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
- 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 the process for entering student scores in the online data collection system called the Data Entry Interface (DEI).

When Is the AASCD Administered?

February 25 – March 29, 2013

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 uses a rubric to score the student's performance. During this training, you'll review sample tasks and practice scoring.

Key Differences

SWD Portfolio	AASCD
A collection of evidence that measures a student's performance aligned to a grade level of Ohio's Academic Content Standards.	Individually administered student performance assessment aligned to Ohio's Academic Content Standards – Extended (OACS-E) that tests discrete academic skills.
Teacher created a portfolio that included a variety of information, such as teacher data sheets, student work and letter(s) from family.	AASCD is based on performance items/tasks in each content area and grade/grade band.
Evidence collected throughout the school year.	Specific assessment window of 5 weeks.

Key Differences (cont.)

SWD Portfolio	AASCD
Community members and parents contribute evidence of student performance.	Test Administrator administers all parts of the assessment.
Responsibility shared by IEP team members.	Test administered by a single person.
Scored by trained scorers in a central location.	Test Administrator scoring based on accuracy of response.

Alternate Assessments

Alternate assessments are designed for the small number of students who are unable to participate in regular grade-level state assessments even with appropriate accommodations.

(IDEA 1997)

Alternate Assessments (cont.)

- Must be aligned to the state's content standards.
- Must yield results in English Language Arts, Mathematics, Science, and Social Studies. They must be designed and implemented in a manner that supports use of results as an indicator for AYP.
- Can measure progress based on alternate achievement standards ESEA (NCLB).

Considerations

- With the AASWD, +/ 98% of students scored proficient or above. 95% of those scored accelerated and advanced. This produced no usable measure of student performance nor growth.
- The new AASCD will have a distribution of scores comparable to the general assessments and will be able to show student growth.

Video Clip

Let's watch as a task is administered.

All About the Flag

Bryan

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)

3. Alternate assessment (small number of students with the most significant cognitive disabilities)

Participation Criteria

- The assessment is new, but the participation guidelines have not changed.
- The same students for whom the old assessment would be appropriate are the students for whom the new assessment is appropriate.
- Decision-making framework for participation in DFAM and Rules Book.

AASCD Assignment by Grade

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

Training Requirements

Every Test Administrator (generally the student's teacher) who is employed by an Ohio school district and will administer the AASCD must attend one of the statewide training sessions.

Review and Refinement Process

- Committees of teachers developed the Ohio Academic Content Standards – Extended (OACS-E).
- Test tasks and items were written.
- ODE and AIR rigorously reviewed and refined these tasks and items.
- Panels of expert Ohio teachers performed fairness and content review.
- Approved tasks/items were then available to be used on 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.

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.

Test Security Law

- 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.)

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

Ohio's Academic Content Standards – Extended

Increasing grade-level standard accessibility through high expectations for academic achievement

A Brief Overview

- No Extensions to standards in the past.
- Students with cognitive disabilities used "applications."
- Common Core and Ohio's revised standards in Science and Social Studies offered Ohio a new opportunity.
- Office for Exceptional Children and Office of Curriculum, Instruction and Assessment combined efforts to write the extended standards.

Revised Academic Content Standards

- New standards include
  - Common Core for ELA and Mathematics
  - Revised standards for Science and Social Studies
    - Model Curriculum available for each content area to help teach the new standards
- For more information, visit http://education.ohio.gov and search Academic Content Standards.

What Are Extended Standards?

- An Extension of Ohio's Revised Academic Content Standards accessible to students with significant cognitive disabilities.

- Extensions may reduce the Revised Academic Content Standards in breadth and depth to apply to those students taking an alternate assessment.

The Standards Extensions Project Committee

- The committee represented educational stakeholders from all regions in Ohio, including
  - General education teachers
  - Special education teachers
  - Parents
  - Community school members
  - Curriculum coordinators

Process

Extensions created for grade bands

- 3–5
- 6–8
- 9–12

Design

- Three Extensions from highest to lowest complexity
  - Entry points to the state standard for learners at different ability levels
- Must maintain the main idea or essence of the standard
- Extensions will be used for instruction focused on access to general education curriculum
  - Basis for new Ohio Alternate Assessment (AASCD)

Ohio's Academic Content Standards – Extended (OACS-E)

education.ohio.gov

Keyword search: *extended standards*

ELA Extensions

Strand

Grade band

Reading Standards for Literature Extended Standards		Grades K – 2
Essence of the Standards: • *Identify details and key ideas in text* • *Recognize and use text structures to support understanding* • *Recognize and use illustrations to support understanding* • *Actively engage with various types of age appropriate literature*		
Most Complex ←		→ Least Complex
Key Ideas and Details		
RL.K2.1a Ask and answer who, what, where, when, or how questions to demonstrate understanding of text.	**RL.K2.1b** Ask and answer who, what, where, or when questions to demonstrate understanding of text.	**RL.K2.1c** Answer who or [illegible] questions to demonstrate understanding of text.
RL.K2.2a Retell fables, folktales or other stories including the central message and supporting details.	**RL.K2.2b** Retell or sequence events in a story demonstrating understanding of the central message.	**RL.K2.2c** Retell or sequence two events from a story.
RL.K2.3a Describe characters and how they change in a story (e.g., sad to happy, short to tall).	**RL.K2.3b** Identify characters, settings or events in a story.	**RL.K2.3c** Recognize characters, settings, or events in a story.
Craft and Structure		
RL.K2.4a Identify words that repeat, rhyme, or support the rhythm in a story, poem, or song	**RL.K2.4b** Identify emotion and sensory words in a story, poem or song	**RL.K2.4c** Identify words [illegible] song that suggest feelings.
RL.K2.5a Explain the difference between real (informational), and made-up (literary) text or poetry.	**RL.K2.5b** Recognize common types of texts (e.g., storybooks, poems).	**RL.K2.5c** Recognize the difference between real (informational), and a poem
RL.K2.6a Identify the point of view or attitude of various characters.	**RL.K2.6b** Identify the point of view or attitude of main character.	**RL.K2.6c** Match pictures or objects to identify who is telling a story.
Integration of Knowledge and Ideas		
RL.K2.7a Use illustrations and text to describe the characters, setting, or events from a story.	**RL.K2.7b** Use illustrations, concrete objects or text to identify details, characters, setting, or events from a story.	**RL.K2.7c** Use illustrations or concrete objects that relate to a story.
RL.K2.8a Describe similarities or differences in two or more versions of a story.	**RL.K2.8b** Match similarities of characters or events in two versions of a story.	**RL.K2.8c** Identify two books that have similar characters or themes.
Range of Reading and Level of Text Complexity		
RL.K2.9a Actively participate in supported grade level/age appropriate adapted literature materials.	**RL.K2.9b** Participate in supported grade level/age appropriate adapted literature materials.	**RL.K2.9c** Actively engage in supported grade level/age appropriate adapted literature materials.

Central ideas written to capture overall meaning of the standards within a strand of a grade-band domain

Three levels of complexity written for standards

Topic

Math Extensions

Domain

Grade band

Mathematics Standards: **Grades K-2**
Domain: Counting and Cardinality
Extended Standards

Essence of the Standard:

- *Counting*
- *Count up from a given number*
- *Represent objects with written numerals*
- *One-to-one correspondence and concept of one more*
- *Count to answer "how many?"*
- *Compare groups of objects*
- *Compare written numerals*

Central ideas written to capture overall meaning of the standards and cluster statements within the grade-band domain

Most Complex ⟷ Least Complex

Three levels of complexity written for standards/clusters

Know number names and the count sequence.		
CC.K2.1a Count by 1s up to 50.	**CC.K2.1b** Count up to 20 by 1's using a model or concrete objects.	**CC.K2.1c** Count up to 10 by 1's using a model or concrete objects.
CC.K2.2a Count forward beginning from a given number between 1 and 50.	**CC.K2.2b** Count forward beginning from a given number between 1 and 20.	**CC.K2.2c** Identify the next number when given a starting number between 1 and 10.
Count to tell the number of objects		
CC.K2.3a Match the correct numeral for objects up to 20, including 0.	**CC.K2.3b** Match the correct numeral to objects up to 15.	**CC.K2.3c** Match the correct numeral to objects up to 10.
CC.K2.4a Count the total number of objects up to 20.	**CC.K2.4b** Count the total number of objects up to 10.	**CC.K2.4c** Count the total number of objects up to 5.
Compare numbers/Compare numbers		
CC.K2.5a Compare two numerals between 1and10 to determine which is "greater than", "less than", or "equal to".	**CC.K2.5b** Compare two numerals between1-10 to determine which is "greater than" or "less than".	**CC.K2.5c** Identify whether the number of objects in one group is "greater" or "less than" the number of objects in another group, up to 10 objects.

Use table of contents to code:
KCC= Kindergarten, Counting and Cardinality

Extensions

Science Extensions

Strand

Grade band

Central ideas written to capture overall meaning of the content statements within a topic of a grade band

Three levels of complexity written for content statements

Topic

Extensions

Earth and Space Science (ESS) Ohio Extended Standards — Grades K – 2

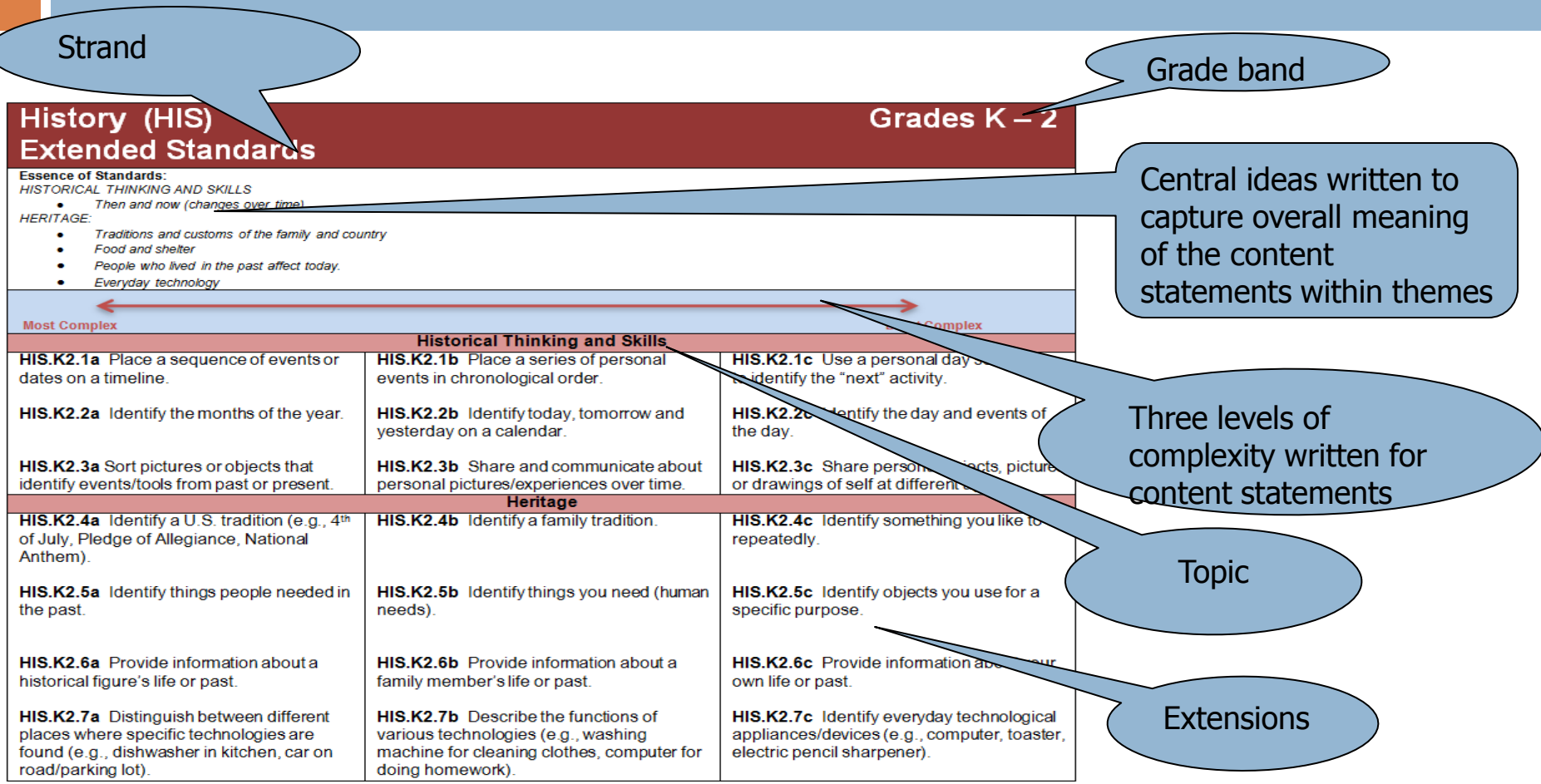
Essence of the Standards:

- *Daily and seasonal changes in ~~weather~~*
- *Sun as a source of energy*
- *Changes in physical properties of water*
- *Atmospheric properties*
- *Sun, moon and stars*

Most Complex ⟷ Least Complex

(K) Daily and Seasonal Changes		
ESS.K2.1a Describe what (sun, moon, stars) could be found in the sky at a specific time of day.	**ESS.K2.1b Indicate** which objects are found in the sky during the day and at night.	**ESS.K2.1c** Identify day[illegible]nighttime.
ESS.K2.2a Identify the weather pattern and the season when that weather occurs.	**ESS.K2.2b** Describe types of weather changes.	**ESS.K2.2c** Identify types of short-term weather (e.g., rain, snow, clear).
(1) Sun, Energy and Weather		
ESS.K2.3a Recognize that the sun is a source of energy that can change temperature (e.g., Why is the ground warmer/cooler in the shade/sun? Where does the cup of water heat up faster: Sun/shade, cloud cover/dear sky?).	**ESS.K2.3b** Recognize that the sun warms an object.	**ESS.K2.3c** Identify properties of the sun (temperature, bright[illegible]ize)
ESS.K2.4a Explain that temperature changes modify the state of water.	**ESS.K2.4b** Predict what happens when ice is put in a heated environment or when water is put into a cold environment.	**ESS.4c** Identify that water when frozen becomes ice.
(2) The Atmosphere		
ESS.K2.5a Recognize the various properties of air (e.g., temperature, movement or takes up space).	**ESS.K2.5b** Identify a property of air (e.g. moving air in some way)	**ESS.K2.5c** Recognize that air takes up space.
ESS.K2.6a Investigate that water condenses (goes from vapor to liquid) and evaporates (goes from liquid to vapor).	**ESS.K2.6b** Identify forms of water in the air (e.g., cloud, rain, snow, humidifier).	**ESS.K2.6c** Identify rain or snow as water in the air.

Social Studies Extensions



OACS-E (cont.)

- Help teachers provide meaningful access to Academic Content Standards for instruction of students with significant cognitive disabilities while concurrently allowing the development of an adaptive, on-demand, performance-based alternate assessment.

- Ensure that students with significant cognitive disabilities receive access to multiple means of learning and opportunities to demonstrate knowledge but retain the rigor and high expectations of the Common Core and Revised State Standards.

OACS-E Instruction Support

Modules available on the OCALI website. Foundational topics include:

- What are Extended Academic Content Standards?
- General Curriculum for Students with Significant Cognitive Disabilities
- Planning for Instruction and Assessment for Students with Significant Cognitive Disabilities
- Additional support provided by SSTs

Task/Item Information

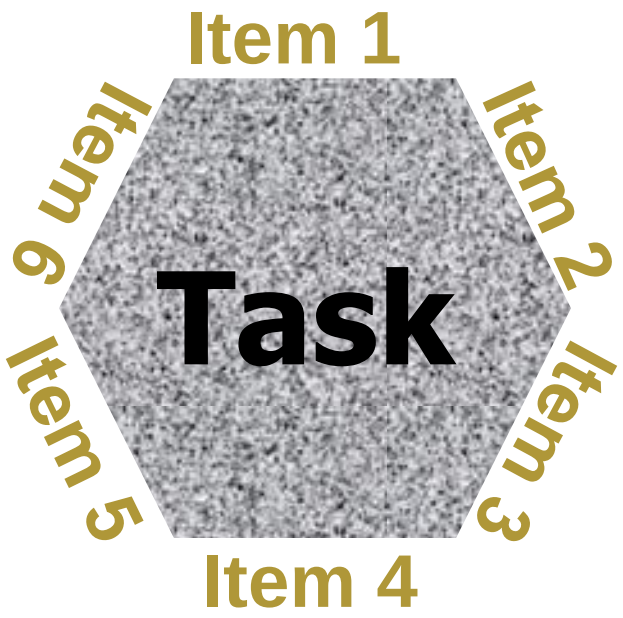
What Are Tasks and Items?

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

9 tasks per content area and grade band: Math and ELA

9 tasks per content area per grade: Science and Social Studies

Each task has 4 to 8 items.



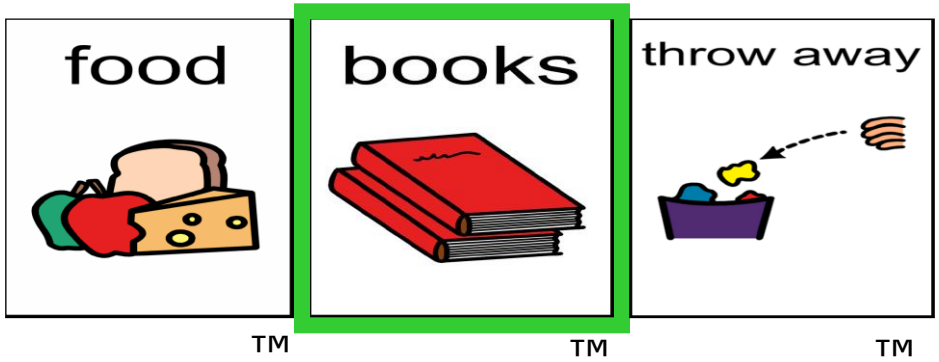
AASCD Tasks

- Materials include printed response cards, physical manipulatives and reading passages.
- Almost all materials are provided in a manipulatives kit.

Task Information

Each setup page includes

- The materials needed to administer each item
  - Some are provided by the Test Administrator
- Special adaptive instructions
- Access limitations



AASCD Items

Each item:

- is scripted;
- is scaffolded to reduce complexity;
- is constructed so students can respond verbally or nonverbally; and
- includes directions for scoring student responses.

Item Information

Each item contains:

- List of materials needed
- Directions for setup:
  - Placement of manipulatives
  - Response cards
  - Display of the script

Item Scripting

- Opening statement in a say/do format
- Show me or tell me
- Scaffolded scripting

Item Scripting Example

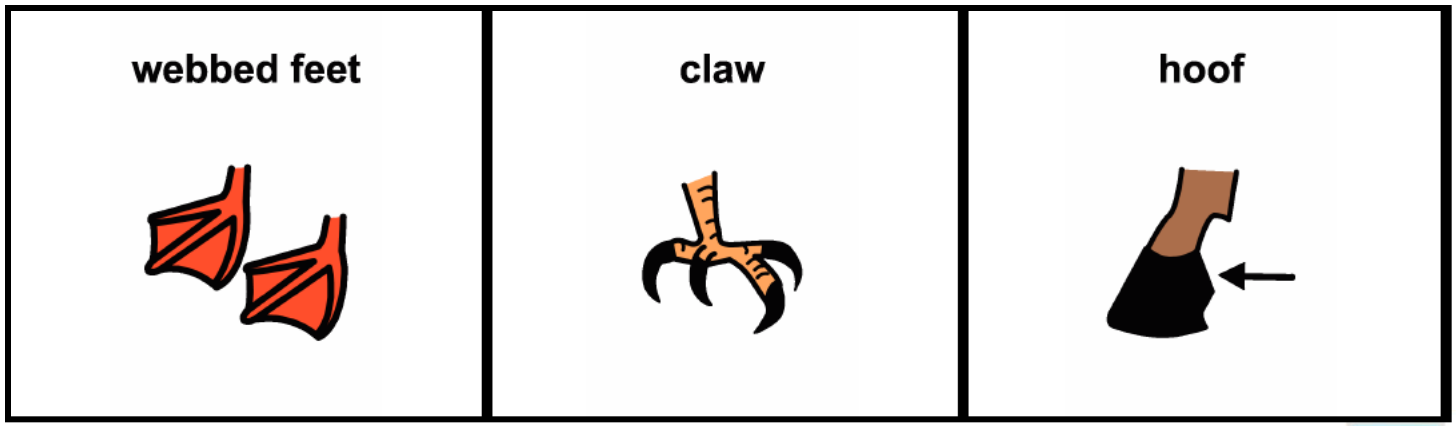
Opening statement or question

- ***"We are going to read about a _____."***

- This is followed by the student showing or telling which answer option is correct.

Graphic Setup

- Print manipulatives will be printed and packaged as strips.
- Three pic-syms are placed on each strip.
- Each strip will be associated with a particular item.



Scaffolding

- If the student does not answer correctly or fails to respond, specific instructions are provided for the Test Administrator.
- These instructions are in boxes within each test item.

Item Format

Science Task 1:

Birds: Item 5

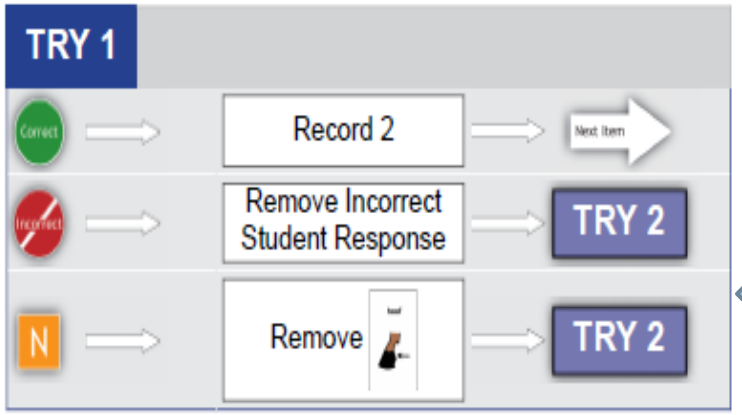
Setup

Set Up

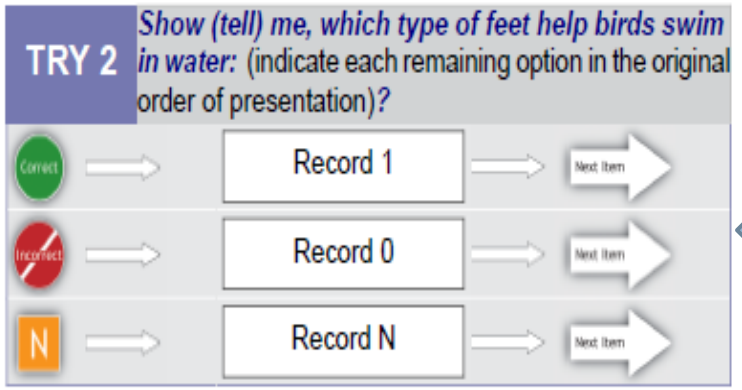
Script

Say: *Show (tell) me, which type of feet help birds swim in water: webbed feet* (indicate the webbed feet card), *clawed feet* (indicate the claw card), *or hoofed feet* (indicate the hoof card)?

Script



Scoring



Scoring

Affixing Materials

- Place
- Tape
- Fasten (Velcro)

Physical Manipulatives

- Some tasks require the use of manipulatives such as shapes for mathematics items.
- These are included in the materials for each grade-band assessment.
- Do not return physical manipulatives at the end of the assessment.

Tips

- Follow the directions exactly.
- Do not improvise.
- Do not teach the skill while administering the task.
- Provide breaks as needed.
- Be careful not to read the “say” statements too fast.
- Be careful with “show/tell.” Say only one or the other, not both.
- The AASCD is administered individually, not in a group
- The design of the assessment requires that the tasks be administered in order.

Video Clip

Let's watch as a task is administered.

Telling Time

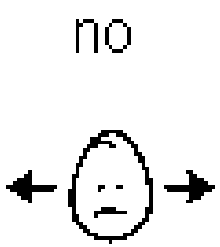
Travis

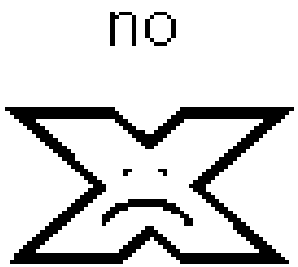
Test Design Accessibility

Accessibility

- Picture Communication Symbols™ (PCS™) have been used throughout the tasks and items.

- If your student uses a different symbol for the same word, you may substitute that symbol for the one provided. For example:





Accessibility (cont.)

- Test Administrator can say the response option aloud.
- Test Administrator can point to all of the response options or concrete objects.
- Test Administrator may use photographs used in instruction.
- Have student touch or hold the object.
- Place the picture symbol or objects in a specific location or orientation when the student has a limited visual field.
- Place response options on color background.

Accessibility (cont.)

- Calculators are allowed unless otherwise noted.
- Read passage aloud.
- Take breaks as needed (Test Administrator or student).
  - Do not readminister any items when you return.
- Substitute concrete objects when appropriate.
- Reread passage (do not lead student to correct answer).
- Read answer options aloud.

Accessibility (cont.)

- Laminate materials if needed (remember all materials are secure)
- Allow student to use the AAC that is used during daily communication
- Add texture to lines, graphs, pictures, etc.
- Refocus and repeat as needed

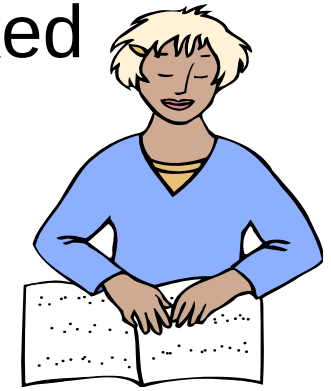
Access Limitations

- Clearly marked.

Access Limitations
Blind (Item 1) N/A (Not Applicable) (Item 2, 3, 4, 5, 6)

  - Do not administer

- A bubble is provided for all items marked "Access Limited (A)."



Video Clip

Let's watch as a task is administered.

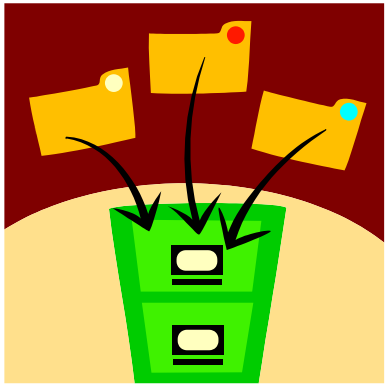
Shapes

Devon

Getting Ready

Where to Begin

- Verify that you have the correct form for your students.
- Organize your assessments by grade band and content.



Before Test Day

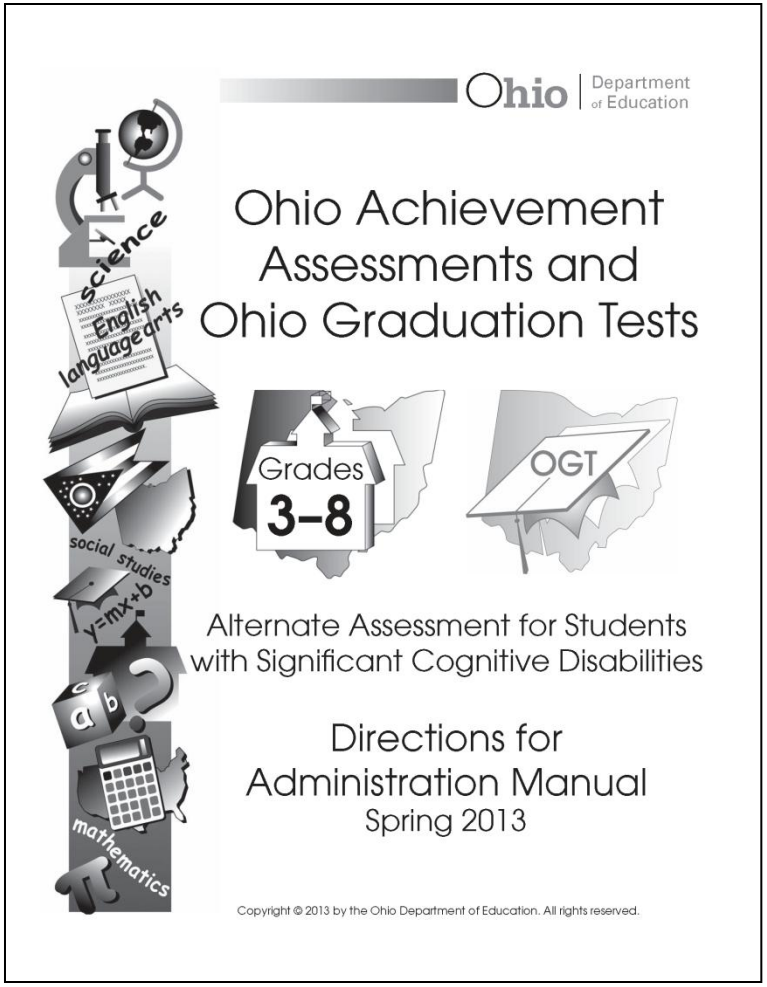
- Schedule a location in your school to administer the assessment.
- Determine the accommodations that your student(s) will need.
- Schedule an assistant to help you administer the assessment when testing a student with specific behavioral concerns.

Tips

- The Ohio AASCD is administered orally in a one-to-one situation.
- Students may perform better in a quiet location, but they may need time to get accustomed to a new environment.
- Conference tables may not be at the proper height for optimal student performance.
- Check assistive technology devices to make sure that they are working properly prior to assessment.

Test Administrator Responsibilities

- **Must attend** a training session.
- Read the *Directions for Administration Manual.*
- The TA must score and enter the student responses in the DEI.



Schedule Location

- Determine whether you need to administer the assessment in a room other than your classroom.
- Determine whether you will need to arrange to have any special equipment (seating, table) moved to the assessment location.
- Consider the student's optimal time of day.

Test Administrator Provided Materials

- Materials typically used in instruction
- Not significantly different
- Age and grade appropriate

Advance Preparations

- Read through each task.
- Determine which Test Administrator provided materials you will need.
- Organize these materials to ease assessment administration.

Consider administering one content area to all your students and then moving to the next content area.

Other Preparations

- Before test administration, determine whether any of the students' assistive technology devices need special programming.
- Practice. Practicing **will** make the test administration go more smoothly.
- Consider administering the assessment first to a student with minimal challenges.

Things to Remember

- You may always reread the item, story or poem.
- Take breaks as needed.
- If you take a break, you may review the last item completed before taking the break, but do not rescore.
- Do not readminister or rescore any item.
- Do not lead the student by inflections in your voice.

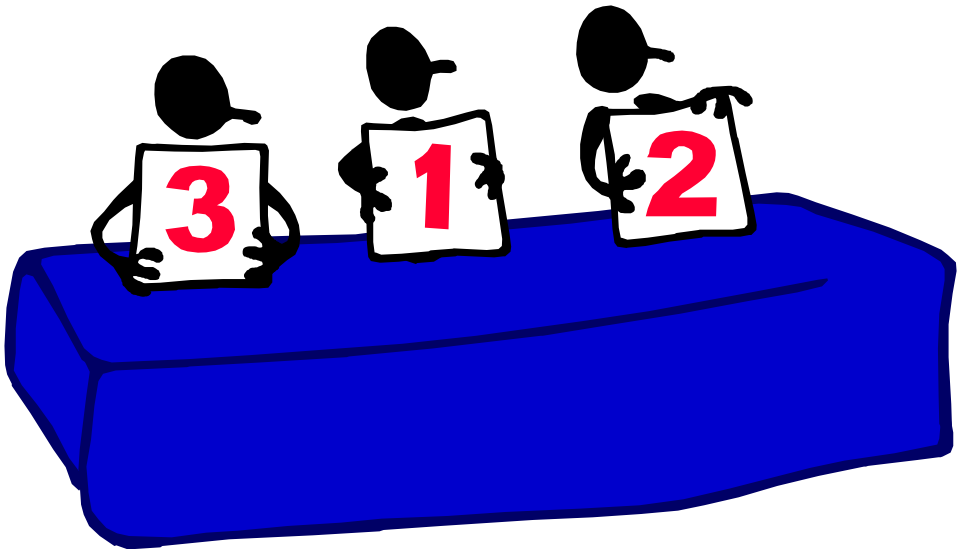
Suggestions

- Clip the printed response cards to each task.
- Place your manipulatives in plastic bags or small baskets.
- Place a fastener on the printed manipulatives and place them on fabric strips.

Scoring the Ohio AASCD

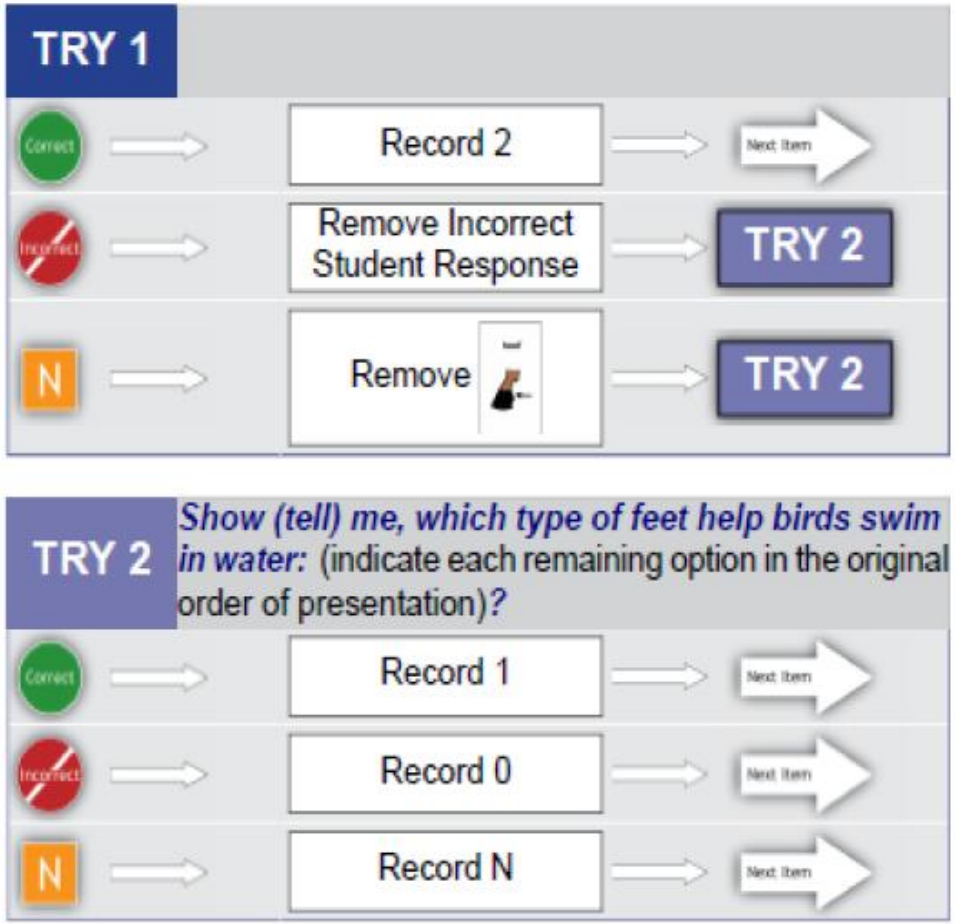
Scoring

One of the key features of the AASCD is that the Test Administrator scores student responses to each item.



Scoring Procedures

- Test Administrator scores the assessment as it is administered.
- Scores can be recorded online or on the optional scoring worksheet but not in the test booklet.
- An optional scoring worksheet is provided to assist during test administration.



Item Scoring: Overview

Key features:

- Score points vary from item to item.
- The Test Administrator follows the scoring directions on the right side of the script.
- Scoring is scaffolded downward to the directions for assigning a score of zero or N (no response).

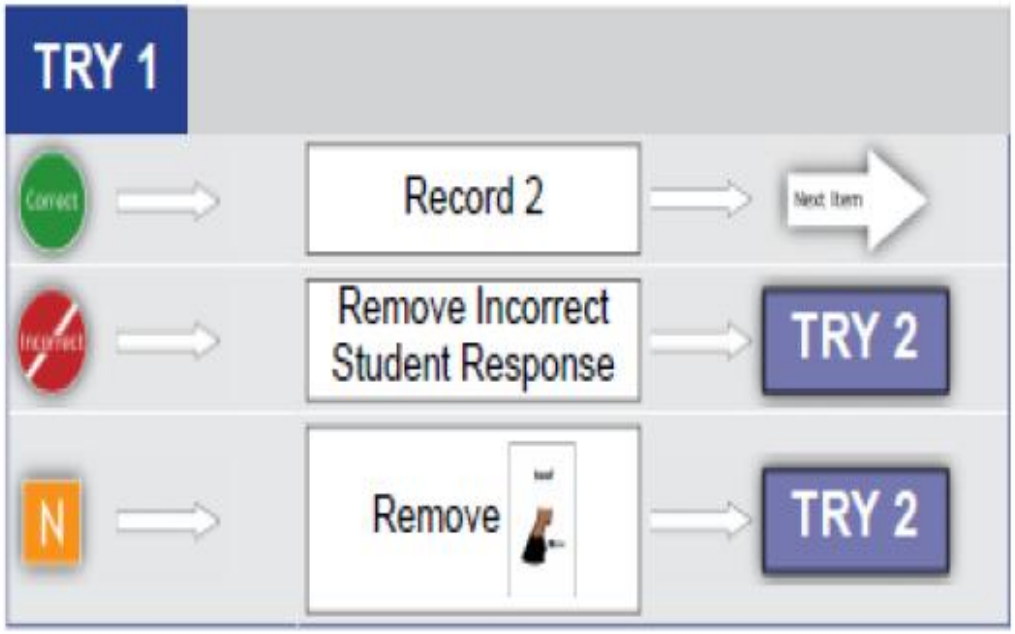
Scaffolding

Try 1

If the student answers correctly, record 2 and move to the next item.

If the student answers incorrectly, remove ____ and move to Try 2.

If the student does not respond, remove ____ and move to Try 2.



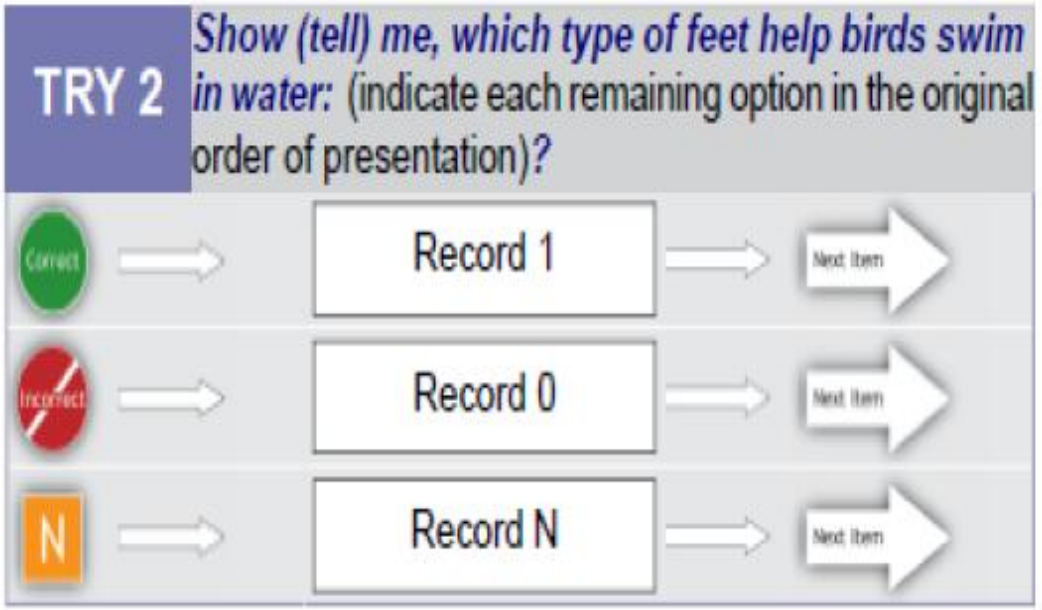
Scaffolding (cont.)

Try 2

If the student answers Correctly, record 1 and move to the next item.

If the student answers incorrectly, record 0 and move to next item.

If the student does not respond, record N and move to the next item.



Scoring Rubric

Engagement

- Provide evidence
  - that the student is engaged in the task; and
  - that the student shows extended focus and persistence.

- The Test Administrator makes a judgment using a scoring rubric.

Engagement Rubric

Score 4: Sustained involvement

Score 3: Generally maintained involvement

Score 2: Intermittent/irregular involvement

Score 1: Fleeting awareness with little or no involvement

No response: Does not demonstrate engagement in the task

Video Clip

Let's watch the administration of another task:

I Like Apples

Zack

Practice
Administering Ohio AASCD

Reminders

For each item:

Script

Directions for setup:

- Placement of manipulatives
- Response cards
- Scoring directions

Appropriate Encouragement

- What do you usually do to praise or encourage the student?
  - High five
  - “Great!”
  - “Way to go _____!”
  - “Awesome!”

- Caution: Do not lead the student to the correct answer for the next item.

Administration Tips

- Administer all tasks in the order of presentation in the test booklet.
- Do allow time for the student to answer. The assessment is not timed.
- Do follow the script exactly.
- Do present the answer options in the order listed in the test booklet.
- Do repeat the question as stated in the script until the student answers.

Administration Tips (cont.)

- Do take breaks as needed.
- Do be careful with “show/tell.” Say only one or the other, not both.
- Do administer the assessment in a one-to-one situation (one Test Administrator with one student).

Administration Tips (cont.)

- Do encourage your student to begin working and stay on task.
- Do record “A” (Access Limited) when applicable for your student. Omitting these items will not affect your student’s score.
- Do determine which answer option you will accept prior to administering the assessment (what the student says or points to).

Practice Administration

You will administer a complete task.

In groups of two or three, administer the task to each other with one being the administrator and another the student.

Practice Administration (cont.)

- Think about how you would administer this task to your student(s).
- Think about how you would use assistive technology with an item.
- Record your scores on the optional scoring worksheet.

Practice Administration (cont.)

Administer these two tasks to each other:

1. Water Is a Compound

1. Houses

Scoring Practice

Scoring Practice

Content Area	Task	Approx. complexity level	Grade Band
ELA	All About the Flag	High	HS
Math	Shapes	Low	6–8
	Telling Time	Moderate	3–5
Science	Classes in the Animal Kingdom	High	HS
SS	Community Goods and Services	Moderate	HS

Remember

- Make sure that you have all the materials that you need before you get started.
- Verify that you have the correct test booklets for your students.
- Rehearse the administration and scoring procedures.
- Get test materials organized and ready.
- Make sure you understand what the student is being asked to do.
- Practice!

Scoring Fidelity and Second Rater

Scoring Fidelity

- The AASCD is administered and scored by the Test Administrator.
- Fidelity of administration and scoring is monitored by using a second rater to verify, through a sampling of administrations, that all procedures were followed.
- A sampling of teachers and students will participate.

What Is the Second Rater Procedure?

- For the teacher and student sampled, a trained teacher or other staff member (the “second rater”) observes the assessment administration.
- The second rater scores the student responses at the same time as the Test Administrator and enters his or her scores in the DEI system.
- The Test Administrator’s score is the official scoring record; the second rater scoring is collected to compute scoring consistency.

What You Will Receive

District Materials

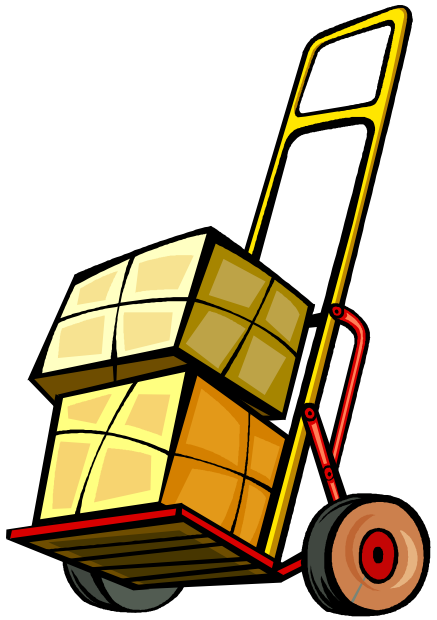
District Packing List

School Box Range Sheet

Copies of the School Packing List(s)

AASCD DTC Kit containing:

- *Test Coordinator Manual*
- *Directions for Administration Manual*
- DRC Return Box Labels (Ivory)
- White UPS Return Shipping (UPS-RS) Labels



Test Administrator Materials

Test Administrator kit:

- Test booklets
- Reading passage booklets
- Posters
- Response cards
- Physical manipulatives
- *Directions for Administration Manual*

Other Materials

Optional Scoring Worksheet:

- Located in the *Directions for Administration Manual*
- Used to record students' scores
- Contents must be transferred into the online scoring system
- Do not return; worksheet will not be scanned

After the Assessment

After the Assessment

- Return all printed materials, including the following:
  - Response cards
  - Posters
  - Picture symbols
  - Photographs
  - Sentence strips
  - Braille/tactile graphic materials
  - Storybooks
  - Student-generated work
- Do not return physical manipulatives.
- Do enter your student's scores in the online scoring system (DEI).
- Do enter the scores as soon as possible.

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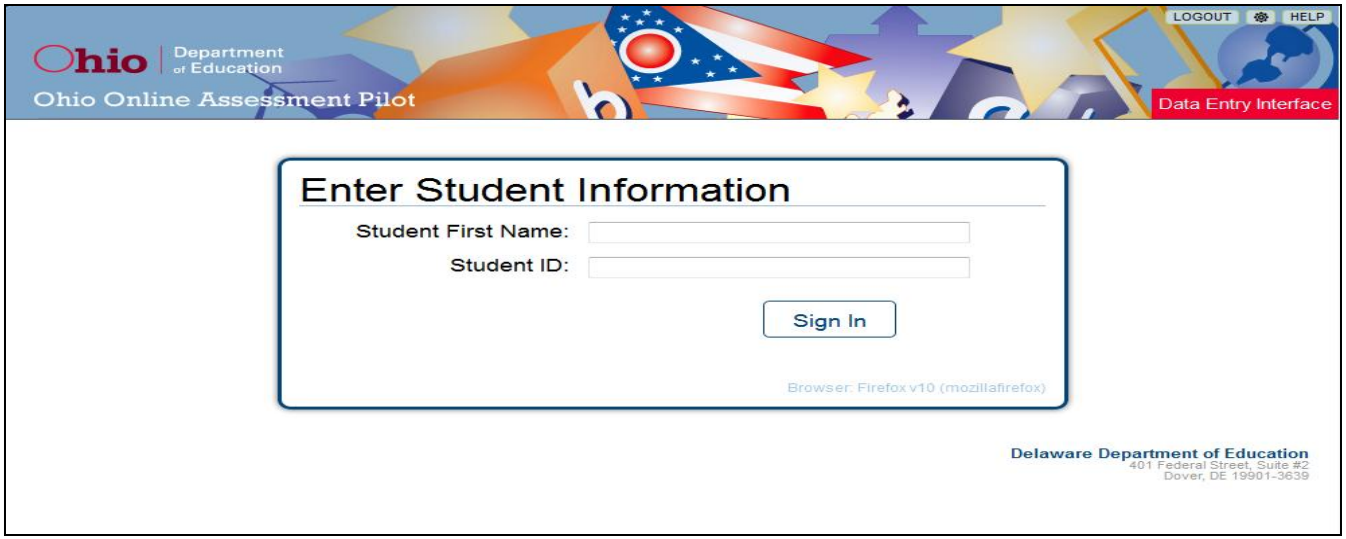
Data Entry Interface

Data Entry Interface

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

Logging in

- The Test Administrator must log into the Data Entry Interface in order to access the online alternate assessment.
- Firefox is required to use this site.



Logging in (cont.)

1. Access the Ohio Online Assessments portal (http://oh.portal.airast.org/).
2. Click the [**Test Coordinators/ Administrators**] button.
3. Click the [**Data Entry Interface**] button.
4. Log in with your username and password (as with other Ohio online systems).
5. Enter the student's legal first name and corresponding SSID, and then click [**Sign In**].

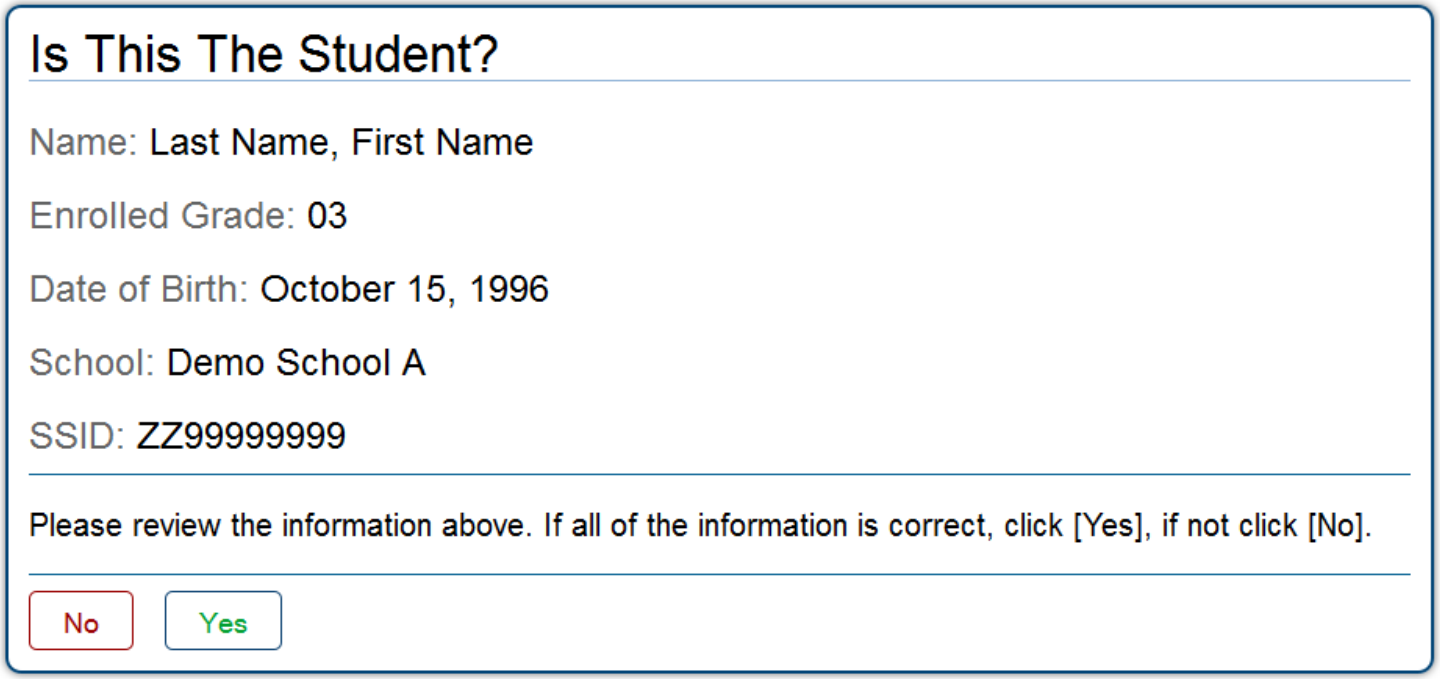
Logging in (cont.)

Verify the student's information before proceeding to enter scores:

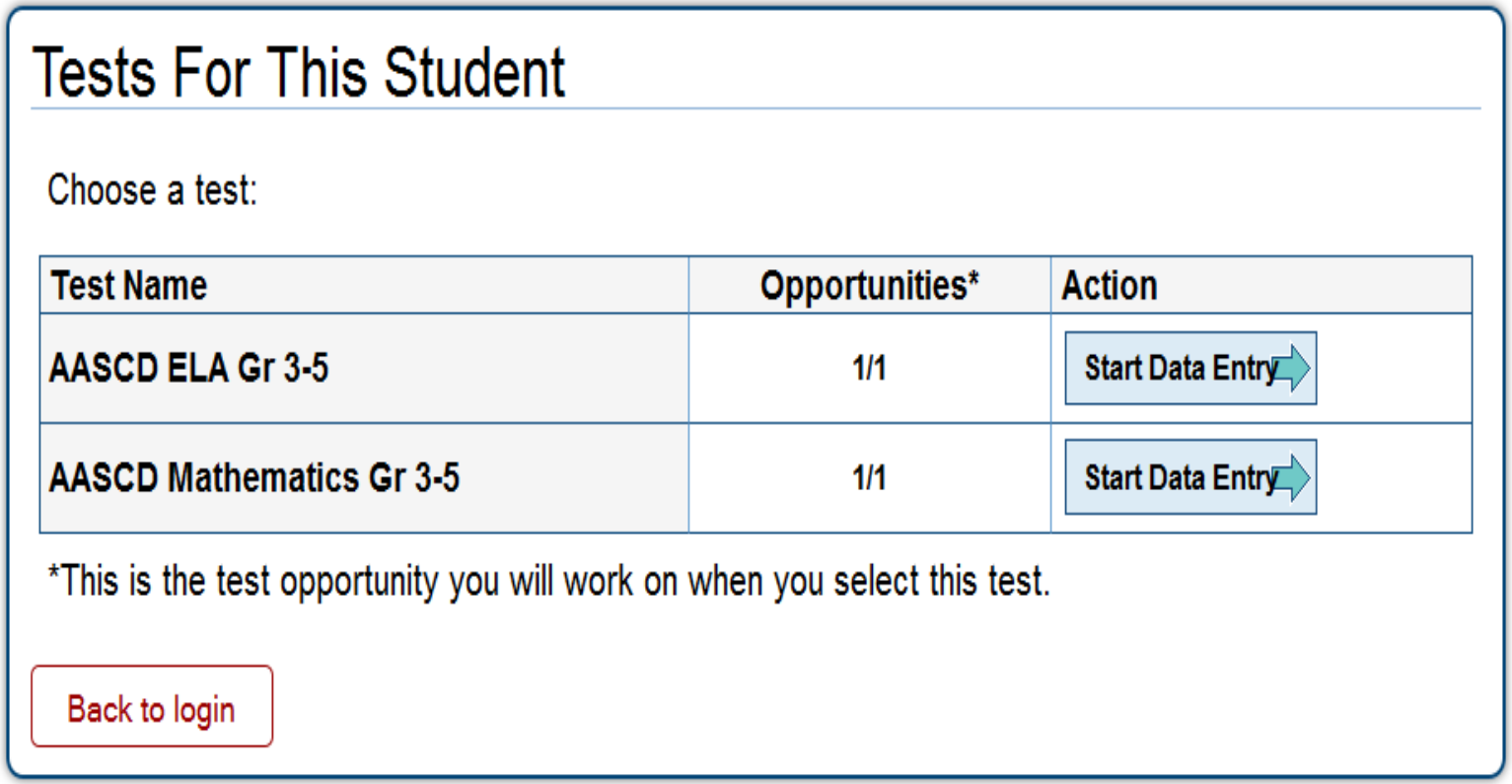
- *Is This the Student?*—Verify the student's personal information (Enrolled Grade, Date of Birth, School, and SSID).
- *Tests For This Student*—Start or resume score entry for the alternate assessment.
- *Is this the test you are entering data for?*—Verify the selected alternate assessment.

Is this the student?

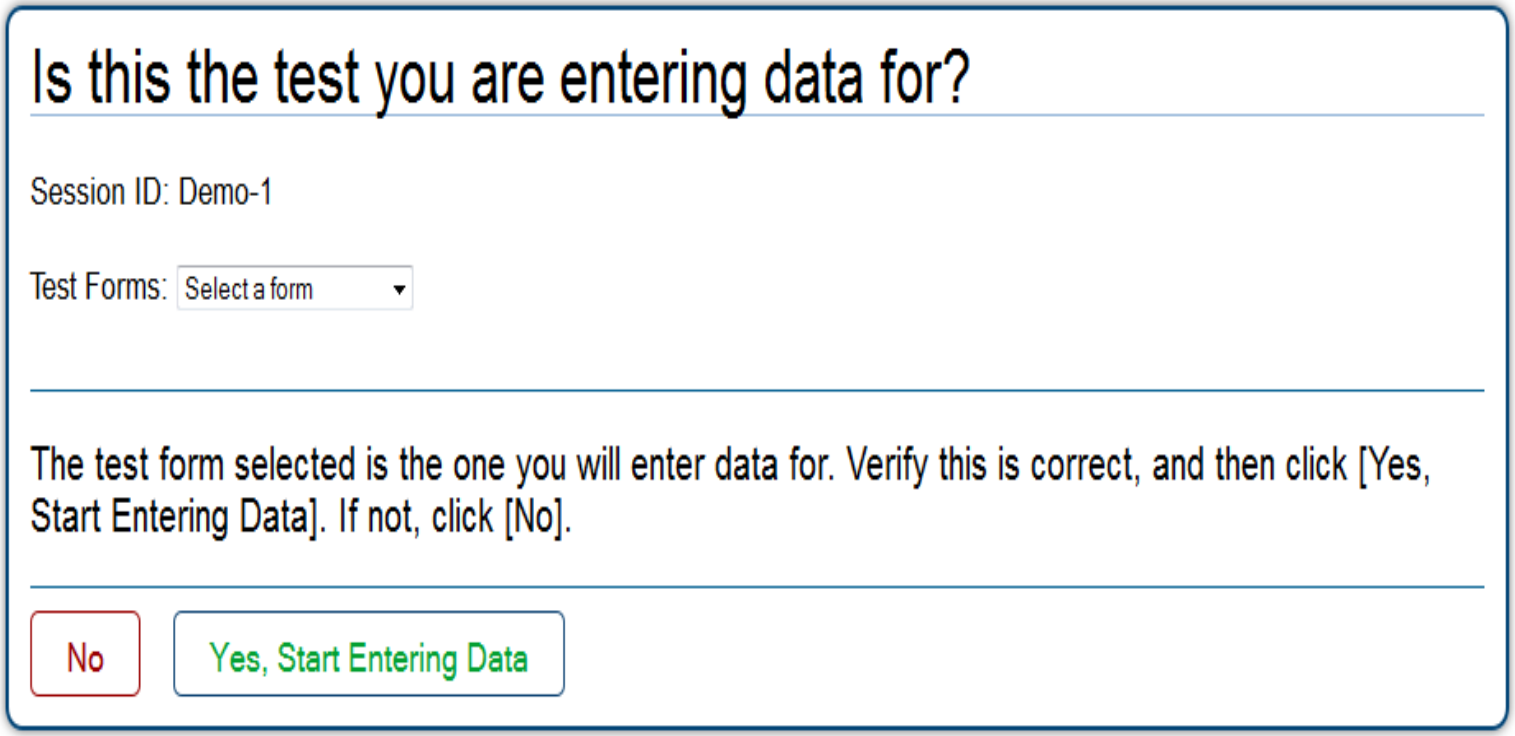
Verify the student's information (Enrolled Grade, Date of Birth, School, and SSID).



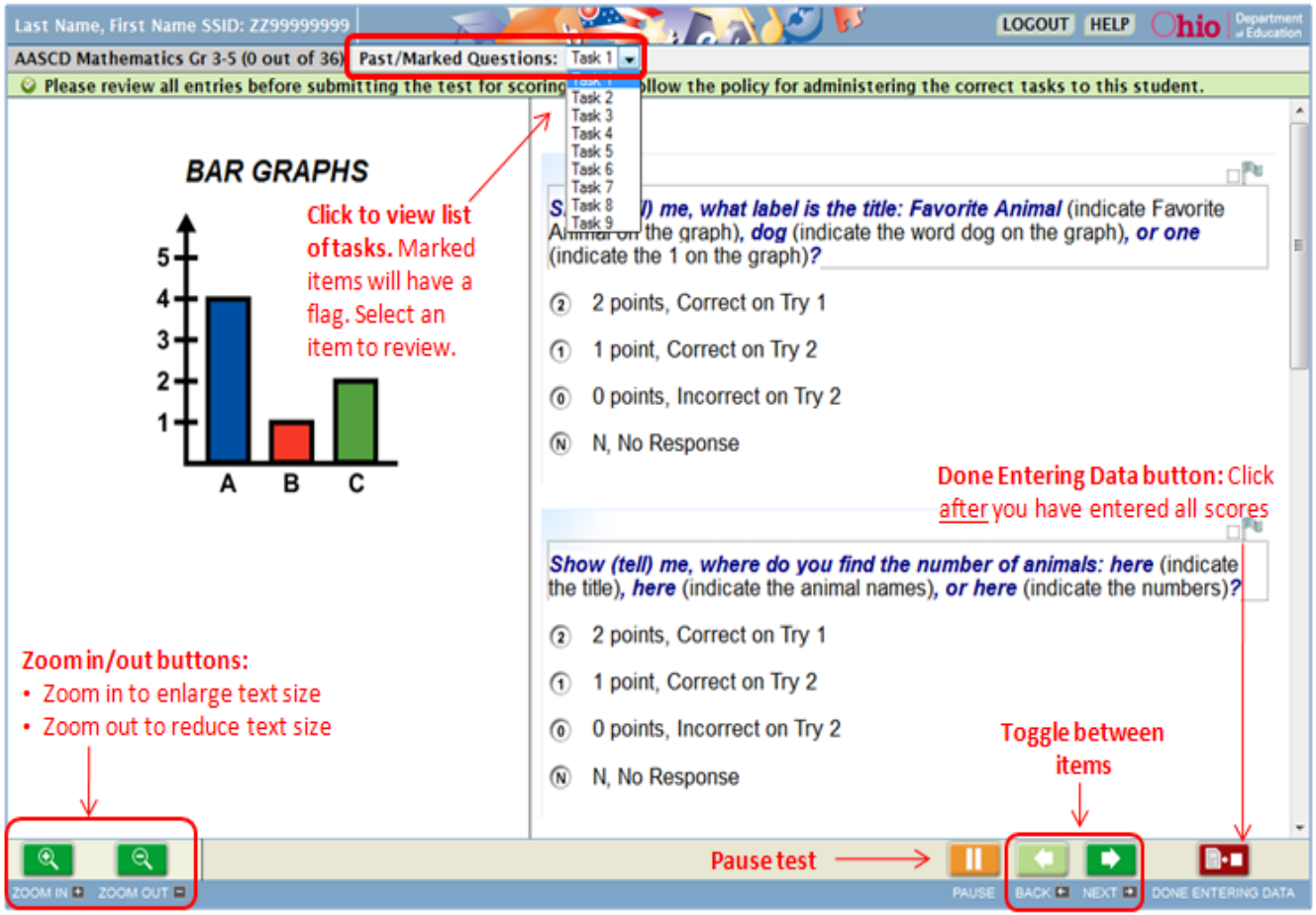
Tests for this student



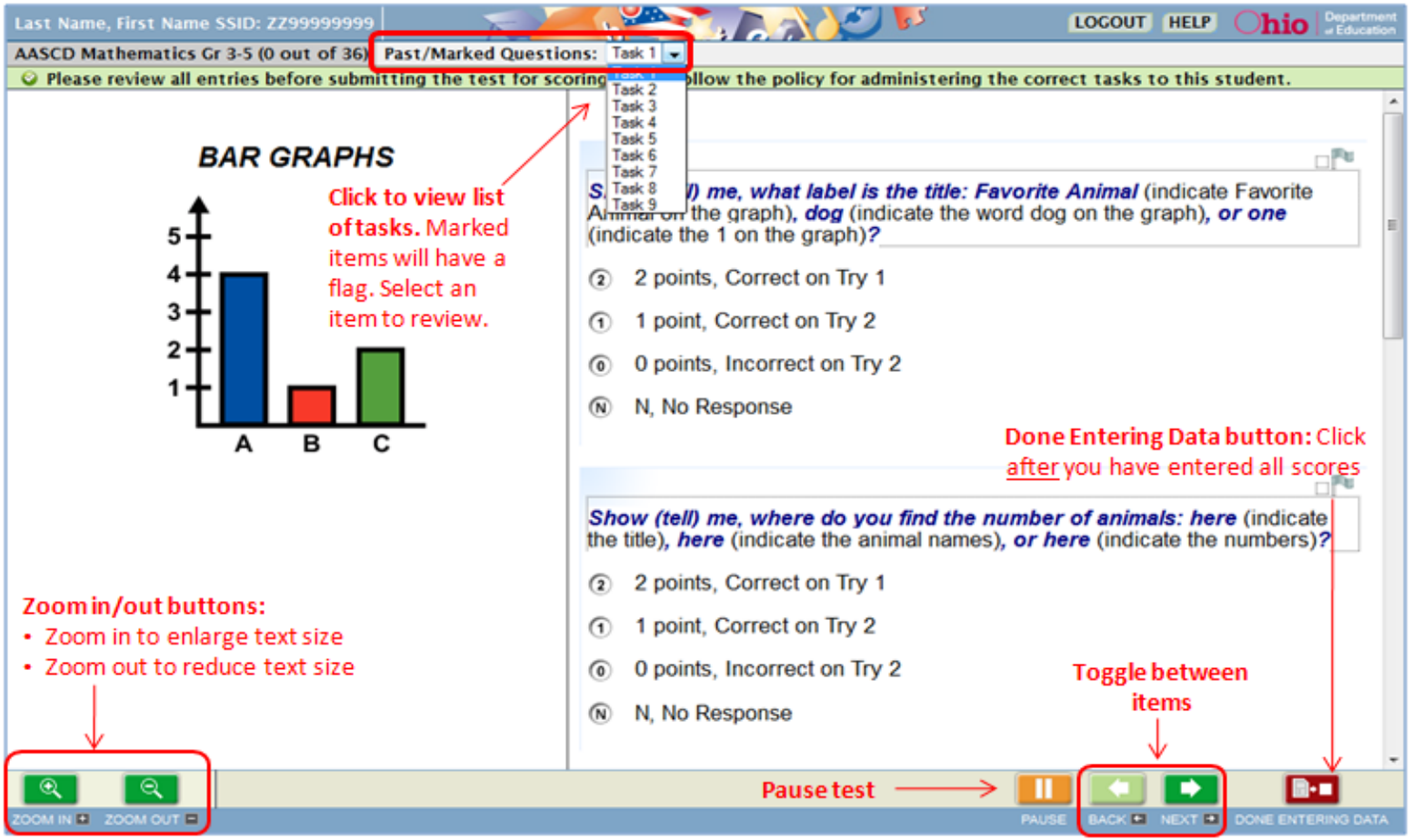
Is this the test you are entering data for?



Layout and Tools

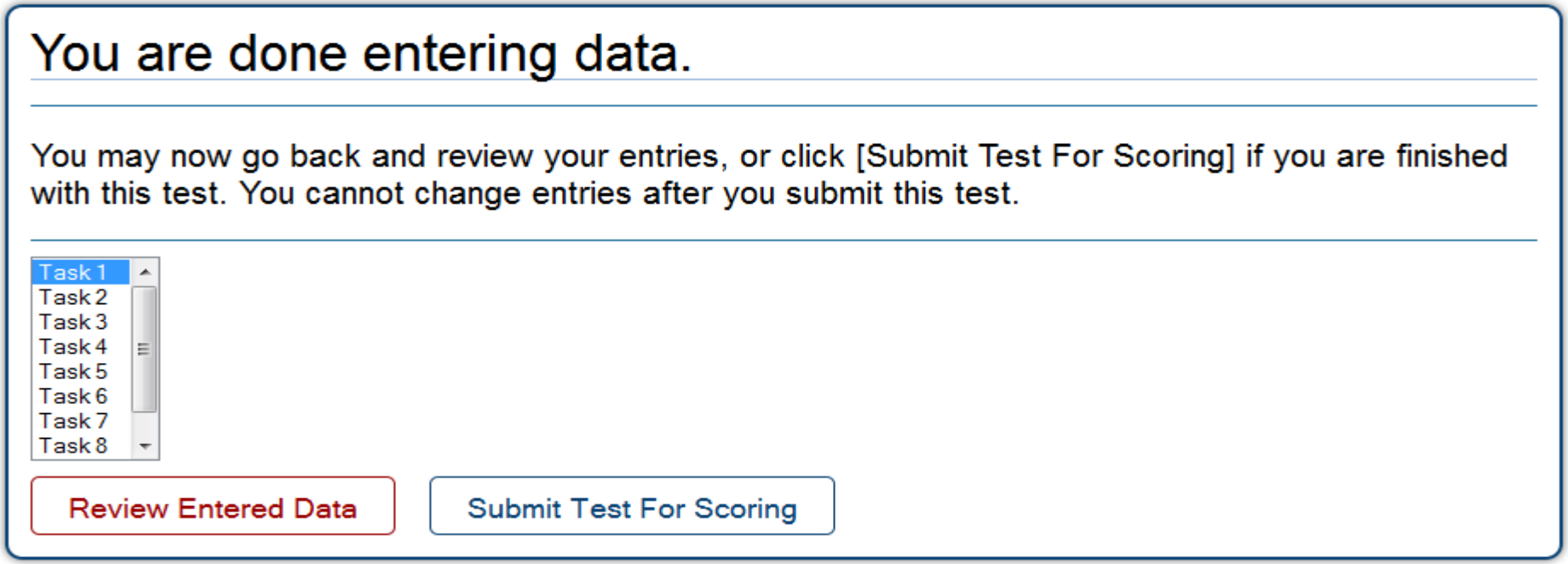


Layout and Tools (cont.)



End of Test and Review

After you have selected (entered) scores for your student's tasks, click the [**Done Entering Data**] in the bottom right corner of the screen. After you click this button, the following End Test screen will appear.



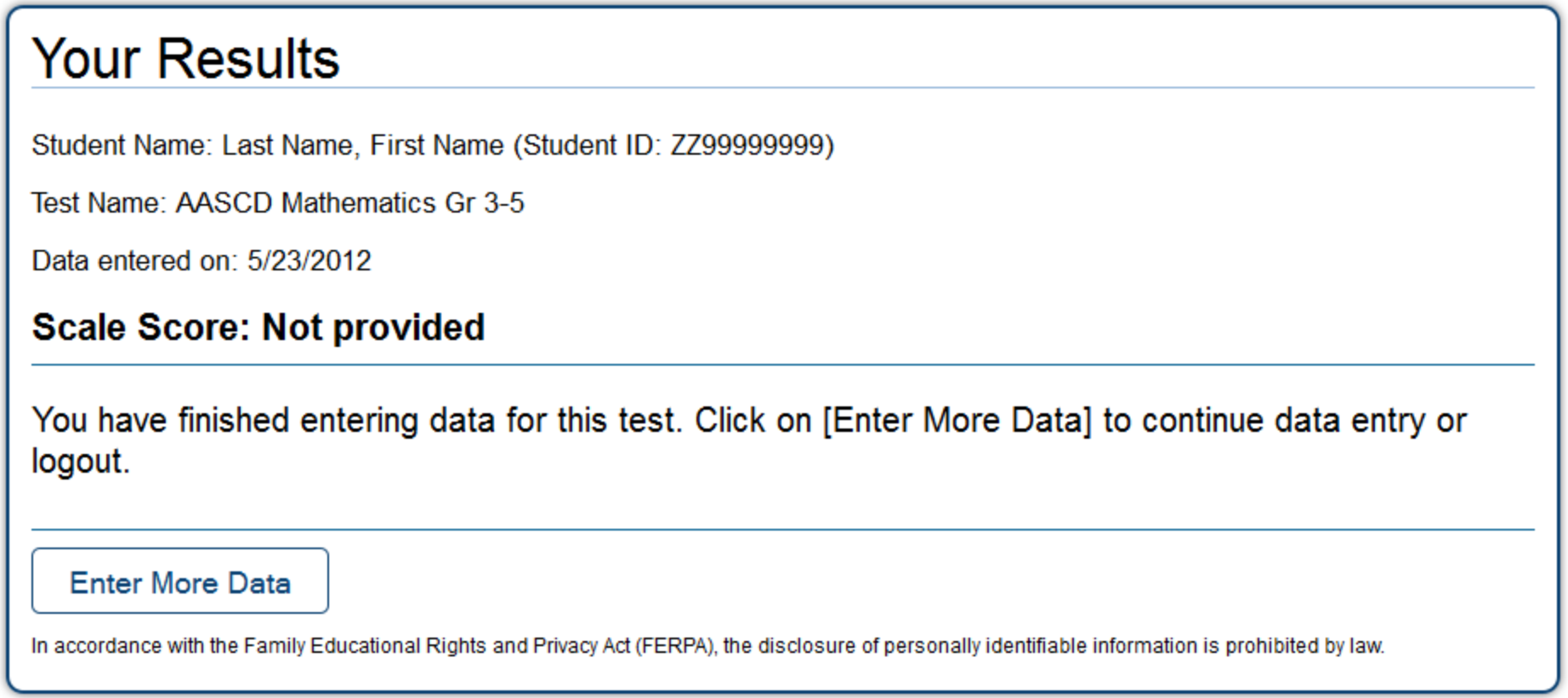
End of Test and Review (cont.)

To review selected scores and go back to the test, select a task item or item page from the list, and then click [**Review Entered Data**].

- While you are reviewing the scores, the [**Done Entering Data**] button will remain on the screen.
- To return at any time to the End Test screen and submit the test for scoring, click the [**Done Entering Data**] button again.

To complete the testing process, click [**Submit Test For Scoring**].

End of Test and Review (cont.)



Your Results

Student Name: Last Name, First Name (Student ID: ZZ99999999)

Test Name: AASCD Mathematics Gr 3-5

Data entered on: 5/23/2012

Scale Score: Not provided

You have finished entering data for this test. Click on [Enter More Data] to continue data entry or logout.

Enter More Data

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.

Important Final Dates

- Last day of testing is March 29, 2013.
- Materials must be returned to the contractor on or before April 5, 2013.

Contact Information

For questions about test administration or receiving or returning materials:

Ohio AASCD Help Desk

1-877-231-7809

Ohhelpdesk@air.org

Contact Information (cont.)

Andrew Hinkle
Office for Exceptional Children
andrew.hinkle@education.ohio.gov
614-466-0223

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!