OHIO’S ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Test Administration Training

Ohio Department of Education
American Institutes for Research
Purpose of Training

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

- 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?

February 23 – April 17, 2015
How Is the AASCD Administered?

- 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

Let’s watch as a task is administered.

All About the Flag
Alexa
Who Takes the AASCD?

- 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

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

- 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:

- 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.)

- 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

<table>
<thead>
<tr>
<th>Form</th>
<th>Student Grade</th>
<th>Content Areas to Be Administered to Each Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3–5</td>
<td>3</td>
<td>ELA and Mathematics</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>ELA, Mathematics, and Social Studies</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>ELA, Mathematics, and Science</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>6</td>
<td>ELA, Mathematics, and Social Studies</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>ELA and Mathematics</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>ELA, Mathematics, and Science</td>
</tr>
<tr>
<td>OGT</td>
<td>10</td>
<td>ELA, Mathematics, Science, and Social Studies</td>
</tr>
</tbody>
</table>
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

**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

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

- 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.)

- 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.
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

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.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a copy of the alternate assessments and/or preparing a student study guide based on the alternate assessments.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Preparing students for the alternate assessments by incorporating the extended standards in the appropriate subject curriculum.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Changing a student’s response.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Hinting to a student to reconsider any answers given on a test.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Providing teachers and counselors with information they need to interpret test results.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Revealing the test scores of one student to another student.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Task/Item Information
What Are Tasks and Items?

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.
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.)

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.)

Sentence Strips

☐ Each strip is associated with a particular item.

☐ Cut apart. You do not need to cut around each strip.

There are many places to fly a flag.

There are surprises in social studies class.

There are rules for flying a flag.
Types of Response Options (cont.)

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.
Test Administrator Responsibilities

**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
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:

<table>
<thead>
<tr>
<th>Starting Task</th>
<th>Administer all items in at least these tasks is required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>1 – 5, 13</td>
</tr>
<tr>
<td>Task 3</td>
<td>3 – 9, 13</td>
</tr>
<tr>
<td>Task 6</td>
<td>6 – 12, 13</td>
</tr>
</tbody>
</table>
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.
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

- 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.
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.
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.
SPQ Steps (cont.)

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.

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

(4) Identify the starting task for this student using the SPQ Total Score from step (3)
### AASCD STUDENT PLACEMENT QUESTIONNAIRE

1. **Can this student:**
   - Actively engage in supported grade-level and age-appropriate, adapted literature materials?  ○  ○  ○  ○

2. **In the Literature strand, can this student:**
   - Identify characters, settings or events in a story?  ○  ○  ○  ○
   - Answer literal questions to show understanding of a text?  ○  ○  ○  ○

3. **In the Informational Text strand, can this student:**
   - Match pictures or objects to words based on how they are used in text?  ○  ○  ○  ○
   - Identify the main idea of a text?  ○  ○  ○  ○
   - Use text features or search tools to locate information in a text?  ○  ○  ○  ○

4. **In the Writing strand, can this student:**
   - Generate factual sentences on a topic?  ○  ○  ○  ○
   - Generate a personal narrative that includes characters and events?  ○  ○  ○  ○
   - Express an opinion and support it?  ○  ○  ○  ○

5. **In the Language strand, can this student:**
   - Determine the meaning of words/phrases from sentence context?  ○  ○  ○  ○
   - Generate a written sentence with appropriate capitalization, ending punctuation, and correct spelling of common words?  ○  ○  ○  ○
   - Identify the meaning of simple similes and metaphors?  ○  ○  ○  ○

### Calculating the SPQ Total Score

1. Write in the total number of bubbles you marked in each column:
   - Col. 1: 1
   - Col. 2: 4
   - Col. 3: 4

2. **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

<table>
<thead>
<tr>
<th>Column 1 Total</th>
<th>Column 2 Total</th>
<th>Column 3 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

   (a) \( 1 \times 3 = 3 \)
   (b) \( 4 \times 2 = 8 \)
   (c) \( 4 \times 1 = 4 \)

   **Total SPQ Score**: 15

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

   - If the total score is 10-21, start with Task 3.
   - If the total score is 22-36, start with Task 6.

   - Task 3: 10-21
   - Task 6: 22-36

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**Notes:**
- Student does this accurately, but only rarely.
- Student does this accurately most of the time.
- Student does this accurately, but only rarely.
- Student does this accurately most of the time.
SPQ Do’s and Don’ts

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.
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

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**

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>If the Student’s Spring 2014 ELA Score Was in This Range …</th>
<th>Then Start the Student at …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3–5</td>
<td>200-381</td>
<td>Task 1</td>
</tr>
<tr>
<td></td>
<td>382-410</td>
<td>Task 3</td>
</tr>
<tr>
<td></td>
<td>411-575</td>
<td>Task 6</td>
</tr>
<tr>
<td>Grade 6–8</td>
<td>200-399</td>
<td>Task 1</td>
</tr>
<tr>
<td></td>
<td>400-421</td>
<td>Task 3</td>
</tr>
<tr>
<td></td>
<td>422-575</td>
<td>Task 6</td>
</tr>
</tbody>
</table>
## Starting Points Table

Starting tasks based on spring 2014 AASCD scale score

### Starting Tasks for Math

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>If the Student’s Spring 2014 Mathematics Score Was in This Range …</th>
<th>Then Start the Student at …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3–5</td>
<td>200-389</td>
<td>Task 1</td>
</tr>
<tr>
<td></td>
<td>390-426</td>
<td>Task 3</td>
</tr>
<tr>
<td></td>
<td>427-575</td>
<td>Task 6</td>
</tr>
<tr>
<td>Grade 6–8</td>
<td>200-399</td>
<td>Task 1</td>
</tr>
<tr>
<td></td>
<td>400-436</td>
<td>Task 3</td>
</tr>
<tr>
<td></td>
<td>437-575</td>
<td>Task 6</td>
</tr>
</tbody>
</table>
Does not apply to grades 4 and 6 Social Studies
Entry Points – Starting Task

- 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

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

![Sequence of tasks](image-url)
Students Who Start at Task 3

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

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

Possibilities

Starting at Task 1

Starting at Task 3

Starting at Task 6
Starting Rule

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

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:

- **Starting Task 1**
  Tasks 1-5
  Must be administered

- Did the student earn 6 or more points on Task 5?

  **IF NO:**
  Skip Tasks 6-12

  **Task 13**
  Must be administered

  **Task 13**
  Must be administered

  **IF YES:**
  Tasks 6-12
  Administer the next task. If the student earns 6 points, continue to the next task.
  If the student does not earn 6 points on a task, skip to Task 13.

Students who responded to Tasks 1 - 5:
Concluding Task

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.
Starting Task 3
Tasks 3-9
Must be administered

Did the student earn 6 points on Task 9?

IF NO:
Skip Tasks 10-12

IF YES:
Tasks 10-12
Administer the next task. If the student earns 6 points, continue to the next task. If the student does not earn 6 points on a task, skip to Task 13.

Task 13
Must be administered

Students who responded to Tasks 3-9:
Concluding Task

Students who respond to Tasks 6 - 12

- **Administer Task 13.** All students must be administered Task 13.
### Ending Point Summary

#### Possibilities

- **Successful on Task 5**

- **Successful on Task 9**

- **Successful on Task 12**
Stopping Rule

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

- 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

<table>
<thead>
<tr>
<th>System</th>
<th>Description</th>
</tr>
</thead>
</table>
| Test Information Distribution Engine (TIDE) for online administrations | - Student identification (name, SSID, grade, etc.)  
- Materials ordering (for TCs)  
- Resets and invalidations (for TCs)  
- User management (for TCs) |
| Data Entry Interface (DEI)                  | - All student scores must be entered into the online DEI by the conclusion of the test window |
| Online Reporting System (ORS)               | - Test Management Center  
  - access available to all user roles  
  - track the status of data entry and test submission  
- Score Reports  
  - access available to select user roles  
  - real-time student results, downloadable data, PDF score reports |
## AASCD Online System User Roles

<table>
<thead>
<tr>
<th></th>
<th>Test Coordinator (DTC, DA, BTC)</th>
<th>Teacher-Alt (TE-Alt)</th>
<th>Test Administrator-Alt (TA-Alt)</th>
<th>Second Rater</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing Student Information in TIDE</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Data Entry Interface</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Online Reporting – Test Management Center (Participation Reports)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Online Reporting System – Score Reports</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.)

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!
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

- 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

DEI Tutorial

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

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)

- 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.
For more information:


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.
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
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.
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.
Important Final Dates

- 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

For questions about test administration or receiving or returning materials:

Ohio Help Desk

1-877-231-7809

Ohhelpdesk@air.org
Contact Information (cont.)

Andrew Hinkle
Office for Exceptional Children
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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!