

To: Alternate Assessment Assessors
From: ASD Alternate Assessment Mentors
Date: February 27, 2007

Assessment Reminders

- Review assessment and plan accommodations or Expanded Levels of Support (ELOS) before giving the assessment.
- Use the Decision Rules to determine when to stop testing. Do not stop testing unless the student has met the decision rules, rules for stopping a test early or has completed all tasks on the assessment.
- Do not use NA-I or NA-P unless you have discussed the specific situation with your mentor and she agrees that NA-I (or in extremely rare cases, NA-P) is appropriate.
- When giving maximum ELOS to a student, those items are scored 0. The score is an independent response by the student. With maximum ELOS, the student's response is not independent.
- When using minimum or moderate levels of ELOS, score the student's independent response as full, partial or no credit according to the scoring rules for that task.
- In Reading Task 11-Read Passages, self-corrects are NOT counted as errors.
- In Writing Tasks 9-10 use the Qualitative Guide for scoring Ideas and Organization given with the current Test Protocol.
- Fill in ALL information asked for. Write the name of the student on each page of the protocol. Complete all cover sheets, modes of responding, administration conditions, response format, decision points, data entry and scoring.

Assessment Clarifications:

- All students must have attempted at least 3 items in 3 tasks in each subject area PLUS Writing Task 4-Write your own name. If all three items in 3 consecutive tasks are scored 0, then the test can be stopped (following rules for stopping a test early).
- In Reading Task 11-Read Passages, note new instructions. If the student finished the passage in less than a minute, ask the student to re-read the passage until he/she has read for one minute. Record how many words the student read per minute.
- Writing Task 9 and 10 are scored with Correct **WORD** Sequence (not CLS). After the student has finished writing his or her story, ask him or her to read it to you. Write down what he/she reads (write on the back of the protocol or another sheet of paper. NOT on the student's work). You will use this later to get Total Correct Word Sequences Possible, recorded on the protocol when scoring.

IEP Reminders and Clarifications:

- When writing a new IEP, be sure to check the appropriate assessment box and submit print copies of paperwork within 2 weeks of the IEP meeting. Once an IEP is written, it should be submitted within the IEP Program within two weeks of completion. ASD maintains the list of who is participating in Alternate Assessment from district records and current (archived) IEP's with the alternate assessment box checked.

- Any student who moves into your building by April 3, 2007 and is **enrolled** in school more than .25 of full time equivalency (FTE) must participate in assessment.

- **Notify your Alternate Assessment Mentor** of any changes to who is participating in alternate assessment. These changes may occur as the result of students moving in or out of your school any time before April 3, 2007 or any IEP that has changed from regular assessment to alternate assessment by April 3, 2007. Students must be assessed by the statewide assessment selected on the student's IEP that is in place on April 3, 2007.