



Public Schools of North Carolina

NCEXTEND1

Alternate Assessment with Alternate Achievement Standards

Conference on Exceptional Children
November 17-18, 2008

NCDPI Division of Accountability Services



Outline

- What is an alternate assessment with alternate achievement standards?
- Who is eligible to participate in the ***NCEXTEND1***?
- What are the timelines for administration of ***NCEXTEND1***?
- What does the ***NCEXTEND1*** look like? Has anything changed?
- Are accommodations allowed?
- How is the ***NCEXTEND1*** scored?
- How were cut scores set and what are they?
- What do student results look like and how are they used?





What is an AA-AAS?



What is an alternate assessment with alternate achievement standards?

- An alternate assessment is an assessment designed for the small number of students with disabilities who are unable to participate in the regular State assessment, even with appropriate accommodations.
- Alternate achievement standards refer to cut scores specific to this assessment.

<http://www.ed.gov/legislation/FedRegister/finrule/2007-2/040907a.pdf>





Who is eligible?



Who is eligible to participate in the *NCEXTEND1*?

- Eligibility determined by IEP teams (or LEP teams/committees)
- Student-by-student
 - Individual needs of student
- No blanket decisions
- Eligibility criteria must be considered
- Must be documented
- Must revisit decision annually
 - Not an automatic continuation of assessment





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Eligible Students

- The student must have a current IEP.
- The student is enrolled in grades 3–8 and 10 (according to the Student Information Management System, e.g., SIMS/NCWISE).
- The student is instructed in the North Carolina *Standard Course of Study* Extended Content Standards in **ALL** assessed content areas.





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Eligible Students

- The student has a **SIGNIFICANT COGNITIVE DISABILITY** (i.e., exhibits severe and pervasive delays in **ALL** areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills and self-care).





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Eligible Students

The vast majority of students with disabilities do not have a significant cognitive disability. The *NCEXTEND1* is NOT appropriate for students who:

- Are being instructed in ANY or ALL of the general grade-level content standards of the North Carolina *Standard Course of Study*;
- Demonstrate delays only in academic achievement;
- Demonstrate delays due primarily to behavioral issues;





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Eligible Students

The ***NCEXTEND1*** is **NOT** appropriate for students who: (cont'd.)

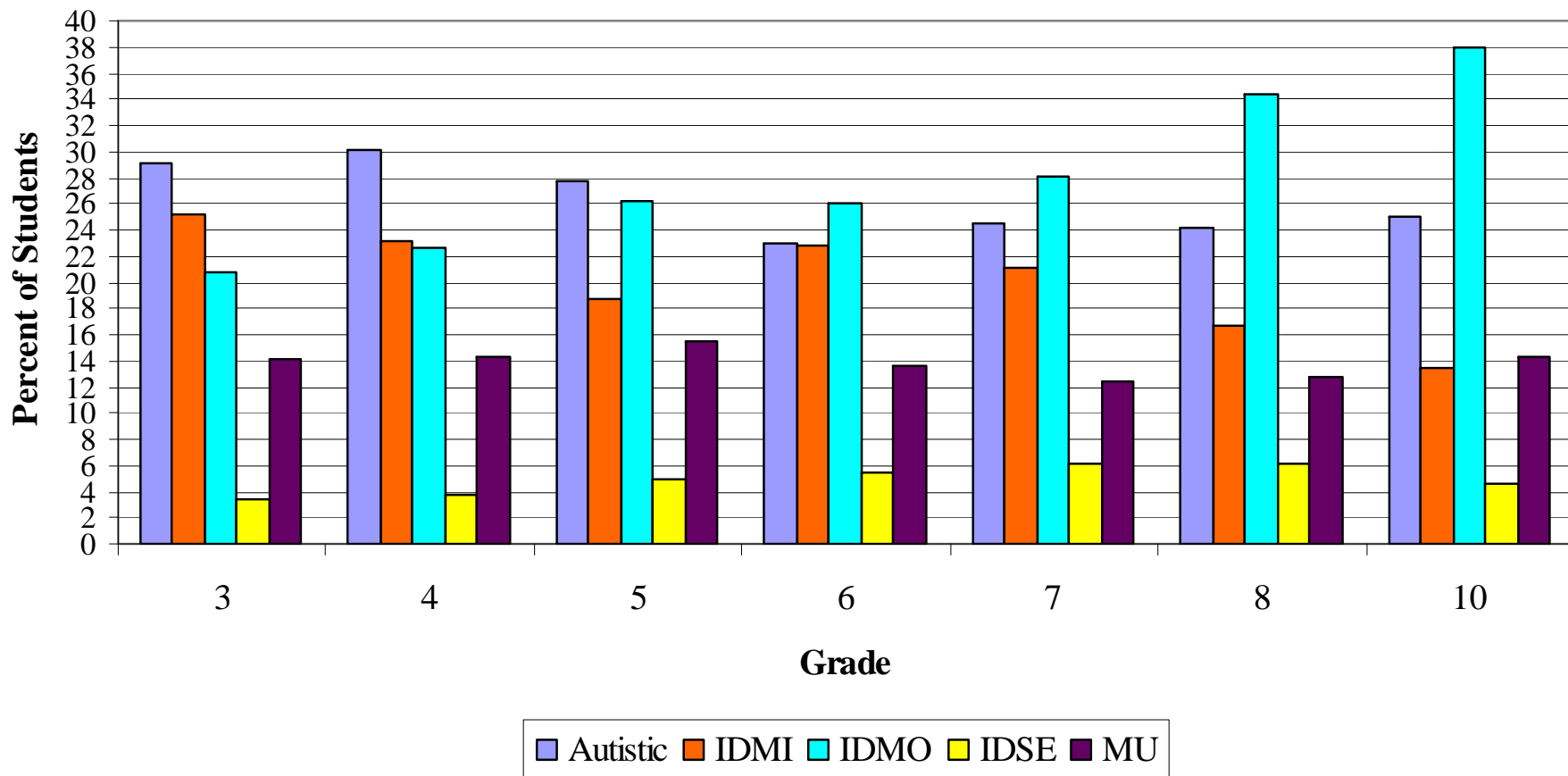
- Demonstrate delays only in selected areas of academic achievement; or
- If in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of study).

The ***NCEXTEND1*** is designed for students who have a severe intellectual disability; it is **NOT** designed for students who have a specific learning disability.



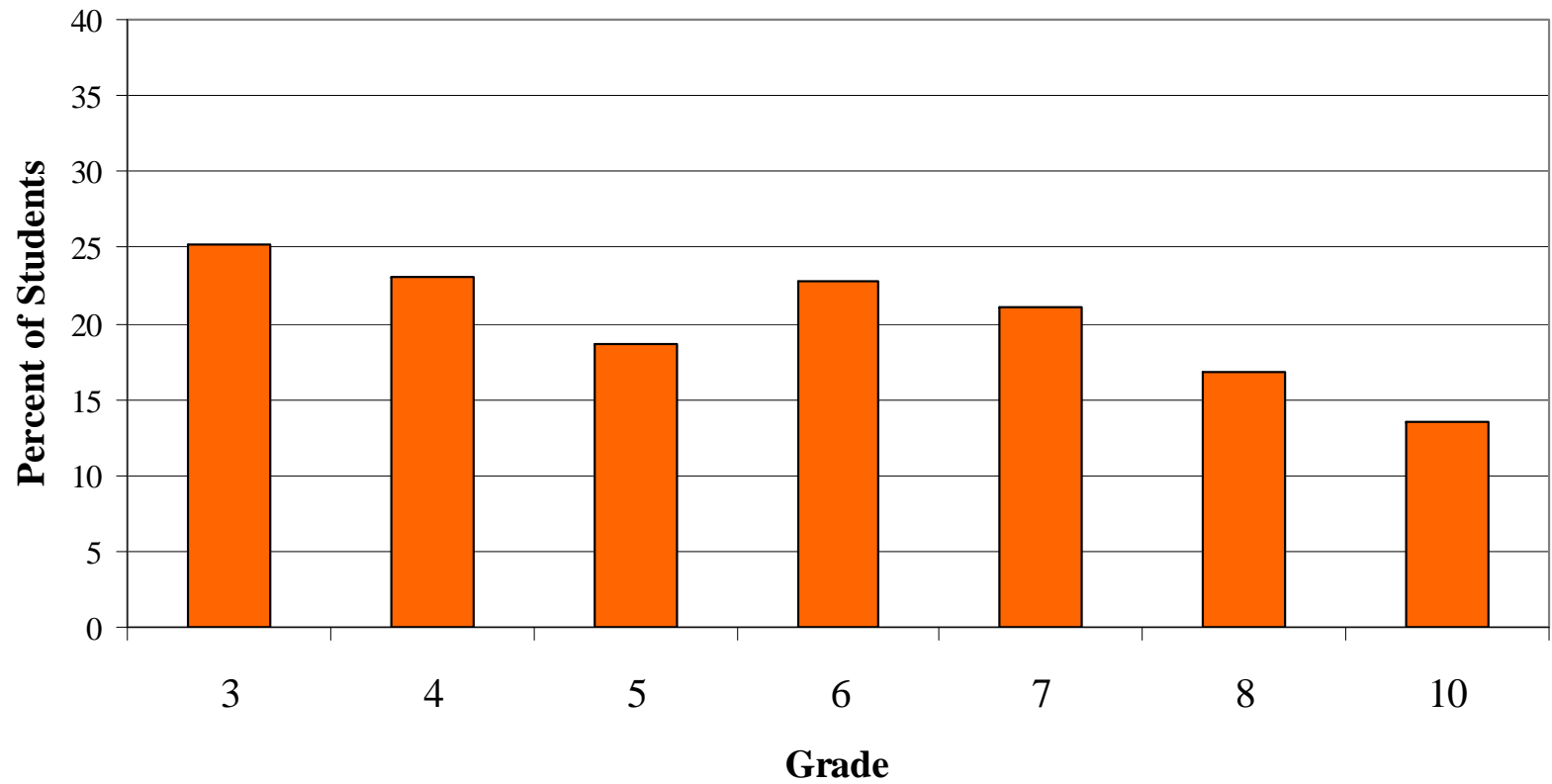


Participation by Eligibility





Mild Intellectual Disability





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Eligibility “Points to Ponder”

- Decisions may be due to low expectations for some students
- Decisions in early grades - what it means for future
- Misplacement of students may negatively impact proficiency levels of the population for which the assessment was designed





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Eligibility Points to Remember

- Classroom placement does not dictate assessment.
- Assessment does not dictate classroom placement.
- Appropriate placement affects all students assessed by the ***NCEXTEND1***.





What are the timelines?



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Testing Window

- Reading, Math, Science
 - Materials delivered at least two weeks prior to test administration
 - May 4 - June 19, 2009
- Writing
 - Materials delivered at least two weeks prior to test administration
 - March 9 - March 20, 2009
- NCRegistration
 - Students must be registered prior to assessment and matched with assessors
 - Complete student assessment history





What does the test look like?



Assessment Materials

- Student Test Book (each assessor)
 - Contains script and recording sheet
- Manipulative cards
- For reading: Reading Selection Book





Sample Elementary Mathematics Item

Student Assessment Materials:

- Stimulus Card: 5 counters
- Card A: 4 counters
- Card B: 5 counters
- Card C: 6 counters

Directions:

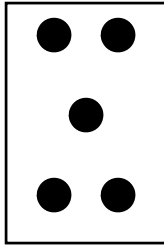
- Present Stimulus card to student.
- SAY: **“Here are 5 counters.”**
- Present Card A, then Card B, then Card C to student.
- SAY: **“Which card has the same number of counters as this card. (point to Stimulus Card). Show me the same number of counters.”**





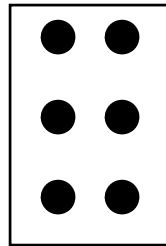
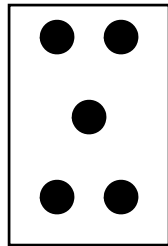
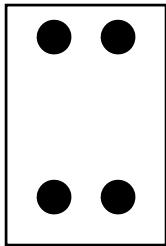
Sample Elementary Mathematics Item

Present Stimulus Card to student



SAY: “Here are 5 counters.”

Present Card A, then Card B, then Card C to student.



SAY: “Which card has the same number of counters as this card. (point to Stimulus Card). Show me the same number of counters.”



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Assessed Content Areas

- All or nothing - all assessed content areas

Grade 3 Pretest	Reading, Mathematics
Grade 3	Reading, Mathematics
Grade 4	Reading, Mathematics, Writing
Grade 5	Reading, Mathematics, Science
Grade 6	Reading, Mathematics
Grade 7	Reading, Mathematics, Writing
Grade 8	Reading, Mathematics, Science
Grade 10	Reading, Mathematics, Writing, Science



Are accommodations allowed?



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Accommodations

- Accommodations ARE allowed
 - General allowable state accommodations (e.g., multiple testing sessions, Braille editions, etc.)





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Accommodations

- Other accommodations allowed specific to ***NCEXTEND1***
 - Texturizing pictures as routinely done for instruction
 - Substituting actual objects for pictures as routinely done for instruction
 - One switch or two switch response
 - Test administrator points to each answer choice and student responds yes/no
 - Calculators
 - Unless directions specifically state “no calculators allowed”





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Accommodations

- For accommodations not listed in test materials:
 - ***NCEXTEND1*** Accommodation Notification Form must be submitted to the NCDPI
 - Located in ***NCEXTEND1*** web application





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Accommodations

- Invalid Accommodations
 - Reading aloud **specific** selections and test items that are designated as independent reading for students
 - Dictate to scribe for **specific** item(s) that are designated as independent writing for students
 - Providing actual objects other than those depicted on student cards
 - Paraphrasing or rewording required scripts





How is the test scored?



How is the test scored?

- Assessors are given instructions on scoring for each item
- Each assessor independently rates each students' performance on each item
- Assessors' ratings are totaled and summed across items
- Range of possible scores
 - 0 to 30 (reading & mathematics)
 - 0 to 14 (writing)
 - 0 to 24 (science)





How do we set cut scores?



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Cut Scores

- Cut scores were set using contrasting groups data and reasoned judgment
- Contrasting groups
 - All teachers who administered the ***NCEXTEND1*** filled out survey questions
 - Used those results to make a line in the distribution of scores where proficient would be



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Cut Scores cont'd.

- Reasoned Judgment
 - Based on discussions with stakeholders and examination of current and historical data
- Cuts will serve as interim for 07-08 and 08-09; validation standard setting study will occur in summer '09





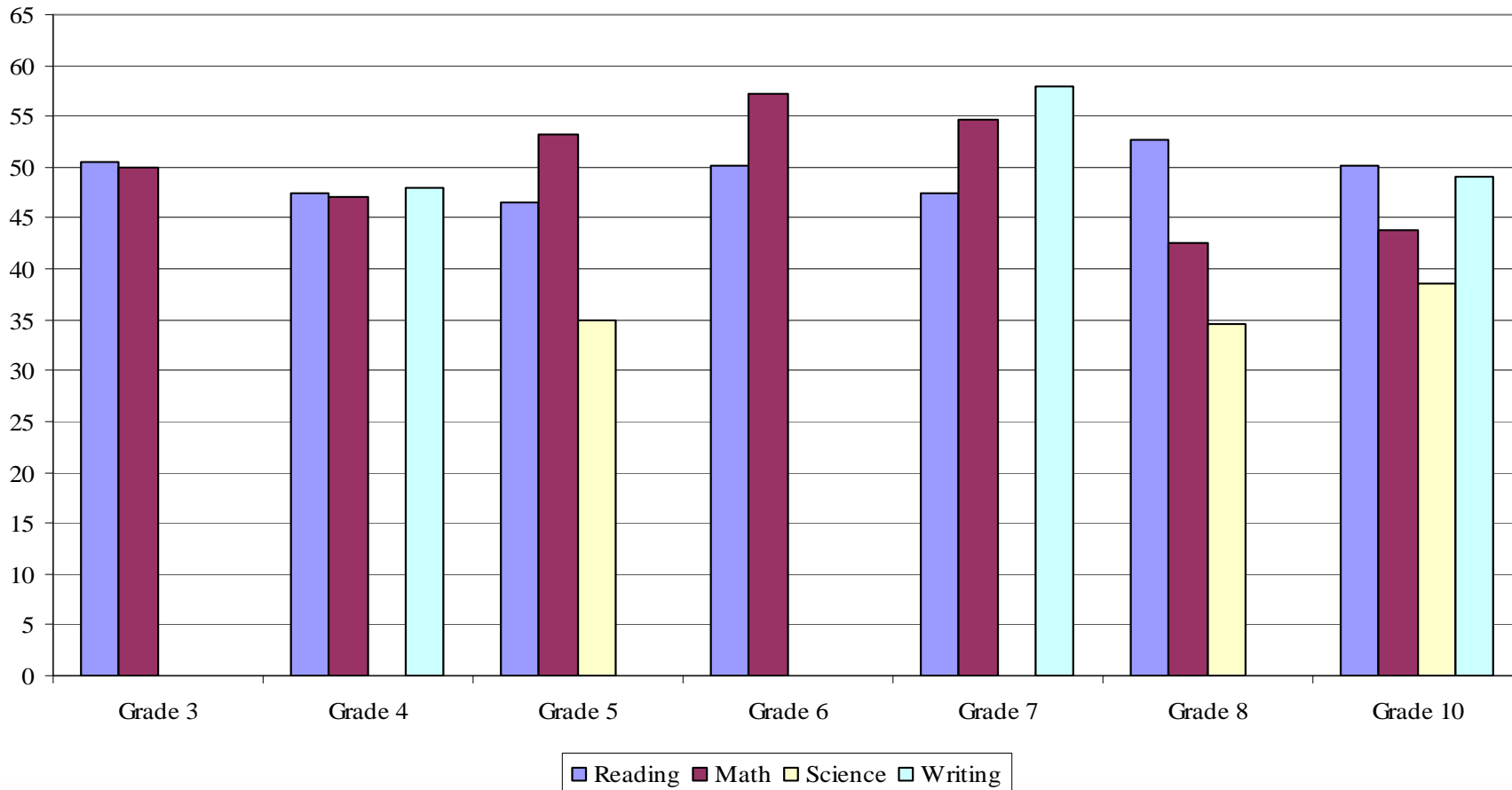
What are the results & how are they used?



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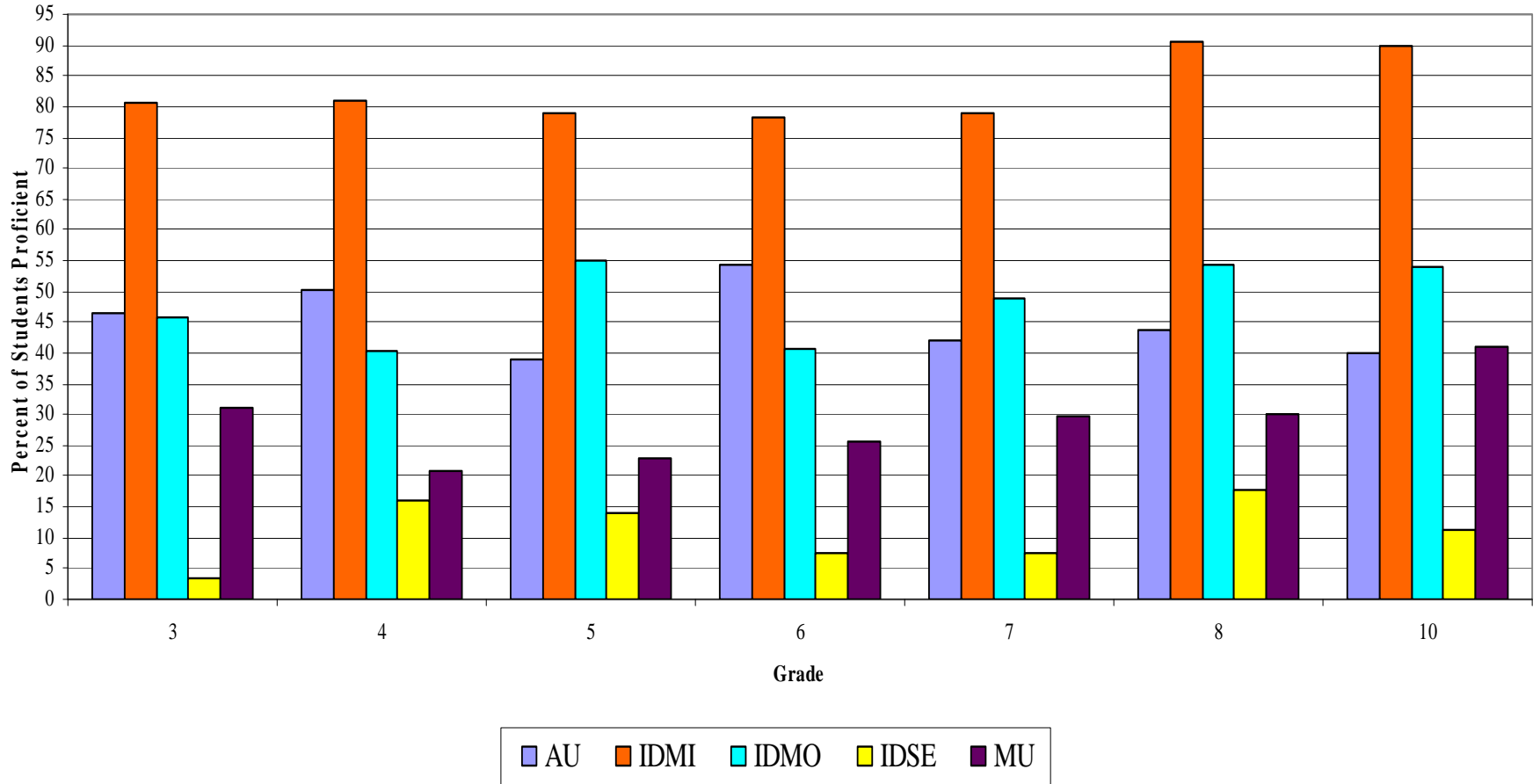
2007-08 Scores

Percent Proficient

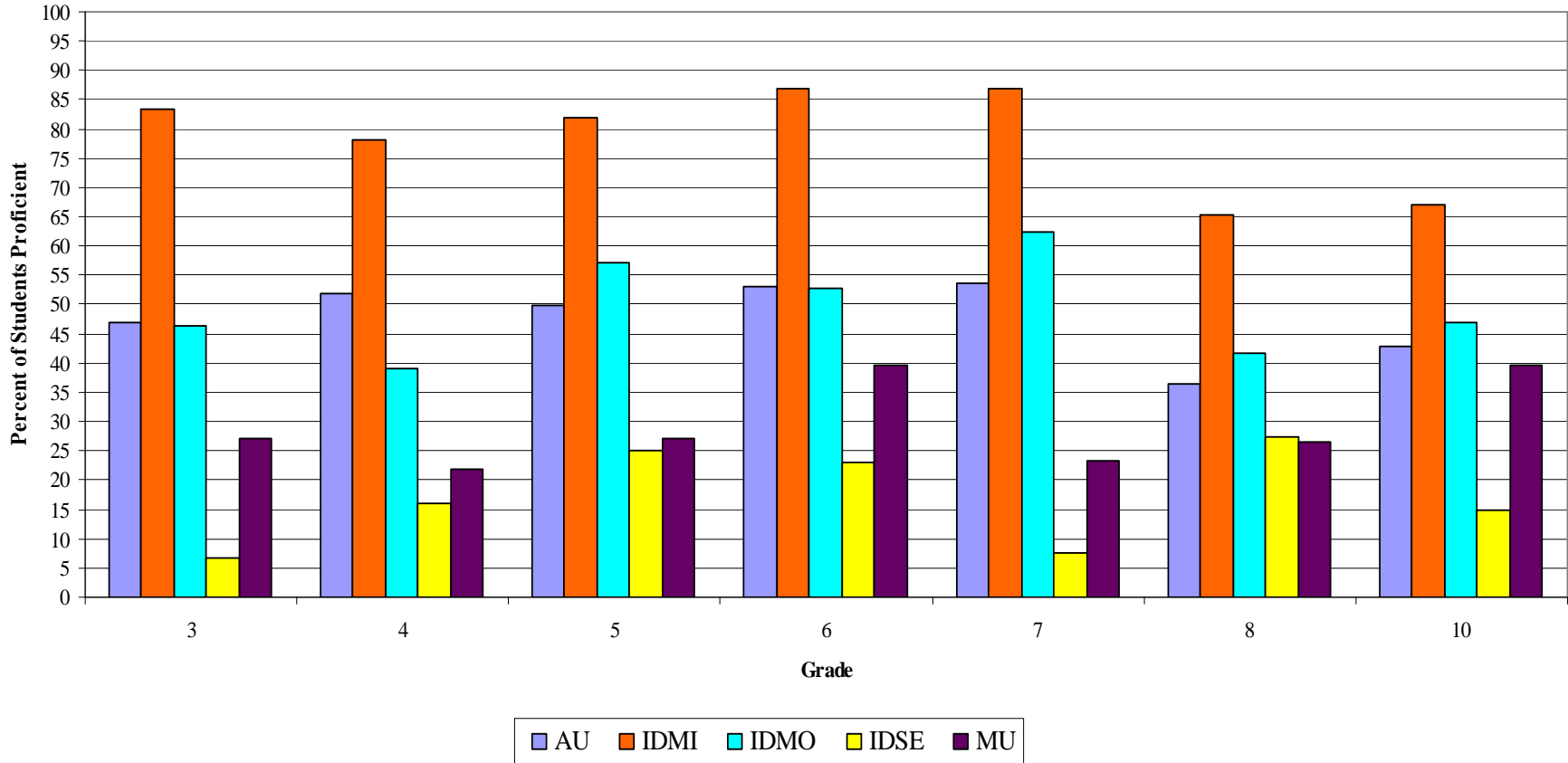




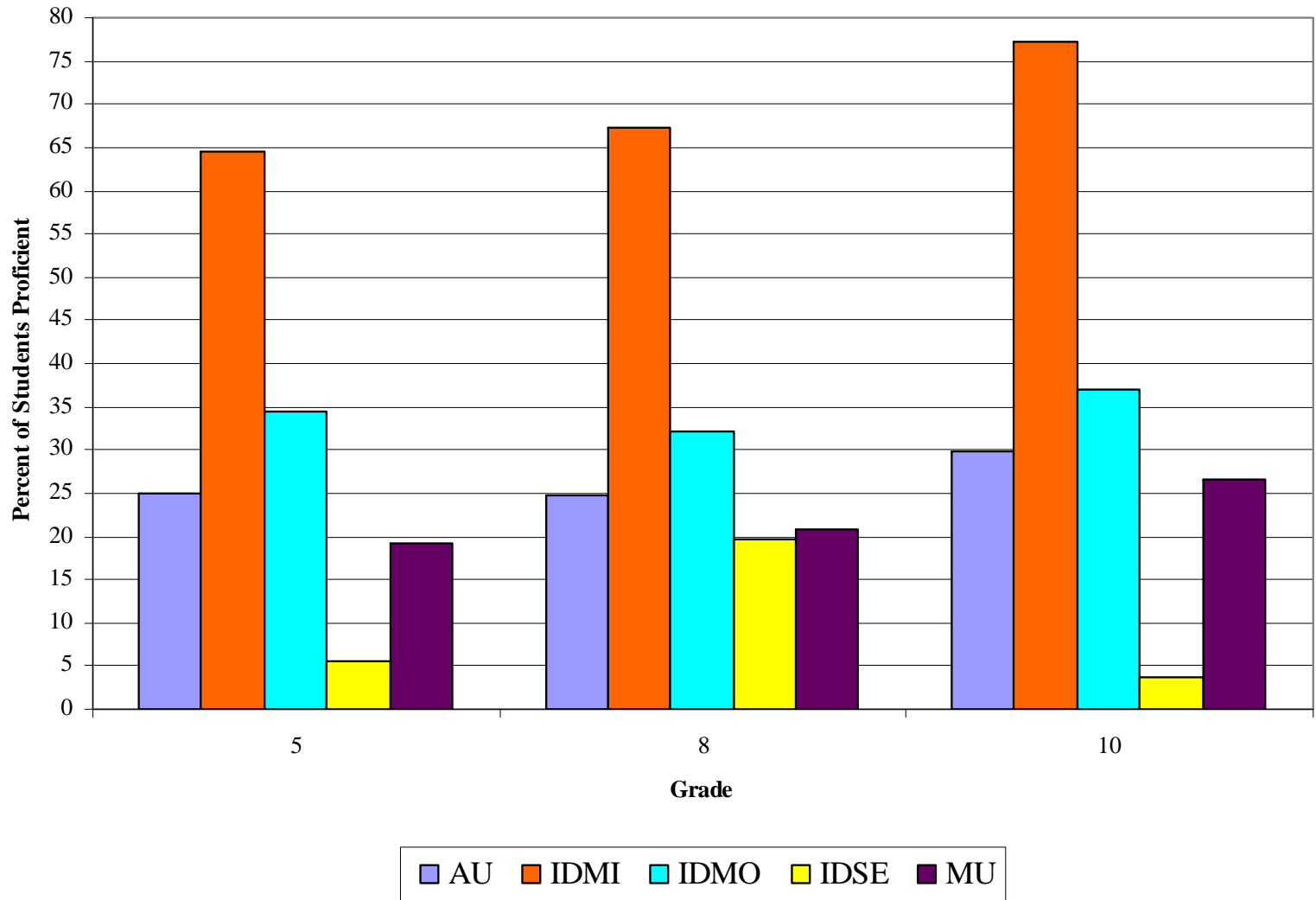
Reading Performance Comparison by Disability Classification



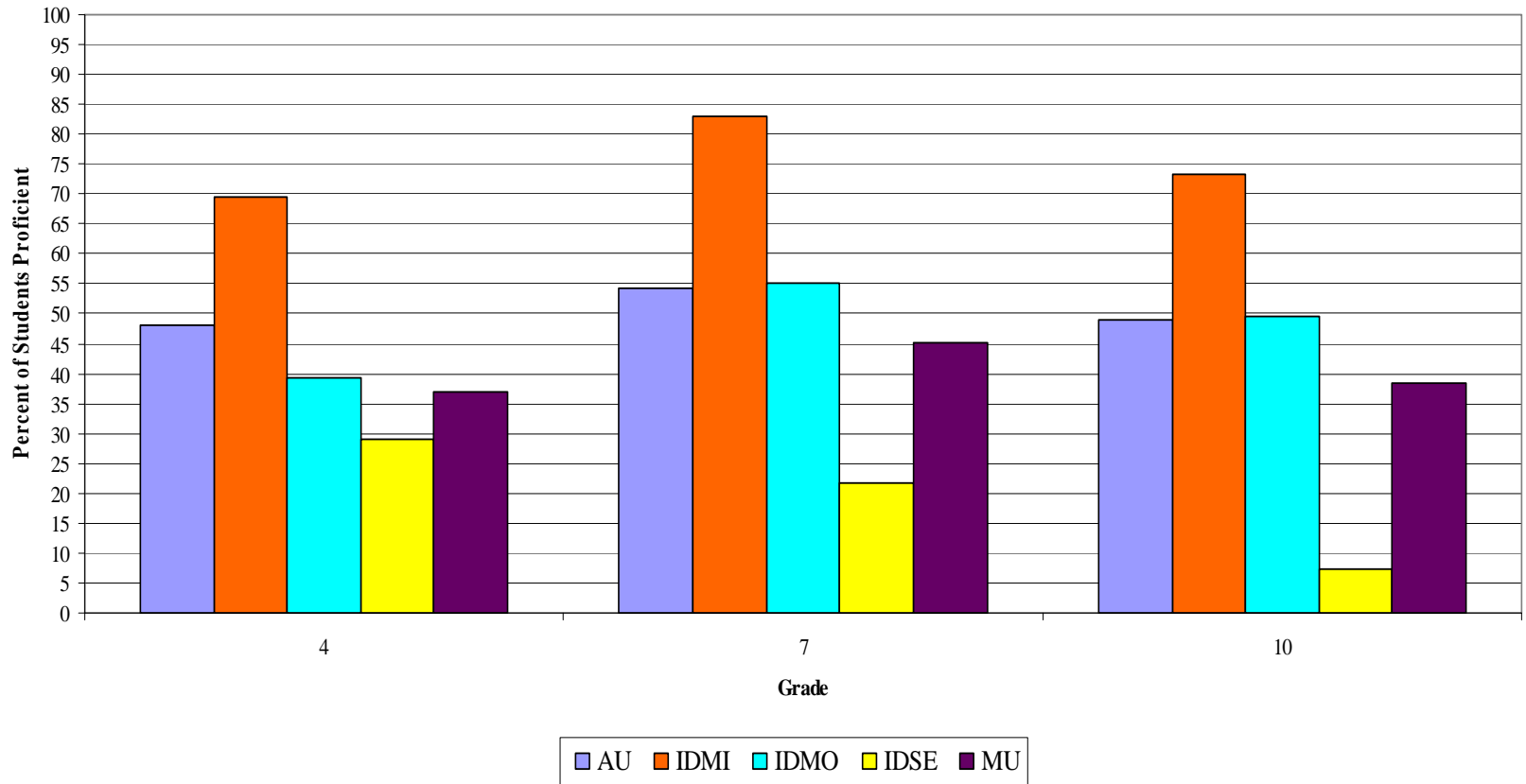
Math Performance by Disability Classification



Science Performance by Disability Classification

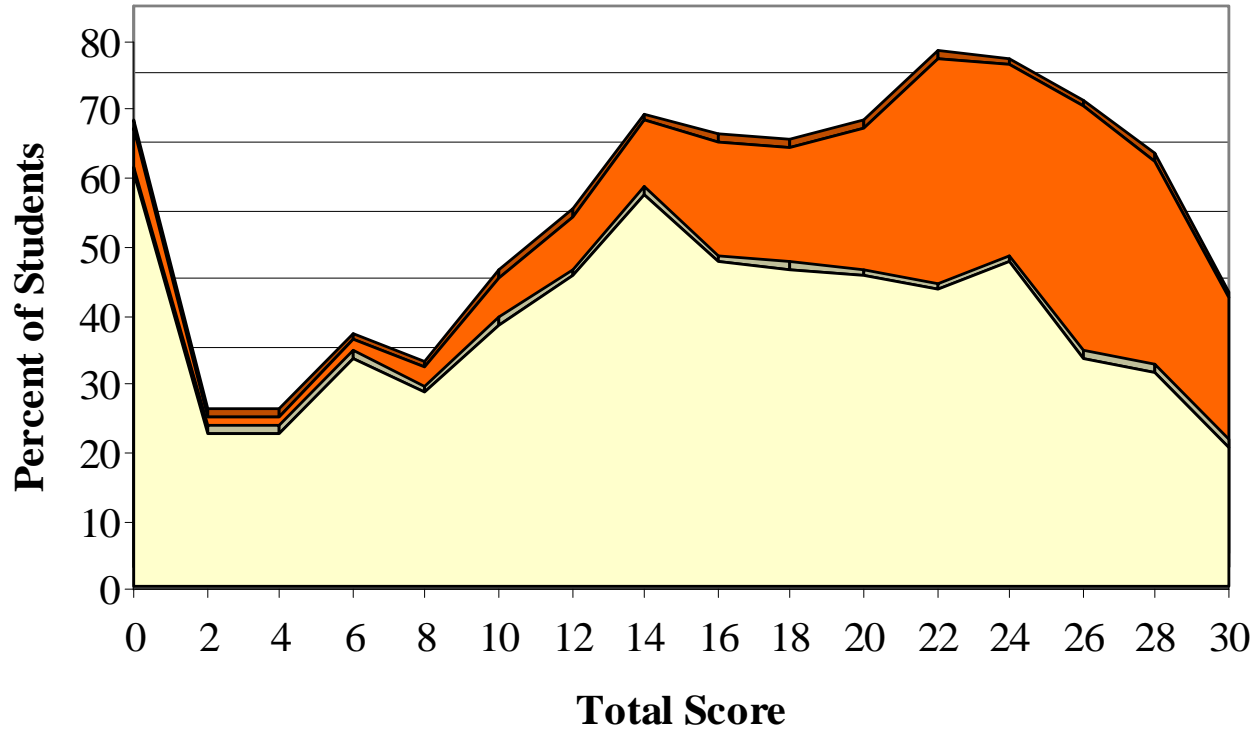


Writing Performance by Disability Classification





Reading Grade 3

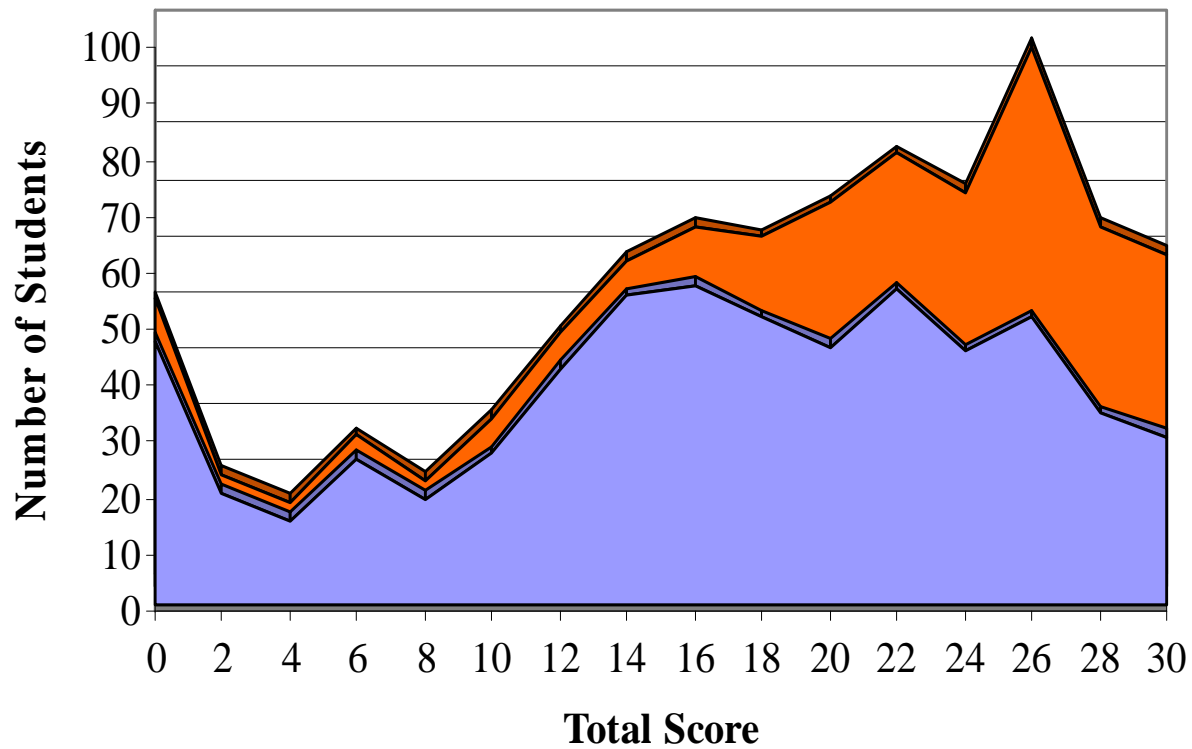


□ Reading Without IDMI Grade 3 ■ Reading With IDMI Grade 3





Math Grade 3

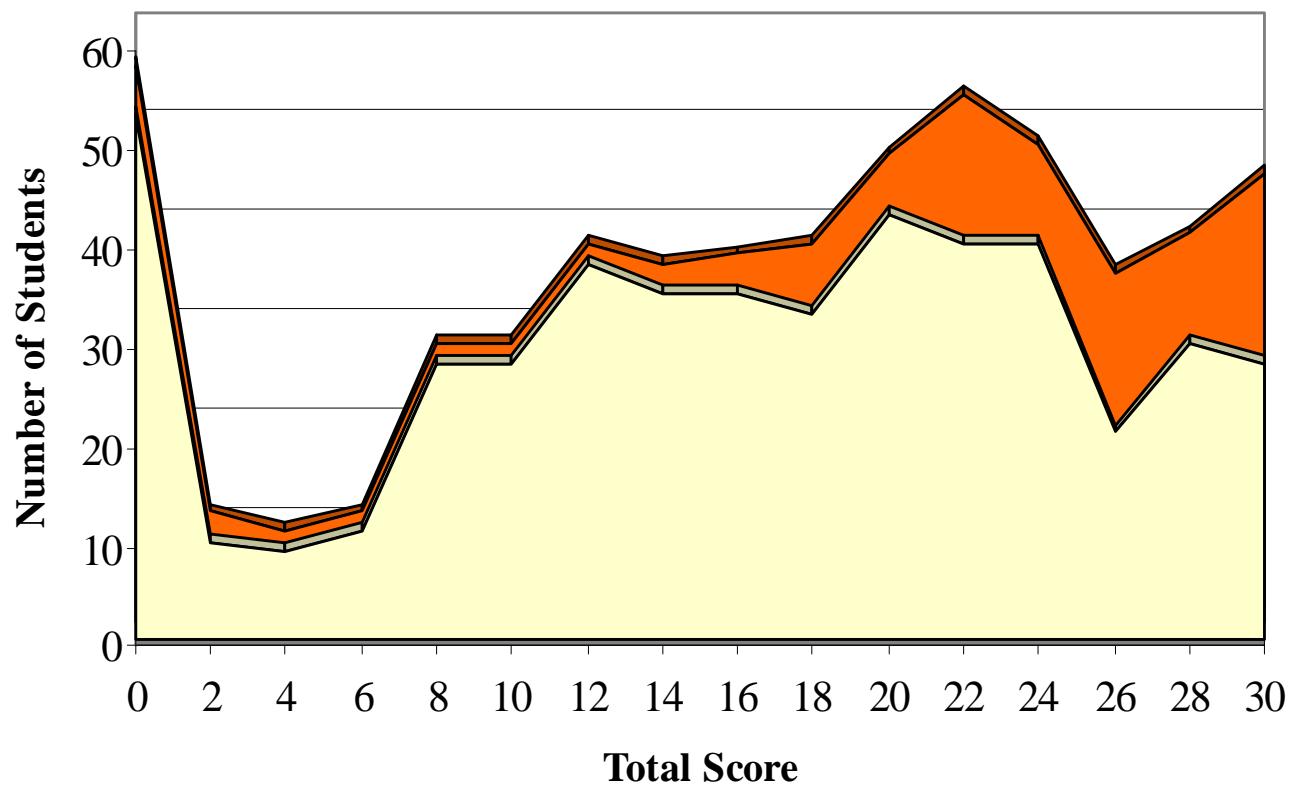


■ Math Without IDMI Grade 3 ■ Math With IDMI Grade 3





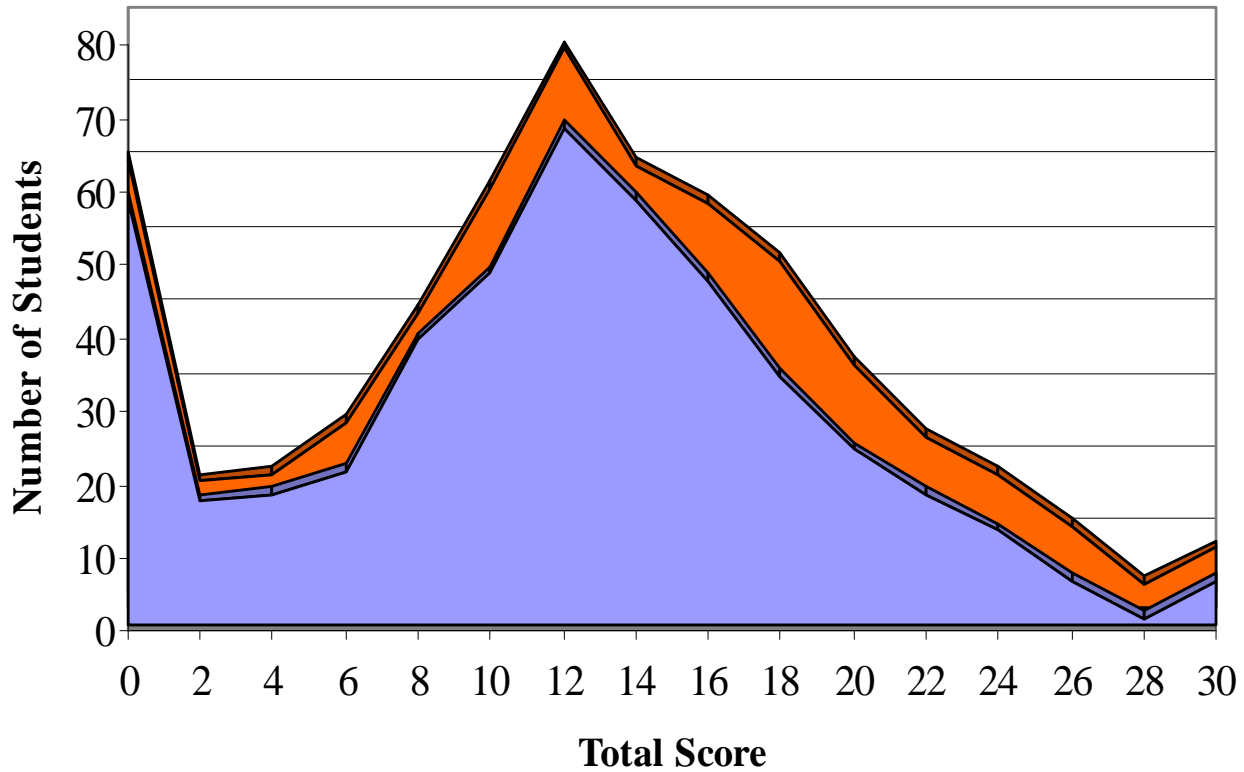
Reading Grade 10



Reading Without IDMI Grade 10 Reading With IDMI Grade 10



Math Grade 10



Math Without IDMI Grade 10 Math With IDMI Grade 10





Using *NCEXTEND1* Results

- No *NCEXTEND1* scores are used in ABCs growth
- Reading, Mathematics, & Science scores count in ABCs performance composite
- Reading & Mathematics count in AYP calculations





Resources

- NCDPI Website:

<http://www.ncpublicschools.org/accountability/policies/tswd/ncextend1>

- *Testing Students with Disabilities*
Publications



Questions?

