## District Report

## Student Performance on Status Standards in Reading - Spring 2003

District:

Current Status						Number of Students in each Performance Category				Percent of Students in each Performance Category			
Grade	Mean	Std. Deviation	Range	Count	Percent	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
K	72	13.44	63-82	2		0	0	2	0	0	0	100	0
1	76	48.79	12-146	9		1	2	2	4	11.11	22.22	22.22	44.44
2	74	52.35	13-157	7		1	1	3	2	14.29	14.29	42.86	28.57
3	94	25.13	58-118	5		1	0	2	2	20	0	40	40
4	112	33.33	35-142	9		1	0	4	4	11.11	0	44.44	44.44
5	156	47.38	86-186	4		0	0	1	3	0	0	25	75
6	114	51.66	30-181	13		3	0	4	6	23.08	0	30.77	46.15
7	87	26.53	63-143	11		5	0	5	1	45.45	0	45.45	9.09
8	67	21.66	32-90	7		3	0	4	0	42.86	0	57.14	0
9	77	29.26	42-122	10		5	0	5	0	50	0	50	0
10	83	41.38	37-125	4		2	0	2	0	50	0	50	0

## Idaho Alternate Assessment (IAA)

## District Report

## Student Performance on Status Standards in Language - Spring 2003

District:

Current Status						Number of Students in each Performance Category				Percent of Students in each Performance Category			
Grade	Mean	Std. Deviation	Range	Count	Percent	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
2	27	12.95	10-41	4		1	0	3	0	25	0	75	0
3	38	21.83	6-65	6		0	1	3	3	0	16.67	50	50
4	28	19.49	6-59	6		3	1	1	1	50	16.67	16.67	16.67
5	29	28.89	6-78	6		2	2	1	1	33.33	33.33	16.67	16.67
6	22	32.97	6-81	5		1	3	0	1	20	60	0	20
7	66	29.50	6-96	7		0	1	0	6	0	14.29	0	85.71
8	46	25.36	6-71	6		1	1	2	2	16.67	16.67	33.33	33.33
9	45	17.00	21-76	13		4	0	7	2	30.77	0	53.85	15.38
10	45	10.39	33-51	3		1	0	2	0	33.33	0	66.67	0

**Idaho Alternate Assessment (IAA)  
District Report  
Student Performance on Status Standards in Mathematics - Spring 2003**

**District:**

Current Status						Number of Students in each Performance Category				Percent of Students in each Performance Category			
Grade	Mean	Std. Deviation	Range	Count	Percent	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
2	75	98.73	18-189	3		0	2	0	1	0	66.67	0	33.33
3	123	91.66	18-187	3		0	1	0	2	0	33.33	0	66.67
4	103	76.71	18-166	3		0	1	1	1	0	33.33	33.33	33.33
5	185	18.63	170-208	5		0	0	0	5	0	0	0	100
6	90	95.06	18-218	4		0	2	1	1	0	50	25	25
7	78	69.98	18-174	6		0	3	2	1	0	50	33.33	16.67
8	155	55.97	106-216	3		0	0	2	1	0	0	66.67	33.33
9	115	137.18	18-212	2		0	1	0	1	0	50	0	50
10	123	91.66	18-187	3		0	1	2	0	0	33.33	66.67	0

**Idaho Alternate Assessment (IAA)  
State Report  
Student Performance on State Standards in Reading - Spring 2003**

Current Status						Number of Students in each Performance Category				Percent of Students in each Performance Category			
Grade	Mean	Std. Deviation	Range	Count	Percent	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
K	56	28.42	12-126	45		8	4	28	5	17.78	8.89	62.22	11.11
1	73	42.66	12-184	78		12	9	36	21	15.38	11.54	46.15	26.92
2	74	40.97	12-166	68		17	5	32	14	25	7.35	47.06	20.59
3	80	40.73	12-180	84		26	5	31	23	30.95	5.95	36.9	27.38
4	85	39.86	12-169	92		31	6	38	18	33.7	6.52	41.3	19.57
5	87	47.30	12-186	102		35	8	34	26	34.31	7.84	33.33	25.49
6	85	47.64	12-181	82		22	10	28	23	26.83	12.2	34.15	28.05
7	85	39.91	12-167	77		26	3	33	14	33.77	3.9	42.86	18.18
8	80	44.29	12-186	86		28	10	30	18	32.56	11.63	34.88	20.93
9	89	42.25	12-182	73		16	9	39	9	21.92	12.33	53.42	12.33
10	95	44.14	12-180	88		23	6	37	23	26.14	6.82	42.05	26.14

**Idaho Alternate Assessment (IAA)  
State Report  
Student Performance on State Standards in Language - Spring 2003**

Current Status						Number of Students in each Performance Category				Percent of Students in each Performance Category			
Grade	Mean	Std. Deviation	Range	Count	Percent	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
2	34	18.01	6-88	66		18	4	24	20	27.27	6.06	36.36	30.3
3	37	19.51	6-87	82		13	6	30	34	15.85	7.32	36.59	41.46
4	41	22.50	6-86	95		29	8	26	33	30.53	8.42	27.37	34.74
5	42	23.40	6-90	100		26	8	33	34	26	8	33	34
6	42	24.13	6-96	83		14	14	28	28	16.87	16.87	33.73	33.73
7	45	22.37	6-96	76		19	5	25	26	25	6.58	32.89	34.21
8	38	22.01	6-96	87		31	8	33	15	35.63	9.2	37.93	17.24
9	41	21.24	6-80	74		25	8	26	15	33.78	10.81	35.14	20.27
10	45	22.62	6-96	88		21	12	47	8	23.86	13.64	53.41	9.09

**Idaho Alternate Assessment (IAA)  
State Report  
Student Performance on State Standards in Mathematics - Spring 2003**

Current Status						Number of Students in each Performance Category				Percent of Students in each Performance Category			
Grade	Mean	Std. Deviation	Range	Count	Percent	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
2	69	46.32	18-189	65		23	7	23	12	35.38	10.77	35.38	18.46
3	81	51.99	18-218	85		18	14	35	19	21.18	16.47	41.18	22.35
4	87	56.54	18-229	89		24	12	38	16	26.97	13.48	42.7	17.98
5	95	64.20	18-252	101		19	23	35	25	18.81	22.77	34.65	24.75
6	99	65.46	18-227	83		17	20	28	19	20.48	24.1	33.73	22.89
7	96	65.89	18-258	76		24	15	16	20	31.58	19.74	21.05	26.32
8	91	61.84	18-282	84		24	18	33	9	28.57	21.43	39.29	10.71
9	114	62.05	18-241	77		14	11	31	21	18.18	14.29	40.26	27.27
10	120	68.00	18-252	86		20	14	36	16	23.26	16.28	41.86	18.6

### **E. Individual Student Reports**

An Individual Student Report provides teachers, parents and IEP teams with information about a student's performance on an Idaho Alternate Assessment. Each report will include all content areas—reading, language, and mathematics—in which a student was assessed. Further, each Individual Student Report will include the following items:

- Student score. The student score is derived from how the special education teacher rated each of the alternate knowledge and skill items in terms of both achievement level and progress level.
- Proficiency level. The proficiency level is based on the student's score. Depending on the score, the student's proficiency level will be characterized as one of the following: advanced, proficient, basic, or below basic.
- Certain alternate knowledge and skill items. *If* an alternate knowledge and skill item was rated relatively *low* on the achievement level but relatively *high* on importance it will be identified.
- Explanatory notes. Explanatory notes are provided to assist parents in interpreting student results.

A sample of an Individual Student Report is located on pages 73-74.

## F. Sample of an Individual Student Report

### Idaho Alternate Assessment (IAA) Individual Student Report Spring 2003

**Student Id: #2**

**Student Name:**

The following report contains the results of the student's performance according to the Idaho Alternate Assessment. **Please review the "Explanatory Notes" to assist you in fully understanding this report.**

#### Section I: Content Area Proficiency Levels

##### Reading

Season/ Year	Grade	Student Score	Proficiency Level	District Avg. Score	State Avg. Score
Spring 2003	9	65	2 (Basic)	95	89

##### Language

Season/ Year	Grade	Student Score	Proficiency Level	District Avg. Score	State Avg. Score
Spring 2003	9	39	3 (Proficient)	45	41

##### Mathematics

Season/ Year	Grade	Student Score	Proficiency Level	District Avg. Score	State Avg. Score
Spring 2003	9	22	1 (Below Basic)	107	114

#### Explanatory Notes

**Season/Year:** The season and year the IAA was administered.

**Student Score:** The number is the score your child actually received on the IAA scoring scale. This is a scoring system designed specifically for the alternate assessment.

**Proficiency Level:** This is the descriptive level of performance that is associated with your child's score and overall knowledge and skills on the Idaho Alternate Assessment.

**District Average Score:** This score is the average for all students in the district that participated in this assessment.

**State Average Score:** This score is the average for all the students in the state that participated in this assessment.

#### Section II: Goal Performance & Planning

##### A. IEP Goal Performance & Planning

For each content area, there were a set number of items and your child's teacher was asked to match your child's IEP goals and objectives to any test items when it was related. Then your child's teacher was asked to rate your child's achievement level for each item. The following table provides information about the average achievement level for IEP Aligned items and an average achievement level for all the test items. The IEP team may want to consider these results in the forthcoming year.

IAA Content Standard	Average Achievement Level for IEP Aligned Items		Average Achievement Level for All Items in the Content Area	
	# of IEP Items	Average Level of Items	Total # of IAA Items	Average Level
Reading	2	Emerging	12	Emerging
Language	4	Emerging	6	Emerging
Mathematics	1	Non-Existent	18	Non-Existent

##### B. Importance Survey & Planning

For instructional purposes only, an importance survey was given for each item on the Idaho Alternate Assessment. Your child's teacher considered several factors in the rating. The following table lists the items that were rated as low achievement level but high on importance in the survey. The IEP team may want to consider the items in the forthcoming year for possible instructional interventions.

<b>Reading</b>	
R-1	Read and/or interpret pre-symbolic expressions for understanding.
R-2	Read and/or interpret symbolic expressions for understanding.
R-4	Interpret symbolic expressions for sequential routines.
R-5	Demonstrate the role of reading to entertain, enrich, inform and serve as a tool for lifelong learning.
L-1	Listen and respond to pre-symbolic and/or symbolic expression, such as voice, sign, gestures/touch, body language.
L-2	Listen to gain information and use it to ask questions, make choices, clarify.
L-4	Listen to stories and express like and dislike of the story.
L-6	Understand the purpose, content, and delivery of verbal and/or nonverbal communication.
<b>Language</b>	
W-1	Demonstrate the use of words, pictures, sign, or objects to create a message.
W-2	Identify and use appropriate vocabulary for audience and purpose.
W-3	Develop a message that incorporates a clear and focused idea that is appropriate to topic, audience, and purpose.
S-2	Use a communication system for various purposes and audiences to communicate information.
S-3	Use communication system to share personal interests or knowledge of literary works.
S-4	Use communication system to express opinions and preferences.
<b>Mathematics</b>	
C-1	Recognize and order numbers in environmental settings.
C-2	Demonstrate one-to-one correspondence.
C-5	Demonstrate knowledge to add and subtract numbers.
FM-1	Use and demonstrate a pattern.
PS-2	Recognize and demonstrate the appropriate problem solving strategy to solve problems.
M-3	Use time management skills.

**Explanatory Notes**

**Achievement Levels:** The following four achievement levels were used to describe a student's overall achievement for a given item: Generalized, Developing, Emerging, Non-existent. Your child's teacher considered fluency, settings, supports, re-teaching, and application levels in this rating.

**Average Achievement Level for IEP Aligned Items:** Your child's IEP goals and objectives were matched to test items on the IAA when they were related. Your child's teacher rated your child's performance on these items with an overall achievement level. The number of items that were aligned and the average achievement level rating for those items is indicated.

**Average Achievement Level for All Items in the Content Area:** For each content area, there were a set number of items that were all rated; even those items that may not have been matched with one or more of your child's IEP goals and objectives. This average achievement level gives an overall level for that subject matter in comparison to the average on IEP aligned items.

**Importance Survey:** The following importance ratings were used to survey your child's perceived need for each item. Your child's teacher considered the following factors in the rating:

- 1) Is the skill necessary for another important skill,
- 2) Is the skill necessary at this point in time,
- 3) Is the skill meaningful and age-appropriate at this time, and/or
- 4) Is the skill a necessity to achieve a post school goal.

### G. District Actions Regarding a Student's Individual Report

When an Idaho Alternate Assessment (IAA) is completed, school personnel should take the following actions:

- File the report and the IEP-linked data sources. Place the Individual Student Report and the IEP-linked data sources used to rate the student into the student's confidential file. A hard copy of the report can be printed from the IAA data link on the Bureau of Special Education website, [www.sde.state.id.us/SpedicalEd/](http://www.sde.state.id.us/SpedicalEd/).
- Report to parents. A copy of the Individual Student Report must be given to parents. The following page contains a "sample letter" districts may include with the report.
- Meet with parents. Although not required, it is strongly advised that the special education teacher meet with parents to discuss and explain the following: (1) the sections of the Individual Student Report, (2) the collection of data and information used to rate the student, and (3) the factors considered regarding achievement level, progress level, and importance level. This source of information can assist parents in understanding the results of an IAA.
- Consider IEP implications. The IEP team should consider the information provided by the Individual Student Report. Items rated *low* on achievement but *high* on importance are of particular interest. These areas of knowledge and skill should be considered for instructional intervention by the IEP team. The student's score on an IAA is also worth considering; although a teacher may keep ongoing data on IEP goals and objectives, comparing scores on an IAA from year to year may be an additional way of verifying how a student is progressing.

## H. Sample Letter to Parents

Date

Dear Parent or Guardian of \_\_\_\_\_,

In an effort to improve the education of all students in Idaho it is important that students be assessed on knowledge and skills they are learning. For many years, students with more significant disabilities have not been included in statewide assessments. Three years ago, this changed under current federal law and with the development of alternate assessments.

Your child participated in the Idaho Alternate Assessment (IAA) Spring 2003. This decision was made by your child's IEP team and was noted on his or her IEP for the 2002-2003 school year. The Idaho Alternate Assessment (IAA) is given to students who are working toward some of the same goals as general education students, but whose school program does not follow the typical general education program. Alternate knowledge and skills are aligned with challenging standards—the Idaho Achievement Standards—in reading, language, and mathematics. However, alternate knowledge and skills differ in scope and complexity from general, or grade-level, knowledge and skills.

On the attached *Individual Student Report* you will find the results of your child's performance on the Idaho Alternate Assessment. The report contains "Explanatory Notes" in sections I and II to help you understand the scores. Although you are receiving a copy of this report, we recommend that you discuss the results with your child's special education teacher.

It is important to understand a student's score on this assessment cannot be interpreted like most other tests your child may have taken. The IAA has a unique scoring system that is designed to inform instruction. The most important result is the "proficiency level." For accountability purposes in Idaho, educators are trying to assist all students in achieving a "proficient" level of performance.

If you have any questions or would like to discuss the results of your child's assessment, please contact your child's special education teacher.

Sincerely,

### I. Score Ranges for IAA Proficiency Levels in Reading, Language, and Mathematics

Table 17. IAA Score Ranges – Reading

Reading (12 items)	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>
<b>Advanced</b>	96-192	96-192	108-192	108-192	126-192	120-192	120-192	132-192	136-192	144-192	132-192
<b>Proficient</b>	36-95	44-95	52-107	60-107	68-125	68-119	68-119	68-131	68-135	76-143	76-131
<b>Basic</b>	16-35	20-43	20-51	20-59	24-67	24-67	24-67	24-67	25-67	32-75	26-75
<b>Below Basic</b>	12-15	12-19	12-19	12-19	12-23	12-23	12-23	12-23	12-24	12-31	12-25

Score ranges developed in 2003

Table 18: IAA Score Ranges - Language

Language Arts (6 items)	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>
<b>Advanced</b>	42-96	42-96	54-96	54-96	54-96	54-96	63-96	66-96	75-96
<b>Proficient</b>	22-41	22-41	30-53	30-53	30-53	30-53	30-62	38-65	38-74
<b>Basic</b>	10-21	10-21	11-29	11-29	12-29	12-29	13-29	13-37	16-37
<b>Below Basic</b>	6-9	6-9	6-10	6-10	6-11	6-11	6-12	6-12	6-15

Scores ranges developed in 2003

Table 19: IAA Score Ranges - Mathematics

Math (18 items)	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>
<b>Advanced</b>	114-288	126-288	147-288	147-288	150-288	150-288	183-288	150-288	195-288
<b>Proficient</b>	50-113	58-125	58-146	66-146	82-149	82-149	82-182	82-149	106-194
<b>Basic</b>	23-49	27-57	28-57	31-65	31-81	31-81	32-81	35-81	36-105
<b>Below Basic</b>	18-22	18-26	18-27	18-30	18-30	18-30	18-31	18-34	18-35

Score ranges developed in 2003

### J. Adequate Yearly Progress: Title I – No Child Left Behind Act of 2001

Idaho meets the No Child Left Behind Act (NCLB) and state accountability requirements by determining adequate yearly progress (AYP). The Idaho Department of Education makes AYP determinations for schools and districts each year. Proficiency is defined by the number of students scoring proficient or advanced on the spring grade-level ISAT and the spring IAA (if IAA proficient results are less than 1 percent of the total number of students assessed at the grade levels). The baseline for AYP is set by the Idaho Board of Education and identifies the amount of growth (percentage of students reaching proficiency) required for each intermediate period.

The NCLB places tremendous emphasis on holding schools accountable for the progress of all students in meeting state academic achievement standards—the Idaho Achievement Standards. The Idaho Board of Education is currently implementing an assessment plan that measures both student proficiency levels and student participation rates on an annual basis. Based on these two factors—proficiency and participation—and state determines whether AYP has been met at three levels: school, district, and state. The following paragraphs provide more information on testing and how participation and proficiency are calculated

#### Annual Testing

The NCLB requires annual state performance assessments in reading and math for grades 3 – 8 and once in high school, at a minimum. States may design their own tests. Science is to be assessed in 2007. Idaho meets this NCLB requirement by testing grades 2 – 10 in reading, language, and math. The NCLB also requires that a sample of 4<sup>th</sup> and 8<sup>th</sup> grade students participate in the National Assessment of Educational Progress (NAEP). Participation in NAEP allows for state-to-state comparisons regarding student progress.

#### Participation

NCLB requires all students to participate in annual state performance assessments in reading and math. States, districts and schools must have a 95 percent participation rate for all students *and* for all students with disabilities. Administrators should keep in mind the following:

- Enrollment date. The date a student enrolls will affect (1) whether the student may take the IAA, (2) whether the student's *proficiency* score will be included in AYP calculations and (3) whether the student's *participation* will be included in AYP calculations and at what levels—school, district, state. See table 20 below and table 22 and page 80. A student who cannot take the IAA because he or she enrolled after March 1 is not included in participation and proficiency calculations.

Table 20: Affect of Enrollment Date on AYP Determinations at the School, District and State Levels

Length of Enrollment for IAA Eligible Students	Does the Student Participate in the IAA?	AYP Determinations
Enrolled in school <i>within</i> the first full eight weeks of school	Yes	Participation Proficiency
Enrolled in school <i>after</i> the first eight weeks of school but before March 1	Yes	Participation
Enrolled in school after March 1	No	None

- Correct coding. The 95 percent participation determination is made by dividing the number of students *assessed* on the spring ISAT and IAA by the number of students *reported* on the adjusted class roster file for the spring ISAT. To accurately measure participation in the statewide assessment, it is important for schools to correctly code the class roster file and the special populations file. See pages 27-28 for information on correct coding procedures.
- Absences and exclusions. For groups of ten or more students, absences and exclusions from the state assessment may not exceed five percent of the current enrollment or two students, whichever is greater. Schools and districts with fewer than ten students will not have a participation determination.

### Proficiency

- Continuous enrollment. Whether or not a student was continuously enrolled in a single school, a single district or any Idaho public school will influence whether assessment data is used to calculate AYP for the school, the district, the state or a combination of these. See table 22 on the next page.
- IAA and AYP calculations. All students taking an alternate assessment are included in AYP calculations as either “proficient” (and above) or “not yet proficient.” This method of scoring is based on the fact that Idaho’s alternate assessments have (1) a clearly defined structure, (2) guidelines for which students may participate, (3) a clearly defined scoring criteria and procedure, and (4) a report format that identifies the same performance levels as the Idaho Standards Achievement Tests (ISAT). See 34 CFR Part 200.13(4).
- Method of disaggregation. Both the Individuals with Disabilities Education Act (IDEA) and NCLB require that scores on the ISAT and IAA be disaggregated and reported by subgroup; however, each requires a slightly different method of disaggregation:

**IDEA:** Proficiency results are reported for (1) all general and special education students who participated in the ISAT and the IAA, (2) all special education students who participated in the ISAT, and (3) all special education students who participated in the IAA.

**NCLB:** Proficiency results are report for (1) all general and special education students who participated in the ISAT and the IAA, (2) all special education students who participated in the ISAT and the IAA.

An aggregate subgroup of 34 or more will be included in proficiency determinations for schools and districts.

- One percent cap. In calculating AYP for schools, districts, and the state, Idaho will include the proficient and advanced scores of students who participated in the IAA on a limited basis; that is, the number of students will not *exceed* one percent of all students within the grade levels assessed (see table 21 on the next page). Parents will receive the actual rating their child received. (34 CFR Part 200.13(c)(1).

Table 21: Calculating the One Percent Cap on Proficiency

	All students who took ISAT & IAA	All students who took IAA <b>AND</b> scored proficient or higher	IAA students credited as “Proficient” (Pro/Adv) on reports	IAA students credited as “Not Yet Proficient” (Bel/Basic) on reports
<b>State</b>	10,000	100	100	0
<b>District</b>	100	10	1	9
<b>School</b>	Does not apply	Does not apply	Does not apply	Does not apply

- **Failure to meet AYP.** Schools are required to show adequate yearly progress (AYP) toward meeting the goal of 100 percent proficiency in reading, math, and science for all students by 2012. There is a set of graduated accountability measures when schools and districts fail to meet AYP. (See IDAPA 08.02.03, Section 114.)

Table 22: Affect of Continuous Enrollment on School, District and State AYP

<b>Enrollment Status of Student</b>	<b>AYP Participation Determination</b>
<b>Continuously enrolled in one school:</b> This phrase refers to a student who is enrolled continuously in the <u>same public school</u> from the end of the first eight weeks of the school year through the state-approved spring testing period. Students who dropout or transfer are <i>not</i> continuously enrolled.*	School District State
<b>Continuously enrolled in one district:</b> This phrase refers to a student who is enrolled continuously in the <u>same school district</u> from the end of the first eight weeks of the school year through the state-approved spring testing period.* An expelled student is considered to be continuously enrolled if he or she returns to <i>another school</i> in the same district.	District State
<b>Continuously enrolled in an Idaho public school:</b> This phrase refers to a student who is enrolled continuously in <u>any Idaho public school</u> from the end of the first eight weeks of the school year through the state-approved spring testing period.* An expelled student is considered to be continuously enrolled if he or she returns to <i>another school</i> in the state.	State

**\*Medically fragile and suspended students:** Students who are medically fragile and frequently absent are considered to be enrolled students. Students who are serving suspensions are considered to be enrolled students.

## Section IX Commonly Asked Questions (Revised 2004)

### 1. Why conduct an alternate assessment?

An alternate assessment assures that every student is *counted* in the state's accountability system. In the past, students with more significant disabilities have not been assessed and therefore not included in accountability reports at the district and state level. These students were individually assessed for IEP development. However, it is important that the instruction and program for every student is valued and assessed at the system level. Decisions regarding funding and resources are often made at the system level. An inclusive state and district accountability system requires us to have high expectations and support for *all* students in Idaho public schools.

### 2. How can an Idaho Alternate Assessment measure student performance for a population of students who have very different, unique, individual needs?

Even though the foundation of special education is an individualized education program, IDEA '97 also advocated that every student with a disability have the opportunity to be involved in and progress in the general education curriculum and to be encouraged to reach high expectations. The educational reform efforts in the nation have focused on establishing clear achievement standards for all students in order to be successful, contributing citizens once they leave the school system. Therefore, Idaho's achievement standards have become the basis for measuring all student performance in the state, even students with disabilities. Yet, within the framework of the state standards, a student participating in an Idaho Alternate Assessment will have the opportunity to demonstrate performance toward a standard in a way that will meet his or her individual needs.

### 3. Do I have to assess a student on all the items in the Idaho Alternate Assessment even if they are not addressed in the student's IEP?

Yes. To aggregate the results of students participating in an Idaho Alternate Assessment, all students must be rated with a defined set of items. The IAA scoring system accounts for items that may not be of importance for a particular age or development level. The IAA rating scales try to diminish developmental differences commonly observed in school-aged children. The scales, however, are sensitive to differences across large age and developmental spans, but less sensitive to smaller spans. This is one reason why proficiency cut scores are very similar across some grade levels.

### 4. Are all of the achievement standards and alternate knowledge and skills appropriate for every student?

Yes. However, there are two caveats when discussing the involvement of students with significant disabilities in standards-based reform efforts. First, educators need to use caution when dealing with narrowly defined standards that do not promote inclusive curriculum practices. The Idaho Achievement Standards foster inclusive practices for this population. However, the narrowly defined general education content knowledge and skills can become a challenge for inclusive classrooms. When educators are under pressure to have all students attain specific academic skills, the various ways a student might demonstrate a standard are sometimes lost. This is why the *alternate* knowledge and skills have been written for Idaho Achievement Standards. The alternate knowledge and skills have generally been written broad enough for a student to apply the content he or she has learned rather than narrowly defined academic skills.

The second caveat is the fact that educators should not forget a student's individual needs. An IEP is a document that is written to ensure the individual needs of a student are met.

- a. **Linked to Standards:** It is the intent of the Idaho Alternate Assessments that a student's IEP align with the alternate knowledge and skills to the maximum extent possible. Every student should have some IEP goals/objectives that align in a content area. In other words, there are very few students, if any, that are not working on a receptive and expressive communication goal/objective of some kind. These goals/objectives would naturally be aligned with the Idaho Achievement Standards for language arts.
- b. **Not Linked to Standards:** There may also be goals and objectives that are relevant to a student's program which do not fit within even the broadest interpretation of the state achievement standards. According to the IDEA, IEP teams have the responsibility to address other needs that result from the disability.

IEP teams must also consider the student's developmental level. Generally, older more mature students will function at a higher level in relation to all of the alternate knowledge and skills. Of course, the population of students participating in an IAA typically have disrupted or altered development so the IAA items are intended to be sensitive across a broad spectrum of age and development levels.

**5. Do I align the IEP goal *or* the objectives to the alternate knowledge and skills in the IAA?**

The answer to this question depends on how a teacher or team writes a student's IEP. Some goals are written in a very broad manner and the objectives are written more specifically. Some alternate knowledge and skills also have been broadly written and goals align easily. However, in cases of narrowly defined alternate knowledge and skills, such as in mathematics, defined objectives in an IEP may align better to the alternate knowledge and skills. Either way, it is important that IEP goals and objectives are viewed as indicators of how the student will demonstrate the aligned alternate knowledge and skill.

**6. Do I have to align all of a student's IEP goals/objectives to the IAA alternate knowledge and skills?**

Generally no, but once again, this will depend on a student's IEP. The IAA includes achievement standards in the areas of reading, writing, and mathematics. Students may have IEP goals in other content areas that are not addressed in the IAA. IDEA '97 require that all students participate in the general education curriculum to the maximum extent possible. Over the past two years, the Idaho Achievement Standards appear to be influencing how IEPs are written.

- (a) One approach IEP teams are using is called the critical function. The focus is on the function of the alternate knowledge and skill and how it applies to the individual need of the student. For example, to "read and interpret symbolic expressions for understanding" could be viewed as the critical function of being able to read what is happening in one's environment, whether it is the act of reading signs, pictures, or words. This approach allows the student to be a part of mastering essential content of core learning for all students.
- (b) Another approach used by IEP teams is to address the critical function *and* to learn academic content. For example, the critical function may be to read one's environment; this is

accomplished through using a text to learn words that have a functional value to the student, e.g., ocean, hill, mountain, river, etc., in a geography class.

**7. What should I do if a student is working on content knowledge and skills in the general education curriculum for some content areas but not for all? Can a student participate in the some of the education assessments and an Idaho Alternate Assessment?**

Yes. A student may meet the three eligibility criteria and take only some of the alternate assessments and also participate in a general education assessment. For example, a student's disability may significantly affect a particular content area such as reading or writing, but may not affect the student's ability to learn basic math skills. The IEP team may find that the student may need to participate in the alternate assessment for reading and writing, but should take the general education assessments for mathematics.

**8. Why do I have to collect data and information about student performance?**

Traditional pencil and paper type of assessments are hardly appropriate to measure the learning of students with significant disabilities. Most experts strongly believe that an alternate assessment should be performance based. Authentic, performance-based assessments require students to create an answer or product that will demonstrate their level of knowledge and skill. The Idaho Alternate Assessments do not fully adopt this performance approach to assessment. Rather, the alternate assessments ask teachers to use a performance rating scale; however, the ratings are summaries of observations of the achievement and progress levels of specific behaviors and skills that students have exhibited in classes. Research has demonstrated that teachers can be highly reliable and accurate judges of students' academic and social behaviors when provided a structure for rating and a set of well-defined standards. The structure for ratings in the IAA depends largely on a collection of multiple measures of what a student can do across several situations and settings.

**9. What does the term "recent" mean with regards to collecting data and information for an Idaho Alternate Assessment?**

IEP-linked: Data or information used to rate IEP-linked alternate knowledge and skill items must be generated by the student or based on student performance during the 4-8 weeks before the rating begins.

Not IEP-linked: Data or information used to rate alternate knowledge and skills *not* linked to the IEP must be generated by the student or based on student performance within the past year *and* must be indicative of the student's current performance.

**10. Do I have to collect data and information to validate my ratings for all the items on an Idaho Alternate Assessment?**

No. You must *collect* data and information for only those alternate knowledge and skills that are linked to the student's IEP. However, you must *consider* data and information for every alternate knowledge and skill for which the student will be assessed—regardless of whether it is linked to the student's IEP or not. See Section IV of this manual for more information.

**11. Can I use pieces of data that I already collect about a student's progress toward IEP goals and objectives?**

Yes. If you have documentation that you use to track student work, you may use it as an indicator of student performance toward an alternate knowledge and skill—so long as the documentation is recent, representative, and reliable (see page 34 for definitions of these terms). Further, a teacher will have to judge the student work against the defined criteria in the alternate assessment. The alternate assessments use an achievement-level rubric and a progress-level rubric for rating students' knowledge and skills. The rubrics take into account fluency, number of settings, amount and level of supports, need for re-teaching, application, and frequency.

**12. Can I collect two pieces of the same kind of data (e.g., observation data) for one alternate knowledge and skill?**

Yes. Each IEP goal/objective that is aligned with an alternate knowledge and skill must have either (a) two different kinds of data to support the rating or (b) one kind of data collected over an extended period. For example, a teacher may use data sheets and a short video that demonstrates the performance of an alternate knowledge and skill within a two-week period. For another item, the teacher may have samples of student work generated over eight weeks.

**13. Can I use the same data for more than one alternate knowledge and skill?**

Yes, if the data clearly demonstrates the student's performance toward the different knowledge and skill items. For example, observation data sheets might provide information regarding the reading and understanding of symbolic expressions as well as the speaking or writing skills used to respond to questions when reading.

**14. What is the role of the second rater?**

The second rater's role is to review the collected data and information in an objective manner and to provide verification of student performance. To minimize bias and to increase the likelihood of reliable scores, rating must be done independently. It is important that the first and second raters do not discuss their findings until *both* ratings are completed. However, it is suggested that before the rating process begins, the first and second raters (1) go over the performance data and information and (2) clarify the achievement-level and progress-level rubrics for the alternate knowledge and skills. After both raters have entered and saved their ratings, they review the Inter-rater Agreement decision. If they do not agree on the overall performance outcome—that the student is either "proficient" or "not yet proficient"—the raters need to discuss the disagreement. It may be that there is some piece of information that needs to be clarified. If there is still no agreement after this discussion, additional data and information should be collected.

**15. Who can act as the second rater?**

Both the first and the second rater should be familiar with the student and with the student's programs, instruction, and response style. The second rater might be someone such as a para-professional or a speech and language pathologist. Parents are not allowed to conduct ratings online for confidentiality reasons. If a parent is asked to be a second rater, a hard copy of the rating form should be provided and school should enter the ratings online. Parents, however, should rarely be second raters; only when it is extremely difficult to get another person knowledgeable of a student's functioning should a parent be considered a viable second rater.

**16. Does the second rater have to rate all items?**

Yes. To calculate a student score for each rater, all items must be rated by Rater 1 and Rater 2. Then, based on the student scores, the student's overall proficiency level is determined for each rater. Agreement on the determination of "proficient" or "not yet proficient" between the raters is required.

**17. How much time will it take to conduct an alternate assessment?**

On average, it will take 75 to 90 minutes to complete each student assessment. The amount of time will depend on several things, including how familiar a teacher/team is with the Idaho Achievement Standards and the alternate knowledge and skill items, as well as the kind and amount of performance data and information that must be reviewed. Over the next several years, teachers will develop their own system, and the process will be more time efficient.

**18. What do the scores mean?**

Each assessment scale—reading, language, and mathematics—has a score range based on the number of items in the alternate assessment. The higher the score, the more proficient a student is in a particular knowledge and skill area. The overall proficiency level of students' performances are compared to proficiency standards developed by a panel of educational experts familiar with students with significant disabilities. It is this proficiency level that is the most important result. However, year-to-year growth is desirable and expected for students. IEP teams can review the change in the student's score and determine if there are needs that should be addressed in the student's educational program.

**19. How is a student being compared to others?**

The student's individual score can be compared to the average score in the district or state of students in the same grade level who participated in the same alternate assessment. However, caution is advised in comparing students to the average scores in the district or state. The small number of students participating in the alternate assessment and the unique disabilities of students can often lead to false assumptions. The most meaningful comparison is to the four levels of proficiency—below basic, basic, proficient, and advanced—that describe qualitatively different levels of functioning in the subject matter areas of reading, language, and mathematics.

**20. How do the IAA results compare to the RIT scores on the Idaho Standards Achievement Test (ISAT)?**

Just like the ISAT, the IAA provides scores in reading, language, and mathematics; however, the scores are *not* RIT scores. The scores are similar in that they are both equal interval scales and can be translated into proficiency levels based on cut scores determined by panels of educators familiar with the Idaho Achievement Standards and students' learning characteristics. It is expected that as students mature and develop their knowledge and skills, their IAA student scores will increase. It is a goal that students will develop more generalized skills to become independent citizens in the community.

**21. What is reported?**

Idaho Department of Education reports statewide assessment results to the federal government. The Office of Special Education Programs (which oversees the IDEA) and Title I programs (which oversee the NCLB Act) receive aggregated and disaggregated information about students' proficiency levels on the statewide assessments for all students, including students with disabilities. Both IDEA

and NCLB have reporting requirements that differ slightly. For IDEA and NCLB, the state, district and school reports indicate the percent proficient for all students who take the IAA and the ISAT. IDEA then requires the percent proficient for all special education students who participated in the ISAT and the same report for only special education students who participated in the IAA. NCLB requires the percent proficient for all special education students who participating on the ISAT and the IAA. If there are less than 10 students on any report, results are not reported for confidentiality reasons.

The number of students achieving the proficient level or above on the IAA are aggregated in with the results of the ISAT for determination of adequate yearly progress (AYP) for schools, districts, and the state. Disaggregated results for the special education subgroup is also used to calculate AYP for districts and schools if the subgroup consists of 34 or more students.

An individual student report which indicates the achieved proficiency level for each content area is given to parents.

## **22. How are the results used?**

The results of an alternate assessment should be reported and discussed with the parents during such times as conferences, annual IEP meetings, and team meetings. A discussion of a student's score and proficiency level should help teams in designing IEP goals and objectives that are aligned with the alternate knowledge and skills and that also meet the individual needs of the student.

The assessment results are used to calculate the number of students achieving the proficient level or above on the IAA. Then those student results are aggregated with the results of the ISAT for determination of adequate yearly progress (AYP) for schools, districts, and the state. This enables the Idaho Board of Education to create an inclusive assessment and accountability system.

## **23. What happens to an alternate assessment?**

The Individual Student Report must be part of a student's permanent file and kept in a folder much like the ISAT and IRI. The data and information that support the IAA ratings should be stored for one year. A school/district might decide to scan items, use photographs or CDs to save space. It is up to the district and the local school to decide how they want to store and maintain the alternate assessments.

## **24. Can I expect to get additional information on the Idaho Alternate Assessments in the future?**

Yes, you can expect ongoing information and support from the Idaho Department of Education. There will be follow up sessions as requested after initial trainings, an online training packet, summer workshops as requested, on-site technical assistance, and presentations at various conferences throughout the state

## Section X: Helpful References

### **Websites Related to Research, Development, Technical Assistance, and Dissemination Services**

The following websites provide information regarding research, development, technical assistance, and dissemination services.

**Regional Resource Centers** – Serve as a gateway to national research, dissemination and technical assistance providers, and the U.S. Department of Education sites. RRC sites can be accessed at:

**Federal Resource Center for Special Education (FRC)**

<http://www.dssc.org/frc>

**Northeast Regional Resource Center (NERRC)**

<http://www.wested.org/nerrc>

**Mid-South Regional Resource Center (MSRRC)**

<http://www.ihdi.uky.edu/MSRRC>

**Southeast Regional Resource Center (SERRC)**

<http://www.edla.aum.edu/serrc/serrc.html>

**Great Lakes Area Regional Resource Center (GLARRC)**

<http://www.glarrc.org>

**Mountain Plains Regional Resource Center (MPRRC)**

<http://www.usu.edu/mprrc>

**Western Regional Resource Center (WRRRC)**

<http://interact.uoregon.edu/wrrc/wrrc.html>

**Education Resource Organization Directory (EROD)** – The Directory is intended to help you identify and contact organizations that provide information and assistance on a broad range of education-related topics. Includes information on more than 2,400 national, regional, and state organizations and is constantly being updated and expanded. In many cases you can link directly to the organization's homepage. An excellent site for teachers, parents, librarians, researchers and students; also contains a hotlinked map or alphabetical listing to view organization within a particular state.

<http://wdcrobcolp01.ed.gov/Programs/EROD>

**National Research and Development Centers** – University-based centers sponsored by the U.S. Department of Education's Office of Educational Research and Improvement (OERI) to address national significant problems and issues in education. The site is maintained by the Department of Education, and contains links to CREDE, CRESPAR, CRESST, CIERA, CPT among many others; also has a link to a regional resource centers.

<http://search.ed.gov/csi/nrdc.html>

**Technical Assistance and Dissemination Network** – To learn more about the Technical Assistance and Dissemination Network funded by the U.S. Department of Education's Office of Special Education Programs, access the Federal Resource Center for Special Education's list.

<http://www.dssc.org/>

**U.S. Department of Education** – Homepage

<http://www.ed.gov/>

## B. Websites Related to Inclusive Assessment and Standards

**Achieve** – A not-for-profit organization dedicated to accelerating the pace of improving student performance. Achieve encourages and supports innovative, research-driven education reform. An excellent site containing a searchable database of state academic standards; sample assessment questions, student work, and lesson plans, etc.

<http://www.achieve.org/achieve/achievestart.nsf?opendatabase>

**Council of Chief State School Officer (CCSSO)** – A nationwide, nonprofit organization composed of public officials who head department of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. Go to the “Standards and Assessments” section after accessing the home.

<http://ccsso.org/>

**Educational Resources Information Center (ERIC)** – A national information system funded by the Department of Education’s Institute of Education Sciences to provide access to education literature and resources. Seeks to provide (1) balanced information concerning education assessment and (2) resources to encourage responsible test use. Located in College Park, Maryland, ERIC is a project of the U.S. Department of Education National Library of Education. Provides a wealth of information and useful links.

<http://www.eric.ed.gov>

**National Assessment of Educational Progress (NAEP)** – The National Assessment of Educational Progress (NAEP) is mandated by Congress (GEPA, Section 406) to monitor continuously the knowledge, skills, and performance of the nation’s children and youth. Under this legislation, NAEP is required to provide objective data about student performance at national and regional levels and at state levels on a trial basis.

<http://nces.ed.gov/nationsreportcard/>

**National Center for Research on Evaluation, Standards, and Student Testing (CRESST)** – Funded by the U.S. Department of Education, CRESST conducts research on important topics related to K-12 educational testing. The site contains timely research reports, searchable databases, helpful information for parents, and assessment samples. An excellent site!

<http://cresst96.cse.ucla.edu/>

**National Center on Educational Outcomes (NCEO)** – Provides national leadership in the identification of outcomes and indicators to monitor educational results for all students, including students with disabilities. NCEO addresses the participation of students with disabilities in national and state assessments, standards-setting efforts, and graduation requirements.

<http://education.umn.edu.NCEO>

### C. General References

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## Glossary

**Accommodation:** a change to the way a test is administered or responded to by a student. Such changes are often categorized as changes to the setting, timing, scheduling, presentation, and method of responding that do not invalidate the results of the test.

**Accountability System:** a process that holds an individual or group responsible for student learning and ensures all students count in the evaluation program of the education system.

**Adaptive Behavior:** a student's ability to cope and get along in his or her own cultural environment.

**Alternate Assessment:** an assessment that differs from traditional achievement tests. Various forms of data are collected via alternate methods (e.g., observations, interviews, record review, etc.) because students cannot take a standard form of assessment even with appropriate accommodations.

**Alignment:** the process of linking content and performance standards to assessment, curriculum, teaching, and classroom learning.

**Assessment:** a process of gathering information to make decisions. In an educational context, assessment is the process of observing learning; the process may include describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning.

**Benchmark:** a point in time (e.g., 6<sup>th</sup> grade) that may be used to measure student progress.

**Calendar Box:** a method of organizing activities of the day through the use of objects, pictures, or a combination of both. Other names for this system include object or schedule box.

**Cognitive Functioning:** the perceived level at which a student's adaptive behavior skills and cognitive ability allow the student to function in natural environments.

**Communication Board:** any type of flat surface on which written, drawn, or tangible symbols are displayed so that the user may choose among them.

**Consequential Aspect of Validity:** positive or negative results of administering a valid test or assessment. The results may be of consequence to teachers, students, or schools.

**Construct Validity:** a test that measures a particular knowledge domain or behavior.

**Content Standard:** the desired skills and information that educators value in the academic domains of language arts, mathematics, science, and social studies.

**Direct Math Assessment (DMA):** a performance-based assessment in Idaho that provides holistic scores. The test is given in December at grades 4, 6, and 8.

**Direct Writing Assessment (DWA):** a performance-based assessment in Idaho that provides holistic scores. The test is given in December at grades 5, 7, and 9.

**Domain:** an area of instruction.

**IEP-linked Data:** refers to data that is aligned to the goals or objectives on a student's Individualized Education Program (IEP).

**Evaluation:** the process of making judgments based on criteria and evidence.

**Functional:** the degree to which an activity or skill has meaning for a student in current or future integrated environments and results in increased capacity or independence. Functional skill instruction is based on a student's needs in his or her home, school, community, and workplace.

**Generalization:** the occurrence of a class of behavior under conditions different from those prevailing during acquisition, either without direct instruction or without the same degree of intervention.

**General Education Tests:** these tests include the Idaho Reading Inventory (IRI), the Idaho Standards Achievement Tests (ISAT), the Iowa Tests of Basic Skills (ITBS), the Direct Writing Assessment (DWA), the Direct Math Assessment (DMA), and the Test of Achievement and Proficiency (TAP), etc.

**IDAPA:** The initials for the Idaho Administrative Code that includes the rules governing thoroughness for education in Idaho.

**Instructional Team:** persons responsible for day-to-day instruction and implementation of a student's education plan (e.g., general education teacher, special education teacher, para-professional, speech and language pathologist, occupational therapist, orientation and mobility specialist, etc.). The members of the instructional team may or may not be members of the student's IEP team.

**Inter-rater Reliability:** consistency of observation by two or three observers.

**IRI:** the initials for the Idaho Reading Indicator. This inventory is given to students in K-3.

**ISAT:** the initials for the Idaho Standards Achievement Tests. This battery of tests are criterion-referenced assessments that are aligned to the Idaho Achievement Standards and are designed to allow a student's progress toward the standards to be measured. The levels are administered at a minimum of twice a year, fall and spring. The spring administration is a "blended" assessment designed to measure progress within a student's grade level and progress within levels not defined by grade.

**ITBS:** the initials for the Iowa Tests of Basic Skills. This battery of tests was administered in Idaho before the development of the Idaho Standards Achievement Tests (ISAT).

**Large-Scale Assessment:** an approach to testing whereby an entire population of students (e.g., all 4<sup>th</sup> graders) are administered an achievement test as part of an accountability system.

**No Child Left Behind Act:** the amended federal legislation in 2001 for the Elementary and Secondary Education Act (ESEA). Title I compliance is based on the rules and regulations in this Act.

**Performance Standards:** what a student has to do to indicate he or she has command of a particular concept, skill, or strategy.

**Presymbolic Communication:** the use of gesture, facial expression, body movements, eye gaze, vocal sounds, and other expressions that are not part of symbolic communicative systems.

**Proficiency Levels:** an approach to interpreting results on a test that translates scores within various ranges by using descriptions of performances that communication a continuum of proficiency.

**Rating Scales:** a scale based on descriptive words or phrases that indicate performance levels.

**Referent:** what a symbol refers to. A symbol is something that stands for or represents something else. The “something else” that a symbol represents is called a referent.

**Reliability:** the measure of consistency for an assessment instrument.

**RIT scales:** the measurement scales underlying the ISAT that were created from Northwest Evaluation Association (NWEA) items-banks and teacher-written items in Idaho. The RIT scales have been developed using the item response theory and the Rasch model to allow measurement of student growth along a continuum of instruction. RIT stands for Rasch Unit.

**Rubric:** an established set of criteria for scoring or rating students’ performance on tests, portfolios, writing samples, or other performance tasks.

**Standard:** an agreed upon level of performance or achievement which serves as a basis for decision making.

**Standardized Test:** an assessment with directions, time limits, materials, and scoring procedures designed to remain constant each time the test is given to ensure comparability of scores. All norm-referenced tests are standardized.

**Support Services:** services such as occupational therapy, speech and language, orientation and mobility, physical therapy, etc.

**Symbol:** methods used for visual, auditory, and/or tactile representation of conventional concepts (e.g., gestures, photographs, Braille, objects, printed words, etc.).

**TAP:** the initials for the Tests of Achievement and Proficiency. This battery of tests was given at grades 9-11 before the development of the Idaho Achievement Standards Tests (ISAT).

**Test:** a single measure of student achievement.



## Appendix A

### **Alternate Content Knowledge and Skills**

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**LANGUAGE ARTS/RECEPTIVE COMMUNICATIONS ACHIEVEMENT STANDARDS**  
**Alternate Knowledge and Skills for Reading, Listening, and Viewing**

Language, the gateway to learning, provides our most powerful and readily available tool for students with disabilities to present themselves to the world as well as the world to them.

Not only a means of communication, language serves as the primary instrument of thought and is an unmistakable mark of personal identity. Encouraging and enabling students with disabilities to effectively use language, regardless of personal limitations, remains one of society's most significant tasks. When students with disabilities exit the educational system, they will be able to use reading, writing, listening, speaking, and viewing unique to them for personal use as members of society and as consumers, in the workplace, for recreation and leisure activities, and for lifelong learning.

This document contains language arts achievement standards expected for all students related to receptive communication—reading, listening and viewing. However, to recognize and accept the differences of a small number of students with significant disabilities, alternate knowledge and skills are presented as downward extensions of the standards. A *downward extension* means to look at a standard and the corresponding set of general education content knowledge and skills and apply the general or overall concept for students with significant disabilities.

**Note:** Alternate sample applications are examples of how a student might demonstrate performance of the alternate knowledge and skills. The lists of sample applications presented in this document are not exhaustive.

**READING**

**Rational:** Read a variety of materials and apply strategies appropriate to various situations.

<b>Reading Content Standards: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
<p>01. Read a variety of traditional and electronic materials for information and understanding.</p> <p>---- Read a variety of traditional or electronic materials through the use of symbolic expressions such as, words, pictures, signs, gestures, eye gaze, line-drawings, Braille, objects, or textures for information and understanding.</p>	<p><b>R-1. Read and interpret presymbolic expressions for understanding.</b></p>	<p>a. Alerts to music to indicate start of an activity.</p> <p>b. Attends to object teacher is pointing at.</p> <p>c. Picks up object after being tapped on shoulder.</p> <p>d. Opens mouth after smelling food.</p>
	<p><b>R-2. Read and interpret symbolic expressions for understanding.</b></p>	<p>a. Touch a texture to recognize an activity.</p> <p>b. Touch an object to recognize next activity.</p> <p>c. Recognize the meaning of line drawing pictures for a visit to the grocery store.</p> <p>d. Identify and choose a product from a grocery list/pictures for shopping.</p> <p>e. Recognize the student's name when written in Braille.</p> <p>f. Recognize an activity to participate in from a choice of two pictures/photographs.</p> <p>g. Follow a daily schedule and various routines using a calendar/object box.</p> <p>h. Recognize (interpret) the meaning of words used on the job.</p> <p>i. Decode words using strategies such as phonics, context clues, etc.</p> <p>j. Read and demonstrate understanding of safety signs using words, pictures, objects, etc.</p> <p>k. Read classroom/school rules using words, pictures, objects, etc.</p>

<b>Reading Content Standards: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
		1. Follow classroom directions given in sign language.
	<b>R-3. Locate information and use for a variety of purposes.</b>	a. Locate information and signify when it is to be used from key locations in the school and community environments (list in wallet, id bracelet, special list in phone book, etc.). b. Use words, objects, pictures, etc, to find the ingredients in a recipe. c. Recognize a food odor and indicate hunger. d. Find a ball on the shelf and indicate to the teacher that it is playtime. e. Do comparison shopping by cutting out coupons.
	<b>R-4. Interpret symbolic expressions for sequential routines.</b>	a. Read touch cues to anticipate steps in a scripted routine. b. Follow directions when given with objects/pictures/ words. c. Read a job task list or picture card and complete the steps of the job.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.  ---- Read and respond to a variety of symbolic expressions such as, words, pictures, signs, gestures, eye gaze, line-drawings, Braille, objects, or textures to learn the power of written language in human experiences.	<b>R-5. Demonstrate the role of reading to entertain, enrich, inform, and serve as a tool for lifelong learning</b>	a. Respond to a social story read to the student by exhibiting the same behavior. b. Read and respond to newspapers and magazine articles. c. Follow step-by-step directions from a picture recipe. d. Look/read books or magazines with a peer and discuss the contents. e. Develop the habit of looking at reading materials daily. f. Respond yes/no to pictures of activities to indicate a favorite time during the day. g. Read signs to use public transportation. h. Read objects/pictures/ words, etc., to participate in school and community extracurricular activities, e.g., swimming, basketball, etc.

**LISTENING**

**Rationale:** Use skills of listening to effectively understand, comprehend, and critique oral and visual presentation.

<b>Listening Content Standards: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
01. Listen for information and understanding.  ---Use a variety of senses to listen for information and respond with understanding.	<b>L-1.</b> Listen and respond to presymbolic and/or symbolic modes of expression, such as voice, sign, gestures/touch/body language.	a. Follow one step direction about the system of classroom procedures and activities. b. Respond to name. c. Respond to environmental sounds, such as music to change an activity. d. Keep eyes open for extended period to time when presented with a meaningful activity/person. e. Attend/orient toward people or objects. f. Respond selectively to others, such as a teacher’s touch, gesture, or body language. g. Listen to a message on an answering machine and tell mom who called.
	<b>L-2.</b> Listen to gain information and use it to ask questions, make choices, clarify.	a. Tolerate touch to gain information, such as a direction to move to another location. b. Respond to auditory or touch cues, such as “lean forward” in a wheelchair. c. Respond to questions. d. Follow multi-step directions from an employer. e. Restate instructions to verify comprehension. f. Exit the building when the fire alarm goes off. g. Learn someone’s name while being introduced.

<b>Listening Content Standards: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
	L-2. Listen to gain information and use it to ask questions, make choices, clarify.	<ul style="list-style-type: none"> <li>a. Effectively listen to peer and teacher responses to make choices.</li> <li>b. Indicate need for clarification by asking questions.</li> <li>c. Listen to the cashier at fast food restaurant to make choices.</li> <li>d. Participate in hot lunch count by responding to questions about his or her lunch choices.</li> <li>e. Go to a grocery store and ask “Joe Albertson” where the meat department is.</li> <li>f. Listen to instructions and then ask an employer for assistance to complete a task when needed.</li> </ul>
02. Listen for literary response and expression.	L-4. Listen to literature given in a variety of media, e.g., teacher reading, computer, tape, video.	<ul style="list-style-type: none"> <li>a. Orient toward the speaker.</li> <li>b. Listen to the teacher read news stories and talk about them.</li> <li>c. Retell a story.</li> </ul>
	<b>L-4. Listen to stories and express like and dislike of the story.</b>	<ul style="list-style-type: none"> <li>a. Responds to questions about literature or oral presentation, such as, “What was your favorite part?” of a video.</li> <li>b. Responds to environmental sounds, e.g., speaker’s voice, presentations.</li> <li>c. Makes choices of literature, e.g., books, tapes, videos, etc.</li> </ul>
03. Listen for critical analysis and evaluation.	<b>L-6. Understand the purpose, content, and delivery of verbal communication and non-verbal cues.</b>	<ul style="list-style-type: none"> <li>a. Respond to questions about content.</li> <li>b. Listen to weather report and determine appropriate clothing for the day.</li> <li>c. After listening to verbal instructions attend to auditory and/or visual signal before crossing street, operating copy machine.</li> <li>d. Determine if a TV ad makes you want to buy something.</li> </ul>

**VIEWING**

**Rationale:** Students use viewing or touch skills to effectively understand and comprehend visually-presented information and use visual or manipulative elements to produce visual presentations.

<b>Viewing Content Standards: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
01. View for information and understanding.	<b>V-1. Utilize different media as sources of information.</b>	<ul style="list-style-type: none"> <li>a. View a science video to enhance a concept (information).</li> <li>b. View the weather report and match symbol card (clothes, weather) with the outside picture.</li> <li>c. View an instructional video on a task to complete at work.</li> <li>d. Activates a switch to view a computer software program.</li> </ul>
	<b>V-2. Determine main idea and supporting details within non-print media.</b>	<ul style="list-style-type: none"> <li>a. Write a summary using pictures, objects, etc., of a viewed presentation that informs.</li> <li>b. Match facial expressions to characters in a short TV program to demonstrate body language.</li> <li>c. After watching a video on feminine hygiene, discuss the major concepts.</li> <li>d. View a program and sequence beginning, middle, and end with picture cards.</li> <li>e. Role-play to demonstrate understanding of a character in a play, video, etc.</li> </ul>
02. View media to engage in critical analysis and evaluation.  ---View media to evaluate and make appropriate choices.	<b>V-3. Interpret literal and figurative meanings of communication.</b>	<ul style="list-style-type: none"> <li>a. Differentiate between real and pretend.</li> <li>b. Understand idioms, such as “go fly a kite.”</li> <li>c. Relate main idea that a commercial is attempting to convey.</li> <li>d. Watch a McDonald’s commercial and ask: “What is this ad trying to convince you to do?” (Eat at McDonald’s) “What did you see that encouraged you to go to McDonald’s?” (Bright colors, fun activities, happy faces, and/or delicious-looking food).</li> <li>e. Respond to video or assembly presentations on health, conflict resolution, and safety issues.</li> </ul>

<b>Viewing Content Standards: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
		f. Identify key pictures within a short media presentation.
03. Use a variety of resources to produce visuals that communicate through print and non-print media.	V-4. Explore use of multiple visual tools to produce visuals.	a. Create a remnant book of a field trip to McDonald's. b. Participate in the design of a project that includes oral, written, and graphic displays. c. Participate in the design of a presentation using such software as Powerpoint and/or Hyperstudio. d. Participate with classmates to create a two-minute video. e. Create a greeting card using the computer, e.g., Printshop, Webshots.

**LANGUAGE ARTS/EXPRESSIVE COMMUNICATIONS ACHIEVEMENT STANDARDS**  
**Alternate Knowledge and Skills for Writing and Speaking**

Language, the gateway to learning, provides our most powerful and readily available tool for students with disabilities to present themselves to the world as well as the world to them.

Not only a means of communication, language serves as the primary instrument of thought and is an unmistakable mark of personal identity. Encouraging and enabling students with disabilities to effectively use language, regardless of personal limitations, remains one of society's most significant tasks. When students with disabilities exit the educational system, they will be able to use reading, writing, listening, speaking, and viewing unique to them for personal use as members of society and as consumers, in the workplace, for recreation and leisure activities, and for lifelong learning.

This document contains language arts achievement standards expected for all students related to expressive communication—writing and speaking. However, to recognize and accept the differences of a small number of students with significant disabilities, alternate knowledge and skills are presented as downward extensions of the standards. A *downward extension* means to look at a standard and the corresponding set of general education content knowledge and skills and apply the general or overall concept for students with significant disabilities.

**Note:** Alternate sample applications are examples of how a student might demonstrate performance of the alternate knowledge and skills. The lists of sample applications presented in this document are not exhaustive.

**Italicized Items**

The italicized items are being field tested by the Idaho Department of Education during the spring 2004 assessment. These items will appear on the Idaho Alternate Assessment and must be rated. However, ratings for the italicized items are not counted in terms of the student's score or proficiency level. These items do not contribute to calculations of adequate year progress for schools, districts, and the state. Information from the italicized items is not reported to parents or the public.

**WRITING**

Rational: Rational Write to demonstrate skill and conventions according to purpose and audience.

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
<b>01. Understand and use the writing process.</b>	<i>W-4. Demonstrate the ability to identify objects, people, &amp; events using an aided symbolic communication system.</i>	<ul style="list-style-type: none"> <li>a. <i>Hold up a picture to “write” about a story that was read to them.</i></li> <li>b. <i>Choose an object to make a “shopping list” when going to the store.</i></li> <li>c. <i>Identify and/or answer questions about objects, people, events.</i></li> </ul>
	<i>W-5. Demonstrate the ability to use print, Braille, or picture-based vocabulary to label objects, comment, or convey ideas.</i>	<ul style="list-style-type: none"> <li>a. <i>Match a printed word with a picture or object.</i></li> <li>b. <i>Select a picture to “write” how the student feels.</i></li> <li>c. <i>Create a picture “to do” list.</i></li> <li>d. <i>Braille a shopping list.</i></li> </ul>
	<b>W-1. Demonstrate the use of words, pictures, signs, or objects to create a message.</b>	<ul style="list-style-type: none"> <li>a. View a science video to enhance a concept (information).</li> <li>b. View the weather report and match symbol card (clothes, weather) with the outside picture Write/type letters or letter-like symbols of alphabet, names, numbers, etc.</li> <li>c. Write or create a sequence of objects/pictures/icons/ words for meaning.</li> <li>d. Use name/picture stamps.</li> <li>e. Create a message using assistive technology computer software program, e.g., Write Outloud or Co-writer.</li> </ul>

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
	<b>W-2. Identify and use appropriate vocabulary for audience &amp; purpose.</b>	<ul style="list-style-type: none"> <li>a. Construct a shopping list using pictures, objects, or words.</li> <li>b. Use appropriate greeting for a postcard.</li> <li>c. Fill out an application for a job, apartment, checking account, etc.</li> <li>d. Select correct picture symbols for an activity, such as a science project in the general classroom during participation in a group project or completing an assignment.</li> <li>e. Use a braille for an activity, such as type name to sign a letter to grandma.</li> </ul>
<b>02. Write and edit for correctness and clarity.</b>	<i>W-6. Demonstrate the ability to use a variety of writing instruments and/or assistive technology to explore written words.</i>	<ul style="list-style-type: none"> <li>a. <i>Scribbling, imitation writings.</i></li> <li>b. <i>Draws a vertical, horizontal, or squiggly line.</i></li> <li>c. <i>Use markers, pencils, crayons.</i></li> <li>d. <i>Use switches, keyboards.</i></li> <li>e. <i>Tracing.</i></li> <li>f. <i>Copying.</i></li> </ul>
	<b>W-3. Develop a message that incorporates a clear, focused idea that is appropriate to topic, audience, and purpose.</b>	<ul style="list-style-type: none"> <li>a. Use computer software programs such as Co-writer, Write Outloud, Keyrep, etc., to change (edit) a message.</li> <li>b. Change the choices of pictures on a communication board to indicate desired intent of a message.</li> <li>c. Construct a note or email for <b><i>mom/dad.</i></b></li> <li>d. <i>Write a thank-you note or friendly letter.</i></li> </ul>
<i>03. Write to inform and explain.</i>	<i>W-7. Demonstrate the ability to express multi-word sequences using print, pictures, or objects.</i>	<ul style="list-style-type: none"> <li>a. <i>Write personal info.</i></li> <li>b. <i>Write appropriate words or phrases.</i></li> <li>c. <i>Use a variety of nouns, verbs, and adjectives in written expressions.</i></li> <li>d. <i>Produce clear, meaningful sentences using pictures or objects, etc.</i></li> <li>e. <i>Fill out a job application.</i></li> </ul>

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
<i>04. Write for literary response and expression.</i>	<i>W-8. Demonstrate the ability to respond to a story using pre-symbolic expressive communication.</i>	<ul style="list-style-type: none"> <li><i>a. Smile to indicate pleasure when looking at a picture story.</i></li> <li><i>b. Eye gaze toward the picture of a favorite character in a story.</i></li> <li><i>c. Respond positively to a physical cue for story time.</i></li> </ul>
	<i>W-9. Demonstrate the ability to respond to a story using symbolic written expressions.</i>	<ul style="list-style-type: none"> <li><i>a. Use a picture communication board to state a response to a question.</i></li> <li><i>b. Use story cards to retell a story.</i></li> <li><i>c. Write one word, phrases, or sentences to answer simple questions about a story.</i></li> <li><i>d. Write a sentence to answer a simple comprehension question.</i></li> </ul>

**SPEAKING**

Rational: Use skills of speaking to effectively present information and present analysis of written or viewed materials.

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
<b>01. Speak to share understanding of information.</b>	<i>S-5. Initiate interaction with another person with or without assistance.</i>	<ul style="list-style-type: none"> <li><i>a. Blinking at a friend.</i></li> <li><i>b. Eye Gaze with the teacher.</i></li> <li><i>c. Vocalizing, e.g., needs to say “ppp” to get help.</i></li> <li><i>d. Activate switch for an interaction.</i></li> <li><i>e. Use a picture exchange during a task.</i></li> <li><i>f. Initiate a conversation with a peer.</i></li> <li><i>g. Request objects, help, activity, etc., using words, ASL, pictures, gestures, etc.</i></li> </ul>
	<i>S-6. Use a communication system to convey understanding.</i>	<ul style="list-style-type: none"> <li><i>a. Ask questions verbally or using a switch.</i></li> <li><i>b. Make choices when asked.</i></li> <li><i>c. Points to pictures to indicate snack choice.</i></li> </ul>

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
	<i>S-1. Deliver a message to communicate information.</i>	<ul style="list-style-type: none"> <li>a. <i>Reach toward an object to indicate interest.</i></li> <li>b. <i>Pat floor to indicate the continuation of an activity.</i></li> <li>c. <i>Answer questions during class activities.</i></li> <li>d. <i>Indicates he or she wants an activity to continue and/or stop.</i></li> <li>e. <i>Verbalize a request for help, e.g., gives icon card for “I’m ready to work.”</i></li> </ul>
	<i>S-7. Use communication system to convey likes and dislikes or preferences.</i>	<ul style="list-style-type: none"> <li>a. <i>Use PECS to decide which story they prefer.</i></li> <li>b. <i>Use a communication board to identify which character he or she likes.</i></li> <li>c. <i>Smile or vocalize when a book is read to the student.</i></li> <li>d. <i>Use Dynavox (AAC device) to respond to interpretive or evaluative questions about a story.</i></li> </ul>
	<b>S-2. Use communication systems for various purposes and audiences to communicate information.</b>	<ul style="list-style-type: none"> <li>a. <i>Greet peers with a high five.</i></li> <li>b. <i>Use a voice output device to present a book report.</i></li> <li>c. <i>Make the choice to deliver a social studies report to peers using an augmentative communication device rather than using voice.</i></li> <li>d. <i>Maintain conversations/interactions with peers.</i></li> <li>e. <i>Invite a peer to participate in an activity of personal interest.</i></li> <li>f. <i>Demonstrate appropriate interview skills.</i></li> </ul>
<b>02. Speak for literary response and expression</b>	<i>S-8. Appropriately express rejection or refusal.</i>	<ul style="list-style-type: none"> <li>a. <i>Vocalization of no.</i></li> <li>b. <i>Eye gaze or pointing of symbol/picture indicating yes or no.</i></li> <li>c. <i>Use body language to indicate yes or no.</i></li> </ul>
	<i>S-9. Use communication system to convey a sequence.</i>	<ul style="list-style-type: none"> <li>a. <i>Directions.</i></li> <li>b. <i>Tell a sequence of a story.</i></li> <li>c. <i>Talk about the steps in a recipe.</i></li> <li>d. <i>Use pictures to tell about his or her day.</i></li> </ul>

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
	<b>S-3. Use communication system to share personal interests or knowledge of literary works.</b>	<ul style="list-style-type: none"> <li>a. Dramatize a selected song through voice and/or gesture.</li> <li>b. Recite nursery rhymes.</li> <li>c. Work with a peer on literary project.</li> <li>d. Select choice of literary material, e.g., book, tapes, videos, etc.</li> <li>e. Participate in a play.</li> </ul>
<b>03. Speak for critical analysis and evaluation.</b>	<b>S-4. Use communication system to express opinions and preferences.</b>	<ul style="list-style-type: none"> <li>a. Use communication system to indicate preference of a food or drink.</li> <li>b. Use communication system to make a comment about an activity.</li> <li>c. Take turns while communicating during problem solving or when expressing an opinion.</li> <li>d. Maintain alertness while participating in a group activity.</li> <li>e. State which job you prefer and why.</li> <li>f. Identify that there is a problem and express preference in making an appropriate choice.</li> </ul>

**MATHEMATICS ACHIEVEMENT STANDARDS**  
**Alternate Knowledge and Skills**

The use of mathematics is a powerful tool for exploring and understanding the society we live in. Proficiency in using mathematical skills is vital to students with disabilities as citizens of an increasingly technological society.

When students with disabilities exit the educational system, they will be able to use mathematics to solve problems in real-world situations of daily living. Students will apply mathematics across the domains of their life as adults in society. Appropriate technology will enable students with disabilities to apply and communicate their strategies and solutions. Appropriate technology may include calculators, computers and specialized software, and manipulatives.

**Note:** Alternate sample applications are examples of how a student might demonstrate performance of the alternate knowledge and skills. The lists of sample applications presented in this document are not exhaustive.

**BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS**

**Rationale:** An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in the context that the learner perceives them as tools for solving problems.

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications:</b>
01. Understand and use numbers.	<b>C-1. Recognize and order numbers in environmental settings.</b>	a. Indicate recognition of numbers in various environments, e.g., classroom numbers, bus numbers, telephone numbers, address numbers, emergency numbers.
	<b>C-2. Demonstrate one- to- one correspondence.</b>	a. Name or match number to numeral. b. Count students for hot lunch count. c. Give each classmate a piece of paper.
	C-3. Communicate and demonstrate numbers in environmental settings.	a. Fill in the missing number on a calendar. b. Find locker #. c. State temperature. d. Set timer. e. Recognize numbers on dice and move number of spaces.
02. Perform computations accurately.	C-4. Demonstrate knowledge of equal, more and less.	a. It's snack time. Identify if you want more juice. b. Decide whether a shopper has sufficient money to pay for an item at a grocery store. c. Compare quantities to determine if he or she has more/less. Compare by size, weight, or amount.
	<b>C-5. Demonstrate knowledge to add and subtract whole numbers.</b>	a. You have made one sandwich. Two more are made. How many sandwiches have been made? b. Answer adding and subtracting worksheets. c. Add problems on dry erase board. d. Add the stack of towels to another stack for inventory on a job.

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications:</b>
	<b>C-6. Demonstrate knowledge to multiply and divide numbers with or without the use of a calculator.</b>	<ul style="list-style-type: none"> <li>a. At the store, multiple 6 cans of soup by \$.23 for a total cost.</li> <li>b. Multiple and divide problems on a worksheet.</li> <li>c. Divide the 10 towels by 5 students in PE.</li> </ul>
03. Estimate and judge reasonableness of results.	<b>C-7. Select and use a method to estimate and predict amounts.</b>	<ul style="list-style-type: none"> <li>a. Estimate if clothes are about your size when shopping.</li> <li>b. Use next dollar strategy.</li> <li>c. Who is estimated to be the tallest, shortest, fastest, etc.?</li> <li>d. Give examples when 5 would be too much or too little, e.g., 5 M &amp; Ms or 5 large pizzas.</li> <li>e. Determine the reasonableness of prediction when measuring; .e.g., Would our classroom be closer to 5 inches or to 5 yards?</li> </ul>
	C-8. Use estimation skills across daily living activities	<ul style="list-style-type: none"> <li>a. Determine if a box is large enough when packaging items. Verify the answer to determine if the solution is reasonable.</li> <li>b. Determine how many items will fit comfortably into a backpack.</li> </ul>

## MATHEMATICAL REASONING AND PROBLEM SOLVING

**Rationale:** These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills:</b>	<b>Sample Applications:</b>
01. Understand and use a variety of problem-solving skills.	PS-1. Recognize and demonstrate the ability to solve problems during real life experiences.	<ul style="list-style-type: none"> <li>a. Make choices when presented with options</li> <li>b. If student has \$2 for lunch, what items might he or she purchase?</li> </ul>
	<b>PS-2. (Recognize and demonstrate) the appropriate problem solving strategy (guess and check, working backwards, logical reasoning, making a model, using a table or drawing, patterns, etc.).</b>	<ul style="list-style-type: none"> <li>a. Given a social story problem, select and demonstrate appropriate actions.</li> <li>b. Given a math story problem, identify what operation is needed to solve it, e.g., draw, calculate, use manipulatives.</li> </ul>

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills:</b>	<b>Sample Applications:</b>
02. Use reasoning skills to recognize problems and express them mathematically.	PS-3. Demonstrate an understanding of cause and effect (If I do this, then this will happen).	<ul style="list-style-type: none"> <li>a. Use a switch to start the movement of a toy.</li> <li>b. Put your hand near a motion light to turn it on.</li> <li>c. Wheelchair gets stuck in doorway. Student must manipulate chair or choose alternative route.</li> <li>d. Recognizes cause and effect of turning the faucet on and off.</li> </ul>
	<b>PS-4. Choose appropriate application to solve a problem.</b>	<ul style="list-style-type: none"> <li>a. Given this situation: You want to go to participate in an activity. What time is it and how much time does it take to get there? When do you have to leave? Match times, count time, etc.</li> <li>b. Given one candy bar and three people that want it, how are you going to solve the problem?</li> <li>c. Follow scheduled activities to get a reward (time management skills).</li> </ul>
03. Apply appropriate technology and models to find solutions to problems.	<b>PS-5. Use a calculator, computers, switches, and/or mechanized wheelchair to solve problems (adding, subtracting, speed, directions, etc).</b>	<ul style="list-style-type: none"> <li>a. Add price of items for a party.</li> <li>b. Use switches to make choices to get what you need.</li> <li>c. Follow oral or written sequences to desired outcome.</li> </ul>
04. Communicate results using appropriate terminology and methods.	PS-6. Use communication or augmentative communication systems to express results.	<ul style="list-style-type: none"> <li>a. Use a computer, alpha-talker, etc., to communicate solutions to math problems.</li> <li>b. Communicate more or less when having lunch.</li> </ul>

## CONCEPTS AND PRINCIPLES OF MEASUREMENT

**Rationale:** The first step in scientific investigation is to understand the measurable attributes of objects.

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
01. Understand and use U.S. customary and metric measurements.	<b>M-1. Use measurement skills in school, work, daily home living, and recreational activities.</b>	<ul style="list-style-type: none"> <li>a. Measure ingredients.</li> <li>b. Count steps while walking to calculate a distance.</li> <li>c. Measure the height of a person with a string; then measure the string with a yardstick.</li> </ul>

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
	<b>M-2. Use money skills in school, work, daily home living, and recreational activities.</b>	<ul style="list-style-type: none"> <li>a. Use vending machines.</li> <li>b. Purchase lunch or other items.</li> <li>c. Pay for recreational activities, e.g., bowling, movies.</li> <li>d. Earn tokens and exchange them for rewards.</li> </ul>
	<b>M-3. Use time management skills in school, work, daily home living, and community activities.</b>	<ul style="list-style-type: none"> <li>a. Students will record the time they arrive in class and indicate if they are on time or late.</li> <li>b. Set alarm clock for waking up in the morning for week.</li> </ul>
02. Understand the concepts of rates and other derived or indirect measurements.	<b>M-4. Determine equivalent units, comparable units, and conversions.</b>	<ul style="list-style-type: none"> <li>a. Converting <math>\frac{1}{2}</math> cup of shortening to 1 stick of margarine.</li> <li>b. Use balance scales to show equality.</li> <li>c. Use body for non-standard forms of measurement, e.g., space between knuckles is about an inch, fingernail width is about a centimeter, so many steps across the room is about a number of feet.</li> </ul>
03. Understand the concepts of ratios and proportions.	M-5. Apply and use proportions, ratios, and balance.	<ul style="list-style-type: none"> <li>a. Build models.</li> <li>b. Determine distance from map scale.</li> <li>c. Predict size limitations based on strength of materials, e.g., what a backpack will hold, a baggie, suitcase.</li> <li>d. Calculate amounts of concentrated ingredients needed for a specific mixture, e.g., juice, Kool-Aid, box mixes.</li> </ul>
04. Understand dimensional analysis.	M-6. Perform error analysis by understanding cause and effect.	<ul style="list-style-type: none"> <li>a. The room is dark. What should you do?</li> <li>b. You end up in the wrong restroom. How did you get there?</li> <li>c. You taste the cake and it is really salty, what happened?</li> <li>d. You failed to put the lid on the blender and then turned it on. What should you have done?</li> </ul>

## CONCEPTS AND LANGUAGE OF ALGEBRA

**Rationale:** Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills:</b>	<b>Sample Applications:</b>
01. Use algebraic symbolism as a tool to represent mathematical relationships.	<b>CA-1. Compare sets of objects using vocabulary (less than, more than, and same as, bigger, smaller).</b>	<ul style="list-style-type: none"> <li>a. Identify which set of objects is more, less, or same as.</li> <li>b. Identify which calendar day comes before the other.</li> </ul>
	CA-2. Explore the relationship between addition and subtraction.	<ul style="list-style-type: none"> <li>a. Solve a story problem that adds and the subtracts.</li> <li>b. Figure out how many days are left until Christmas?</li> <li>c. During circle time, determine the number of students present and the number of students absent.</li> </ul>

## CONCEPTS AND PRINCIPLES OF GEOMETRY

**Rationale:** The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills:</b>	<b>Sample Applications:</b>
01. Apply concepts of size, shape, and spatial relationships.	<b>G-1. Match (object to object, picture to picture, etc.).</b>	<ul style="list-style-type: none"> <li>a. Identify attributes of objects/groups of objects.</li> <li>b. Put away silverware in appropriate grouping.</li> <li>c. Put away art tools in appropriate places.</li> <li>d. Match using calendar box schedule, picture schedule.</li> </ul>
	G-2. Sort and classify groups of objects used in everyday living activities.	
	<b>G-3. Classify and sort objects by common attributes using kinesthetic touch, auditory, olfactory, and visual materials.</b>	
	G-4. Explore and demonstrate awareness of spatial concepts.	<ul style="list-style-type: none"> <li>a. Find personal space and appropriate proximity.</li> <li>b. Sharpen a pencil in the proper size hole.</li> <li>c. Complete puzzles.</li> </ul>
	G-5. Identify awareness of geometry in the world.	<ul style="list-style-type: none"> <li>a. Identify patterns in the real world.</li> <li>b. Recognize shapes in the community, e.g., square, triangle, circles.</li> <li>c. Identify shapes and match to objects in the environment.</li> </ul>

**DATA ANALYSIS, PROBABILITY, AND STATISTICS**

**Rationale:** With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
01. Understand data analysis.	<b>DA-1. Read and interpret personal progress charts, map, etc.</b>	<ul style="list-style-type: none"> <li>a. Read a graph and decide to improve personal performance.</li> <li>b. Explain stats on trading cards.</li> <li>c. Use playoff charts and predict outcomes.</li> </ul>
02. Collect, organize, and display data.	DA-2. Place objects in order/ attributes.	<ul style="list-style-type: none"> <li>a. Short to tall.</li> <li>b. Small to large.</li> <li>c. Least to greatest.</li> <li>d. Collect and display the lunch count.</li> <li>e. Cooperative learning group activity in the general classroom.</li> </ul>
03. Understand basic concepts of probability.	DA-3. Predict events using individual schedule system.	<ul style="list-style-type: none"> <li>a. Follow daily schedule to anticipate events or classes throughout the day, e.g., objects, pictures, symbols.</li> <li>b. Calendar box.</li> <li>c. Analyze card games, dice games for probability.</li> <li>d. Explain what the weather man means by "chance of rain."</li> <li>e. From current news events, recognize a pattern and predict the next event.</li> </ul>
04. Apply simple statistical measurements.	DA-4. Understand basic statistical concepts (mean, median, mode).	<ul style="list-style-type: none"> <li>a. Understand "middle."</li> <li>b. Name the person who is tallest and the person who is the shortest as a range.</li> <li>c. Average grades with a calculator.</li> </ul>
05. Make predictions or decisions based on data.	<b>DA-5. Review data to predict.</b>	<ul style="list-style-type: none"> <li>a. What clothes are appropriate for the weather?</li> <li>b. Calendar charts.</li> <li>c. At mid-season, predict a team's position in the playoffs.</li> </ul>

**FUNCTIONS AND MATHEMATICAL MODELS**

**Rationale:** One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

<b>Content Standard: The student will—</b>	<b>Alternate Knowledge &amp; Skills</b>	<b>Sample Applications</b>
01. Understand the concept of functions.	<b>FM-1. Use and demonstrate a pattern.</b>	<ul style="list-style-type: none"> <li>a. Count by 2s, 5s, and 10s, using manipulatives if needed.</li> <li>b. Counting on...</li> <li>c. Recognize patterns in a calendar chart.</li> <li>d. Notice patterns in the environment.</li> <li>e. Be aware that a purchase will also include some tax.</li> </ul>
	FM-2. Use kinesthetic, visual, auditory skills to copy/create/complete patterns and sequence.	<ul style="list-style-type: none"> <li>a. Tangrams.</li> <li>b. Attribute blocks or Parquetry Blocks to make a Mother's Day present or other art project.</li> <li>c. From a picture, make own necklace using patterns of beads.</li> </ul>



## APPENDIX B

### **Alternate Sample Applications**

Reading – Alternate Sample Applications.....	B-3
Language – Alternate Sample Applications.....	B-4
Math – Alternate Sample Applications.....	B-5



**READING**  
**Alternate Sample Applications**

<b>Reading</b>	
<b>R-1</b>	<ul style="list-style-type: none"> <li>Alerts to music to indicate start of an activity</li> <li>Attends to object teacher is pointing at</li> <li>Picks up object after being tapped on shoulder</li> <li>Opens mouth after smelling food.</li> </ul>
<b>R-2</b>	<ul style="list-style-type: none"> <li>Touch a texture to recognize an activity.</li> <li>Touch an object to recognize next activity</li> <li>Recognize the meaning of line drawing pictures for a visit to the grocery store.</li> <li>Identify and choose a product from a grocery list/pictures for shopping.</li> <li>Recognize the student's name when written in Braille</li> <li>Recognize an activity to participate in from a choice of two pictures/photographs</li> <li>Follow a daily schedule and various routines using a calendar/object box</li> <li>Recognize (interpret) the meaning of words used on the job</li> <li>Decode words using strategies such as phonics, context clues, etc.</li> <li>Read and demonstrate understanding of safety signs using words, pictures, objects, etc.</li> <li>Read classroom/school rules using words, pictures, objects, etc.</li> <li>Follow classroom directions given in sign language</li> </ul>
<b>R-3</b>	<ul style="list-style-type: none"> <li>Locate information and signify when it is to be used from key locations in the school and community environments (list in wallet, id bracelet, special list in phone book, etc.)</li> <li>Use words, objects, pictures, etc., to find the ingredients in a recipe</li> <li>Recognize a food odor and indicate hunger</li> <li>Find a ball on the shelf and indicate to the teacher that it is playtime</li> <li>Do comparison shopping by cutting out coupons</li> </ul>
<b>R-4</b>	<ul style="list-style-type: none"> <li>Read touch cues to anticipate steps in a scripted routine</li> <li>Follow directions when given with objects/pictures/ cues/words etc.</li> <li>Read a job task list or picture card and complete the steps of the job</li> </ul>
<b>R-5</b>	<ul style="list-style-type: none"> <li>Respond to a social story read to the student by exhibiting the same behavior</li> <li>Read and respond to newspapers and magazine articles</li> <li>Follow step-by-step directions from a picture recipe</li> <li>Look/read books or magazines with a peer and discuss the contents</li> <li>Develop the habit of looking at reading materials daily</li> <li>Respond yes/no to pictures of activities in order to indicate a favorite time during the day</li> <li>Read signs and follow directions to use public transportation</li> <li>Read objects/pictures/ words, etc., to participate in school and community extracurricular activities, such as swimming, basketball, etc.</li> </ul>

<b>Listening</b>	
<b>L-1</b>	<ul style="list-style-type: none"> <li>Follow one-step direction about the system of classroom procedures and activities.</li> <li>Respond to name.</li> <li>Respond to environmental sounds, such as music to change an activity.</li> <li>Keep eyes open for extended period to time when presented with a meaningful activity/person.</li> <li>Attend/orient toward people or objects.</li> <li>Respond selectively to others, such as a teacher's touch, gesture, or body language.</li> <li>Listen to a message on an answering machine and tell mom who called.</li> </ul>
<b>L-2</b>	<ul style="list-style-type: none"> <li>Tolerate touch to gain information, such as a direction to move to another location</li> <li>Respond to auditory or touch cues, such as "lean forward" in a wheelchair.</li> <li>Respond to questions.</li> <li>Follow multi-step directions from an employer.</li> <li>Restate instructions to verify comprehension.</li> <li>Exit the building when the fire alarm goes off.</li> <li>Learn someone's name while being introduced.</li> </ul>
<b>L-3</b>	<ul style="list-style-type: none"> <li>Effectively listen to peer and teacher responses to make choices</li> <li>Indicate need for clarification by asking questions.</li> <li>Listen to the cashier at fast food restaurant to make choices.</li> <li>Participate in hot lunch count by asking student's about their lunch choices.</li> <li>Go to a grocery store and ask "Joe Albertson" where the meat department is.</li> <li>Listen to instructions and then ask an employer for assistance to complete a task when needed.</li> </ul>
<b>L-4</b>	<ul style="list-style-type: none"> <li>Orient toward the speaker.</li> <li>Listen to the teacher read news stories and talk about them.</li> <li>Retell a story.</li> </ul>
<b>L-5</b>	<ul style="list-style-type: none"> <li>Responds to questions about literature or oral presentation, such as "What was your favorite part?" of a video.</li> <li>Responds to environmental sounds (e.g., speaker's voice, presentations.</li> <li>Makes choices of literature (e.g., books, tapes, videos, etc)</li> </ul>
<b>L-6</b>	<ul style="list-style-type: none"> <li>Respond to questions about content.</li> <li>Listen to weather report and determine appropriate clothing for the day</li> <li>After listening to verbal instructions attend to auditory and/or visual signal before crossing street, operating copy machine</li> <li>Determine if a TV ad makes you want to buy something.</li> </ul>

<b>Viewing</b>	
<b>V-1</b>	<ul style="list-style-type: none"> <li>View a science video to enhance a concept (information).</li> <li>View the weather report and match symbol card (clothes, weather) with the outside picture.</li> <li>View an instructional video on a task to complete at work.</li> <li>Activates a switch to view a computer software program.</li> </ul>
<b>V-2</b>	<ul style="list-style-type: none"> <li>Write a summary using pictures, objects, etc. of a viewed presentation that informs.</li> <li>Match facial expressions to characters in a short TV program to demonstrate body language.</li> <li>After watching a video on feminine hygiene, discuss the major concepts.</li> <li>View a program and sequence beginning, middle, and end with picture cards.</li> <li>Role-play to demonstrate understanding of a character in a play, video, etc.</li> </ul>
<b>V-3</b>	<ul style="list-style-type: none"> <li>Differentiate between real and pretend.</li> <li>Understand idioms, such as "go fly a kite"</li> <li>Relate main idea which a commercial is attempting to convey.</li> <li>Watch a McDonald's commercial and ask: "What is this ad trying to convince you to do?" (Eat at McDonald's) "What did you see that encouraged you to go to McDonald's?" (Bright colors, fun activities, happy faces, and/or delicious-looking food)</li> <li>Respond to video or assembly presentations on health, conflict resolution, and safety issues.</li> <li>Identify facts within a short media presentation.</li> </ul>
<b>V-4</b>	<ul style="list-style-type: none"> <li>Create a remnant book of a field trip to McDonald's.</li> <li>Participate in the design of a project that includes oral, written, and graphic displays.</li> <li>Participate in the design of a presentation using such software as Power Point and/or Hyper Studio.</li> <li>Participate with classmates to create a two-minute video.</li> <li>Create a greeting card using the computer, e.g., Print shop, Webshots</li> </ul>

**LANGUAGE**  
**Alternate Sample Applications**

<b>Writing</b>	
<b>W-1</b>	<ul style="list-style-type: none"> <li>Write/type letters of alphabet, names, numbers, etc.</li> <li>Write or create a sequence of objects/pictures/icons/words for meaning.</li> <li>Use name/picture stamps</li> <li>Draws a vertical, horizontal, or squiggly line</li> <li>Using assistive technology computer software program, such as, Write Outloud or Co-writer, create a message</li> </ul>
<b>W-2</b>	<ul style="list-style-type: none"> <li>Construct a shopping list using pictures, objects, or words.</li> <li>Use appropriate greeting for a postcard</li> <li>Fill out an application for a job</li> <li>Select correct picture symbols for an activity, such as a science project in the general classroom during participation in a group project or completing an assignment.</li> <li>Use a braille for an activity, such as type name to sign a letter to grandma.</li> </ul>
<b>W-3</b>	<ul style="list-style-type: none"> <li>Use computer software programs such as Co-writer, Write Outloud, Keyrep, etc., to change a message.</li> <li>Change the choices of pictures on communication board to indicate desired intent of a message.</li> <li>Construct a note for mom or dad</li> </ul>
<b>W-4</b>	<ul style="list-style-type: none"> <li>Hold up a picture to “write” about a story that was read to them.</li> <li>Choose an object to make a “shopping list” when going to the store.</li> <li>Identify and/or answer questions about objects, people, events, etc.</li> </ul>
<b>W-5</b>	<ul style="list-style-type: none"> <li>Match a printed word with a picture or object</li> <li>Select a picture to “write” how the student feels</li> <li>Create a picture “to do” list</li> <li>Braille a shopping list</li> </ul>
<b>W-6</b>	<ul style="list-style-type: none"> <li>Scribbling, imitation writings</li> <li>Draws a vertical, horizontal, or squiggly line</li> <li>Use markers, pencils, crayons</li> <li>Use switches, keyboards</li> <li>Tracing</li> <li>Copying</li> </ul>
<b>W-7</b>	<ul style="list-style-type: none"> <li>Writes personal information</li> <li>Writes appropriate words or phrases</li> <li>Uses a variety of nouns, verbs, and adjectives in written expressions</li> <li>Produces clear, meaningful sentences using pictures, objects, words, etc.</li> <li>Fills out a job application</li> </ul>
<b>W-8</b>	<ul style="list-style-type: none"> <li>Smile to indicate pleasure when looking at a picture story</li> <li>Eye gaze toward the picture of a favorite character in a story</li> <li>Respond positively to a physical cue for storytime</li> </ul>
<b>W-9</b>	<ul style="list-style-type: none"> <li>Use a picture communication board to state a response to a question</li> <li>Use story cards to retell a story</li> <li>Write one word phrases or sentences to answer simple questions about a story</li> <li>Write a sentence to answer a simple comprehension question</li> </ul>

<b>Speaking</b>	
<b>S-1</b>	<ul style="list-style-type: none"> <li>Reaches toward an object to indicate interest</li> <li>Pats floor or other signal to indicate the continuation of an activity</li> <li>Answers questions during class activities</li> <li>Indicates they want an activity to continue or stop</li> <li>Make a request using defined gestures or signals.</li> <li>Verbalizes (words or pictures) a request for help, e.g., gives icon card for “I’m ready to work”</li> </ul>
<b>S-2</b>	<ul style="list-style-type: none"> <li>Greet peers with a high five but uses a voice output device for adults.</li> <li>Make the choice to deliver a social studies report to peers using an augmentative communication device rather than using voice.</li> <li>Maintains conversations/interactions with peers.</li> <li>Invite a peer to participate in an activity of personal interest.</li> <li>Demonstrates appropriate interview skills</li> </ul>
<b>S-3</b>	<ul style="list-style-type: none"> <li>Dramatize a selected song through voice and/or gesture.</li> <li>Recite nursery rhymes.</li> <li>Work with a peer on literary project.</li> <li>Select choice of literary material (e.g., book, tapes, videos, etc.)</li> <li>Participate in a play.</li> </ul>
<b>S-4</b>	<ul style="list-style-type: none"> <li>Use communication system to indicate preference of a food or drink</li> <li>Use communication system to make a comment about an activity.</li> <li>Take turns while communicating during problem solving or when expressing an opinion.</li> <li>Maintain alertness while participating in a group activity.</li> <li>State which job you prefer and why</li> <li>Identify that there is a problem and express preference in making an appropriate choice</li> </ul>
<b>S-5</b>	<ul style="list-style-type: none"> <li>Blinking at a friend</li> <li>Eye gaze with the teacher</li> <li>Vocalizing, e.g., needs to say “ppp” to get help</li> <li>Activate switch for an interaction</li> <li>Use a picture exchange during a task</li> <li>Initiates a conversation with a peer.</li> <li>Requests objects, help, activity, etc., using words, ASL, pictures, gestures, etc.</li> </ul>
<b>S-6</b>	<ul style="list-style-type: none"> <li>Ask questions verbally or using a switch</li> <li>Make choices when asked</li> <li>Points to pictures to indicate snack choice</li> </ul>
<b>S-7</b>	<ul style="list-style-type: none"> <li>Use PECS to decide which story they prefer</li> <li>Using a communication board, identify which character they like</li> <li>Smile or vocalize when a book is read to the student</li> <li>Use Dynavoc (AAC device) to respond to interpretive or evaluative questions to a story</li> </ul>
<b>S-8</b>	<ul style="list-style-type: none"> <li>Vocalization of no</li> <li>Eye gaze or pointing of symbol/picture indicating yes or no</li> <li>Use body language to indicate yes or no</li> </ul>
<b>S-9</b>	<ul style="list-style-type: none"> <li>Give directions</li> <li>Tell a sequence of a story</li> <li>Talk about the steps in a recipe</li> <li>Use pictures to tell about their day</li> </ul>

<b>Basic Math Computation</b>	
C-1	<ul style="list-style-type: none"> <li>Indicate recognition of numbers in various environments, e.g., classroom numbers, bus numbers, telephone numbers, address numbers, emergency numbers.</li> </ul>
C-2	<ul style="list-style-type: none"> <li>Name or match number to numeral.</li> <li>Count students for hot lunch count</li> <li>Give each classmate a piece of paper</li> </ul>
C-3	<ul style="list-style-type: none"> <li>Fill in the missing number on a calendar.</li> <li>Find locker #</li> <li>State temperature</li> <li>Set timer</li> <li>Recognize numbers on dice and move number of spaces</li> </ul>
C-4	<ul style="list-style-type: none"> <li>It's snack time. Identify if you want more juice?</li> <li>Decide whether a shopper has sufficient money to pay for an item at a grocery store.</li> <li>Compare quantities to determine if they have more/less. Compare by size, weight, or amount.</li> </ul>
C-5	<ul style="list-style-type: none"> <li>You have made one sandwich. Two more are made. How many sandwiches have been made?</li> <li>Answer adding and subtracting worksheet</li> <li>Add problems on dry erase board</li> <li>Add the stack of towels to another stack for an inventory on a job</li> </ul>
C-6	<ul style="list-style-type: none"> <li>At the store, multiply 6 cans of soup by \$.23 for a total cost</li> <li>Multiply and divide problems on a worksheet</li> <li>Divide the 10 towels by 5 students in PE</li> </ul>
C-7	<ul style="list-style-type: none"> <li>Estimate if clothes are about your size when shopping.</li> <li>Uses next dollar strategy.</li> <li>Who is estimated to be the tallest, shortest, fastest, etc.</li> <li>Give examples when 5 would be too much or too little, e.g., 5 M &amp; Ms, or 5 large pizzas.</li> <li>Determine the reasonableness of prediction when measuring, e.g., Would our classroom be closer to 5 inches or to 5 yards?</li> </ul>
C-7	<ul style="list-style-type: none"> <li>Determine if a box is large enough when packaging items. Verify the answer to determine if the solution is reasonable.</li> <li>Determine how many items will fit comfortably into a backpack.</li> </ul>
<b>Problem Solving</b>	
PS-1	<ul style="list-style-type: none"> <li>Make choices when presented with options</li> <li>If student has \$2 for lunch, what items might he purchase?</li> </ul>
PS-2	<ul style="list-style-type: none"> <li>Given a social story problem, select and demonstrate appropriate actions.</li> <li>Given a math story problem, identify what operation is needed to solve it, i.e., draw, calculate, use manipulatives.</li> </ul>
PS-3	<ul style="list-style-type: none"> <li>Use a switch to start the movement of a toy.</li> <li>Put your hand near a motion light to turn it on.</li> <li>Wheelchair gets stuck in doorway. Student must manipulate chair or choose alternative route.</li> <li>Recognizes cause and effect of turning on and off the faucet.</li> </ul>
PS-4	<ul style="list-style-type: none"> <li>Given this situation: You want to go to participate in an activity. What time is it and how much time does it take to get there? When do you have to leave? E.g., match times, count time, etc.</li> <li>Given one candy bar and three people that want it, how are you going to solve the problem?</li> <li>Follow scheduled activities to get a reward (time management skills)</li> </ul>

<b>MATH</b>	
<b>Alternate Sample Applications</b>	
PS-5	<ul style="list-style-type: none"> <li>Add price of items for a party.</li> <li>Use switches to make choices to get what you need.</li> <li>Follow oral or written sequences to find a solution</li> </ul>
PS-6	<ul style="list-style-type: none"> <li>Use a computer, alpha-talker, etc., to communicate solutions to math problems.</li> <li>Communicate more or less when having lunch</li> </ul>
<b>Measurement</b>	
M-1	<ul style="list-style-type: none"> <li>Measure ingredients</li> <li>Count steps while walking to calculate a distance</li> <li>Measure height of a person with a string, then measure the string with a yardstick.</li> </ul>
M-2	<ul style="list-style-type: none"> <li>Use vending machines</li> <li>Purchase lunch or other items</li> <li>Pay for recreational activities, ie bowling, movies</li> <li>Earn tokens and exchange them for rewards</li> </ul>
M-3	<ul style="list-style-type: none"> <li>Student will record the time they arrive in class and indicate if they are on time or late.</li> <li>Set alarm clock for waking up in the morning for week</li> </ul>
M-4	<ul style="list-style-type: none"> <li>Converting a ½ cup of shortening to 1 stick of margarine.</li> <li>Use balance scales to show equality.</li> <li>Use body for non-standard forms of measurement, e.g., space between knuckles is about an inch, fingernail width is about a centimeter, so many steps across the room is about a number of feet.</li> </ul>
M-5	<ul style="list-style-type: none"> <li>Build models.</li> <li>Determine distance from map scale.</li> <li>Predict size limitations based on strength of materials, e.g., what a backpack will hold, a baggie, suitcase.</li> <li>Calculate amounts of concentrated ingredients needed for a specific mixture, e.g., juice, Kool-Aid, box mixes.</li> </ul>
M-6	<ul style="list-style-type: none"> <li>The room is dark. What should you do?</li> <li>You end up in the wrong restroom. How did you get there?</li> <li>You taste the cake and it is really salty, what happened?</li> <li>You fail to put the lid on the blender and then turn it on. What should you have done?</li> </ul>
<b>Concepts of Algebra</b>	
CA-1	<ul style="list-style-type: none"> <li>Identify which set of objects is more, less, or same as.</li> <li>Identify which calendar day comes before the other.</li> </ul>
CA-2	<ul style="list-style-type: none"> <li>Solve a story problem that adds and then subtracts.</li> <li>Figure out how many days are left until Christmas?</li> <li>During circle time, determine the number of students present and the number of students absent.</li> </ul>

<b>Geometry</b>	
G-1	<ul style="list-style-type: none"> <li>Match using calendar box schedule, picture schedule</li> <li>Match shapes in pictures with geometric shape</li> <li>Match the same size picture</li> <li>Match object to a picture placing it in the same spatial relationship</li> </ul>
G-2	<ul style="list-style-type: none"> <li>Put away silverware in appropriate grouping.</li> <li>Put away art tools in appropriate places.</li> <li>Sort dry goods in a cupboard and consumables in the refrigerator</li> </ul>
G-3	<ul style="list-style-type: none"> <li>Identify attributes of objects/groups of objects.</li> <li>Sort laundry by shirts, socks, and pants, etc.</li> </ul>
G-4	<ul style="list-style-type: none"> <li>Find personal space and appropriate proximity.</li> <li>Sharpen a pencil in the proper size hole.</li> <li>Complete puzzles.</li> </ul>
G-5	<ul style="list-style-type: none"> <li>Identify patterns in the real world.</li> <li>Recognize shapes in the community, e.g., square, triangle, circles.</li> <li>Identify shapes and match to objects in the environment.</li> </ul>
<b>Data Analysis, etc.</b>	
DA-1	<ul style="list-style-type: none"> <li>Read a graph and decide to improve</li> <li>Explain stats on trading cards.</li> <li>Use playoff charts and predict outcomes.</li> </ul>
DA-2	<ul style="list-style-type: none"> <li>Short to tall, small to large</li> <li>Least to greatest</li> <li>Collect and display the lunch count</li> <li>Cooperative learning group activity in the general classroom</li> </ul>
DA-3	<ul style="list-style-type: none"> <li>Follow daily schedule to anticipate events or classes throughout the day, e.g., objects, pictures, symbols.</li> <li>Calendar box</li> <li>Analyze card games, dice games for probability.</li> <li>Explain what the weatherman means by "chance of rain."</li> <li>From current news events, recognize a pattern and predict the next event.</li> </ul>
DA-4	<ul style="list-style-type: none"> <li>Understand "middle."</li> <li>Name the person who is tallest and the person who is the shortest as a range.</li> <li>Average grades with a calculator.</li> </ul>
DA-5	<ul style="list-style-type: none"> <li>What clothes are appropriate for the weather?</li> <li>Calendar charts.</li> <li>At mid-season, predict a team's position in the playoffs</li> </ul>
<b>Functions &amp; Math Models</b>	
FM-1	<ul style="list-style-type: none"> <li>Count by 2s, 5s, and 10s using manipulatives if needed.</li> <li>Counting on...</li> <li>Recognize patterns in a calendar chart</li> <li>Notice patterns in the environment.</li> <li>Be aware that a purchase will also include some tax.</li> </ul>
FM-2	<ul style="list-style-type: none"> <li>Tangrams,</li> <li>Attribute blocks or Parquetry Blocks to make a Mother's Day present or other art project.</li> <li>From a picture, make their own necklace using patterns of beads.</li> </ul>



APPENDIX C

**Idaho Alternate Assessments (IAA)  
A Guide for Teachers  
2004**

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## **Idaho Alternate Assessments (IAA) A Guide for Teachers 2004**

### **A. Overview**

All students in Idaho are included in the statewide large-scale assessment system. Today, Idaho's general large-scale assessment system includes students in grades K through 10 and is made up of multiple tests that require on-demand performance tasks, quick tasks of basic reading skills, and multiple-choice response questions. Most students with disabilities participate in these general large-scale tests. However, if a student's disability affects learning to the point that it would not be meaningful for a student to participate in the general education test, the IEP team may decide that the student should participate in an Idaho Alternate Assessments (IAA).

The IAAs were developed in response to a federal legal requirement in the 1997 Amendments to the Individual with Disabilities Education Act (IDEA '97). They are designed for the student who is not working toward a typical high school diploma in the general education curriculum and thus would not participate in the general education statewide assessments. However, a student's progress toward the Idaho Achievement Standards is still the foundation of the IAAs. It is important that students with disabilities, regardless of their needs, work toward the quality of life desired by every citizen. Idaho's Achievement Standards have the ultimate goal of preparing Idaho's students, including students with disabilities, for their future.

The IAAs were designed to be sensitive to the learning and functional needs of students with significant disabilities. To this end, the following practices were considered in the development of the assessments and are embedded in their administration:

- Downward extensions of the content knowledge and skills for each academic achievement standard in the content areas
- Curriculum relevant and administered in natural instructional settings
- Instruction linked to program development
- Team approach to the assessment of a student as much as possible
- Family involvement as much as possible and as much as families choose to be involved
- Individualized enough to reflect a student's growth in abilities as well as identify his or her needs

The IAAs consists of teacher ratings based on data and information that reflect student performance related to alternate content knowledge and skills. The IAA exists for each of the following content areas: reading, language arts, and mathematics.

### **B. Idaho Alternate Assessment Participation Guidelines**

An IAA is not for every student with a disability. In fact, the law (IDEA '97) and related policies intend for state alternate assessments to be for a very small percentage of students. Each state is responsible for defining the guidelines for participation in its alternate assessment. An IAA is conducted for a student if the IEP team answers "yes" to each of the following three questions:

1. Does the student's demonstrated cognitive ability and adaptive behavior prevent completion of the general education curriculum even with program modifications?

2. Is the student's course of study *primarily* functional-skill and living-skill oriented (typically not measured by district and/or state assessments)?
3. Is the student unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of these skills without intensive, frequent individualized instruction?

If the team answers “yes” to all three questions, the student is eligible to participate in an IAA. This determination must be made annually upon the development or review of the IEP.

### C. Description of the Idaho Alternate Assessment Scales

The Reading-Idaho Alternate Assessment (R-IAA) is administered to qualified students with disabilities in grades K through 10. The rating scale contains alternate knowledge and skill items for the Idaho Achievement Standards in reading, listening, and viewing. The emphasis is on the student's means of receptive communication. Language serves as the student's primary instrument of thought.

The Language-Idaho Alternate Assessment (L-IAA) is administered to qualified students in grades 2 through 10. The rating scale contains alternate knowledge and skill items for the Idaho Achievement Standards in writing and speaking. The emphasis is on how a student learns to be a successful expressive communicator through writing and speaking.

The Mathematics-Idaho Alternate Assessment (M-IAA) is administered to qualified students in grades 2 through 10. The rating scale contains alternate knowledge and skills for the Idaho Achievement Standards in the categories of number sense, computation, reasoning and problem solving, measurement, geometry, and math models and functions. The emphasis is on using the basic concepts of numbers in functional daily and/or vocational skills.

### D. Interpretative Guide for Rating Scales

Some rating scales, such as the IAA rating scales, have a misleading appearance of simplicity because of the ease with which they can be administered and scored. However, in terms of test characteristics and interpretation, rating scales are complex instruments. For example, the standards concerning reliable or consistent scores and valid or meaningful scores that are used for cognitive abilities tests also apply to rating scales. In fact, issues of reliability, especially inter-rater (teacher rater 1 and teacher rater 2) reliability, can be even more complex for rating scales than for cognitive abilities tests. Concerning validity, developers of rating scales have great demands to establish the social and consequential validity of their items. Social validity means the items on a scale adequately sample the intended domain of behavior *and* are deemed important to functioning by individuals who regulate significant portions of a child's life. Consequential validity asks how well do the results of the rating scale accomplish the intended purpose of the assessment and avoid unintended effects. If the results of the IAA are intended to contribute to improved student learning, then the question is, “Does it?”

To facilitate the meaningful interpretation of the IAAs, it is important to keep the following four points in mind.

1. **Ratings of academic skills and social behavior are evaluative judgments affected by one's environment and a rater's standards for behavior.** Researchers and lay persons alike are aware that an individual's behaviors may change depending on the situation in which he or she is functioning. Such variability in behavior highlights the role one's environment (i.e., people and places) plays in determining behavior. This has led researchers to characterize many behaviors as situational-specific behaviors or skills. In addition to environmental influences, the social

behaviors deemed important in one setting versus another are largely determined by the standards of behavior established by the adult(s) regulating the setting. Given that different situations and a rater's standards of behavior or skills potentially influence ratings of students' functioning, it is important that raters

- (a) use well-defined levels of proficiency as criterion against which all judgments are made and
- (b) compare their ratings to another rater who has observed the student's functioning across several situations/settings.

Researchers have demonstrated that teachers can be highly reliable and accurate judges of students' academic and social behaviors, especially when provided with a structure for rating and a set of well-defined standards for describing performances. The IAA uses a combination of the following criteria in providing a structure for rating the knowledge and skills of students: fluency, number of settings, amount and level of supports, need for re-teaching, application level, and frequency of use.

2. **Many characteristics of a student may influence his or her functioning; however, the student's developmental level is a particularly important variable.** Researchers interested in children's social and academic competence have identified a number of variables that can influence performance ratings. The one of most important is developmental level. In many cases, older is better. That is, older more mature students generally function at a higher level. Of course, with students with serious disabilities the pattern of normal development has often been disrupted or altered in significant ways. Rating scales, such as the IAA rating scales, need to be sensitive to developmental differences across a rather broad age and developmental spectrum. Typically, rating scales decrease, but do not eliminate, developmental differences commonly observed in school-aged children. This happens because for four reasons:

- (a) Limited range of rating responses (e.g., 1, 2, 3, or 4).
- (b) Raters have varying expectations and interpretation of performances even when well-defined criteria for performance have been developed.
- (c) Raters have different amounts of training and experience using the rating scale.
- (d) Error in measurement, which all assessment tools have to some degree. The IAA is sensitive to differences across large age/developmental spans such as from 4<sup>th</sup> grade to 10<sup>th</sup> grade, but less sensitive to likely differences between 4<sup>th</sup> and 8<sup>th</sup> graders or 8<sup>th</sup> and 10<sup>th</sup> graders.

3. **Ratings are summaries of observations of the skill level of specific behaviors.** For example, one student may exhibit letter-naming skills with visual and verbal prompts three times a day during seat work; whereas, a second student may exhibit the same skill during only one seat work session. These students exhibit different rates of the letter-naming skill, yet when their teacher is asked to complete a 4-point rating scale, he or she is likely to characterize both students' skill as "emerging," giving it that achievement level rating because both students needed visual and verbal prompts to perform the skill. A third student may exhibit similar letter-naming skills while identifying objects that begin with the sound of the letters on the average of six times a day and without any prompting from another person. The teacher characterizes this student's skill as "developed" because of the abstract and concrete nature of the task and the need for less prompting. As illustrated, the precision of measurement with rating scales is *relative* but not exact.

4. **Ratings are summaries of observations of the relative frequency of specific behaviors.** While students may be observed performing tasks at a particular skill level, these behaviors may not always be consistently demonstrated. Again, one student may exhibit letter-naming skills with visual and verbal prompts three times a day during seat work, and occasionally on another day the same student may name the letters without prompts one out of three times. When the teacher is asked to rate the frequency of the skill at an emerging level, he or she is likely to characterize it with a high degree of frequency; whereas, if the teacher is rating the student at the developed level of achievement, he or she is likely to characterize the behavior with a low degree of frequency.

## E. IAA Scoring System

The scoring system for the IAA was specifically designed to provide information about the proficiency with which a student exhibits skills in reading, language, and mathematics. A student's combined achievement ratings and progress ratings within a content area are totaled and translated to one of four levels of proficiency: below basic, basic, proficient, or advanced. In this way, a student's score becomes standards based. Student achievement can show growth from year to year because of possible changes in student performance using the criteria in the well-defined achievement levels or an increase in the frequency of specific behaviors. Although the developmental level of a student is a variable, some of the IAA items are intended to be sensitive to differences across large age spans.

All students who participate in an IAA are counted and included in the school, district, and state accountability reports.

## F. Student Performance and Planning

After a student participates in an IAA, teachers and parents should be asking, "Now what?" When the assessments were developed, the items on the rating scales sampled the intended domains of the academic achievement standards in Idaho that were deemed important to the functioning of all individuals. However, when a population of students with more significant disabilities is involved, individual differences must to be considered in instruction as well as assessment.

Students who participate in an IAA often make small, subtle improvements, making it difficult to measure success. Although a student's proficiency level may stay the same from year to year, the IEP team can compare (1) the score for the content area and (2) the ratings for a particular alternate knowledge and skill item. After comparing year-to-year IAA scores and ratings, IEP teams can consider changes to instructional interventions:

- Instructional interventions can emphasize moving a student from one achievement level to another by changing the expectations of fluency, setting, supports, re-teaching, and skill application level.
- Instructional interventions can focus on increasing a student's mastery of knowledge and skills within his or her achievement level, as well as improving the frequency and accuracy (progress level) with which a student demonstrates the alternate knowledge and skills.

IEP teams should consider the results of the Importance Survey. The survey results identify the alternate knowledge and skill items that were rated as *low* achievement but *high* importance. IEP teams may want to consider IEP goals that will focus on improved performance of the most important achievement standards for the student.

## **G. Sharing Idaho Alternate Assessment Results and Reports**

Parents must be given a copy of Individual Student Report. Although a meeting to share the IAA results is not required, a discussion between the teacher and parent is recommended because it can be valuable in interpreting and using the results. In addition, the collection of data and information used by the teacher during the rating process can also be a rich source of material to be shared. As members of a student's IEP team, both the teacher and parent would have the opportunity to discuss possible impact on the development of future IEP goals and objectives.

The School Report by grade is available to teachers and administrators through the IAA website. The report lists all students in the school who participated in an IAA along with their scores and proficiency levels. If a student had a second rater, the inter-rater agreement percentage is reported. The two raters must agree on the proficiency level in each a content area (reading, language, and math) that the student was assessed. Until there is agreement about the resulting proficiency level, the score cannot be used because its reliability is uncertain. Once agreement is achieved, the score is reported to the state, and it contributes to the calculation of adequate yearly progress (AYP) for the school, district, and state.

The District Report provides the number of students participating in the IAA for each grade level and the number of students in each content area—reading, language, and mathematics. These students are included in the AYP report for the district. The percent of students assessed in each content area is presented; however, caution is warranted when there is a low number of students participating in the assessment.

The State Report lists the number of students participating in the IAA at each grade level and the number of students assessed in each content area. Approximately 60 percent or more students scored at the proficient level or above on the IAAs in each grade level in recent years.