

OHIO'S ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Test Administration Training

Ohio Department of Education
American Institutes for Research



Purpose of Training

2

The purpose of today's training is to provide you with the skills to:

- Administer the Ohio AASCD
 - Design
 - Test Design Accessibility or Accommodations
 - Practice administering
- Student Placement
- Score the Ohio AASCD
 - Practice scoring

Training Objectives

3

- Know what you must do to prepare for the Ohio AASCD administration; be familiar with the testing materials and know what is allowed and not allowed during administration.
- Accurately score the items in a task by applying the scoring criteria. You will watch several videos of teachers administering tasks to students.
- Understand how to determine where your students will begin the assessment.
- Understand the process for entering student scores in the online data collection system called the Data Entry Interface (DEI).

When Is the AASCD Administered?

4

February 23 – April 17, 2015

How Is the AASCD Administered?

5

- The AASCD is administered in a one-on-one setting, with Test Administrators reading a script to administer tasks.
 - Pictures, graphics, and symbols are provided for nearly all of the tasks.
- The Test Administrator scores the student's performance during the test administration. During this training, you'll review sample tasks and practice scoring.

Video Clip

6

Let's watch as a task is administered.

All About the Flag
Alexa

Who Takes the AASCD?

7

- The reauthorized Individuals with Disabilities Education Act (IDEA, 2004) reflects the intent to extend educational accountability and reform to all students, including those with disabilities.
- This legislation, along with the federal No Child Left Behind Act (NCLB) and Ohio law (Senate Bill 1, House Bill 3), mandates that all students with disabilities be included in general state and district-wide assessment programs.

Students with Disabilities Assessment Participation

8

1. General assessment without accommodations (most students)
2. General assessment with allowable accommodations (many students with disabilities and English language learners)
3. Alternate assessment (small number of students with the most significant cognitive disabilities)



Participation Criteria

9

- The student has a significant cognitive disability.
- The student is learning content linked to (derived from) Ohio's New Learning Standards. i.e. the Ohio New Learning Standards – Extended.
- The student requires extensive, direct, and individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.

Participation in the AASCD is **NOT** **BASED** on:



10

- ❑ A disability category or label
- ❑ Poor attendance or extended absences
- ❑ Native language, social, cultural or economic difference
- ❑ Expected poor performance on the general education assessment
- ❑ Academic and other services student receives
- ❑ Educational environment or instructional setting
- ❑ Percent of time receiving special education services

Participation in the AASCD is **NOT** **BASED** on: (cont.)



11

- ❑ English Language Learner (ELL) status
- ❑ Low reading level/achievement level
- ❑ Anticipated disruptive behavior
- ❑ Impact of student scores on the accountability system
- ❑ Administration decision
- ❑ Anticipated emotional duress
- ❑ Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment process

AASCD Assignment by Grade

12

Form	Student Grade	Content Areas to Be Administered to Each Student
Grades 3–5	3	ELA and Mathematics
	4	ELA , Mathematics, and Social Studies 
	5	ELA, Mathematics, and Science
Grades 6–8	6	ELA, Mathematics, and Social Studies 
	7	ELA and Mathematics
	8	ELA, Mathematics, and Science
OGT	10	ELA, Mathematics, Science, and Social Studies

Grades 4 & 6 Social Studies



13

- Test materials will be included in the G3-5 and G6-8 TA Kits. Do not administer to students in grades 3, 5, 7, and 8.
- Each form has nine tasks with 6-8 items in each task. All students must start on Task 1. Students must be administered all nine tasks.
- Operational field-test scores will not be immediately available. Scores will be released in late summer 2015 following standard setting.
- Samples tasks and blueprints can be found on the Ohio Alternate Assessment Portal.

New Abbreviations

14

TA-Alt = Test Administrator-Alternate Assessment

This person can view student information in TIDE and enter data into the DEI, but does not have access to student scores.

TE-Alt = Teacher-Alternate Assessment

This person serves the same duties as the TA-Alt but also has access to student reports (Score Reports) in the online reporting system.

TE-Alt/TA-Alt Requirements

15

To administer the AASCD, a teacher/test administrator must:

- Be an employee (or contracted employee) of the district
- Hold a license/permit/certificate issued by ODE
- Be trained to administer the assessment

Test Security

Test Security

17

- Maintaining test security is one of your most important responsibilities.
- Follow your district's written procedures for protecting the security of test materials **at all times**.
- Secure test materials consist of test booklets, reading passage booklets and printed manipulatives.
- Do not leave test materials visible on your desk.

Test Security (cont.)

18

- Security is vital for future administrations as well as the current administration.
- You are responsible for ensuring the security of the content of all materials.
- Your responsibility for the security of test questions and materials does not end when materials are returned.

Test Security Law

19

- Under Ohio law (OAC 3301-13-05; ORC 3319.151; ORC 3319.99), **releasing any test question or other content of a test to students or assisting students to cheat in any way** may result in invalidation of test scores, termination of employment, suspension of license to teach, and/or prosecution.
- **A test incident must be reported** to the Ohio Department of Education as soon as it becomes known to the district. Investigations involving breaches in security (violating the Ohio Administrative Code) must be documented and submitted to the Ohio Department of Education within 10 days following the conclusion of the investigation.
- A summary of state security provisions is included in Rule 3301-13-05 of the Administrative Code.

Ethical Use of Tests

20

Pursuant to the requirements of Amended Substitute House Bill 152 (July 1993), the State Board of Education has adopted *Standards for the Ethical Use of Tests* (see Ohio Administrative Code 3301-7-01).

Ethical Use of Tests (cont.)

21

Is this activity or behavior an ethical practice?	Yes	No
Making a copy of the alternate assessments and/or preparing a student study guide based on the alternate assessments.		X
Preparing students for the alternate assessments by incorporating the extended standards in the appropriate subject curriculum.	X	
Changing a student's response.		X
Hinting to a student to reconsider any answers given on a test.		X
Providing teachers and counselors with information they need to interpret test results.	X	
Revealing the test scores of one student to another student.		X

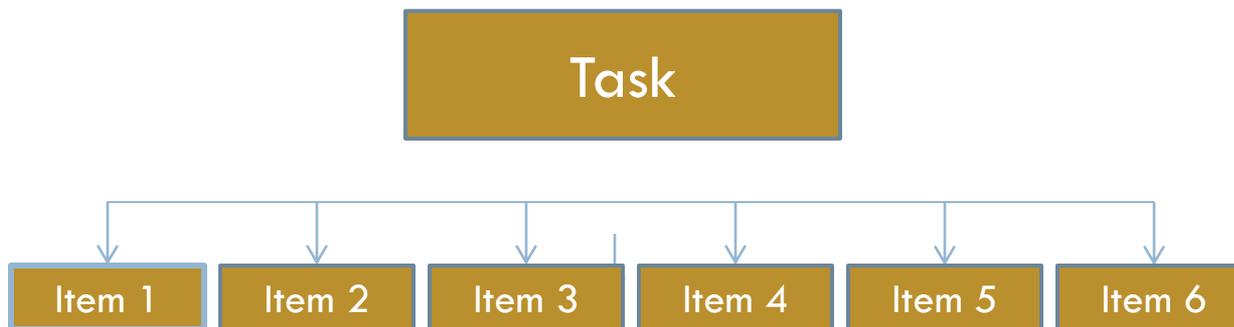
Task/Item Information

What Are Tasks and Items?

23

A task is a collection of items and materials organized around a theme (e.g., a story, a math activity).

12 tasks per content area and grade band.
Each task has 4 to 6 items.



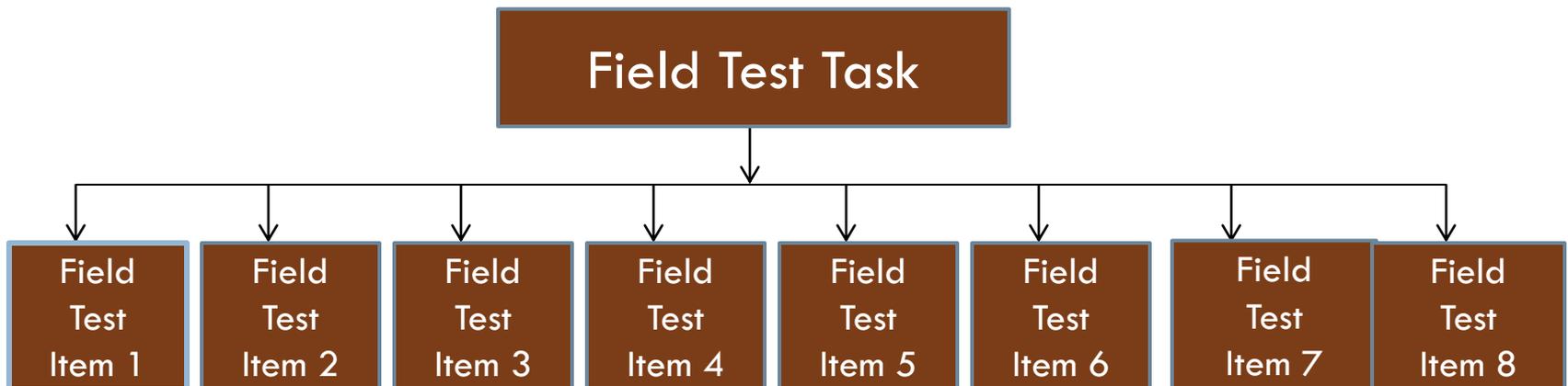
Field Test Tasks and Items?

24

There will be 1 field test task per content area and grade band.

Task 13

Each **field test** task contains 6 – 8 items.

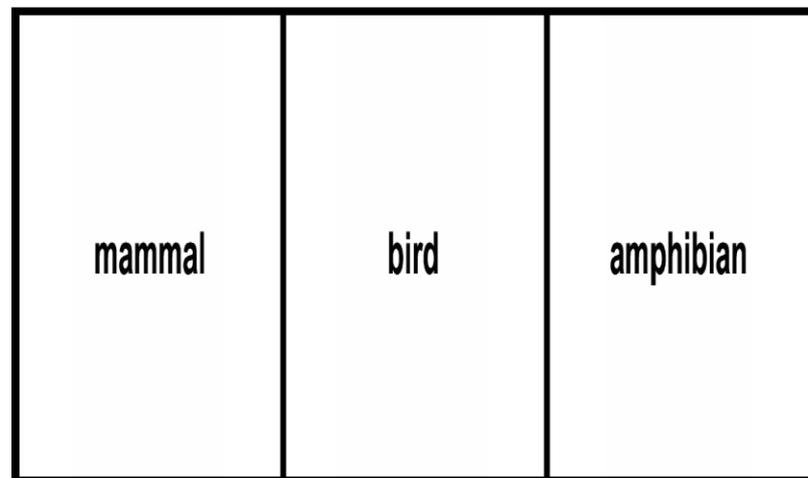
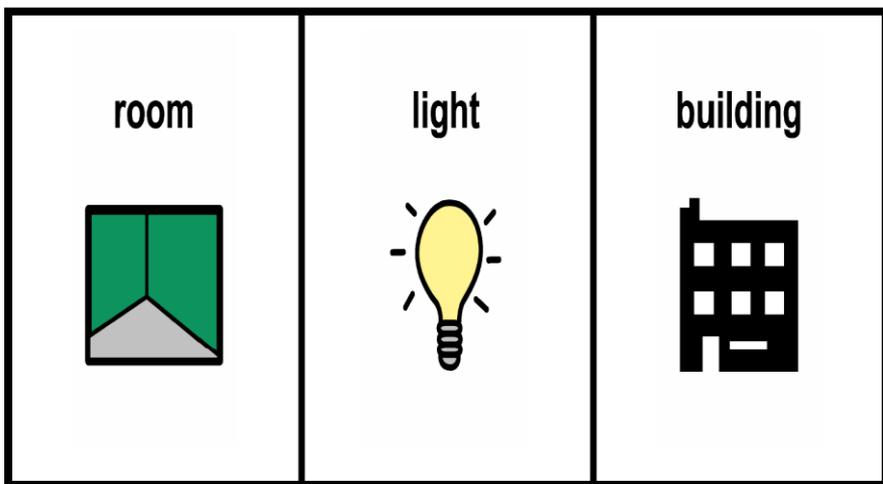


Types of Response Options (cont.)

25

Picture symbols and word cards:

- Three or four picture symbols, words or numbers on each strip
- Each strip is associated with a particular item.
- Cards may be separated if needed.

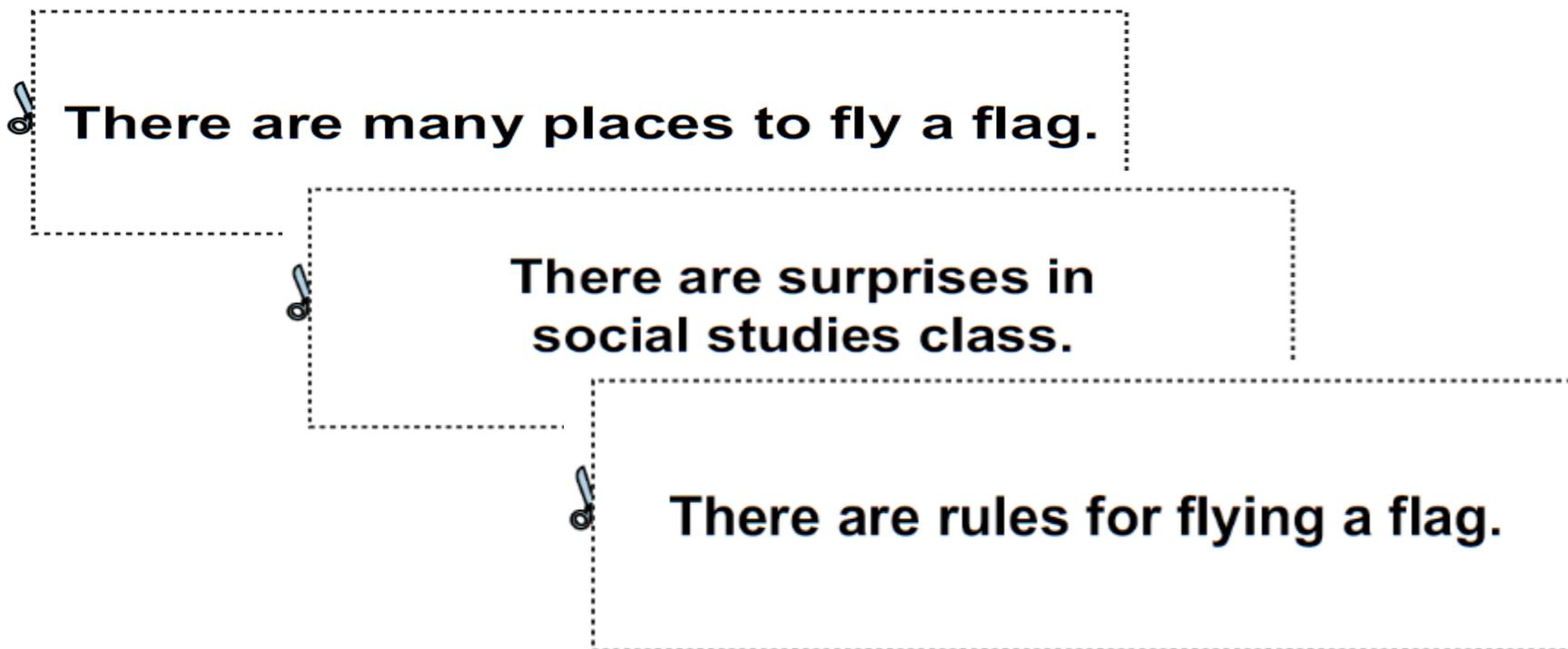


Types of Response Options (cont.)

26

Sentence Strips

- Each strip is associated with a particular item.
- Cut apart. You do not need to cut around each strip.



Types of Response Options (cont.)

27

New answer options:

- Four answer options
- Scaffolded once. There will be a Try 1 and Try 2.
- The tasks containing four options are more complex and difficult.



ITS ID : 57
Item: Description : The Stars 5

Reading Task 1:
The Stars: Item 5

Setup

Script
Say: *The closer a star is to Earth, the brighter it will appear. Show (tell) me, what else makes a star shine more brightly?*
Its: *size* (indicate the size card), *shape* (indicate the shape card), *color* (indicate the color card), or *weight* (indicate the weight card).

TRY 1

Correct	Record 2	Next Item
Incorrect	Remove Incorrect Student Response	TRY 2
N	Remove	TRY 2

TRY 2 *The closer a star is to Earth, the brighter it will appear. Show (tell) me, what else makes a star shine more brightly? Its:(indicate each remaining option in the original order of presentation).*

Correct	Record 1	Next Item
Incorrect	Record 0	Next Item
N	Record N	Next Item

Test Administrator Responsibilities

28

Training Requirements:

- Only teachers, test administrators, and second raters administering the AASCD for the first time are **required** to attend training this year.
- Personnel who have previously been trained and administered the AASCD are not required to attend training this year.
- SSTs will offer short sessions for staff who wish to be retrained or revisit key administration policies and procedures.
- Contact your local State Support Team (SST) for more information.



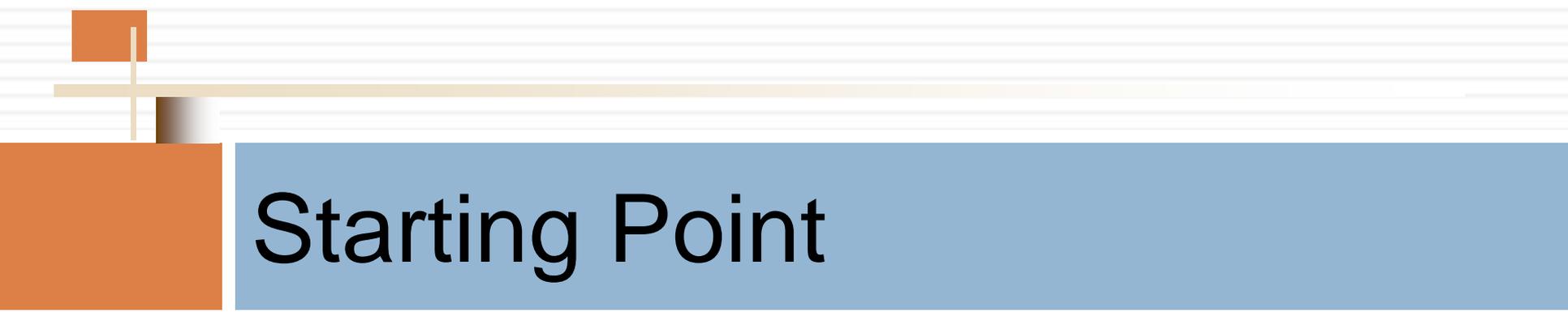


Determining the Starting and Concluding Tasks

Summary

The Starting Points Table and the Student Placement Questionnaire (SPQ) provide the initial starting point for a student’s administration. The minimum number of tasks and specific tasks that **must** be administered to each student for each starting point are specified below:

Starting Task	Administer all items in at least these tasks is required
Task 1	1 – 5, 13
Task 3	3 – 9, 13
Task 6	6 – 12, 13



Starting Point

Option 1: Student Placement Questionnaires

Do not use the student placement questionnaire for the grade 4 and 6 social studies assessment. All students will take all items.

Student Placement Questionnaire (SPQ)

- Pre-assessment determines the most appropriate starting point.
- Uses 12–15 “can do” statements addressing student skills and knowledge based on the teacher’s prior knowledge.
- Allows maximum opportunity for student to demonstrate his/her skills without prolonging the assessment.

Student Placement Questionnaire (SPQ)

33

- The Student Placement Questionnaire (SPQ) is designed to identify the most appropriate starting task for each student in ELA, mathematics, science, and social studies (OGT) for the AASCD.
- The SPQ will be used for all students who do not have a valid score for the spring 2014 AASCD assessment.
- The TE/TA is to answer each SPQ item as accurately as possible, based on their classroom experience with the student.

Starting and Concluding the Assessments

34

- Each content area SPQ will be located in Appendix F in the *Directions for Administration Manual*.
- Directions for computing the score are on each SPQ.
- Directions for concluding the AASCD administration are in the DFAM.



SPQ Steps

Identifying the starting task for a student in each content area.

- **Step 1** - Bubble in your responses to the SPQ questions.
- **Step 2** - Count the number of bubbles you marked in each of the first three columns and write the totals in the blocks under each column.

AASCD English Language Arts
Student's Name: _____ Grades 3-8

AASCD STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (•) that corresponds to the most appropriate response for this student. Mark **only one response** for each item. Please mark a response for all items below.

	Student does this accurately, but only rarely	Student does this accurately, some of the time	Student does this accurately most of the time	No. student cannot do this
Can this student:				
1. Actively engage in supported grade-level and age-appropriate, adapted literature materials?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Literature</u> strand, can this student:				
2. Identify characters, settings or events in a story?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Answer literal questions to show understanding of text?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Informational Text</u> strand, can this student:				
4. Match pictures or objects to words based on how they are used in text?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Identify the main idea of a text?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Use text features or search tools to locate information in a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
In the <u>Writing</u> strand, can this student:				
7. Generate factual sentences on a topic?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Generate a personal narrative that includes characters and events?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Express an opinion and support for it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
In the <u>Language</u> strand, can this student:				
10. Determine the meaning of words/phrases from sentence context?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Generate a written sentence with appropriate capitalization, ending punctuation, and correct spelling of common words?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Identify the meaning of simple similes and metaphors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
(2) Write in the total number of bubbles you marked in each column	1	4	4	0
	Col. 1	Col. 2	Col. 3	

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below

(b) multiply and write the results in (b) below

(c) sum the results from (b) and write the sum in (c) and bubble the total score

Column 1 Total	Column 2 Total	Column 3 Total
1	4	4
x 3 =	x 2 =	x 1 =
3	8	4
+		
(c) Total SPQ Score		
15		

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in at least these tasks
0-9	Task 1	1-5, 13
10-21	Task 3	3-9, 13
22-36	Task 6	6-12, 13

SPQ Steps (cont.)

36

Step 3 - In section 3 at the bottom of the page:

- Write the column totals in the appropriate blocks;
- Multiply each total by the specified multiplier, and write the resulting totals in the blocks to the right, and
- Add the three totals to obtain the total SPQ score. Write the SPQ score into the blocks and bubble in the SPQ score.

(3) Calculate the SPQ Total Score

(a) write the column totals from (2) in (a) below
(b) multiply and write the results in (b) below
(c) sum the results from (b) and write the sum in (c) and bubble the total score

Column 1 Total	(a) <input type="text" value="1"/>	x 3 =	(b) <input type="text" value="3"/>	}	<input type="radio"/> 0	<input type="radio"/> 0
Column 2 Total	<input type="text" value="4"/>	x 2 =	<input type="text" value="8"/>		<input checked="" type="radio"/> 1	<input type="radio"/> 1
Column 3 Total	<input type="text" value="4"/>	x 1 =	<input type="text" value="4"/>		<input type="radio"/> 2	<input type="radio"/> 2
					<input type="radio"/> 3	<input type="radio"/> 3
					<input type="radio"/> 4	<input type="radio"/> 4
					<input type="radio"/> 5	<input checked="" type="radio"/> 5
					<input type="radio"/> 6	<input type="radio"/> 6
					<input type="radio"/> 7	<input type="radio"/> 7
					<input type="radio"/> 8	<input type="radio"/> 8
					<input type="radio"/> 9	<input type="radio"/> 9
					<input type="text" value="1"/>	<input type="text" value="5"/>

(c) Total SPQ Score

SPQ Steps (cont.)

37

Please check your work and complete the bubble grids for the total SPQ score.

- **Step 4** - Find the total SPQ score in section 4 to determine the starting task for the student.
- **Step 5** – Return all completed SPQ's with the test materials at the end of the assessment window.

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in <u>at least</u> these tasks
0-9	Task 1	1-5, 13
10-21	Task 3	3-9, 13
22-36	Task 6	6-12, 13

SPQ Steps Summary

AASCD English Language Arts
 Student's Name: _____ Grades 3-5

AASCD STUDENT PLACEMENT QUESTIONNAIRE

(1) Please darken the bubble (●) that corresponds to the most appropriate response for this student. Mark only one response for each item. Please mark a response for all items below.

	Student does this accurately most of the time	Student does this accurately some of the time	No, student cannot do this accurately, but only rarely	Student does this accurately
Can this student:				
1. Actively engage in supported grade-level and age-appropriate, adapted literature materials?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Literature</u> strand, can this student:				
2. Identify characters, settings or events in a story?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Answer literal questions to show understanding of text?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the <u>Informational Text</u> strand, can this student:				
4. Match pictures or objects to words based on how they are used in text?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Identify the main idea of a text?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Use text features or search tools to locate information in a text?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
In the <u>Writing</u> strand, can this student:				
7. Generate factual sentences on a topic?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Generate a personal narrative that includes characters and events?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9. Express an opinion and support for it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
In the <u>Language</u> strand, can this student:				
10. Determine the meaning of words/phrases from sentence context?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Generate a written sentence with appropriate capitalization, ending punctuation, and correct spelling of common words?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Identify the meaning of simple similes and metaphors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
(2) Write in the total number of bubbles you marked in each column	1	4	4	

Col. 1 Col. 2 Col. 3

(3) Calculate the SPQ Total Score
 (a) write the column totals from (2) in (a) below
 (b) multiply and write the results in (b) below
 (c) sum the results from (b) and write the sum in (c) and bubble the total score

	(a)	(b)																					
Column 1 Total	1	3	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </table>	1	2	3	4	5	6	7	8	9	10	<input type="radio"/>									
1	2	3		4	5	6	7	8	9	10													
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>																			
Column 2 Total	4	8																					
Column 3 Total	4	4																					
(c) Total SPQ Score		15																					

(4) Identify the starting task for this student using the SPQ Total Score from step (3)

If the total score is in this range	Starting task	Administer all items in at least these tasks
0-9	Task 1	1-5, 13
10-21	Task 3	3-9, 13
22-36	Task 6	6-12, 13



SPQ Do's and Don'ts

39

Do

- complete all items on the SPQ for each student in each content area;
- follow the instructions carefully; and
- complete the SPQ before you receive your Ohio AASCD materials.

Don't

- assume that all students will begin the assessment with the same task;
- assume that a given student will start at the same point in each content area; and
- wait until the last minute to complete each student's SPQ.



Starting Point

Option 2 – Starting Points Table

Do not use the starting points table for the grade 4 and 6 social studies assessment. All students will take all items.

Starting Points Table

41

Students tested during the Spring 2014 administration:

- Only applies to ELA and math scores for grade bands 3-5 and 6-8
- Use the student's previous score from the spring administration (found in the Online Reporting System).
- Once you have retrieved the student's score, use the Starting Points Table (found in the DFAM) to determine the starting point for each student.

Starting Points Table

Starting tasks based on spring 2014 AASCD scale score

Starting Tasks for ELA

Grade Band	If the Student's Spring 2014 ELA Score Was in This Range ...	Then Start the Student at ...
Grade 3–5	200-381	Task 1
	382-410	Task 3
	411-575	Task 6
Grade 6–8	200-399	Task 1
	400-421	Task 3
	422-575	Task 6

Starting Points Table

Starting tasks based on spring 2014 AASCD scale score

Starting Tasks for Math

Grade Band	If the Student's Spring 2014 Mathematics Score Was in This Range ...	Then Start the Student at ...
Grade 3–5	200-389	Task 1
	390-426	Task 3
	427-575	Task 6
Grade 6–8	200-399	Task 1
	400-436	Task 3
	437-575	Task 6



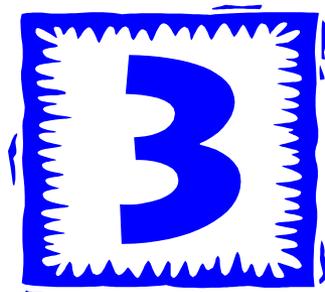
Starting Point Adjustments

Does not apply to grades 4 and 6 Social Studies

Entry Points – Starting Task

45

- When a student does not respond successfully on the Starting Task the starting task can be adjusted.
- **Responding successfully** means that the student receives at least a combined total of **three** points for all the items in a task.



Students Who Start at Task 1

46

If the student **does not earn 3 or more points** on Task 1

- No downward adjustment is possible.
- The administration must progress through Tasks 1 – 5 at a minimum (follow instructions for concluding the assessment) and then administer Task 13.

Starting at Task 1



Students Who Start at Task 3

47

If the student **does not earn 3 or more points** on Task 3:

- Restart the student at Task 1.
- Continue the administration.
- After Task 2, **do not re-administer Task 3.**
- Move on to Task 4 and 5.
- Follow the instructions for concluding the assessment and then administer Task 13.

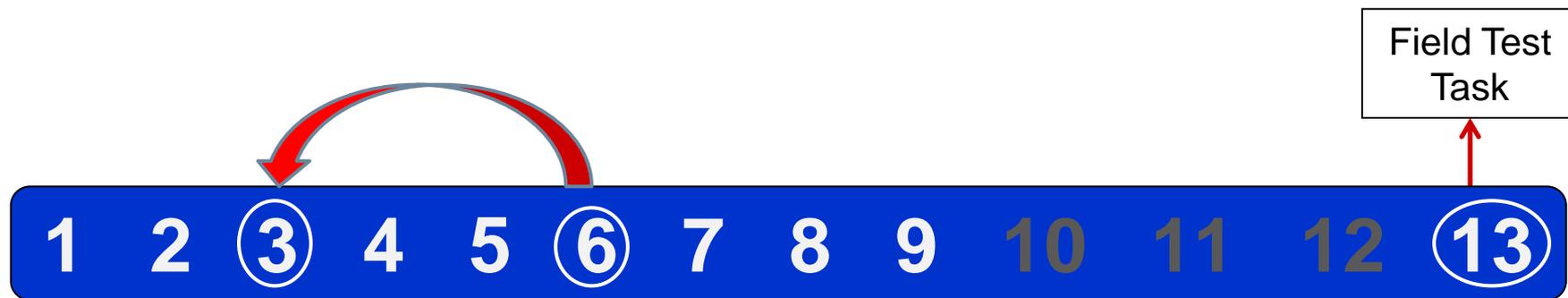


Students who start at Task 6

48

If the student **does not earn 3 or more points** on Task 6

- ❑ Restart the student at Task 3.
- ❑ Continue the administration.
- ❑ After Task 5, **do not re-administer Task 6.**
- ❑ Move on to Task 7, 8 and 9.
- ❑ Follow the instructions for concluding the assessment and then administer Task 13



Starting Point Summary

49

Possibilities

Starting at Task 1



Field Test Task

Starting at Task 3



Field Test Task

Starting at Task 6



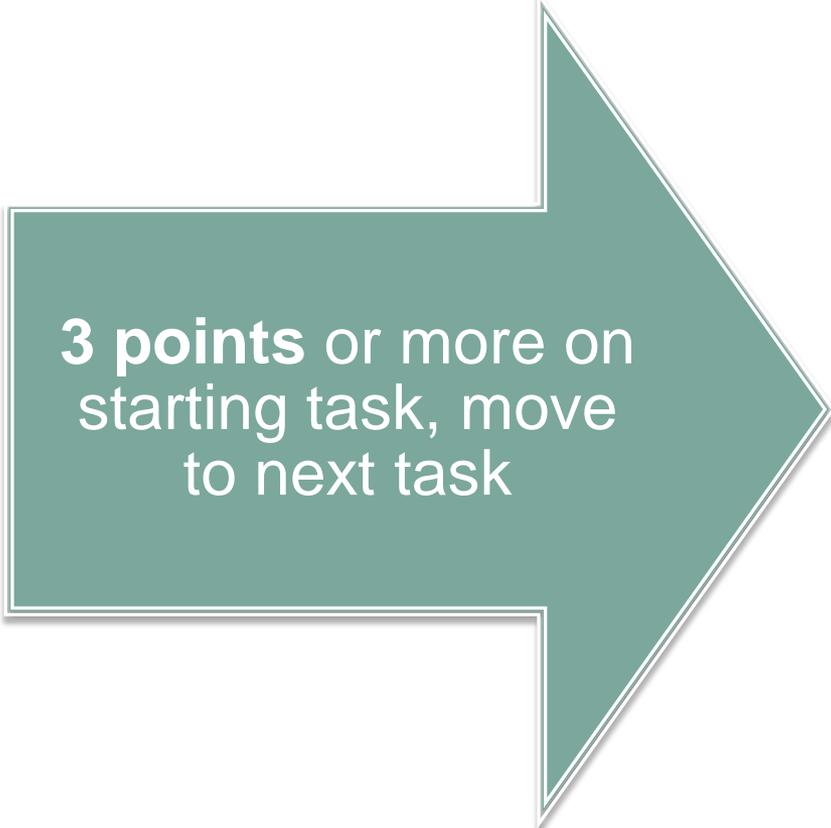
Field Test Task

Starting Rule

50



Less than **3 points**
on starting task,
adjust back
(if applicable)



3 points or more on
starting task, move
to next task



Concluding Tasks

Does not apply to grades 4 and 6 Social Studies

Concluding Task

- If the student **earns six or more points** across all the items in a task on a concluding task, continue on to the next task using the following directions.



Concluding Task



53

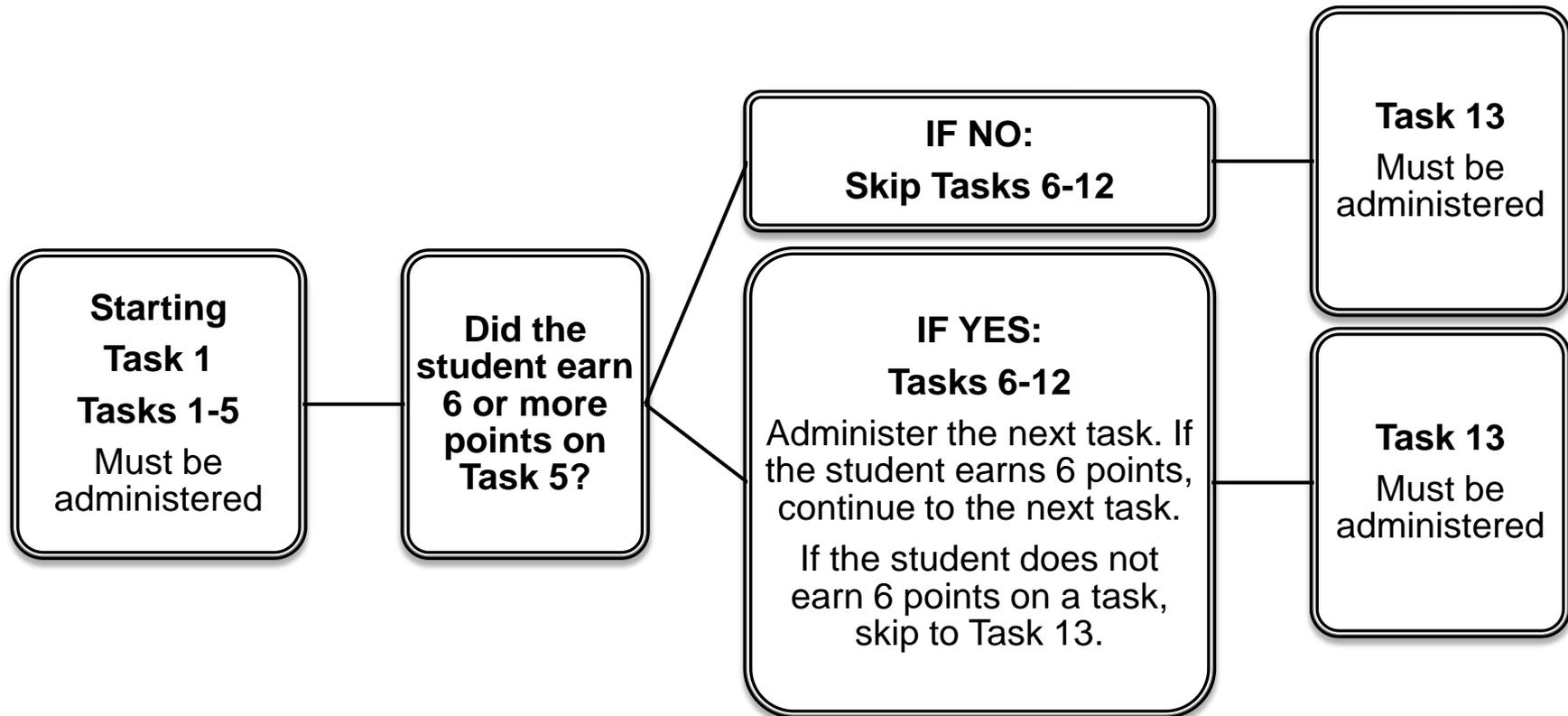
Students who respond to Tasks 1 – 5 and earn 6 or more points on Task 5:

- Administer Task 6.
 - If the student **earns less than 6 points** on Task 6, skip to Task 13.
 - If the student **earns 6 or more points** on Task 6, administer all items in Task 7.
 - If the student earn **less than 6 points** on Task 7, skip to Task 13.
 - If the student **earns 6 or more points** on Task 7, administer all items in Task 8.
 - Continue until the student **no longer earns 6 points** on a task.
 - **Administer Task 13.** All students must be administered Task 13.



Concluding Task

Students who responded to Tasks 1 – 5:



Concluding Task



55

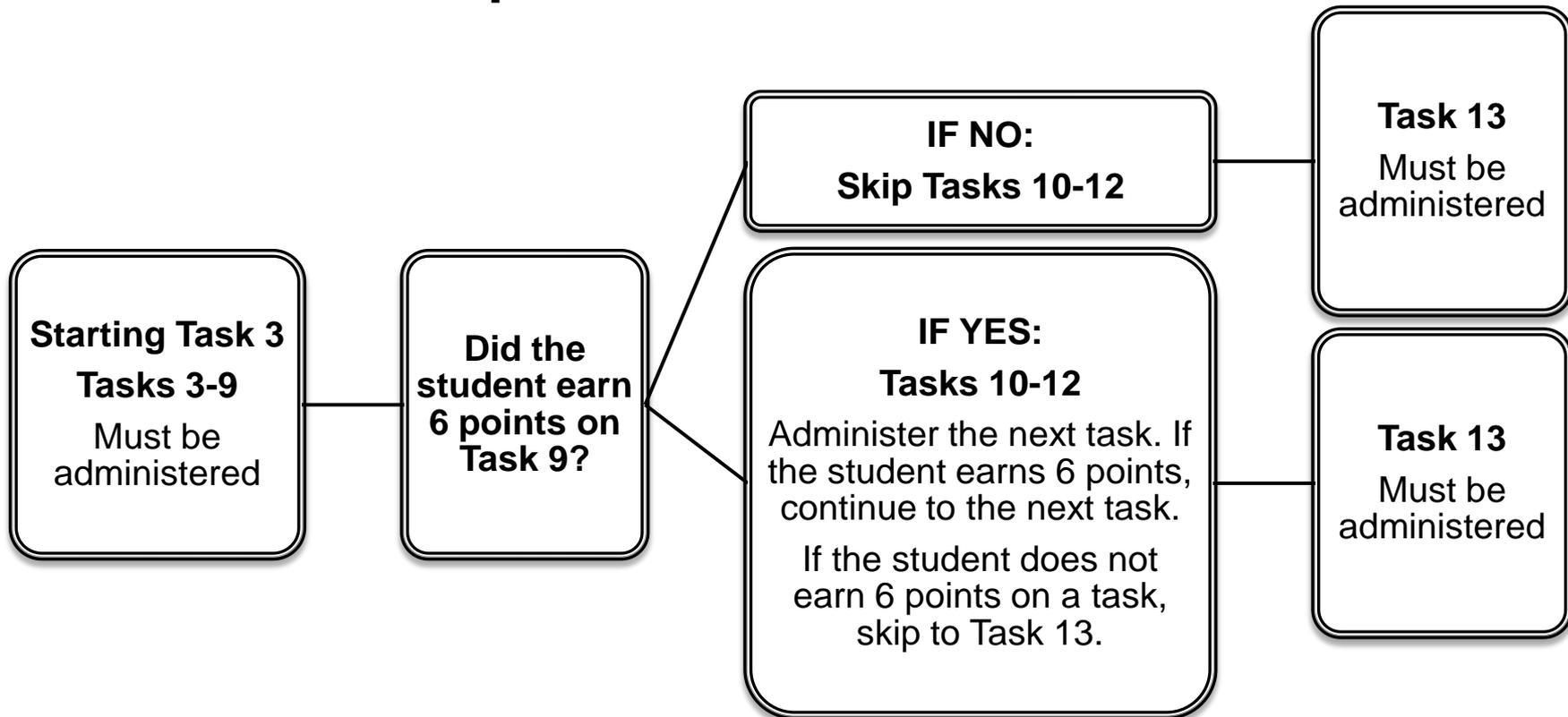
Students who respond to Tasks 3 – 9 and **earns 6 or more points on Task 9:**

- Administer Task 10
 - If the student **earns less than 6 points** on Task 10, skip to Task 13.
 - If the student **earns 6 points or more** on Task 10, administer all items in Task 11.
 - If the student **earns less than 6 points** on Task 11, skip to Task 13.
 - If the student **earns 6 points** on Task 11, administer all items in Task 12.
 - **Administer Task 13.** All students must be administered Task 13.



Concluding Task

Students who responded to Tasks 3-9:

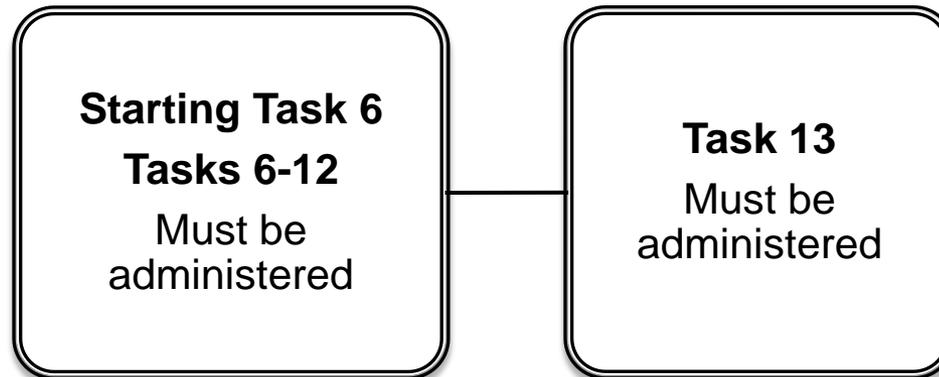


Concluding Task

57

Students who respond to Tasks 6 - 12

- **Administer Task 13.** All students must be administered Task 13.



Ending Point Summary

58

Possibilities

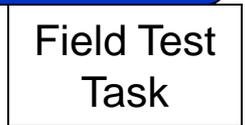
Successful on Task 5



Successful on Task 9



Successful on Task 12



Stopping Rule



59

Less than **6 points**
on concluding task,
skip to Task 13

6 points or more on
concluding task,
move to next task

Stopping Rule Note

60

- In instances where a task has fewer than six total attainable points, continue the assessment if the student earns the maximum number of points attainable.
- For example, if a student earns five points out of five possible points, the student has responded successfully and can proceed to the next task.

Online Data Entry

AASCD Online Systems

System	Description
Test Information Distribution Engine (TIDE) for online administrations	<ul style="list-style-type: none">• Student identification (name, SSID, grade, etc.)• Materials ordering (for TCs)• Resets and invalidations (for TCs)• User management (for TCs)
Data Entry Interface (DEI)	<ul style="list-style-type: none">• All student scores must be entered into the online DEI by the conclusion of the test window
Online Reporting System (ORS)	<ul style="list-style-type: none">• Test Management Center<ul style="list-style-type: none">• access available to all user roles• track the status of data entry and test submission• Score Reports<ul style="list-style-type: none">• access available to select user roles• real-time student results, downloadable data, PDF score reports

AASCD Online System User Roles

63

	Test Coordinator (DTC, DA, BTC)	Teacher- Alt (TE-Alt)	Test Administrator -Alt (TA-Alt)	Second Rater
Viewing Student Information in TIDE	X	X	X	X
Data Entry Interface	X	X	X	X
Online Reporting – Test Management Center (Participation Reports)	X	X	X	X
Online Reporting System – Score Reports	X	X		

User Accounts

64

- **Test coordinators (DTCs, DAs or BTCs) are responsible for creating all TE-Alt, TA-Alt and SR user accounts.**
 - *All TE, TA and SR accounts from spring 2014 were deleted in TIDE. New user accounts must be created for spring 2015.*
- **Users can only view student information and submit scores for students in their associated schools. Be sure your user account is associated with the school and district where your students are pre-identified.**
- **Users can have different roles in different schools and districts. For example, a person can be a TE-Alt in School A and a SR in School B.**
 - *The same email address should be used to add users to multiple schools or districts.*
- **Contact your TC to request an account before the test window.**

User Accounts (cont.)

65

When a TC creates a user account, the new user will receive an activation email containing a temporary password.

- Your email address will serve as your username.
- The user **MUST** log in using the temporary password and establish a new password within five days of receiving the email.
- If user fails to do so, he/she will need to contact the help desk to receive a new temporary password.
- The email will come from `OHOnline-DoNotReply@airast.org`

Do not share your username and password with anyone!

Data Entry Interface

66

The Data Entry Interface (DEI) is the online scoring site that authorized Teachers, Test Administrators, and Second Raters must log into in order to electronically submit scores for students who have completed the alternate assessment.

Data Entry Interface

67

- Access the DEI via the Ohio Alternate Assessment Portal (<http://oh.portal.airast.org/>).
- All teachers, Test Administrators and second raters must submit scores no later than **11:59 pm April 17, 2015**. Please do so in a timely manner.
- No paper materials will be scored.
- There will be no extensions.

Data Entry Interface

68

DEI Tutorial

Available on the Ohio Alternate Assessment Portal
(<http://oh.portal.airast.org/>)

Immediate Scoring

69

The AASCD has immediate scoring and test results.

- Teachers and Test Administrators will see the student's score upon test submission in the DEI.
- Users with teacher (TE-Alt), test coordinator (DTC, DA, BTC), or reporting user (DRU, BRU) access can also access student scores in the Online Reporting System.
- See the *Online Reporting System User Guide*.
- *Exception: grades 4 and 6 social studies tests*

Confirming Test Submission in the Online Reporting System (ORS)

70

- All user roles should use ORS to confirm test submission.
- Log into ORS via the portal.
- Navigate to the **Test Management Center** tab and click Plan and Manage Testing.
- Generate a report for students who have completed the assessment (see *ORS User Guide*).
 - *Each student's content area will be listed individually.*
 - *Submitted tests will have a status of "Reported" when successfully submitted.*

The screenshot displays the 'Test Management Center' interface. At the top, there are tabs for 'Score Reports' and 'Test Management Center'. Below the tabs, the main heading is 'Plan and Manage Testing'. The interface is divided into three steps: 'Step 1: Choose What', 'Step 2: Choose Who', and 'Step 3: Get Specific'. Step 1 includes dropdown menus for 'Test' (Ohio AASCD), 'Administration' (Spring 2013), 'Test Name' (All), and 'Enrolled Grade' (All). Step 2 includes dropdown menus for 'District' (AIR District (000002)) and 'School' (Select Institution). Step 3 includes radio buttons for selecting criteria: 'students who have completed Any opportunity', 'students whose current opportunity will expire in days', 'students on their 1st opportunity and have a status of approved', and 'students whose most recent SessionID was SessionID (optional) between 01/26/2013 and 01/28/2013'. A note at the bottom of Step 3 states: 'Note: if no TR or Session ID is specified, date range cannot exceed 15 days'. At the bottom of the interface, there are buttons for 'Generate Report' and 'Report Report'.

Alternate Assessment Portal

71

For more information:

- Visit the Ohio Alternate Assessment Portal at <http://oh.portal.airast.org>.

Note: No username or password is required to access the portal itself.

- New design and features!
- Announcements can be found on the homepage and the Announcements feed.

The screenshot shows the Ohio Alternate Assessment Portal homepage. At the top, there is a navigation menu with links for Home, Users, Resources, Announcements, and FAQs. Below the menu is the Ohio Department of Education logo and the text "Ohio Alternate Assessment Portal". The main content area is divided into several sections:

- Students and Families**: A section with a photo of two children.
- Teachers/ Test Administrators**: A section with a photo of a teacher.
- Test Coordinators**: A section with a photo of a woman.
- Technology Coordinators**: A section with a photo of two people.
- Recent Announcements**: A section with a microphone icon and a list of announcements. The first announcement states that district test coordinators are encouraged to log into TIDE for online administrations before September 11 to download an extract of the district's 2013-14 users. The second announcement states that on September 12, all building-level and teacher-level user accounts will be removed from TIDE for online administrations. The third announcement states that the new Ohio Pre-ID file layout for the 2014-15 school year is now available. The fourth announcement states that the portal has been redesigned to improve user-friendliness and ease of navigation. The fifth announcement states that please click here to view all announcements.
- Welcome!**: A section with a text box stating that this portal is the source for information about Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD).
- Visit Ohio Department of Education**: A button with the ODE logo.
- Important Dates**: A button with a calendar icon.
- Contact Us**: A button with a phone icon.
- Sample Tasks**: A button with a book icon.

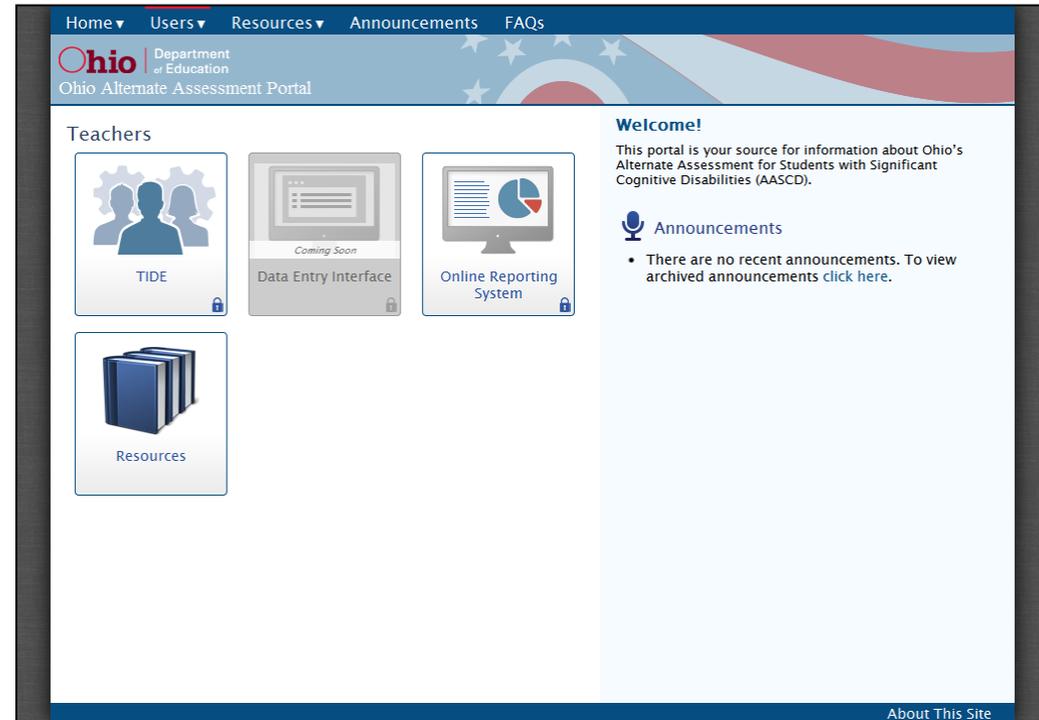
At the bottom right of the page, there is a link for "About This Site".

Alternate Assessment Portal

72

To access online systems:

- Select the user role
Teachers/Test
Administrators
- Select one of the icons to log in:
 - TIDE
 - Data Entry Interface
 - Online Reporting System



Alternate Assessment Portal

73

To find resources:

- Select the Resources dropdown from the task bar at the top.
- Select a resource folder OR enter a keyword or phrase to search for a specific resource.

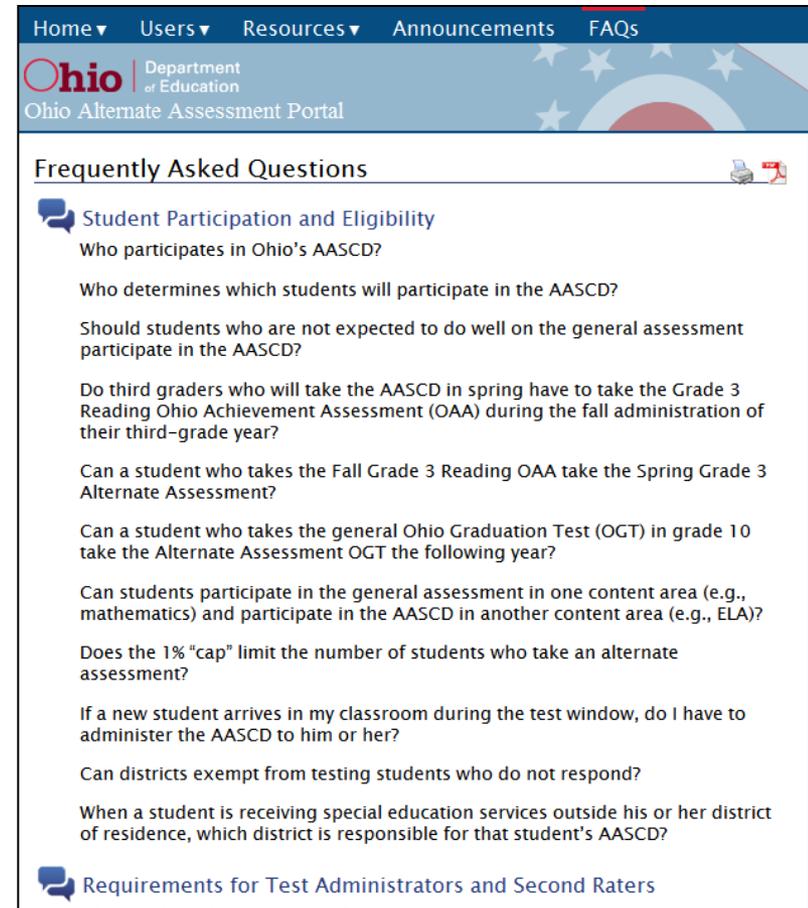
The screenshot displays the Ohio Alternate Assessment Portal interface. At the top, there is a navigation bar with links for Home, Users, Resources, Announcements, and FAQs. Below this is the Ohio Department of Education logo and the site title. A search bar is located on the left side of the main content area. The main content area is divided into two columns. The left column contains a list of resource folders: General Resources, Sample Tasks, Test Administration Resources (which is expanded to show sub-folders: Administration Manuals and Guidance Documents, TIDE Resources, Data Entry Interface Resources, and Reporting Resources), and Reporting Resources. The right column is titled 'Test Administration Resources' and contains three folders: Administration Manuals and Guidance Documents, TIDE Resources, and Data Entry Interface Resources. At the bottom right of the page, there is a link for 'About This Site'.

Alternate Assessment Portal

74

FAQs:

- FAQs are now available on the portal.
 - *E.g., Student Participation and Eligibility*
 - *E.g., Requirements for Test Administrators and Second Raters*
- More FAQs categories will be added throughout the year.
- You can print or download the FAQs as a PDF.



The screenshot shows the Ohio Department of Education's Alternate Assessment Portal. The navigation bar includes links for Home, Users, Resources, Announcements, and FAQs. The page title is "Ohio Department of Education Ohio Alternate Assessment Portal". The main content area is titled "Frequently Asked Questions" and features two categories of questions:

- Student Participation and Eligibility**
 - Who participates in Ohio's AASCD?
 - Who determines which students will participate in the AASCD?
 - Should students who are not expected to do well on the general assessment participate in the AASCD?
 - Do third graders who will take the AASCD in spring have to take the Grade 3 Reading Ohio Achievement Assessment (OAA) during the fall administration of their third-grade year?
 - Can a student who takes the Fall Grade 3 Reading OAA take the Spring Grade 3 Alternate Assessment?
 - Can a student who takes the general Ohio Graduation Test (OGT) in grade 10 take the Alternate Assessment OGT the following year?
 - Can students participate in the general assessment in one content area (e.g., mathematics) and participate in the AASCD in another content area (e.g., ELA)?
 - Does the 1% "cap" limit the number of students who take an alternate assessment?
 - If a new student arrives in my classroom during the test window, do I have to administer the AASCD to him or her?
 - Can districts exempt from testing students who do not respond?
 - When a student is receiving special education services outside his or her district of residence, which district is responsible for that student's AASCD?
- Requirements for Test Administrators and Second Raters**

Important Final Dates

75

- Last day of testing is **April 17, 2015.**
- Materials must be returned to Data Recognition Corporation (DRC) on or before **April 24, 2015.**

Contact Information

76

For questions about test administration or receiving or returning materials:

Ohio Help Desk

1-877-231-7809

Ohhelpdesk@air.org

Contact Information (cont.)

77

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Children

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614-466-2650

Amy Parker

Office of Curriculum and
Assessment

amy.parker@education.ohio.gov

614-387-0948

Ohio AASCD: Path to Success

- Read all manuals
- Plan for administration
- Read do's and don'ts
- Happy practicing
- Contact us if you have questions

Have a safe trip home!