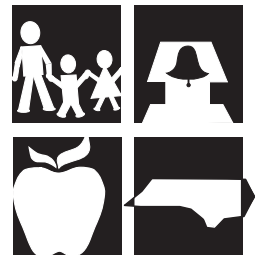


NORTH CAROLINA ALTERNATE ASSESSMEENT PORTFOLIO Technical Report



Public Schools of North Carolina
www.ncpublicschools.org
State Board of Education
Department of Public Instruction
Division of Accountability and Technology Services
Division of Accountability Services/North Carolina Testing Program
Raleigh, North Carolina 27699-6314



Stock No. 10292

STATE BOARD OF EDUCATION

HOWARD N. LEE

Chairman
Raleigh

LIZBETH ALFARO

2004–05 Teacher of the Year
Catawba County Schools

DR. JANE P. NORWOOD

Vice Chair
Charlotte

WENDY MILLER

2005–06 Teacher of the Year
Craven County Schools

BEVERLY E. PERDUE

Lt. Governor

MARGARET HYATT

Wachovia Principal of the Year

RICHARD H. MOORE

State Treasurer

WILLIAM (BILL) McNEAL

Governor Appointee, 2005–06
NCASA Superintendent of the Year

JUNE ATKINSON

State Superintendent
301 N. Wilmington St
Raleigh, NC 27602–2825
www.ncpublicschools.org

WAYNE WHITE

NCSBA 2004 Raleigh Dingman
Award Local Board of Education
Advisor

JOHN A TATE, III

Charlotte

SARA McCLURE

Governor Appointee, Senior Student
Advisor

WAYNE McDEVITT

Chapel Hill

PATRICIA WILLOUGHBY

Raleigh

KATHY A TAFT

Greenville

DR. MICHELLE HOWARD-VITAL

Chapel Hill

EDGAR D. MURPHY, III

Durham

SHIRLEY E. HARRIS

Troy

MELISSA E. BARTLETT

Statesville

ROBERT (TOM) SPEED

Boone

Written by:
Erin Bohner
Contributors:
Scott Ragsdale
Nancy Lanier
Edited by:
Mildred Bazemore
Jim Kroening
David Weaver

September 2005

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Table of Contents

	Page
Part 1: Overview/Historical Perspective	1
Chronology	2
Initial Steps	2
1998–1999 Field Test	14
1999–2000 Pilot Program	26
2000–2001 Statewide Administration	34
2001–2002 Statewide Administration	49
2002–2003 Statewide Administration/No Child Left Behind	55
2003–2004 Statewide Administration	71
2004–2005 Statewide Administration	80
2005–2006 Statewide Administration and Future Plans	89
Time Line North Carolina Alternate Assessment Portfolio	96
Participation Rates	94
Part 2: Test Administration	96
Local Responsibility	96
The IEP Team	96
LEA Test Coordinator	96
School Principal	97
School System Exceptional Children Program Director	99
Portfolio Development Designee/Teacher	99
Testing/Scoring Calendar	100
Test Security	101
Confidentiality	102
Parental Portfolio Review	102
Testing Code of Ethics	102
Ethics in Data Collection	103
Training	103
Part 3: Scoring and Reporting	105
NCAAP Scoring Project Staff and Personnel	105
Range Finding	109
Overall Scoring Process	110
Quality Control	113
Scoring Security	113
Scoring Project Information	114
Performance Standard Setting for the NCAAP 2002–2003	116
Part 4: Reporting Forms	119
Part 5: Eligibility	120
Part 6: Validity and Reliability	124
Part 7: Achievement Level Descriptors	130
Appendix	139
NCAAP Functional Domains/Sub-Domains/Competencies 1998–2003	140
NCAAP Rubrics 1998–2005	142
NCAAP Essences 2003–2006	153
North Carolina State Board of Education Policy HSP-C-019	155
Required Forms	158
Sample Student Information Sheet	165
North Carolina Testing Code of Ethics	167
Scorer Scan Sheet	171
Alignment Examples	172
NCAAP Report Examples	176
Participants Workgroup Meeting December 2000	184
Testing Students with Disabilities Advisory Committee	185

North Carolina Alternate Assessment Portfolio

Part I: Overview/Historical Perspective

The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential(G.S. 115C-105.20a).

With that mission as its guide, the North Carolina State Board of Education implemented the ABCs Accountability Program at grades K–8 effective with the 1996–1997 school year and grades 9–12 effective during the 1997–1998 school year to test students’ mastery of basic skills (reading, writing, and mathematics). The ABCs Accountability Program was developed under the *Public School Laws* mandating local participation in the program, the design of annual academic achievement standards, and the development of student academic achievement standards.

Effective with the 1978 school year, North Carolina implemented a statewide testing program as mandated by state legislation passed in 1997. Initially the program consisted of an annual testing component which contained commercially developed standard achievement tests in the areas of reading, language arts and mathematics and a competency testing component which required each student graduating after 1981 to demonstrate minimum competencies in the areas of reading, writing, and mathematics in order to receive a North Carolina high school diploma. Today both programs have evolved to include a much more comprehensive assessment system. Included in this system are: End-of-Grade (EOG) reading and mathematics for students in grades 3–8, End-of-Course (EOC) for ten subjects, Competency reading and mathematics, and computer skills.

The purpose of the North Carolina state-mandated tests are

1. to assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function as a member of society;
2. to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery; and
3. to establish additional means for making the education system at the state, local, and school levels accountable to the public for results.

North Carolina is committed to ensuring accountability and support for all students in the state. All students should be working toward high standards. However, for a very small number of children with disabilities, the high standards may differ somewhat from those of other students. Being accountable for all students does not mean that all students must take the same test. Experiences across the country have shown that a limited number of students benefit from participating in an alternate assessment that offers them the opportunity to demonstrate their skills rather than completing traditional paper/pencil multiple-choice standardized tests.

The Individuals with Disabilities Education Act Amendments of 1997 requires states to conduct alternate assessments for children who could not participate in the general assessments beginning July 1, 2000.

1. Children with disabilities must be included in general state and district-wide assessment programs, with appropriate accommodations where necessary. This requirement is in effect immediately upon enactment.
2. Not all children will be able to participate in state and district-wide assessment programs, even with appropriate accommodations. Therefore, as appropriate, state education agencies and local education agencies must develop alternate assessments and, beginning no later than July 1, 2000, conduct those alternate assessments.

Once a state education agency receives information from these assessments, it must make available to the public and report to the public, with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following: number of children with disabilities participating in regular assessments and number of children with disabilities participating in alternate assessments.

3. [Report the] performance of those children on regular assessments (beginning no later than July 1, 1998) and on alternate assessments (no later than July 1, 2000), if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children.

The development of an alternate assessment in North Carolina began with research into how the state could fulfill the requirement of the IDEA Amendments through a uniform statewide system.

Chronology

Initial Steps

Efforts to meet the requirements of IDEA '97 began with the assistance of Dr. Ken Olsen and staff of the Mid-South Regional Resource Center conducting calibration training in August of 1997. The training helped selected participants (superintendents, principals, teachers, parents, institutions of higher education personnel, advocates, state education agency personnel, etc.) chart a direction for the development of an alternate assessment for students with disabilities.

The direction North Carolina took was to appoint a Steering Committee and a Planning Team, and to contract with Dr. Sandra Warren to serve as coordinator of the alternate assessment effort. The Steering Committee served as a sounding board and was composed of approximately 50 people (local school personnel, state education personnel, and state-operated program personnel). The Planning team was charged with the development of the alternate assessment and was composed of twenty-four members of the Steering Committee. General and special education teachers were represented on both the Steering Committee and the Planning Team. The Alternate Assessment Stakeholder groups, Steering Committee and Planning Team, were charged with the following responsibilities:

Steering Committee Responsibilities

1. Become knowledgeable about the mandates and options for alternate assessment and about the current assessment and accountability context in North Carolina.
2. Help define the philosophy for North Carolina's alternate assessment system.
3. Articulate issues, concerns and possible solutions for a fully inclusive assessment and accountability system.
4. Provide advice about the plan (i.e., the steps, timelines, personnel and other resources) for the development effort.
5. Review and provide advice on the framework of which the assessment will be based.
6. Review and provide advice on the assessment procedures and instruments as they are developed.
7. Advise and assist the Planning Team regarding dissemination and training.

Planning Team Responsibilities

1. Refine the plans, putting more "meat on the bones."
2. Develop a clear plan for communication with both the Steering Committee and other interested parties.
3. Locate/obtain the resources necessary to implement the plans.
4. Actually write the statement of philosophy and develop materials that more clearly describe where we are headed.
5. Determine the how, who and when for defining what students not in the regular assessment should know and be able to do and how those relate to the North Carolina *Standard Course of Study*, i.e., the enabling/alternate skills framework.
6. Track and monitor the development of the enabling/alternate skills framework.
7. Determine the how, who and when for developing and testing the actual assessment procedures and instrument(s) (and, if necessary, develop them).
8. Develop and implement a training/orientation program.
9. Implement a first year pilot test and benchmarking activity.
10. Evaluate the process and products and use that information to plan the second year's activities.

The newly formed Steering Committee held its first meeting on August 27–28, 1997. The purpose of the meeting was to provide the background and current information and resources that would enable the committee to develop a plan of action for the state of North Carolina to meet federal requirements and design an assessment instrument that would provide valid and meaningful information for students with serious cognitive disabilities.

Table 1: Membership of the NC Alternate Assessment Steering Committee Meeting; August 27–28, 1997, Raleigh NC

Participant	Agency/Location
George Graham	Cumberland County
Bobbie Grammer	Cumberland County
Lisa Craver	Cumberland County
Judy Thorn	Elizabeth City/Pasquotank County
Holly Glenn	Elizabeth City/Pasquotank County
Connie Norris	Granville County
Ann Hall	Granville County
Bob Sturey	Guilford County
Ralph Winder	Guilford County
Gerry Middleton	Halifax County
Nancy Wilson	Halifax County
Vann Langston	Johnston County
Ann Parish	Johnston County
Bill Trant	New Hanover County
Joy Nance	Rockingham County
Mary Watson	DPI* Exceptional Children Division
Fred Baars	DPI* Exceptional Children Division
David Mills	DPI* Exceptional Children Division
Lowell Harris	DPI* Exceptional Children Division
Chris Jones	DPI* Exceptional Children Division
Freda Lee	DPI* Exceptional Children Division
Lou Fabrizio	DPI* Accountability Services Division
Doris Tyler	DPI* Accountability Services Division
Dr. Sandra Warren	New Resident (formerly of Maryland)
David Lilly	UNC–Chapel Hill
Ken Olsen	Mid-South Regional Resource Center
Pat Burges	Mid-South Regional Resource Center
Sarah Kennedy	Mid-South Regional Resource Center

(*North Carolina Department of Public Instruction)

**Summary of Alternate Assessment Steering Committee Meeting
August 27–28, 1997**

- Participants were oriented to terms and issues in the alternate assessment
- Lowell Harris and Fred Baars provided an overview of the activities and events that lead to selection of this Steering Committee
- Ken Olsen outlined the roles of the Steering Committee
- Pat Burgess of Mid-South RRC provided an overview of the Resource Manual that had been developed for use by the Steering Committee.
- Ken Olsen provided an overview of the requirements of IDEA '97.
- Lou Fabrizio and Doris Tyler provided context information for North Carolina and described the status of testing and inclusion programs.

- David Mills, Freda Lee and Chris Jones of the Exceptional Children Division shared information regarding head counts by exceptionality and state testing results from 1995–96 for students with disabilities. They also shared two documents on curricula.
- David Lilly of UNC–Chapel Hill described the results from a pilot study that had been funded by OSEP to determine whether or not outcomes could be assessed for students who had learning disabilities, behavior disorders or severe and profound disabilities.
- A segment was devoted to philosophy and approaches in other states (Kentucky, Maryland, West Virginia, Texas, Rhode Island, Delaware, Virginia, and Colorado.)
- A set of beliefs and assumptions was developed and accepted by the total group.
- Hopes and dreams regarding the alternate assessment process in North Carolina were identified by the group.
- Pat Burgess led participants in identifying critical issues that must be addressed for alternate assessment to become a reality in North Carolina.
- The following plan of action was developed and agreed to:

When	Who	What
9/12/97	Ken, Pat, and Sarah	Produce meeting summary and get it to DPI
9/17/97	Lowell and Lou	Mail the meeting summary to all participants. Inform the DPI leadership and State Board of Education of the activities and plans. Begin to notify advocacy groups and parents of this activity. Form a small workgroup/planning team.
10/2/97	Planning Team	Develop a detailed plan to propose to the Steering Committee.
10/3/97	Planning Team	Use the Steering Committee to review plans and recommend next steps.
1/6/98	Lowell and Lou	Convene Steering Committee to review plans and recommend next steps.
3/12/98	Lowell and Lou	Convene Steering Committee for approval of review of actions and continuing advice

Initially four parameters were specified:

- The **content** (what students would know and be able to do) would be based on the North Carolina *Standard Course of Study*, the outcome model developed by the National Center on Education Outcomes, the “enabling outcomes” defined in a University of North Carolina pilot study on outcome accountability and functional curricula used commonly across the state.
- The **assessment procedures** would be developed/adapted from the work by Maryland, Kentucky, the pilot project, and any preliminary work by Local Education Agencies (LEA).
- The **participants** would be students with disabilities who were not involved in the North Carolina *Standard Course of Study* and were exempted from the regular assessment.

Table 2: Students with Disabilities Participating and Exempted from the End-of-Grade Tests (12/97)

Grade	Students with Disabilities	Exempted
3	14,037	2,540
4	14,733	2,693
5	14,327	2,749
6	13,675	2,342
7	12,652	1,929
8	11,802	2,016
Totals	81,226	14,269

- The **target dates** were as follows:
 - Develop and bench marking by Summer 1998
 - Pilot testing by Spring 1999
 - Full implementation by the 1999–2000 school year.

During 1997–1998, representatives from the North Carolina Department of Public Instruction (NCDPI) held a series of meetings with parents, exceptional children’s teachers, principals, school system test coordinators, and others to discuss the state’s plan for fulfilling the requirements of the IDEA Amendments.

On October 2, 1997, the NC Alternate Assessment Planning Team met to discuss how the state could fulfill the IDEA requirements.

**Summary of the N.C. Alternate Assessment Planning Team meeting
Raleigh, NC, October 2, 1997**

Participants: David Mills, DPI Unable to attend: Vann Langston, Johnston County
 Doris Tyler, DPI
 Chris Jones, DPI
 Bob Sturey, Guilford County
 Joy Nance, Rockingham County
 Sandra Warren, East Carolina University
 Ken Olsen, MSRRC

The Planning Team carefully reviewed summary from the August 27th & 28th meeting and discussed how best to implement the priority strategies under the following issue areas:

- Managing Systematic Change
- Developing Stakeholder Ownership
- Eligibility Criteria
- Stakeholder Training
- Funding and Resources
- Design and Format of Alternate Assessment
- Scoring and Reporting
- Setting the Standard
- Accountability

Specific to the issues of managing change and developing stakeholder ownership, Ken Olsen facilitated a discussion of the role of the Planning Team vis-à-vis its relationship to DPI and the Steering Committee. The possibility of completely reconstituting the Steering Committee was discussed and it was decided that it would not be necessary.

The management topic was revisited throughout the day with agreement of the need for the following:

1. A Policy Committee (Lowell Harris and Lou Fabrizio) must continue to share overall responsibility for the work conducted in this area and would be the individuals to whom recommendations would be directed. They would take necessary actions to ensure ongoing movement and would keep the DPI administration and State Board of Education informed of progress in the development of the alternate assessment;

2. A Planning Team (representing the group that met on 10/2/97) would serve as an on-going oversight body to provide regular guidance to the Project Director. The Planning Team would be expanded to include an additional DPI assessment staff member and a local school district assessment coordinator;
3. A Steering Committee (representing 8/27– 28 meeting participants) would continue to provide on-going advice in the development of the alternate assessment and would help with information sharing. Some members of the Steering Committee may participate in Work Groups;
4. A series of Work Groups (comprised of Steering Committee member, DPI staff, and staff/parents of local school districts) would be actively involved in the development of the alternate assessment; and
5. A Project Director (under DPI contract) would provide day-to-day staff support in the development and implementation of the alternate assessment.

Starting with the fifteen core beliefs and assumptions defined during the August 27– 28 meeting to drive the state’s alternate assessment, the Planning Team edited them into integrated statements that could serve as foundations for this effort. The final ten statements are listed below.

Beliefs and Assumptions that Drive Alternate Assessments in North Carolina

1. All children have value, can learn and are expected to be full participants in the school experience.
2. School personnel, parents, local and state policy makers, and the students themselves are responsible for ensuring this full participation.
3. The North Carolina *Standard Course of Study* is the foundation for all students, including students with unique learning needs.
4. The unique learning needs of students with disabilities require fully inclusive accountability systems with sufficient instructional and assessment supports.
5. Accountability systems must include alternate assessments to measure the progress of those few students whose needs focus on functional and life skills as extensions of the North Carolina *Standard Course of Study*.
6. Alternate assessment scoring criteria must reflect both student performance and program supports.
7. Alternate assessment measurement and reporting must be defensible in terms of feasibility, validity, reliability, and comparability.
8. Results of alternate assessments must be used to improve planning, instruction, and learning for each individual student.
9. The alternate assessment must be an integral part of the overall state assessment system in terms of policies, written materials, training, reporting, and accountability indices.
10. Effective alternate assessment includes:
 - clear criteria for determining eligibility,
 - ongoing staff development and parent and community education,
 - broad stakeholder involvement throughout development, implementation, evaluation, and refinement, and
 - clear, useful reporting of results.

The remainder of the meeting was devoted to the development of a plan of action that will result in the implementation of the North Carolina Alternate Assessment by July 1, 2000. The following table outlines the broad task necessary to meet this goal.

	1997	1998	1999	2000
January–May	Started exploring concepts of alternate assessment	1. complete selection of pilot sites 2. refine portfolio frame work	1. implement pilot 2. start training state-wide	Implement state-wide pilot
June–August	Continued planned	Finalize pilot framework	1. Continue pilots 2. Continue training statewide	Evaluate state-wide pilot portfolios
September–December	Continue planning & develop initial framework	Train pilot sites	1. Evaluate pilot portfolios 2. Continue training statewide	

On November 12–14, 1997, the North Carolina Department of Public Instruction and the Division of Special Education held a state planning meeting for the implementation of IDEA Amendments.

North Carolina Department of Public Instruction Meeting Summary November 12–14, 1997

Discussion focused on the following topics:

Topic I: Performance Goals and Indicators

- What does the law say?
- What is happening in North Carolina?
- What strategies or actions should we use to determine the specific performance goals and indicators for North Carolina?

Topic II: Parents Rights/Procedural Safeguards

- What are the changes in the law?
- What steps have been taken to date or are planned to bring procedures into compliance in North Carolina?
- What additional strategies or actions might be added to better assure that parents are full participants and understand their rights?
- What strategies should be taken to better help students become full participants and understand their rights, especially those who are at age of majority?

Topic III: Developmental Delay

- What does the law say?
- What has been the practice in NC and what potential does the revision to IDEA open for North Carolina?
- Should North Carolina consider extending the use of the DD label? If so, what strategies might be used to complete the task?

Topic IV: School Improvement Plan

- What does the law say?
- What implication does this hold for North Carolina?
- What strategies should be used to determine if Part B funds should be used for school improvement plans and to develop procedures for such use?

Topic V: Discipline—Alternative Settings

- What does the law say?
- What has been done in North Carolina?
- What strategies or actions should DPI take to assist LEAs to use the NC guidelines to develop alternative settings that allow access to regular curriculum, special education, and related service?

The following plan of action was developed.

Who:	By When:	What:	Status:
Ken Olsen	4/18/97	1. Conduct initial orientation and training with DPI staff	complete
Ken Olsen	8/27 & 28/97	2. Convene initial Steering Committee and meet to outline beliefs, issues, and strategies	complete
Ken Olsen	10/2/97	3. Convene initial Planning Team to refine plans, approaches, and structures	complete
Ken Olsen	10/10/97	4. Provide summary of 10/2 meeting. Disseminate to Planning Team	
David & Doris	10/97	5. Estimate costs through 6/98	
Doris & David with Lowell & Lou	10/97	6. Secure endorsement of recommendations and funding by Policy Committee and additional Planning Team members.	
David & Doris	10/97	7. Revise plan and recommendations. Mail to Steering Committee and request feedback by mail and solicit involvement on Work Groups (i.e., names, address, phone, fax, e-mail) prior to 11/17/97 Planning Team meeting.	
Lowell and Lou	11/97 State Board meeting	8. Develop and send proposed Project Director contract to State Board	
Lowell and Lou	11/97	9. Inform Planning Team of Project Director Candidates and Workslope/sequence.	
Planning Team (facilitated by David & Doris)	11/17/97	10. Examine Steering Committee membership. Select Work Group members. Review feedback of Steering Committee and revise plans accordingly.	
Lowell & Lou	12/97	11. Obtain Project Director on contract	
Lowell & Lou	12/97 State Board Meeting	12. Present concepts to State Board and Superintendents.	
Planning Team, Policy Committee, & Project Director	1/98	13. Prepare budget proposal for FY 1998–99	
Steering Committee	1/6/98	14. Review progress and proposed eligibility criteria.	
Framework & Standards Work Group and Project Director	1/7/98 & 2/98	15. Draft preliminary alternate assessment standards	
Portfolio Development Work Group & Project Director	1/98 & 2/98	16. Draft parameters/approaches and recommendations about pilot framework.	
Project Director	2/98	17. Secure feedback from teachers and other stakeholders on standards and pilot framework	

Who:	By When:	What:	Status:
Framework & Standards Work Group and Project Director	3/98	18. Incorporate feedback on standards.	
Portfolio Design & Validation Work Group & Project Director	3/98	19. Incorporate feedback on pilot framework (i.e., number of pilot sites, selection criteria, pilot process)	
Steering Committee & Project Director	3/12/98	20. Review/revise/approve standards, eligibility, and pilot framework	
Training Work Group & Project Director	3/98 & 4/98	21. Draft training framework.	
Reporting & Use Work Group and Project Director	4/98–5/98	22. Draft reporting procedures and framework	
Project Director	5/98–6/98	23. Secure feedback from stakeholders on training framework and reporting procedures.	
Planning Team, Portfolio Design & Validation Work Group, & Project Director	5/98–6/98	24. Select initial pilot sites	
Training Work Group, Reporting & Use Work Group, and Project Director	7/98	25. Incorporate feedback on training and reporting procedures.	
Steering Committee & Project Director	8/98	26. Finalize training and reporting procedures.	
Initial pilot sites & Project director	9/98–12/98	27. Train initial pilot sites	
Initial pilot sites , & Project Director	1/99–8/99	28. Conduct initial pilot	
Initial pilot sites, Planning Team and & Project Director	9/99–10/99	29. Evaluate initial pilot portfolios	
Project Director	11/99	30. Develop and disseminate report on initial pilot portfolios.	
Steering Committee & Project Director	12/99	31. Evaluate initial pilot activities	
State-wide pilot sites & Project Director with support staff	5/99–12/99	32. Conduct statewide training on pilots	
State-wide pilot sites & Project Director with support staff	1/00–4/00	33. Conduct statewide pilots	
State-wide pilot sites & Project Director with support staff	5/00	34. Evaluate statewide pilots	
Portfolio Design & Validation Work Group & Project Director	6/00	35. Benchmark portfolios	
Steering Committee & Project Director	6/00	36. Review findings of statewide pilot and benchmark activities	
Steering Committee & Project Director	7/00	37. Develop & disseminate report on statewide pilots	
NC D.P.I.	7/00	38. Implement final system.	

On November 17, 1997, the North Carolina Alternate Assessment Planning Team met in Raleigh, North Carolina to further clarify and define the state's plan

November 17, 1997
Summary of the NC Alternate Assessment Planning Meeting, Raleigh, NC

Discussion focused on the following topics:

- Clarification of eligible student population
 - The Planning Team agreed that an operational definition of students eligible to participate in the alternate assessment was needed.
- Standards to be assessed
 - During the October 2nd meeting, it was recommended that North Carolina *Standard Course of Study* serve as the foundation for these assessments and student instruction. These standards will be expanded to include personal management, career/vocational, and community participation domains. Standard developed in Kentucky and Maryland as well as the Life Centered Career Education curriculum model will be considered.
- Alternate assessment format
 - A portfolio format remains the preferred framework.
- The timeline below was developed for the alternate assessment system.

Task	Deadline
Identify Standards	March 1, 1998
Develop Assessment and Scoring Frameworks	Spring, 1998
Identify Pilot Sites	Spring, 1998
Refine draft System for Pilot	Spring/Summer, 1998
Train for Pilot	Summer, 1998
Conduct Pilot	1998–1999 School Year
Score Pilot	Spring, 1999
Refine System based on Pilot	Summer, 1999
Train for Statewide Field Test	Summer, 1999
Conduct Statewide Field Test	1999–2000 School Year
Score Statewide Field Test	Spring, 2000
Report Statewide Field Test	July 1, 2000
Refine System based on Statewide Test	July 1, 2000
Implement Statewide System	July 1, 2000

- Identification of Pilot Sites
 - Preliminary identification of pilot sites was made. Every effort was made to identify a representative sampling of districts and State-Operated Programs representing the diversity of the state.

Nominated District/State-Operated Program	Alternate District/State-Operated Program
Johnston	Nash
Guilford	Rockingham
Onslow	New Hanover
Buncombe	Wilkes
Transylvania	Caldwell
Montgomery	Moore
Durham	Charlotte-Mecklenburg
Currituck	Pasquotank
Watauga	Surry
Dare	Pamlico or Edgecombe
Governor Morehead School	Central School for the Deaf

- Membership on the Planning Team
 Membership on the Planning Team needs to be expanded to support the expanded focus of the Alternate Assessment System. The following recommendations were made:
 - DPI Exceptional Children Consultants: Freda Lee & Barbara Caruthers;
 - DPI Curriculum & Instruction Consultants (reading & mathematics): to be identified
 - Local Testing Coordinators: Margaret Church (Burke County & David Holskum (Durham));
 - General Education teachers & principals: to be identified (from pilot districts)
 - Exceptional Children teachers: to be identified (from pilot districts)
 - State-Operated Program representative: Joan Baker (Governor Morehead School for the Blind)

As a result of these meetings, it was determined that the North Carolina Alternate Assessment Portfolio (NCAAP) would be offered as an alternate assessment for eligible students with serious cognitive disabilities. The participants at the meetings determined that there was currently no published assessment instrument that met the needs of this diverse student population.

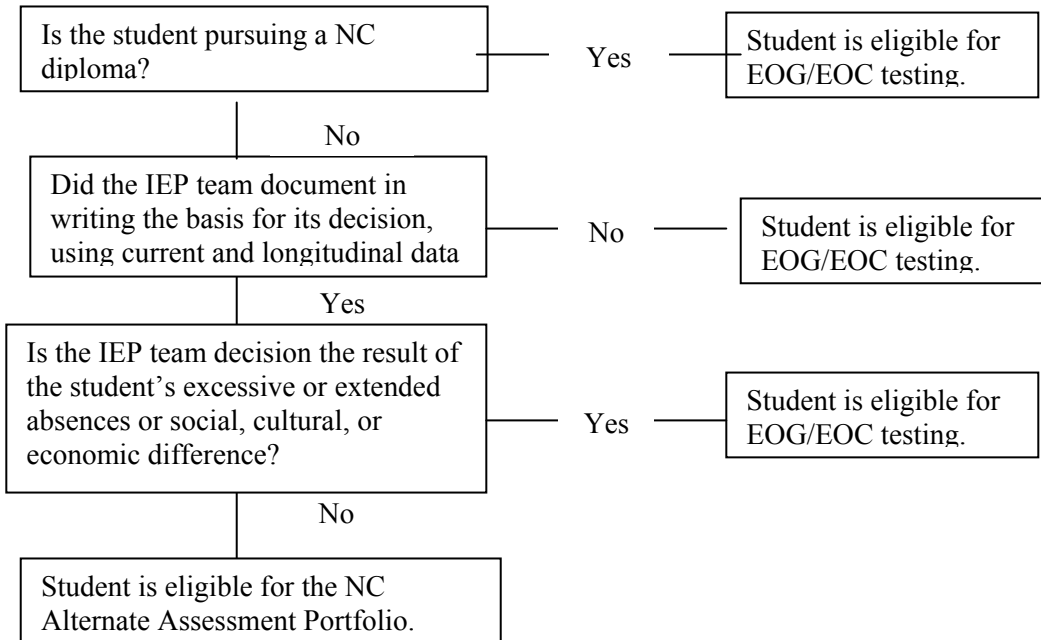
NCAAP Test Eligibility Criteria

Students were eligible for the North Carolina Alternate Assessment Portfolio (NCAAP) under the following conditions:

To the extent possible, all students with disabilities are expected to be taught according to the North Carolina *Standard Course of Study* and graduate with a North Carolina diploma. It is understood that some students with disabilities will not be able to participate in the North Carolina Annual Testing Program and will be required to participate in the *North Carolina Alternate Assessment Portfolio*. Based upon the students unique learning needs, those participating in the *North Carolina Alternate Assessment Portfolio* may or may not receive instruction in the North Carolina *Standard Course of Study*; however,

no student participating in the *North Carolina Alternate Assessment Portfolio* will be able to receive a North Carolina diploma.

For each student for whom the IEP Team determines that the disability is severe enough to require removal from the North Carolina *Standard Course of Study* and participation in the North Carolina Alternate Assessment Portfolio, the IEP team must document in writing the basis for its decision, using current and longitudinal data (in the areas of communication, personal and home management, career/vocational, and community). The IEP Team must assure that the decision for a student not to participate in the North Carolina *Standard Course of Study* or to participate in the North Carolina Alternate Portfolio Assessment Program is not the result of excessive or extended absences or social, cultural, or economic difference.



1998–1999 Field Test

The purpose of the NCAAP field test was to determine the feasibility, validity, and reliability of an alternate assessment portfolio for exempt students with severe cognitive disabilities. In addition, the results of the field test would provide information regarding how to report student performance on the portfolios.

During the 1998–1999 school year, 14 volunteer LEAs/schools participated in a field test to determine the feasibility, validity, and reliability of an alternate assessment portfolio for students with serious cognitive deficits.

Field Test Participants

Anson County Schools	Johnston County Schools
Avery County Schools	Charlotte/Mecklenburg County Schools
Cherokee County Schools	Montgomery County Schools
Durham Public Schools	New Hanover County Schools
Franklin County Schools	Onslow County Schools
Guilford County Schools	Eastern NC School for the Deaf
Weldon City Schools	Governor Morehead School for the Blind

NCAAP Field Test Framework

The Portfolio was designed around a student's IEP and all portfolio tasks were required to come from the student's IEP. Students were assessed in the domains developed by the NC Alternate Assessment Planning and Steering Committee:

- Communication,
- Personal and Home Management,
- Career and Vocational, and
- Community

Each domain contained a number of subdomains that reflected broad skill areas. Subdomains were clarified through a series of competencies. IEP teams were required to identify the particular skills each student would address in order to make progress toward these competencies. As a result, instructional activities and IEP objectives related directly to the Alternate Portfolio competencies.

At least one task with supporting evidence was required in each domain. There was no maximum number of required evidence entries per selected task. Rather, it was emphasized that there should be sufficient evidence to enable the reviewer to evaluate the student's proficiency in the selected competency areas.

NCAAP Functional Domains/Subdomains/Competencies

DOMAIN: COMMUNICATION

Subdomain 1: Receptive Communication

- Competency 1: Student demonstrates observable responses to a wide variety of environmental stimuli.
- Competency 2: Student demonstrates awareness of any or all of the following: verbal, nonverbal, sign, symbolic, gestural, and/or written expression.
- Competency 3: Student demonstrates understanding of any or all of the following: verbal, nonverbal, sign, symbolic, gestural, and/or written expression.

Subdomain 2: Expressive Communication

- Competency 1: Student uses verbal, non-verbal, sign, symbolic, gestural, and/or written language with or without the use of technology for personal purposes.
- Competency 2: Student uses verbal, non-verbal, sign, symbolic, gestural, and/or written language with or without the use of technology for social purposes.
- Competency 3: Student uses verbal, non-verbal, sign, symbolic, gestural, and/or written language with or without the use of technology for academic purposes.
- Competency 4: Student uses verbal, non-verbal, sign, symbolic, gestural, and/or written language with or without the use of technology for vocational purposes.

DOMAIN: PERSONAL AND HOME MANAGEMENT

Subdomain 1: Self-Help

- Competency 1: Student demonstrates toileting skills.
- Competency 2: Student demonstrates eating and drinking skills.
- Competency 3: Student maintains personal hygiene.
- Competency 4: Student demonstrates dressing/undressing skills.

Subdomain 2: Home Living

- Competency 1: Student demonstrates money management skills.
- Competency 2: Student demonstrates meal preparation skills.
- Competency 3: Student demonstrates household/cleaning skills.
- Competency 4: Student demonstrates clothing care skills.
- Competency 5: Student demonstrates home repair and yard maintenance skills.

Subdomain 3: Healthful Living

- Competency 1: Student demonstrates an understanding of family life concepts.
- Competency 2: Student engages in activities to promote wellness.
- Competency 3: Student engages in activities to prevent substance abuse.
- Competency 4: Student demonstrates an understanding of nutrition.
- Competency 5: Student demonstrates an understanding of safety and emergency practices.

CAREER/VOCATIONAL DOMAIN

Subdomain 1: Awareness of Work

- Competency 1: Student demonstrates an understanding of the importance of work.
- Competency 2: Student demonstrates an awareness of a variety of careers.
- Competency 3: Student demonstrates an awareness of own vocational abilities and limitations.

Subdomain 2: Physical Aspects of Work

- Competency 1: Student exhibits a level of stamina, endurance and sensory tolerance conducive to future employment.
- Competency 2: Student performs work-related tasks involving fine motor skills.
- Competency 3: Student performs work-related tasks involving gross motor skills.

Subdomain 3: Social Aspects of Work

- Competency 1: Student exhibits interpersonal skills necessary for successful personal and social interactions with co-workers and supervisors in a work setting.
- Competency 2: Student exhibits interpersonal skills necessary for successful employment related interactions with co-workers and supervisors in a work setting.
- Competency 3: Student exhibits social skills needed to carry out specific job functions.

Subdomain 4: Job-specific Skills

- Competency 1: Student demonstrates proficiency in work management skills and behaviors.
- Competency 2: Student demonstrates job skills specific to the performance of a variety of careers.
- Competency 3: Student demonstrates technology skills specific to the performance of a variety of careers.

Subdomain 5: Job-seeking Skills

- Competency 1: Student exhibits skills necessary to choose and locate appropriate training and/or employment opportunities.
- Competency 2: Student exhibits skills needed to obtain appropriate training and/or employment opportunities.

DOMAIN: COMMUNITY

Subdomain 1: Accessing Community Resources while Demonstrating Socially Responsible Behavior

- Competency 1: Student travels within and beyond community.
- Competency 2: Student accesses services from government agencies and public organizations.
- Competency 3: Student accesses goods and services from private businesses and industry.

Subdomain 2: Leisure/Recreation Activities while Demonstrating Socially Responsible Behavior

- Competency 1: Student chooses and engages in appropriate individual leisure/recreation activities.
- Competency 2: Student chooses and engages in appropriate group leisure/recreation activities.

Subdomain 3: Community Membership

- Competency 1: Student demonstrates appropriate community-based social skills.
- Competency 2: Student demonstrates appropriate civic and legal skills

The portfolio was assessed via three rubrics:

The Task Rubric

The task rubric was used to evaluate how well a student performed a task designated by the teacher. The evaluation was based on the portfolio evidence.

- Level IV** Distinguished: Student consistently performs the task correctly, although perhaps with a rare lapse; frequently initiates the task; and will apply skills across environments, situations, and people when applicable to the task.
- Level III** Proficient: Student performs the task correctly; may frequently initiate the task; and may apply skills across environments, situations, and people when applicable to the task.
- Level II** Apprentice: Student occasionally performs the task correctly; may initiate some of the task; and may apply skills across environments, situations, and people when applicable to the task.
- Level I** Novice: Student rarely or never performs the task correctly; may rarely or never initiate task; and may not apply skills across environments, situations, and people or may not respond or react appropriately when applicable to the task.

The Portfolio Rubric

The portfolio rubric was used to evaluate how well a student performed all the tasks in the portfolio. It was based purely on the student's performance as presented on the Final Documentation Sheet.

- Level IV** The student has shown independence, the ability to generalize and to initiate tasks with the frequency and self-determination to master, at the proficient and distinguished levels, the goals or competencies defined in the IEP at least 80% of the time.
- Level III** The student has shown independence, the ability to generalize and to initiate tasks with the frequency and self-determination to master, at the proficient level, the goals or competencies defined in the IEP at least 70% of the time.
- Level II** The student has shown independence, the ability to generalize and to initiate tasks with the frequency and self-determination to master, at the proficient level, the goals or competencies defined in the IEP at least 40% of the time or has performed competencies at the apprentice level at least 70% of the time.
- Level I** The student has shown independence, the ability to generalize and to initiate tasks with the frequency and self-determination to master, at the apprentice level, the goals or competencies defined in the IEP less than 70% of the time or has scored consistently at the novice level.

Non-scorable (NS) — Portfolios with insufficient pieces of evidence to show proficiency adequately.

The Portfolio Quality Rubric

The portfolio quality rubric was used to evaluate the appropriateness, variety, and completeness of evidence of the portfolio. The teacher, as well as an outside evaluator, assigned this score.

- Level IV** The portfolio gives a clear, complete picture of the student's performance and progress. The evidence is complete and depicts a variety of ways to accomplish age and developmentally appropriate tasks. The link between the IEP and the pieces of evidence is clear and absolute.
- Level III** The portfolio gives a clear picture of the student's performance and progress. The evidence is complete and depicts age and developmentally appropriate tasks. The link between the IEP and the pieces of evidence is clear.
- Level II** The portfolio gives a picture of the student's performance and/or progress. The evidence may be sparse or incomplete but depicts age and developmentally appropriate tasks, although some tasks may be questionable. The link between the IEP and the pieces of evidence may be weak.
- Level I** The portfolio attempts to give a picture of the student's performance and/or progress. The evidence may be sparse or incomplete and may depict age and developmentally inappropriate tasks, although some tasks may be questionable. The link between the IEP and the pieces of evidence may be weak or missing.

Field Test Evidence

Evidence for the portfolios could include, but was not limited to, actual student work, audio tapes, pictures, data sheets, videos, and notes from teachers, parents, community members. One type of data was not to be considered better than another. All data that clearly and completely demonstrated what a student was doing could be included. Evidence was needed to support levels of generalization and initiation, also.

The portfolios required information on whether a student's performance demonstrated growth during the school year. This determination was made by examination of the evidence provided in the portfolio as an indication of student growth.

Field Test Planning

The planning for and the mechanics of the administration of the assessment were discussed at an Alternate Assessment Field Test Participants Meeting.

Table 3: Alternate Assessment Field Test Participants' Meeting membership

Agency	Participant/Position
Anson County	Wayne Lassiter, Superintendent Edna Luther, Exceptional Children Director Anita Sikes, Testing Coordinator Frances Williamson, K-8 Coordinator
Avery County	Suzanne Wehner, Exceptional Children Director Rachel Hoilman, Testing Coordinator
Cherokee County	Sherry Barnes, School Psychologist Rosaland Hawk, Diagnostic Prescriptive Teacher
Durham County	David Holdzkom, Assistant Superintendent for Research, Development & Accountability (PT) Donna Smith, Assistant Superintendent for Student Services Nancy Spencer, Executive Director for Exceptional Children Services
Eastern NC School for the Deaf	Steve Witchey, Superintendent Lillian Blakesly, Director of Curriculum/Instruction Erin Bohner, Testing Coordinator Richard Stover, Lead Teacher
Franklin County	Russell Allen, Superintendent Shelby Street, Director of Curriculum Tina Hoots, Exceptional Children Director Karen Sanders, Testing Coordinator
Governor Morehead School for the Blind	George Lee, Director of Instructional Services Joan Baker, Outreach Director (PT) Rod Poole, Counselor/Testing Coordinator
Guilford County	Robert Sturey, Exceptional Children Director (PT) Marty Ward, Assessment & Evaluation Director
Johnston County	Ann Parrish, Exceptional Children Director Hannah Youngblood, Testing Coordinator
Charlotte-Mecklenburg County	Jane Rhyne, Exceptional Children Director Naia Ward, Exceptional Children Program Specialist Jerry Slotkin, Director of Testing
Montgomery County	Scarlett Allison, Exceptional Children Director John Norris, Personnel & Testing Director Bob Gilman, Principal, Candor Elementary (PT)
New Hanover County	Bill Trant, Exceptional Children Director Earline Spencer, Life Skills II Teacher Nancy Kreykenbohm, School Psychologist
Onslow County	Freddie Canady, Deputy Superintendent Carla Ross, Elementary Director Dale Weston, Testing Coordinator Susan Thomas, Transition Coordinator Ruth Roberts, Diagnostic Prescriptive Teacher
Weldon City	Ernest Brooks, Assistant Superintendent Rudolph Knight, Testing Coordinator Hope Dean, Teacher, Weldon High School

Table 2: Alternate Assessment Field Test Participants' Meeting membership (cont.)

Participants	Position
Julie Allen	Teacher, Dare County
Nellie Aspel	Principal, Shelby City
Rosalie Bisette	Teacher, Wilson County
Barbara Carruthers	Consultant, Exceptional Children Division, DPI
Margaret Church	Program Services Director, Burke County
Margaret Herndon	Teacher, Wake County
Chris Jones	Consultant, Exceptional Children Division, DPI
Elaine Justice	Teacher, Onslow County
Vann Langston	Assistant Superintendent, Johnston County
Freda Lee	Consultant, Exceptional Children Division, DPI
Sandra Miller	Teacher, Montgomery County
David Mills	Section Chief, Exceptional Children Division, DPI
Joy Nance	Assistant Technology & Inclusion Facilitator, Rockingham County
Bill Scott	Consultant, Instructional Services, DPI
Clara Talton	Teacher, Onslow County
Mary Anne Tharin	Department of Public Instruction
Doris Tyler	Senior Consultant, Accountability Services, DPI
Daisy Vickers	Consultant, Instructional Services, DPI
Lowell Harris	Director, Exceptional Children Division, DPI
Lou Fabrizio	Director, Accountability Services, DPI
Mildred Bazemore	Section Chief, Testing Services, DPI
Gary Williamson	Section Chief, Reporting Service, DPI
Carolyn Cobb	Section Chief, Evaluation Services, DPI

Field Test Training

Training for the Alternate Assessment Portfolio Field Test was conducted by the North Carolina Department of Public Instruction staff for the volunteer LEAs participating in the field test, Planning Team members, and other DPI personnel on June 9 & 10, 1998, in Raleigh, NC

Field Test Range Finding

Range Finding for the NCAAP Field Test occurred May 20–21, 1999, in Raleigh, NC. The sixteen-member range-finding committee scored and wrote training notes for fifteen portfolios from across the state. These notes were used to train scorers of the field test.

Table 4: Field Test Range-Finding Committee

Range-Finding Committee Member	Position
David Mills	Section Chief, Exceptional Children Division, DPI
Julie Jaribell	Exceptional Children Teacher
Martha Downing	Consultant, Exceptional Children Division, DPI
Chris Jones	Consultant, Exceptional Children Division, DPI
Freda Lee	Consultant, Exceptional Children Division, DPI
Thomas Winton	Consultant, Exceptional Children Division, DPI
Jerrie Bundy	Exceptional Children Teacher

Table 4: Field Test Range-Finding Committee (cont.)

Range Finding Committee Member	Position
Todd Thornton	Exceptional Children Teacher
Nellie Aspel	Principal, Shelby City
Cora Darrah	Exceptional Children Teacher
Gloria Lawrence	Exceptional Children Teacher
Grace Williams	Exceptional Children Teacher
Jim Kroening	Consultant, Technical Outreach for Public Schools
Scott Ragsdale	Consultant, Technical Outreach for Public Schools
Mary Wetherby	Consultant, Technical Outreach for Public Schools
Daisy Miller	Consultant, Accountability Services , DPI

Field Test Scoring

The scoring of the North Carolina Alternate Assessment Portfolio Field Test began on June 7, 1999. The total time of the project was approximately 1.75 days with roughly 18–20 scorers. Special education teachers scored the portfolios in a secure scoring room at the offices of Technical Outreach for Public Schools (TOPS). Scorers were trained by personnel from the NCDPI Division of Accountability Services/Testing Section, NCDPI Division of Exceptional Children/Areas of Exceptionality, and the Technical Outreach for Public Schools (TOPS).

The portfolios were scored on several scales: task scores (Level I–IV), portfolio scores (blank–IV), portfolio quality scores (blank–IV), and growth (yes/no). 378 portfolios were assessed by the scorers during the project. This number does not represent the number of portfolios which received complete scores; some which contained no scoreable information were marked as blank. Some portfolios had a minimal amount of information to be scored (tasks), whereas some contained a high number of tasks and a great deal of evidence. 31 tasks were represented in the data, but this number does not represent the number of tasks for each portfolio. The statistics were broken down into the levels scored at each task and the number of domains represented at each task. Statistics were also reported for Portfolio Score, Portfolio Quality, and whether the portfolios showed student growth.

Description of Student Performance

Field Test

The results are a summarization of the number of portfolios (both number and percentage) which received at least one task score. The task statistics are broken down at first by the level score they received and then by the domain they were categorized as.

The statistics for overall portfolio scores (Portfolio Score, Portfolio Quality, Growth) are broken down below.

PORTFOLIO SCORE:

LEVEL	FREQUENCY (#)	PERCENT (%)
Blank	49	13.39
I	198	54.10
II	89	24.32
III	26	7.10
IV	4	1.09

PORTFOLIO QUALITY:

LEVEL	FREQUENCY (#)	PERCENT (%)
Blank	49	13.21
I	148	39.89
II	116	31.27
III	45	12.13
IV	13	3.50

GROWTH:

GROWTH	FREQUENCY (#)	PERCENT (%)
N	100	28.99
Y	245	71.01

Table 4: Field Test - NCAAP Field Test: Task Scores by Level and Domain

TASK	LEVEL												DOMAIN							
	I			II			III			IV			Communication		Personal/Home Management		Career/Vocational		Community	
	#	%		#	%		#	%		#	%		#	%	#	%	#	%	#	%
1	179	54.57	107	32.62	28	8.54	14	4.27	326	99.39	1	0.30	1	0.30						
2	190	57.93	84	25.61	35	10.67	19	5.79	74	22.70	244	74.85	6	1.84	2	0.61				
3	185	58.18	90	28.30	28	8.81	15	4.72	32	10.00	56	17.50	219	68.44	13	4.06				
4	170	57.05	86	28.86	32	10.74	10	3.36	19	6.35	37	12.37	36	12.04	207	69.23				
5	59	58.42	27	26.73	10	9.90	5	4.95	9	8.82	22	21.57	30	29.41	41	40.20				
6	36	54.55	20	30.30	8	12.12	2	3.03	7	10.45	13	19.40	26	38.81	21	31.34				
7	29	55.77	18	34.62	4	7.69	1	1.92	6	11.54	5	9.62	23	44.23	18	34.62				
8	21	56.76	12	32.43	2	5.41	2	5.41	5	13.16	3	7.89	16	42.11	14	36.84				
9	13	48.15	6	22.22	4	14.81	4	14.81	4	15.38	2	7.69	8	30.77	12	46.15				
10	13	65.00	4	20.00	2	10.00	1	5.00	4	21.05	1	5.26	3	15.79	11	57.89				
11	5	38.46	3	23.08	3	23.08	2	15.38	5	38.46	1	7.69	2	15.38	5	38.46				
12	4	36.36	6	54.55	1	9.09			4	36.36			4	36.36	3	27.27				
13	4	57.14	2	28.57			1	14.29	4	57.14	1	14.29	1	14.29	1	14.29				
14	2	28.57	2	28.57	1	14.29	2	28.57	3	42.86	2	28.57			2	28.57				
15	5	83.33	1	16.67					2	33.33	2	33.33			2	33.33				
16	4	80.00	1	20.00					1	20.00	3	60.00			1	20.00				
17	4	100.0							1	25.00	2	50.00	1	25.00						
18	2	50.00	1	25.00			1	25.00			2	50.00	2	50.00						
19	2	50.00	2	50.00							2	50.00	2	50.00						
20	4	100.0									2	50.00	2	50.00						
21	3	75.00	1	25.00							1	25.00	2	50.00	1	25.00				
22	3	75.00					1	25.00			1	25.00	1	25.00	2	50.00				
23	1	33.33	1	33.33			1	33.33					2	66.67	1	33.33				
24	1	33.33	1	33.33			1	33.33					2	66.67	1	33.33				
25	1	33.33	1	33.33			1	33.33							3	100.0				
26	3	100.0													3	100.0				
27	3	100.0													3	100.0				
28	1	50.00	1	50.00											2	100.0				
29			2	100.0											2	100.0				
30	2	100.0													2	100.0				
31	2	100.0													2	100.0				

Information Gained

All aspects of the portfolio construction and implementation were examined and input from stakeholders was gathered. Recommendations from teachers, scorers, and DPI staff resulted in structural refinement of the portfolio.

Scorers expressed some concern over the quality of material they received and throughout the scoring room there was a general agreement that one of the greatest weaknesses of the portfolio was the lack of applicable evidence for the tasks presented (this is reflected in the high percentages of Level Is). The scoring went smoothly however and much faster than originally anticipated; this was attributed to both the quality of the portfolios and to the increased comfort scorers felt with the entire process as they progressed.

Teachers indicated the need to reduce some of the duplication of forms in the portfolio along with a reduction in the number of required verification signatures. Documentation of functional academic skills was added to the structure of the student task sheet.

1999–2000 Pilot Program

During 1999–2000 staff from the NCDPI Division of Accountability Services/Testing Section and the NCDPI Exceptional Children Division conducted a statewide pilot administration of the North Carolina Alternate Assessment Portfolio. The purpose of the pilot was to review the feasibility, validity, and reliability of the assessment in addition to obtaining information necessary to refine the portfolio as needed as well as to report student performance statewide.

Pilot Program Framework

The domains and competencies remained the same as in the field test. The portfolios also retained the requirement for information on whether a student’s performance demonstrated generalization, initiation, and growth during the school year. The three rubrics that were used to assess the portfolio remained the same as those used in the field test along with the evidence requirements.

Pilot Program Eligibility Criteria

The eligibility criteria was refined to better assist IEP teams to make the appropriate decision of assessment instrument for their students

The North Carolina Alternate Assessment Portfolio is only appropriate for students who fulfilled all of the following criteria:

1. The student must have a disability and a current Individualized Education Program (IEP).
2. The student must have a serious cognitive disability.
3. The student is in grades 3–8 or in grade 10 according to the student information management system (e.g., SIMS/NCWISE).
4. Based upon the student’s unique learning needs, those participating in the Alternate Assessment Portfolio program may or may not receive instruction in the North Carolina *Standard Course of Study*.

Pilot Program Participation Rate

During the 1999–2000 school year, 2,117 students were assessed during the pilot administration using the North Carolina Alternate Assessment Portfolio. Included in this number were LEAs who volunteered to participate in the Alternate Assessment Portfolio Pilot Administration at Grade 10.

Table 5: 1999–2000 Alternate Assessment Portfolio Pilot Administration Grade 10

LEA/School	Number Participating
Moore County	3
Vance County	7
Washington County	1
Craven County	6
Gates County	1
Polk County	5
Haywood County	4
New Hanover County	3
Bertie County	4
Avery	3
Total	37

Pilot Program Portfolio Training

Staff from the NCDPI Division of Accountability Services and the NCDPI Division of Exceptional Children/Areas of Exceptionality provided training throughout the state to approximately 1,200 representatives from local school systems in six separate locations during the fall of 1999.

Pilot Program Scoring

In July of 2000, over 120 special education teacher from across the state scored the portfolios at The North Carolina School of Math and Science in Durham, North Carolina. The contractor for the scoring project was NCS Pearson.

Each portfolio was assessed for overall completeness and quality. Ten percent of the portfolios received a second scoring to examine inter-rater reliability. During the scaffolding process, the special education teachers, other school officials, and the NCDPI staff discussed issues concerning the format of the portfolio, scoring rubrics, and the portfolio process in general. The pilot scoring process assisted in the NCDPI's final review and refinement of not only the portfolio instrument itself but also the processing procedures, scoring criteria, and the establishment of scoring standards.

There were 2,117 North Carolina Alternate Assessment Portfolios with a total of 9,523 tasks scored. Each portfolio was read and scored by a trained scorer. Ten percent of the student portfolios were randomly read and scored a second time, to ensure consistency and accuracy of scoring. Approximately 7.6 percent of the duly scored tasks resulted in non-adjacent scores.

Pilot Program Overall Scores

Communication

Approximately 23.3 percent of the total tasks attempted by students statewide were scored at the Proficient or Distinguished level.

Career/Vocational

Approximately 24.9 percent of the total tasks attempted by students statewide were scored at the Proficient or Distinguished level.

Personal/Home Management

Approximately 23.1 percent of the total tasks attempted by students statewide were scored at the Proficient or Distinguished level.

Community

Approximately 27.8 percent of the total tasks attempted by students statewide were scored at the Proficient or Distinguished level.

Portfolio Quality Scores

Approximately 31 percent of all students statewide received a portfolio quality score of Level III or IV.

Growth Indication

Approximately 93.4 percent of all student portfolios statewide demonstrated growth.

1999–2000 Pilot Administration Student Performance (Limited English Proficient Students)

Communication

Approximately 16.7 percent of the Communication Domains of students identified as Limited English Proficient (LEP) were scored at the Proficient or Distinguished level.

Career/Vocational

Approximately 13.7 percent of the Career/Vocational Domains of LEP students were scored at the Proficient or Distinguished level.

Personal/Home Management

Approximately 16.7 percent of the Personal/Home Management Domains of LEP students were scored at the Proficient or Distinguished level.

Community

Approximately 18.8 percent of the Community Domains of LEP students were scored at the Proficient or Distinguished level.

Portfolio Quality Scores (Limited English Proficient Students)

44.4 percent of LEP portfolios received a quality score of Superior or Satisfactory.

Growth Indication (Limited English Proficient Students)

LEP students demonstrated growth on 87.2 percent of all LEP portfolios generated statewide.

1999–2000 Pilot Administration Student Performance (Gender)

Communication

Approximately 22.4 percent of the Communication Domains of males and 24.8 percent of the Communication Domains of females were scored at the Proficient or Distinguished level.

Career/Vocational

Approximately 25.1 percent of the Career/Vocational Domains of males and 25.1 percent of the Career/Vocational Domains of females were scored at the Proficient or Distinguished level.

Personal/Home Management

Approximately 23.4 percent of the Personal/Home Management Domains of males and 22.6 percent of the Personal/Home Management Domains of females were scored at the Proficient or Distinguished level.

Community

Approximately 28.3 percent of the Community Domains of males and 27.7 percent of the Community Domains of females were scored at the Proficient or Distinguished level.

Portfolio Quality Scores (Gender)

Approximately 30.9 percent of the portfolios of male students received a portfolio quality score of Superior or Satisfactory.

Approximately 32 percent of the portfolios of female students received a portfolio quality score of Superior or Satisfactory.

Growth Indication (Gender)

Approximately, male students demonstrated growth on 93.2 percent of their portfolios generated statewide.

Approximately, female students demonstrated growth on 93.5 percent of their portfolios generated statewide

1999–2000 Pilot Administration Student Performance (Ethnicity)

Communication

Percentage of students statewide by ethnicity who scored at the Proficient or Distinguished level in the Communication Domain:

American Indian	56 percent
Asian	08.8 percent
Black	23.4 percent
Hispanic	26.3 percent
Multi-Racial	25.1 percent
White	23.2 percent

Career/Vocational

Percentage of students statewide by ethnicity who scored at the Proficient or Distinguished level in the Career/Vocational Domain:

American Indian	26.2 percent
Asian	20 percent
Black	23.9 percent
Hispanic	10.9 percent
Multi-Racial	36.4 percent
White	27 percent

Personal/Home Management

Percentage of students statewide by ethnicity who scored at the Proficient or Distinguished level in the Personal/Home Management Domain:

American Indian	34.3 percent
Asian	15.6 percent
Black	22.7 percent
Hispanic	20.4 percent
Multi-Racial	06.7 percent
White	25.4 percent

Community

Percentage of students statewide by ethnicity who scored at the Proficient or Distinguished level in the Community Domain:

American Indian	33.3 percent
Asian	20.8 percent
Black	27.8 percent
Hispanic	32.7 percent
Multi-Racial	35.7 percent
White	29.5 percent

Portfolio Quality Scores (Ethnicity)

Percentage of student portfolios, by ethnicity, that received a quality score of Superior or Satisfactory:

American Indian	43.8 percent
Asian	29.2 percent
Black	29.0 percent
Hispanic	30 percent
Multi-Racial	36.4 percent
White	33.9 percent

Growth Indication (Ethnicity)

Percentage of student portfolios in which students, by ethnicity, demonstrated growth:

American Indian	90.6 percent
Asian	91.7 percent
Black	93.9 percent
Hispanic	94.7 percent
Multi-Racial	100 percent
White	93.9 percent

**North Carolina Alternate Assessment Portfolio
1999–2000 Pilot Administration
State Summary**

Domain	Distinguished	Proficient	Apprentice	Novice
	Percentage of tasks scored at Distinguished level	Percentage of tasks scored at Proficient level	Percentage of tasks scored at Apprentice level	Percentage of tasks scored at Novice level
Communication	3.2	20.1	40.9	35.9
Career/Vocational	3.0	21.9	40.3	34.7
Personal/Home Management	2.5	20.6	39.1	37.8
Community	5.2	22.6	38.2	34.0

Domain	At or Above Standard*	
	Total number of tasks attempted in domain	Percentage of domains at or above standard
Communication	2663	23.3
Career/Vocational	2306	24.9
Personal/Home Management	2325	23.1
Community	2229	27.8

*At or above standard = Proficient/Distinguished

**1999–2000 Pilot Administration Exceptional Classification Performance
Percentage of Domains At or Above Proficient**

Exceptionality	Number Tested	Percent of Total	Communication	Career Vocational	P/H Management	Community	Quality score Of Superior or Satisfactory
Autistic	379	17.9	20.7	24.1	22.7	22.1	27.5
Behaviorally-Emotionally Disabled	1	.0005	0	0	100	0	100
Deaf/Blind	3	.001	33.3	33.3	66.7	66.6	66.6
Educable Mentally Disabled	76	3.5	33.7	28.5	25.8	32.6	25
Hearing Impaired	1	.0005	0	0	0	0	0
Multi-Handicap	457	21.6	20.9	24.4	19.0	23.5	30.8
Orthopedically Impaired	12	.57	13.3	41.6	9.1	54.6	33.3
Other Health Impaired	31	1.5	21.9	18.8	21.2	30	25.8
Severe/Profound Mentally Disabled	403	19	19.6	18.7	23	24.1	30.5
Specific Learning Disabled	1	.0005	0	0	0	0	100
Trainable Mentally Disabled	696	32.9	28.5	30	26.2	35.2	33.1
Traumatic Brain Injured	15	.7	0	7.1	28.5	40	46.7
Visually Impaired	3	.001	0	33.3	0	0	0
Unknown	39	1.8	14.6	12.9	14	17.5	38.5

All groups may not sum to 100 percent because of rounding.

**1999–2000 Pilot Administration Ethnicity Performance
Percentage of Domains At or Above Standard**

Ethnicity	Number Tested	Percent of Total	Communication	Career Vocational	P/H Management	Community	Quality score Of Superior or Satisfactory
American Indian	32	105	56	29.4	34.3	33.3	43.8
Asian	24	101	8.8	20	15.6	20.8	29.2
Black	800	37.8	23.4	23.9	22.7	27.8	29
Hispanic	50	2.4	26.3	10.9	20.4	32.7	30
Multi-Racial	11	.5	25.1	36.4	6.7	35.7	36.4
White	1069	50.5	23.2	27.0	24.5	26.5	33.9
Other	6	.003	20	0	0	37.5	33.3
Unknown	125	5.9	14.2	21.1	16.9	12.7	14.4

All groups may not sum to 100 percent because of rounding.

2000–2001 Statewide Administration

As required by the federal Individuals with Disabilities Education Act 1997 amendment, North Carolina’s statewide testing policy, effective with the 2000–2001 school year, required students with disabilities to participate in the statewide testing program by taking the state-mandated tests under standard conditions, with available accommodations or, if eligible, by participating in the North Carolina Alternate Assessment Portfolio. The North Carolina Alternate Assessment Portfolio was administered statewide during the 2000–2001 school year to students with disabilities who were in grades 3 through 8 and grade 10.

2000–2001 Framework

The 2000–2001 portfolio retained the functional structure of the pilot portfolio. Stakeholder input resulted in task parameters refinement and clarification. The recommendation to embed literacy, numeracy, and technology into the students’ tasks continued to be stressed with the ability to document when tasks contained functional academics added to the student task sheets. Skills included in the portfolio were required to give attention to:

- Self-determination
- Literacy
- Numeracy
- Technology

Skills included in the portfolio were also required to promote:

- Generalization of skills
- Inclusive learning
- Contextual learning

New Requirements and Important Changes from the 1999–2000 Pilot Administration

The North Carolina Department of Public Instruction Division of Accountability Services/Testing Section and the NCDPI Division of Exceptional Children/Areas of Exceptionality learned much from the North Carolina Alternate Assessment Portfolio Pilot scoring project held in Durham, North Carolina during July 2000. That information, as well as the comments and suggestions of over 120 North Carolina teachers/scorers was reflected in the revisions for the 2000–2001 portfolio. Revisions were made to the instrument, the scoring rubrics (e.g., rare situations where a student’s standard/objective is to maintain skills due to a medical condition or the severity of the disability for the Student Standard/Task Rubric), and the requirements for completing a portfolio. These changes were designed to streamline certain aspects of completing a portfolio, address the issue of Individualized Education Program (IEP) cycles that do not coincide with the school year, and allow for clearer scoring criteria. The changes for the 2000–2001 NCAAP are listed below.

Final Documentation Sheet

This section of the portfolio was deleted to streamline the completion process. The broad goals of literacy, numeracy, technology, and self-determination that should be embedded and/or addressed in the student standards were recorded directly on the Student Growth and Performance Sheet.

New Scoring Rubrics

The Student Task Rubric and Portfolio Quality Rubric were revised. The new rubrics served as a “checklist” for Portfolio Development Designees, and allowed for more consistent and accurate scoring. The Portfolio Rubric was deleted. (see appendix)

Communication Domain Requirements

The requirement that both expressive and receptive communication must be addressed in the Communication Domain was added. This could be accomplished by establishing two different standards, or by ensuring that both aspects of communication were embedded in a Communication Domain standard (e.g., a standard that calls for a student to respond to someone saying “good morning” by activating a switch box includes both receptive and expressive communication).

2000–2001 Scoring Changes

A **Student Task Rubric** was used to evaluate student performance on tasks specified in the portfolio in response to goals identified in the student’s IEP. Performance levels were assigned for each task in each of the four domains. Performance levels used in this assessment:

- Distinguished
- Proficient
- Apprentice
- Novice

A Domain Score was then calculated for each of the domains. Domain Scores reflected the performance average of all tasks included in the domain. Each performance level was assigned a numeric value: Novice (1), Apprentice (2), Proficient (3), and Distinguished (4). The numeric value of the task scores in a domain are averaged for the overall Domain Score. For example: A portfolio contains two tasks in the Community domain. The student scores at the Apprentice level (2) on task one and at the Proficient level (3) on task two. The numeric average of the scores is a 2.5, which gives the student a Community Domain score of Apprentice (2.5).

The Communication domain contained two parts: Receptive Communication and Expressive Communication. The Domain Score for the Communication domain was the numeric average of the sub averages of both parts of Communication. For example: In Receptive Communication a student has one task which receives the score of Distinguished (4); in Expressive Communication the same student has two tasks that are scored at the Novice (1) and the Apprentice level (2) respectively. The Domain Score was the numeric average of the two subaverages; the Receptive average is 4 and the Expressive average is 1.5, so the Domain Score was the average of 4 and 1.5, which is Apprentice (2.75).

A **Portfolio Quality Rubric** was used to evaluate the appropriateness and completeness of the evidence in the portfolio.

Each student’s task scores, the domain scores, the portfolio quality score, and the determination of student growth were returned to teachers after the scoring process was completed. Summary scores were returned for each Accountability Region, school system, and school in the state.

2000–2001 Scoring

For 2000–2001 school year operational administration, NCS Pearson served as the scoring contractor. North Carolina teachers were trained to score the portfolios by North Carolina State University–Technical Outreach for Public Schools staff under direction of staff from NCDPI Division of Accountability Services/Testing Section staff. There were 3,293 North Carolina Alternate Assessment Portfolios scored. Each portfolio was read and scored by a trained scorer. Ten percent of the student portfolios were randomly read and scored a second time to ensure consistency and accuracy of scoring. The scorer inter rater reliability rate (perfect and adjacent agreements) was 87.0 percent.

Overall Student Performance Statewide 2000–2001 Administration

Communication

14.0 percent of the Communication Domains statewide were scored at the Proficient or Distinguished level.

Career/Vocational

21.7 percent of the Career/Vocational Domains statewide were scored at the Proficient or Distinguished level.

Personal/Home Management

20.3 percent of the Personal/Home Management Domains statewide were scored at the Proficient or Distinguished level.

Community

26.2 percent of the Community Domains statewide were scored at the Proficient or Distinguished level.

Overall Portfolio Quality Scores

56.4 percent of the portfolios received a quality score of Superior or Satisfactory.

Overall Growth Indication

Students demonstrated growth on 94.0 percent of all student portfolios generated statewide.

2000–2001 Student Performance (Limited English Proficient Students)

Communication

13.3 percent of the Communication Domains of students identified as Limited English Proficient (LEP) were scored at the Proficient or Distinguished level.

Career/Vocational

22.2 percent of the Career/Vocational Domains of LEP students were scored at the Proficient or Distinguished level.

Personal/Home Management

15.5 percent of the Personal/Home Management Domains of LEP students were scored at the Proficient or Distinguished level.

Community

25.6 percent of the Community Domains of LEP students were scored at the Proficient or Distinguished level.

Portfolio Quality Scores (Limited English Proficient Students)

44.4 percent of LEP portfolios received a quality score of Superior or Satisfactory.

Growth Indication (Limited English Proficient Students)

LEP students demonstrated growth on 96.7 percent of all LEP portfolios generated statewide.

2000–2001 Student Performance (Gender)**Communication**

13.7 percent of the Communication Domains of males and 14.3 percent of the Communication Domains of females were scored at the Proficient or Distinguished level.

Career/Vocational

21.0 percent of the Career/Vocational Domains of males and 22.5 percent of the Career/Vocational Domains of females were scored at the Proficient or Distinguished level.

Personal/Home Management

20.6 percent of the Personal/Home Management Domains of males and 19.3 percent of the Personal/Home Management Domains of females were scored at the Proficient or Distinguished level.

Community

25.1 percent of the Community Domains of males and 26.8 percent of the Community Domains of females were scored at the Proficient or Distinguished level.

Portfolio Quality Scores (Gender)

55.3 percent of the portfolios of male students received a portfolio quality score of Superior or Satisfactory.

58.1 percent of the portfolios of female students received a portfolio quality score of Superior or Satisfactory.

Growth Indication (Gender)

Male students demonstrated growth on 93.8 percent of their portfolios generated statewide.

Female students demonstrated growth on 94.5 percent of their portfolios generated statewide.

2000–2001 Student Performance (Ethnicity)**Communication**

Percentage of students statewide by ethnicity who scored at the Proficient or Distinguished level in the Communication Domain:

American Indian	22.2 percent
Asian	9.7 percent
Black	11.6 percent
Hispanic	14.7 percent
Multi-Racial	16.1 percent
White	15.7 percent

Career/Vocational

Percentage of students statewide by ethnicity who scored at the Proficient or Distinguished level in the Career/Vocational Domain:

American Indian	26.9 percent
Asian	22.0 percent
Black	19.6 percent
Hispanic	16.8 percent

Multi-Racial	19.3 percent
White	23.4 percent

Personal/Home Management

Percentage of students statewide by ethnicity who scored at the Proficient or Distinguished level in the Personal/Home Management Domain:

American Indian	25.4 percent
Asian	19.5 percent
Black	19.6 percent
Hispanic	17.9 percent
Multi-Racial	22.6 percent
White	20.9 percent

Community

Percentage of students statewide by ethnicity who scored at the Proficient or Distinguished level in the Community Domain:

American Indian	30.2 percent
Asian	31.8 percent
Black	24.3 percent
Hispanic	19.0 percent
Multi-Racial	29.0 percent
White	27.2 percent

Portfolio Quality Scores (Ethnicity)

Percentage of student portfolios, by ethnicity, that received a quality score of Superior or Satisfactory:

American Indian	61.9 percent
Asian	51.3 percent
Black	52.3 percent
Hispanic	61.0 percent
Multi-Racial	70.9 percent
White	59.6 percent

Growth Indication (Ethnicity)

Percentage of student portfolios in which students, by ethnicity, demonstrated growth:

American Indian	95.2 percent
Asian	97.6 percent
Black	93.9 percent
Hispanic	94.7 percent
Multi-Racial	100 percent
White	94.1 percent

**North Carolina Alternate Assessment Portfolio
2000–2001 Administration
State Summary**

Domain (number tested)	Distinguished	Proficient	Apprentice	Novice	Non-scorable
	Number/Percentage scored at Distinguished level	Number/Percentage scored at Proficient level	Number/Percentage scored at Apprentice level	Number/Percentage scored at Novice level	Number/Percentage scored at Non-scorable level
Communication (3269)	76/2.3	382/11.7	1450/44.4	1253/38.3	108/3.3
Career/Vocational (3259)	170/5.2	538/16.5	1518/46.6	964/29.6	69/2.1
Personal/Home Management (3256)	183/5.6	480/14.7	1504/46.2	1026/31.5	63/1.9
Community (3241)	268/8.3	580/17.9	1425/44.0	882/27.2	86/2.7

Domain	At or Above Standard*	
	Number Tested	Percentage of domains at or above standard
Communication	3269	14.0
Career/Vocational	3259	21.7
Personal/Home Management	3256	20.3
Community	3241	26.2

*At or above standard = Proficient/Distinguished

2000–2001 Exceptional Classification Performance Percentage of Domains At or Above Standard

Exceptionality	Number Tested	Percent of Total	Communication	Career Vocational	P/H Management	Community	Quality score of Superior or Satisfactory
Autistic	665	20.2	12.5	21.4	19.6	23.6	55.3
Behaviorally-Emotionally Disabled	3	.1	33.3	33.3	33.3	33.3	66.7
Deaf/Blind	5	.2	20.0	40.0	20.0	40.0	60.0
Educable Mentally Disabled	239	7.3	21.3	25.9	27.2	34.7	55.7
Hearing Impaired	6	.2	16.7	0.0	33.3	33.3	33.3
Multi-Handicap	581	17.6	12.2	18.2	15.7	23.8	57.0
Orthopedically Impaired	21	.6	0.0	19.1	4.8	23.8	57.2
Other Health Impaired	63	1.9	14.3	17.4	22.2	19.1	63.5
Severe/Profound Mentally Disabled	462	14.0	13.7	18.8	20.7	22.3	59.6
Specific Learning Disabled	2	.1	0.0	0.0	0.0	0.0	50.0
Speech-Language Impaired	1	<0.1	0.0	0.0	0.0	0.0	0.0
Trainable Mentally Disabled	1175	35.7	14.4	23.9	21.2	28.2	56.3
Traumatic Brain Injured	21	.6	23.8	23.8	33.4	33.4	61.9
Visually Impaired	5	.2	20.0	20.0	20.0	20.0	20.0
Unknown	44	1.3	6.8	13.6	11.4	13.6	27.2

All groups may not sum to 100 percent because of rounding.

**2000–2001 Ethnicity Performance
Percentage of Domains At or Above Standard**

Ethnicity	Number Tested	Percent of Total	Communication	Career Vocational	P/H Management	Community	Quality score of Superior or Satisfactory
American Indian	63	1.9	22.2	26.9	25.4	30.2	61.9
Asian	41	1.2	9.7	22.0	19.5	31.8	51.3
Black	1352	41.1	11.6	19.6	19.6	24.3	52.3
Hispanic	95	2.9	14.7	16.8	17.9	19.0	61.0
Multi-Racial	31	.9	16.1	19.3	22.6	29.0	70.9
White	1657	50.3	15.7	23.4	20.9	27.2	59.6
Other	11	.3	9.1	9.1	9.1	36.4	54.5
Unknown	43	1.3	7.0	9.3	7.0	14.0	32.5

All groups may not sum to 100 percent because of rounding.

2000–2001 Student Portfolios Growth Determination

Gender	Number Tested	Percentage of student portfolios demonstrating growth	Percentage of student portfolios not demonstrating growth
Male	2067	93.8	6.2
Female	1221	94.5	5.5
Unknown (Gender not identified due to coding error)	5	100.0	0
Limited English Proficient	90	96.7	3.3
Exceptionality	Number Tested	Percentage of student portfolios demonstrating growth	Percentage of student portfolios not demonstrating growth
Autistic	665	94.0	6.0
Behaviorally-Emotionally Disabled	3	100.0	0.0
Deaf/Blind	5	100.0	0.0
Educable Mentally Disabled	239	93.7	6.3
Hearing Impaired	6	100.0	0.0
Multi-Handicap	581	94.8	5.2
Orthopedically Impaired	21	90.5	9.5
Other Health Impaired	63	95.2	4.8
Severe/Profound Mentally Disabled	462	94.2	5.8
Specific Learning Disabled	2	100.0	0.0
Speech-Language Impaired	1	100.0	0.0
Trainable Mentally Disabled	1175	93.6	6.4
Traumatic Brain Injured	21	100.0	0.0
Visually Impaired	5	80.0	20.0
Unknown	44	93.2	6.8
Ethnicity	Number Tested	Percentage of student portfolios demonstrating growth	Percentage of student portfolios not demonstrating growth
American Indian	63	95.2	4.8
Asian	41	97.6	2.4
Black	1352	93.9	6.1
Hispanic	95	94.7	5.3
Multi-Racial	31	100.0	0.0
White	1657	94.1	5.9
Other	11	90.9	9.1
Unknown	43	86.0	14.0

**NORTH CAROLINA TESTING PROGRAM
2000-2001 ALTERNATE ASSESSMENT PORTFOLIO
SIQ REPORT**

TITLE 1

	NOT SERVED IN SCHOOLWIDE PROGRAM		MIGRANT PROGRAM ONLY IN SCHOOLWIDE PROGRAM		SCHOOLWIDE PROGRAM ONLY		SCHOOLWIDE PROGRAM AND MIGRANT PROGRAM		NOT SERVED IN TARGETED ASSISTANCE PROGRAM		MIGRANT PROGRAM ONLY IN TARGETED ASSISTANCE PROGRAM		TARGETED ASSISTANCE ONLY		TARGETED ASSISTANCE AND MIGRANT PROGRAM		UNKNOWN			
	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT		
NUMBER TESTED:	1715		3		0		1		1		0		0		0		1587			
DOMAIN:																				
COMMUNICATION																				
DISTINGUISHED	51	3.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	25	1.6
PROFICIENT	239	13.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	150	9.5
APPRENTICE	768	44.8	2	66.7	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	691	43.5
NOVICE	590	34.4	1	33.3	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	671	42.3
NON-SCORABLE	62	3.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	47	3.0
NOT ATTEMPTED	5	0.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	0.2
CAREER / VOCATIONAL																				
DISTINGUISHED	119	6.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	52	3.3
PROFICIENT	331	19.3	1	33.3	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	211	13.3
APPRENTICE	759	44.3	1	33.3	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	776	48.9
NOVICE	458	26.7	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	508	32.0
NON-SCORABLE	40	2.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	30	1.9
NOT ATTEMPTED	8	0.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	10	0.6

**NORTH CAROLINA TESTING PROGRAM
2000-2001 ALTERNATE ASSESSMENT PORTFOLIO
SIQ REPORT**

TITLE 1

NUMBER TESTED: DOMAIN:	NOT SERVED IN SCHOOLWIDE PROGRAM		MIGRANT PROGRAM ONLY IN SCHOOLWIDE PROGRAM		SCHOOLWIDE PROGRAM ONLY		SCHOOLWIDE PROGRAM AND MIGRANT PROGRAM		NOT SERVED IN TARGETED ASSISTANCE PROGRAM		MIGRANT PROGRAM ONLY IN TARGETED ASSISTANCE PROGRAM		TARGETED ASSISTANCE ONLY		TARGETED ASSISTANCE AND MIGRANT PROGRAM		UNKNOWN			
	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT		
PERSONAL/HOME MANAGEMENT																				
DISTINGUISHED	116	6.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	68	4.3
PROFICIENT	292	17.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	191	12.0
APPRENTICE	793	46.2	3	100.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	727	45.8
NOVICE	465	27.1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	566	35.7
NON-SCORABLE	35	2.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	28	1.8
NOT ATTEMPTED	14	0.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	0.4
COMMUNITY																				
DISTINGUISHED	173	10.1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	97	6.1
PROFICIENT	346	20.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	243	15.3
APPRENTICE	724	42.2	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	711	44.8
NOVICE	411	24.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	476	30.0
NON-SCORABLE	40	2.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	47	3.0
NOT ATTEMPTED	21	1.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	13	0.8

**NORTH CAROLINA TESTING PROGRAM
2000-2001 ALTERNATE ASSESSMENT PORTFOLIO
SIQ REPORT**

TITLE 1

NUMBER TESTED: DOMAIN:	NOT SERVED IN SCHOOLWIDE PROGRAM		MIGRANT PROGRAM ONLY IN SCHOOLWIDE PROGRAM		SCHOOLWIDE PROGRAM ONLY		SCHOOLWIDE PROGRAM AND MIGRANT PROGRAM		NOT SERVED IN TARGETED ASSISTANCE PROGRAM		MIGRANT PROGRAM ONLY IN TARGETED ASSISTANCE PROGRAM		TARGETED ASSISTANCE ONLY		TARGETED ASSISTANCE AND MIGRANT PROGRAM		UNKNOWN			
	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT	NUM	PRCT		
QUALITY SCORE																				
SUPERIOR	210	12.2	0	0.0	0	0.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	120	7.6
SATISFACTORY	800	46.7	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	747	47.1
MINIMALLY ADEQUATE	520	30.3	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	512	32.3
INADEQUATE	185	10.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	208	13.1
GROWTH																				
YES	1618	94.3	3	100.0	0	0.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	1499	94.5
NO	97	5.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	88	5.5

**North Carolina Alternate Assessment Portfolio
2000–2001 State Characteristics**

	EOG (Grades 3–8), HSCT* (Grade 10) Participants		North Carolina Alternate Assessment Portfolio Participants	
	N	Percent	N	Percent
	669,516	100	3293	100
<u>Ethnic Group</u>				
American Indian	9366	1.4	63	1.9
Asian	11925	1.8	41	1.2
Black	197229	29.5	1352	41.1
Hispanic	23739	3.5	95	2.9
Multi-Racial	8737	1.3	31	1.0
White	417849	62.4	1657	50.3
Other	184	<0.1	11	<0.1
Unknown	487	<0.1	43	1.3

*High School Competency Test

**How the North Carolina Alternate Assessment Portfolio (NCAAP) Results were included in the
School Performance Composite for 2000–2001**

The NCAAP has four domains: Communication (C), Personal/Home Management (PHM), Community (COM), and Career/Vocational (C/V). Each domain receives a score of .25 for a total possible score of 1.00 if a student is proficient in all four domains. A student must receive a 3 or 4 in a domain to be counted as proficient in that area. The student’s proficiency score is derived from the following scale:

- 1. Novice**
- 2. Apprentice**
- 3. Proficient**
- 4. Distinguished**

The resulting sum of scores across the four domains of NCAAP contributes to the school’s performance composite score for the ABCs Accountability Program. The following table shows possible NCAAP data for two students in a school.

NCAAP Example of two students in a school

	A Communications	B Personal Home Management	C Community	D Career/Vocational	E Number of Domains Proficient	F Proficient Score E/4(# of Domains)
Student (1)	*NP	**P	P	NP	2	.50
Student (2)	NP	NP	NP	NP	0	.00
Total # Of (P)	0	1	1	0	2	.50

*NP = Not Proficient

**P = Proficient

Example: For a K–5 Elementary School Performance Composite at grade 4 for Reading, Mathematics, Writing and NCAAP.

The performance composite for any school is the total number of scores at or above Level III (or at or above grade level) in each subject included in the ABCs model, divided by the total number of valid scores. The performance composite is reported as a percentage. In Table 2, the NCAAP performance for the two students in Table 1 is included in the school’s performance composite.

The first row represents the total number of scores at or above Level III (numerator) as reported for each subject area and for the NCAAP. In the second row, the total number of valid scores (denominator) or number of students who were tested in each subject area or participated in the NCAAP at this particular school are included. To obtain the performance composite, divide the total number scores at or above Level III by the total number of valid scores or number of students who took the test and participated in the NCAAP. Multiply the product by 100 to yield the performance composite score for this school.

NCAAP performance for the two students in preceding table included in the school's performance composite

	R	M	W	NCAAP	Total	Performance Composite
Scores at or above Level III	117	161	40	.50	318.50	.68 x 100 = 68.00%
Total (N) Students	200	201	64	2	467	

2001–2002 Statewide Administration

Framework

The 2001–2002 retained the same structure, requirements, eligibility criteria, and rubrics as the 2000–2001 portfolio.

Changes for the 2001–2002 NCAAP

The scoring and reporting process for the NCAAP was revised to incorporate a system that requires each portfolio to be scored by two readers using an analytic process. The readers used the previously established task rubrics and portfolio quality rubrics. The revised process required that a raw score scale of 0–32 be generated based on the combined task rubric scores assigned for each of the four domains: Communication, Personal and Home Management, Career and Vocational, and Community. The 2001–2002 portfolios received a **Total Portfolio** score in addition to the domain scores and the quality score.

New Scoring Procedures for 2001–2002

To ensure the reliability and validity of the handscoring of the NCAAP and to better facilitate the inclusion of the North Carolina Alternate Assessment Portfolio scores into the ABCs Accountability Program, NCDPI and NCSU–Technical Outreach for Public Schools (TOPS) Performance and Assessment staff met in December, 2001, to begin developing a new model with which to score the 2001–2002 NCAAP.

- The proposed scoring model was presented for review and revision to Mildred Bazemore, Chief, Testing Section, in January, 2002.
- The proposed scoring model was presented to the Testing Students with Disabilities Advisory Committee on January 24–25, 2002.
- The proposed scoring model was presented and approved by the State Board of Education on February 6, 2002.

North Carolina Alternate Assessment Portfolio Scoring Model 2001–2002

Domain Score

The North Carolina Alternate Assessment Portfolio has four domains: Communication, Personal and Home Management, Career and Vocational, and Community. Each domain contains student tasks that will be individually read and scored (0–4) by two independent readers. The domain raw score is the sum of the tasks scores received from two readers, or in the case of multiple tasks within a domain, the average of the task scores each equaling 8 possible points. This score is the overall Domain Score.

For Example:

Student A			Student B		
Community	Reader 1	Reader 2		Reader 1	Reader 2
Task 1	4	3	Task 1	4	3
Task 2	3	3			
Task 3	3	2			
Total	10	8		4	3

Domain Score

$$18/3 = 6$$

$$7 = 7$$

The Communication domain is divided into two subdomains: Receptive Communication and Expressive Communication. The Domain Score for the Communication domain is the average of the two subdomain scores for the Communication domain. This average is then the overall Domain Score.

For Example:

Student C - Receptive			Student C - Expressive		
Communication Domain	Reader 1	Reader 2		Reader 1	Reader 2
Task 1	4	3	Task 1	4	3
Task 2	3	3			
Task 3	3	2			
Total	10	8		4	3

Subdomain Score

$$18/3 = 6$$

$$7/1 = 7$$

Domain Score

$$13/2 = 6.5^*$$

* Scores that average with a .5 or greater component will be rounded to the next higher number

Domain Raw Score Scale

	Non-Scorable	Novice	Apprentice	Proficient	Distinguished
Communication	0	1–2	3–4	5–6	7–8
Personal & Home Management	0	1–2	3–4	5–6	7–8
Career & Vocational	0	1–2	3–4	5–6	7–8
Community	0	1–2	3–4	5–6	7–8

**North Carolina Alternate Assessment Portfolio Scoring Model
2001–2002
Overall Portfolio**

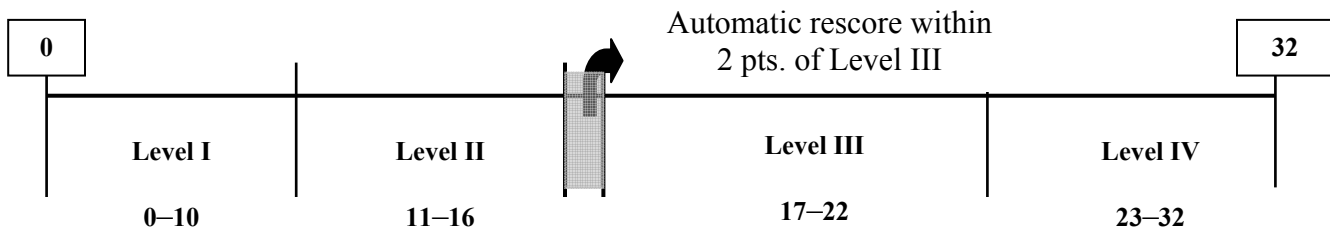
Domain	Raw Score Scale
Communication	0–4
Personal & Home Management	0–4
Career & Vocational	0–4
Community	0–4
	x2
Total Portfolio Score:	32 possible points

1. All student portfolios will be individually read and scored by two independent readers. Task scores will then be summed. This sum will result in a Domain Score. The four portfolio Domain Scores will be summed equaling a Total Portfolio Score of 32 possible points.
2. Raw Score Scale = 0–32
3. A review procedure will be incorporated into the scoring process for those students whose Total Portfolio Scores fall within two points of the proposed Achievement Level cut score between Achievement Levels II and III. This procedure will eliminate the need for an LEA appeal mechanism, as conducted under the previous score system.
4. A minimum reader perfect agreement rate of 70 percent (as per State Board of Education requirements) will be maintained at the task level.
5. Students will receive Domain Scores, a Total Portfolio Score, an Achievement Level, and a growth indication.

**North Carolina Alternate Assessment Portfolio
Scoring Model 2001–2002
Overall Portfolio**

Example

Domain	Raw Score Scale			
	Reader 1		Reader 2	Total
Communication	3	+	3	= 6
Personal & Home Management	2	+	3	= 5
Career & Vocational	3	+	3	= 6
Community	4	+	4	= 8
Total Portfolio Score:				25



The revised process generated a single portfolio score for each participating student. This revised system enabled better facilitation and the establishment of normative performance standards (achievement levels) that were external to the scoring process so that student performance on the NCAAP is reported in a manner that is consistent with the reporting of student performance on the other tests included in the Statewide Testing Program. The single portfolio score achievement level performance for each student was reported in the ABC’s performance composite for the purpose of school accountability.

The State Board of Education approved the new scoring procedures in February, 2002. It was established that the revised system would contribute to the achievement of greater inter-rater reliability by using two readers to score each child’s portfolio. The generation of a single portfolio score for each child, and the generation of external normative achievement levels would result in greater alignment of the results from the portfolio and the End-of-Grade tests in reading and mathematics. The revised scoring and reporting process also aligned with the revised analytic scoring model developed for the writing assessment for grades 4, 7, & 10. The department believed that the revised process for scoring and reporting the results for the alternate assessment portfolio to be fair, reasonable, and beneficial to the child in that each portfolio is read by two independent readers. The current process requires that 90 percent of the portfolios would be scored once with ten percent selected randomly to be read a second in order to determine portfolio score for validity and reliability.

Range Finding 2001–2002

Range finding was held May 29–30, in Raleigh, NC. 42 portfolios were assessed by the committee for task level, quality, and growth determination. Tasks from this range finding were used to train scorers on all levels of the rubrics. Portfolios from the following counties/agencies were randomly selected for range finding:

- Brunswick
- Camden
- Craven
- Davidson
- Forsyth
- Graham
- Macon
- Martin
- New Hanover
- Perquimans
- Polk
- Rutherford
- Stanly
- Wake
- Wilson
- Yancey
- Murdoch Center
- Buncombe
- Shelby City
- Cumberland
- Duplin
- Holy Angles
- Lenoir
- Madison
- Montgomery
- Pender
- Pitt
- Randolph
- Sampson
- Tyrrell
- Wiles
- Yadkin
- Governor Morehead School for the Blind

Range Finding Committee Member	Agency
Erin Bohner	Technical Outreach for Public Schools
Jim Kroening	Department of Public Instruction
Phyllis Blackmon	Technical Outreach for Public Schools
Dr. Diane Browder	University of North Carolina Charlotte
Nellie Aspel	North Shelby School
Scott Ragsdale	Technical Outreach for Public Schools
Jennifer Gerteisen	Technical Outreach for Public Schools
Mary Wetherby	Technical Outreach for Public Schools
Alice Bartley	Exceptional Children Division, Department of Public Instruction
Gloria Lawrence	Gateway Education Center
Tom Winton	Exceptional Children Division, Department of Public Instruction
Chris Jones	Exceptional Children Division, Department of Public Instruction
Martha Downing	Exceptional Children Division, Department of Public Instruction
Freda Lee	Exceptional Children Division, Department of Public Instruction
Chris Poma	NCS Person
Daisy Vickers	NCS Person

Description of Student Performance North Carolina Alternate Assessment Portfolio 2001–2002

Overall Student Performance Statewide 2001–2002

- **Achievement Level III or Above.** The results show that 49.0 percent of students scored at or above Achievement Level III for their overall portfolio score.
- **Gender.** A slightly higher percentage of females than males performed at Achievement Level III or above. (Females 49.1%, Males 48.7%).
- **Ethnicity.** Disparities in performance were present among the ethnic subgroups in 2001-02. The Hispanic (39.6%), American Indian (47.3%), and Black (47.9%) subgroups had lower percentages performing at Achievement Level III or above than the White (50.1%), Asian (56.4%) and Multi-Racial (62.5%) subgroups in these data.
- **Student with Limited English Proficiency.** The results show that 31.4 percent of students identified as limited English proficient scored at Achievement Level III or above.
- **Title I and Migrant.** The results show that 43.7 percent of students in a Schoolwide Title I program scored at Achievement Level III or above. For those receiving services in a Migrant program, 53.1 percent scored at Achievement Level III or above.
- **Students with Disabilities.** The results for student scoring at Achievement Level III or above are reported for the following categories: Educable Mentally Disabled (56.0%), Other Health Impaired (53.0%), Trainable Mentally Disabled (50.3%), Autistic (50.0%), Multihandicapped (47.7%), and Severely/Profoundly Mentally Disabled (42.1%). Data is not reported for categories with fewer than 30 students.
- **Percent Achieving Growth.** The percentage of students achieving growth toward skill mastery of assessed objectives was 97.4 percent. The percentage of students not achieving growth toward skill mastery of assessed objectives was 2.6 percent.

2002–2003 Statewide Administration

No Child Left Behind (NCLB)

On Jan. 8, 2002, President George W. Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This education reform act contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965.

In the NCLB legislation, the states are required to create standards for what a child should know and learn in all grades. Standards first must be developed in mathematics and reading. States must measure student progress by using tests that are aligned with these standards. Each state, school district, and school will be expected to make adequate yearly progress toward meeting the state standards. This progress will also be measured by disaggregating data for specified subgroups of the population.

Beginning in 2000, prior to the NCLB legislation, the Exceptional Children Division of NCDPI began to hold stakeholder meetings to address **Individuals with Disabilities Education Improvement Act** (IDEA) regulations which stated that states must provide students with disabilities access to and assist them to progress in the general curriculum. In December of 2000 the first meeting of the NC Extensions of Standards was held to address this issue. The expected outcomes of this first meeting were as follows:

- Review the state standards to determine which ones could be expanded to work closely with the NCAAP and a functional curriculum.
- Review what other states had done (SC, TX, KY, MD).
- Determine the critical function or essences of the general education standards.
- Determine which domains/subdomains could be directly addressed, addressed through inference, or could not be addressed through the general education standard.

The meeting's purpose was to produce a document for teachers who would be conducting an alternate assessment portfolio to use when aligning their functional curriculum with the state's general North Carolina *Standard Course of Study*.

Participants were given the meaning of the critical function or essence of a standard: "The notion of defining skills or behaviors in terms of their consequences...The attempt to focus attention on the definition of behaviors, skills, goals, or objectives in terms of their functional or purpose the behavior is suppose to serve, rather than on the specific form of the act used to achieve that effect," (Owen White, 1980). The large group was broken into a Mathematics and an English/Language Arts group depending on their areas of knowledge, experience, preference, and ability to make the groups as diverse as possible (in terms of grade level, administrative/teaching experience, etc.) Each group was given five other states' curriculum extensions in order to visualize what their end product might look like. Next, the process was explained:

- Determine the essence of each standard.
- Compare the content area standards (essence) to the Domains/Subdomains, competencies.
- Determine if these domains/subdomains, competencies are addressed specifically in the standard, the connection must be inferred, or there is no possible link between them and the standard.

Subsequent meetings resulted in the final Extensions document and accompanying activities. The activities were coded with S for Self-Determination, T for Technology, L for Literacy, and N for

Numeracy. These codes matched the areas that skills must give attention to in the alternate assessment portfolio.

- Self-determination was defined as self-advocacy, problem-solving, initiation, choice, and self-monitoring.
- Technology was defined as computers, assistive technology (both high and low), picture exchange notebooks, choice boards, jigs, communications boards, schedules, etc.
- Literacy was defined as sight words, pictures, symbols, signs, gestures, and responses with communicative intent including physical.
- Numeracy was defined as money/time management, ordinal numbers, sequencing, numeration, geometrical shapes and sizes, probability, sorting, patterning, and comparisons.

The Extensions to the North Carolina *Standard Course of Study* were approved for students with cognitive deficits in grades 3–8 and 10 by the North Carolina State Board of Education on November 7, 2002. These extensions comply with No Child Left Behind legislation that requires that all students be assessed in reading and mathematics and with IDEA 1997 that requires that all students with disabilities have access to the general curriculum.

North Carolina Standard Course of Study Goals	Essences of the Goals for Students with Serious Cognitive Deficits
<p>Standard Course of Study Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.</p> <p>Standard Course of Study Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p> <p>Standard Course of Study Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.</p> <p>Standard Course of Study Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual text.</p> <p>Standard Course of Study Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.</p>	<p>Essence 1: The learner will develop strategies for communication.</p> <p>Essence 2: The learner will develop and apply strategies and skills to comprehend outside stimuli</p> <p>Essence 3: The learner will make connections (react, relate and generalize).</p> <p>Essence 4: The learner will produce expressive communication.</p> <p>Essence 5: The learner will convey a complete thought in a functional manner.</p>
ENGLISH/LANGUAGE ARTS DOMAINS	
<p>Domain: Communication</p> <p>Subdomain 1: Receptive Communication</p> <p>Competency 1: Student demonstrates observable responses to a wide variety of environmental stimuli.</p> <p>Competency 2: Student demonstrates awareness of any or all of the following: verbal, nonverbal, sign, symbolic, gestural, and/or written expression.</p> <p>Competency 3: Student demonstrates understanding of any or all of the following: verbal, nonverbal, sign, symbolic, gestural, and/or written expression.</p> <p>Subdomain 2: Expressive Communication</p> <p>Competency 1: Student uses verbal, non-verbal, sign, symbolic, gestural, and/or written language with or without the use of technology for personal purposes.</p> <p>Competency 2: Student uses verbal, non-verbal, sign, symbolic, gestural, and/or written language with or without the use of technology for social purposes.</p> <p>Competency 3: Student uses verbal, non-verbal, sign, symbolic, gestural, and/or written language with or without the use of technology for academic purposes.</p> <p>Competency 4: Student uses verbal, non-verbal, sign, symbolic, gestural, and/or written language with or without the use of technology for vocational purposes.</p>	
<p>Domain: Community</p> <p>Subdomain 1: Accessing Community Resources while Demonstrating Socially Responsible Behavior</p> <p>Competency 1: Student travels within and beyond community.</p> <p>Competency 2: Student accesses services from government agencies and public organizations.</p> <p>Competency 3: Student accesses goods and services from private businesses and industry.</p> <p>Subdomain 2: Leisure/Recreation Activities while Demonstrating Socially Responsible Behavior</p> <p>Competency 1: Student chooses and engages in appropriate individual leisure/recreation activities.</p> <p>Competency 2: Student chooses and engages in appropriate group leisure/recreation activities.</p> <p>Subdomain 3: Community Membership</p> <p>Competency 1: Student demonstrates appropriate community-based social skills.</p> <p>Competency 2: Student demonstrates appropriate civic and legal skills.</p> <p>Note: Assessment of these domains by the Alternate Assessment Portfolio will yield a Reading Score</p>	

North Carolina <i>Standard Course of Study</i> Goals	Essences of the Goals for Students with Serious Cognitive Deficits
<p>Standard Course of Study Mathematics Strand 1: Number Sense, Numeration, and Numerical Operations</p> <p>Standard Course of Study Mathematics Strand 2: Spatial Sense, Measurement, and Geometry</p> <p>Standard Course of Study Mathematics Strand 3: Patterns, Relationships, and Functions</p> <p>Standard Course of Study Mathematics Strand 4: Data, Probability, and Statistics</p>	<p>Essence 1: Representing and utilizing numbers</p> <p>Essence 2: Recognizing size, measurement, spatial orientation, and shape</p> <p>Essence 3: Sorting and patterning</p> <p>Essence 4: Collecting, sorting, organizing, displaying, and/or interpreting data over a period of time (usually two or more items of numerical information) in charts, graphs, and/or tables with correct labeling</p>
MATHEMATICS DOMAINS	
<p>Domain: Personal and Home Management</p> <p>Subdomain 1: Self-Help</p> <p>Competency 1: Student demonstrates toileting skills.</p> <p>Competency 2: Student demonstrates eating and drinking skills.</p> <p>Competency 3: Student maintains personal hygiene.</p> <p>Competency 4: Student demonstrates dressing/undressing skills.</p> <p>Subdomain 2: Home Living</p> <p>Competency 1: Student demonstrates money management skills.</p> <p>Competency 2: Student demonstrates meal preparation skills.</p> <p>Competency 3: Student demonstrates household/cleaning skills.</p> <p>Competency 4: Student demonstrates clothing care skills.</p> <p>Competency 5: Student demonstrates home repair and yard maintenance skills.</p> <p>Subdomain 3: Healthful Living</p> <p>Competency 1: Student demonstrates an understanding of family life concepts.</p> <p>Competency 2: Student engages in activities to promote wellness.</p> <p>Competency 3: Student engages in activities to prevent substance abuse.</p> <p>Competency 4: Student demonstrates an understanding of nutrition.</p> <p>Competency 5: Student demonstrates an understanding of safety and emergency practices.</p>	
<p>Domain: Career and Vocational</p> <p>Subdomain 1: Awareness of Work</p> <p>Competency 1: Student demonstrates an understanding of the importance of work.</p> <p>Competency 2: Student demonstrates an awareness of a variety of careers.</p> <p>Competency 3: Student demonstrates an awareness of own vocational abilities and limitations.</p> <p>Subdomain 2: Physical Aspects of Work</p> <p>Competency 1: Student exhibits a level of stamina, endurance and sensory tolerance conducive to future employment.</p> <p>Competency 2: Student performs work-related tasks involving fine motor skills.</p> <p>Competency 3: Student performs work-related tasks involving gross motor skills.</p> <p>Subdomain 3: Social Aspects of Work</p> <p>Competency 1: Student exhibits interpersonal skills necessary for successful personal and social interactions with co-workers and supervisors in a work setting.</p> <p>Competency 2: Student exhibits interpersonal skills necessary for successful employment related interactions with co-workers and supervisors in a work setting.</p> <p>Competency 3: Student exhibits social skills needed to carry out specific job functions.</p>	

Subdomain 4: Job-Specific Skills

Competency 1: Student demonstrates proficiency in work management skills and behaviors.

Competency 2: Student demonstrates job skills specific to the performance of a variety of careers.

Competency 3: Student demonstrates technology skills specific to the performance of a variety of careers.

Subdomain 5: Job-Seeking Skills

Competency 1: Student exhibits skills necessary to choose and locate appropriate training and/or employment opportunities.

Competency 2: Student exhibits skills needed to obtain appropriate training and/or employment opportunities.

Note: Assessment of these domains by the Alternate Assessment Portfolio will yield a Mathematics Score

Extensions of the North Carolina *Standard Course of Study*

The purpose of the Extensions of the North Carolina *Standard Course of Study* (SCOS) is to provide access to the general curriculum for all students, especially those participating in the North Carolina Alternate Assessment Portfolio (NCAAP). This access occurs through linking the domains, subdomains, and competencies of the NCAAP to the SCOS. To meet the requirements of the NCAAP, the student must be assessed in each domain: Community, Home/Personal Management, Vocational, and Receptive/Expressive Communication. Although a minimum of five skills are documented for the NCAAP, the entire educational program for these students should be based on functional extensions of the SCOS as shown in the sample activities. The sample activities were offered to give the classroom teacher possible options to consider in accessing the SCOS. It is assumed that the Individualized Education Program (IEP) will identify the specific goals and objectives and that they may differ from, or be an addition to, the skills provided. The samples could also be used in planning for students who are not being assessed with the NCAAP (e.g., students in grades other than 3–8).

Following extensive discussions and meetings with NCDPI Exceptional Children Division and NCDPI Accountability Services the following changes were implemented in the NCAAP for the 2002–2003 school year.

Testing Students with Disabilities Advisory Committee Minutes excerpt; January 16–17, 2003

Recommendations/Discussion

The purpose of the Testing Students with Disabilities Advisory Committee is to provide recommendations to the NCDPI regarding issues, policies, rules, procedures, and guidelines related to the assessment and accountability of students with disabilities. The advisory group is a result of the collaborative efforts of the NCDPI Division of Accountability Services/Testing Section, Exceptional Children Division, and Division of Instructional Services.

Attendance

Advisory Committee Members Able to Attend: Margaret Blackwell, Erin Bohner, Lee Crisp, Luester Hazel, Gayle McCurry, Marlyn Wells, Barbara Collins, Terry Jones, Edna Vann, Nellie Aspel

Ex Officio Members Able to Attend: Monica Geary, Bobbie Grammar, David Mills, Wandra Polk

Unable to Attend: Mildred Bazemore, Diane Browder, Melinda Chambers, Tarra Farrow, Renee' Lane Olivieri, Diane Scoggins, Jim Kroening, Marlene Newell, Brenda Winston, Ira Wolf, Hope Tesh

NCAAP Update (Erin Bohner):

In response to NCAAP, North Carolina will report student scores in the areas of reading and mathematics at grades 3–8 and 10 and writing for grades 4, 7, and 10. A sixth required task was added to the portfolio this year. This added task must focus on numeracy. This will result in three tasks scored for reading and three tasks scored for mathematics. The writing score will come from the Expressive Communication task. The Expressive communication task will count once for reading and once for writing.

NC Alternate Assessment Portfolio Scoring and Reporting Procedures 2002–2003

On February 26, 2003, a meeting to discuss the scoring and reporting procedures for the 2002–2003 NCAAP was held. This meeting generated the following general scoring and reporting procedures.

NC Alternate Assessment Scoring Procedures Meeting Participants

Mildred Bazemore	NCDPI Division of Accountability Services/Testing Section	Chief, Accountability Services/Testing Section
Jim Kroening	NCDPI Division of Accountability Services/Testing Section	Senior Education Research and Evaluation Consultant
George Stubblefield	NCDPI Division of Accountability Services/Testing Section	Staff Programmer/Statistical Analyst
Laura Kramer	NCDPI Division of Accountability Services/Testing Section	Senior Psychometrician
Erin Bohner	Technical Outreach for Public Schools (TOPS)	Educational Research and Evaluation Consultant
Scott Ragsdale	Technical Outreach for Public Schools (TOPS)	Educational Research and Evaluation Consultant
Chris Warren	Technical Outreach for Public Schools (TOPS)	Social Research Associate
Nancy Lanier	Technical Outreach for Public Schools (TOPS)	Social Research Associate

Effective with the 2002–03 school year, student performance from the North Carolina Alternate Assessment Portfolio, designed to assess students with disabilities with serious cognitive deficits, shall be reported in the areas of reading (grades 3–8 and 10), mathematics (grades 3–8 and 10), and writing (grades 4,7, and 10). The assessment for each student shall be scored at the task level to generate student scores in each area and shall be reported according to adopted achievement level ranges. Each portfolio is to be read by two trained independent readers.

Also, effective with the 2002–03 school year, student scores from the reading and mathematics components of the alternate assessment portfolio shall be reported in the performance composite of the State’s ABCs School Accountability Program and the Adequate Yearly Progress (AYP) under the federal Title I legislation as required by the No Child Left Behind Act of 2001.

The reading score shall be generated by task scores taken from the Communication Domain (Receptive and Expressive subdomains and the Community Domain). There shall be at least a total of three tasks

and at least one task in each of the Communication subdomains and the Community domain. A score of “0” will be assigned for a missing task in a required domain or subdomain. The reading score is generated from a total of the task scores assigned by both readers (each reader assigns a score of 0–4 for each task), multiplied by two, divided by the number of tasks (including the ones assigned a 0) and rounded up to the nearest whole number.

The mathematics score will be generated by the task scores taken from the Personal and Home Management, and Career/Vocational Domains. There must be a total of at least three tasks from both domains. There must be at least one task in one domain, and at least two tasks in the other domain. The mathematics score is generated from a total of the task scores assigned by both readers (each reader assigns a score of 0–4 for each task), multiplied by two, divided by the number of tasks (including the ones assigned a 0) and rounded up to the nearest whole number.

The writing score shall be generated from the task scores or the average of the task scores in the Communication Domain (Expressive subdomain). If no Expressive Communication subdomain scores is included, the writing component of the portfolio is scored as a zero (0). The writing score is generated from a total of the task scores assigned by both readers (each reader assigns a score of 0–4 for each task), multiplied by two, divided by the number of tasks (including the ones assigned a 0) and rounded up to the nearest whole number.

The score range for each component shall be reported on the following raw score scale:

Reading 0–16
 Mathematics 0–16
 Writing 0–16

NC Alternate Assessment Portfolio Achievement Level Ranges

Subject	Level I	Level II	Level III	Level IV
Reading	0–5	6–9	10–13	14+
Mathematics	0–5	6–8	9–13	14+
Writing	0–5	6–9	10–13	14+

Scoring Model

Each portfolio’s student tasks will be individually read and scored (0–4) by two independent readers. The sum of the task scores received from two readers, or in the case of multiple tasks within a domain, average the task scores each equaling 8 possible points.

Example:

Student A			Student B		
Community	Reader 1	Reader 2		Reader 1	Reader 2
Task 1	4	3	Task 1	4	3
Task 2	3	3			
Task 3	3	2			
Total	10	8		4	3
Domain Score	$18/3 = 6$			$7 = 7$	

The Communication domain is divided into two subdomains: Receptive Communication and Expressive Communication. The Domain Score for the Communication domain is the average of the two sub-domain scores for the Communication domain.

Example:

Student A – Receptive			Student A – Expressive		
Communication Domain	Reader 1	Reader 2		Reader 1	Reader 2
Task 1	4	3	Task 1	4	3
Task 2	3	3			
Task 3	3	2			
Total	10	8		4	3

Sub Domain Score $18/3 = 6$ $7 = 7$
 Domain Score $13/2 = 6.5^*$

Example:

Student B – Receptive			Student B – Expressive		
Communication Domain	Reader 1	Reader 2		Reader 1	Reader 2
Task 1	4	3	Task 1	4	3
Task 2	3	3			
Task 3	3	2			
Total	10	8		4	3

Sub Domain Score $18/3 = 6$ $7 = 7$
 Domain Score $13/2 = 6.5^*$

*Scores that average with a .5 or greater component will be rounded to the next higher number.

The score for the Reading component would be the combined scores of the Communication Domain and the Community Domain.

Student A		Student B	
Community	6	Community	7
Communication	7	Communication	7
Reading Score	13		14

The Domain scores for the Personal and Home Management and the Career/Vocational Domains derived in the same manner. The Mathematics Score would be these combined domain scores.

The Writing Score would be the task score or the average of the tasks scores in the Expressive Communication Domain.

North Carolina Alternate Assessment Portfolio

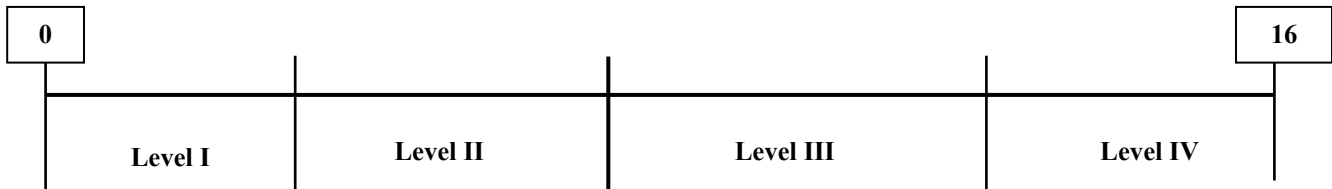
Domain	Reading Score
Communication	0–4 x 2 readers
Community	0–4 x 2 readers
Reading Score:	16 possible points

Domain	Mathematics Score
Personal & Home Management	0–4 x 2 readers
Career & Vocational	0–4 x 2 readers
Mathematics Score:	16 possible points

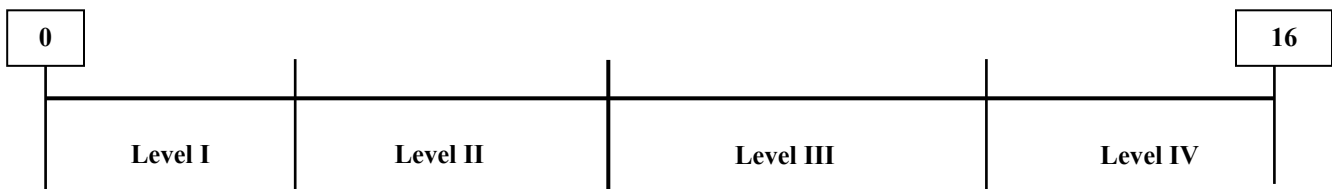
Expressive Subdomain	Writing Score
Expressive Sub Domain	0–4 x 2 readers
Writing Score:	8 possible points

6. The student Achievement Level for each academic area will be reported in the Performance Composite for the ABCs Accountability Program.
7. Students who achieve Achievement Level III or IV will be reported as having met the performance standard.

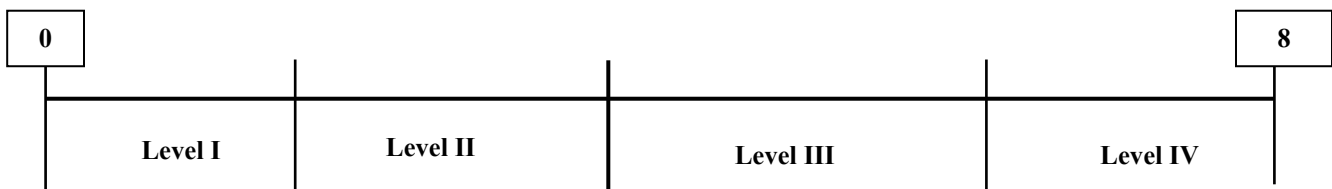
Reading Scale



Mathematics Scale



Writing Scale



Achievement Level I

Students performing at this level do not demonstrate mastery of their IEP (Reading, Mathematics, or Writing) goals as assessed by the portfolio.

Achievement Level II

Students performing at this level inconsistently demonstrate mastery of their IEP (Reading, Mathematics, or Writing) goals as assessed by the portfolio.

Achievement Level III

Students performing at this level often demonstrate mastery of their IEP (Reading, Mathematics, or Writing) goals as assessed by the portfolio.

Achievement Level IV

Students performing at this level consistently demonstrate mastery of their IEP (Reading, Mathematics, or Writing) goals as assessed by the portfolio.

Quality Score

The North Carolina Alternate Assessment Portfolio receives a Quality Score that addresses the completeness of the portfolio, the clarity of the evidence, the age appropriateness of the tasks, and the IEP links to the tasks and evidence. Each portfolio will be individually read and scored (1–4) by two independent readers. The Quality Raw Score is the sum of the scores received from two readers equaling 8 possible points.

This score is then applied to the Quality Raw Score Scale below for the portfolio Quality Score.

Example:

Portfolio	
Reader 1	Reader 2
4	3

Quality Score 7

Quality Raw Score Scale

Inadequate	Minimally Adequate	Satisfactory	Superior
1–2	3–4	5–6	7–8
1–2	3–4	5–6	7–8
1–2	3–4	5–6	7–8
1–2	3–4	5–6	7–8

Performance Standard Setting For the North Carolina Alternate Assessment Portfolio 2002–2003

The proposed performance standards for the North Carolina Alternate Assessment Portfolio were set using the following method:

The North Carolina Testing Students with Disabilities Advisory Committee was introduced to the proposed new analytic scoring model for the alternate assessment portfolio at the first meeting of the committee on January 24–25, 2002. (A list of the committee members is attached.) The committee worked with staff to redefine the achievement level descriptors for each of the four levels. The committee’s descriptors focus on mastery of the IEP goals and align to the achievement level descriptors specified for the end-of-grade tests to the extent possible. The committee established descriptors that were positive, written in clear and concise terms, and parallel to organizational language for other tests, where possible.

The committee was advised that the data from the portfolios that were scored by two readers for the purpose of determining inter-rater reliability during the scoring for 2001 would be used as impact data to inform decisions as to where to draw the lines for the cut scores. The data from the 327 portfolios which were selected randomly to be double scored to determine inter-rater reliability were used to generate basic descriptive statistics about student performance on the portfolios. Since the data were generated from randomly selected portfolios, the staff believes that the data are generalizable and can be used as impact data to inform the standard-setting process.

The data from the 327 double-read portfolios were generated and analyzed. The mean score for the distribution of scores is 15.5 on the 32-point raw scale. The median score for the distribution is 15.2. The standard deviation for the distribution is 4.79. A frequency distribution was generated to show the scores for each of the 327 students on the 0–32 scale. The frequency distribution was reviewed and analyzed by the staff.

On February 14, 2002, a panel of staff from NCDPI and NCSU-TOPS met to set the recommended standards for the alternate assessment portfolio. (Prior to the meeting, staff was given information about the standard-setting methods.) The panel members discussed at length the portfolio, its purpose, the proposed scoring method, the importance of setting standards, and why standards are used to categorize students to reflect what they are expected to know and be able to do. The panel was also informed that the standards set, if approved by the Board, will be used to report student performance on the portfolio in the future for testing results at the student, classroom, school, district, and state levels, and for the ABCs Accountability Program beginning with the 2001–02 school year.

The panel discussed at length the expected standards for the portfolio as indicated by the student’s progress toward meeting the IEP goals and the evidence provided to support documented student progress. In deciding where to draw the lines for the cut points, there was a great deal of discussion of the issue “how good is good enough”, especially at the point where the dichotomous line is drawn between students who are proficient and those who are not. The method used to set the standards is a very direct approach that is defined theoretically as the Dominant Profile method that is described by Jaeger et al. in the *Handbook for the Development of Performance Standards* (September 1998).

The process entails much discussion and consensus building among the panel members and involves a consideration of which profile of scores are indicative of how students are to be categorized based on the expectations specified for these students—which for these portfolios are spelled out in the IEP goals and

represented by the associated tasks for each of the domains. The panel worked to arrive at a consensus on how to categorize the students and then reviewed the impact data. The method allows for a combination of compensatory and conjunctive components across domains in arriving at the cut points. Care was taken so that the cut points were set that ensured parallel standards set for performance on each of the four domains: Communication, Personal and Home Management, Career and Vocational, and Community.

The cut points for the proposed achievement levels for the North Carolina Alternate Assessment Portfolio are as follows:

Levels	Achievement Level Descriptors	Cut Scores	Projected Percentage of Students (Based on 2000–01 Data)
I	Students performing at this level do not demonstrate mastery of their IEP goals as assessed by the portfolio.	0–10	12.54
II	Students performing at this level inconsistently demonstrate mastery of their IEP goals as assessed by the portfolio.	11–16	50.77
III	Students performing at this level often demonstrate mastery of their IEP goals as assessed by the portfolio.	17–22	29.67
IV	Students performing at this level consistently demonstrate mastery of their IEP goals as assessed by the portfolio.	23–32	7.04

Based on the proposed cut points, if students perform at least as well in the upcoming year as they performed during the 2000–01 school year, 36.7 percent of the students statewide will meet the standard of Achievement Level III or above compared to 20.6 percent on the average per domain statewide for the 2000–01 school year when scored and reported using the current model.

The proposed achievement level cut points and the process used to set them was endorsed by the North Carolina Testing and Accountability Technical Advisory Committee at their February 15, 2002, meeting. The department plans to re-evaluate the impact of the cut scores in two years, if approved by the SBE.

A list of the standard-setting panel is as follows:

- Dr. Laura Kramer, Staff Psychometrician, NCDPI
- Mr. James Kroening, Director, Performance Assessment Projects, NCDPI
- Ms. Erin Bohner, Consultant/Trainer, Alternate Assessments, NCSU-TOPS
- Ms. Phyllis Blackmon, Lead Consultant, Performance Assessments, NCSU-TOPS
- Dr. George Stubblefield, Staff Programmer/Statistical Analyst, NCDPI
- Mr. Scott Ragsdale, Scoring Consultant, NCSU-TOPS
- Ms. Mildred Bazemore, Section Chief, NCDPI

The North Carolina State Board of Education approved the revision of the scoring and reporting proposal for the NCAAP in February 2002. The changes became effective with the 2002–03 NCAAP scoring and reporting.

**Table 1. 2002–03 North Carolina Alternate Assessment Portfolio (NCAAP)
Statewide Student Performance at Each Achievement Level**

Category	Number of Students	Percent of All Students ¹ 10	Reading						Mathematics						Percent Not Achieving
			at		at		at or Above		at		at		at or Above		
			Level I	Level II	Level III	Level IV	Level III	Level IV	Level III	Level IV	Level III	Level IV	Level III	Level IV	
All Students	3,146	0.0	15.9	31.9	29.8	17.9	47.7	20.4	22.9	37.0	15.2	52.2	92.1	3.2	
Gender															
Females	1,171	37.2	15.5	33.3	29.3	16.6	45.9	19.9	23.7	36.4	14.6	51.0	90.7	3.9	
Males	1,965	62.5	16.0	31.0	30.2	18.7	48.9	20.6	22.4	37.5	15.5	53.0	92.8	2.8	
Not Coded	10	0.3	*	*	*	*	*	*	*	*	*	*	*	*	
Ethnicity															
American Indian	68	2.2	4.4	29.4	39.7	25.0	64.7	10.3	17.6	35.3	35.3	70.6	98.5	*	
Asian	51	1.6	7.8	43.1	31.4	17.6	49.0	13.7	23.5	52.9	9.8	62.7	94.1	5.9	
Black	1,302	41.4	16.4	30.0	30.5	18.7	49.2	21.0	21.1	38.5	15.1	53.5	91.8	3.8	
Hispanic	123	3.9	14.6	40.7	18.7	18.7	37.4	16.3	26.8	31.7	17.9	49.6	90.2	2.4	
Multi-Racial	51	1.6	11.8	27.5	39.2	15.7	54.9	11.8	31.4	37.3	13.7	51.0	92.2	2.0	
White	1,544	49.1	16.3	32.8	29.3	16.9	46.2	21.1	24.1	35.7	14.4	50.1	92.1	3.0	
Not Coded	7	0.2	*	*	*	*	*	*	*	*	*	*	*	*	
All Students with Disabilities	3,133	99.6	15.9	32.0	29.8	17.8	47.6	20.4	22.9	36.9	15.2	52.1	92.1	3.3	
Behaviorally-Emotionally Disabled	2	0.1	*	*	*	*	*	*	*	*	*	*	*	*	
Hearing Impaired	11	0.3	*	*	*	*	*	*	*	*	*	*	*	*	
Educable Mentally Disabled	205	6.5	15.6	30.7	24.4	22.4	46.8	22.4	15.6	32.7	22.4	55.1	86.8	5.4	
Specific Learning Disabled	6	0.2	*	*	*	*	*	*	*	*	*	*	*	*	
Speech-Language Impaired	1	0.0	*	*	*	*	*	*	*	*	*	*	*	*	
Visually Impaired	6	0.2	*	*	*	*	*	*	*	*	*	*	*	*	
Other Health Impaired	81	2.6	18.5	27.2	34.6	14.8	49.4	19.8	22.2	45.7	7.4	53.1	87.7	7.4	
Orthopedically Impaired	23	0.7	*	*	*	*	*	*	*	*	*	*	*	*	
Traumatic Brain Injured	24	0.8	*	*	*	*	*	*	*	*	*	*	*	*	
Autistic	707	22.5	16.1	34.4	31.1	14.0	45.1	22.5	22.5	39.7	10.9	50.6	93.2	2.1	
Severely/Profoundly Mentally Disabled	411	13.1	21.7	30.9	27.3	16.3	43.6	25.8	26.0	31.1	13.1	44.3	90.8	5.4	
Multihandicapped	588	18.7	17.5	33.2	29.1	15.6	44.7	20.7	27.0	35.9	11.7	47.6	91.8	3.4	
Deaf-Blind	5	0.2	*	*	*	*	*	*	*	*	*	*	*	*	
Trainable Mentally Disabled	1,063	33.8	12.5	30.8	30.1	22.1	52.2	16.4	21.4	37.6	20.1	57.8	93.2	2.3	
Not Coded	13	0.4	*	*	*	*	*	*	*	*	*	*	*	*	
Limited English Proficient (LEP)	91	2.9	28.6	31.9	22.0	15.4	37.4	28.6	22.0	28.6	18.7	47.3	91.2	5.5	
Not Served by Title I	2,108	67.0	16.4	31.8	29.0	18.2	47.2	20.3	23.1	36.3	15.7	52.1	92.1	3.2	
Schoolwide Title I Program	964	30.6	14.1	31.4	31.8	18.3	50.1	20.5	22.3	38.2	14.6	52.8	92.6	2.8	

**Table 1. 2002–03 North Carolina Alternate Assessment Portfolio (NCAAP)
Statewide Student Performance at Each Achievement Level**

Category	Number of Students	Percent of All Students ¹	Reading					Mathematics							
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
			at	at	at	at	at	at	at	at	at	at			
Targeted Assistance	25	0.8	Level I	Level II	Level III	Level IV	Level III	Level IV	Level III	Level IV	Level III	Level III	At or Above Level III	Percent Achieving	Percent Not Achieving
Migrant	5	0.2	*	*	*	*	*	*	*	*	*	*	*	*	*

Notes ¹Percent of All Students¹ within a category may not add up to 100.0 percent due to rounding or blanks.

*No scores are reported for groups with fewer than thirty students.

Last year, students received overall portfolio achievement levels and growth; this year, students received achievement levels in Reading and Mathematics as well as an overall growth indication.

Data are not collected for Section 504 or Specific Learning Disabled students by subject.

When summed, subgroup N counts may not match the “All Students” N count because of incomplete coding on some student answer sheets.

Data received from LEAs and charter schools after July 30, 2003, are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 44. North Carolina Alternate Assessment Portfolio (AAP), 2002–03 Writing Pilot
Statewide Student Performance at Each Achievement Level, Percent Achieving Growth,
and Percent Not Achieving Growth**

Category	Number of Students	Percent of All Students ¹	Writing										
			Percent at Level I		Percent at Level II		Percent at Level III		Percent at Level IV		Percent At or Above Level III	Percent Achieving	Percent Not Achieving
			Level I	Level II	Level III	Level IV	Level III	Level III	Level III	Level III			
All Students	1,213	100.0	19.5	27.9	21.8	25.8	21.8	25.8	21.8	25.8	47.6	91.6	4.0
Gender													
Females	443	36.5	20.1	29.6	20.1	23.7	20.1	23.7	20.1	23.7	43.8	90.3	4.5
Males	766	63.1	18.9	27.0	22.7	27.2	22.7	27.2	22.7	27.2	49.9	92.3	3.8
Not Coded	4	0.3	*	*	*	*	*	*	*	*	*	*	*
Ethnicity													
American Indian	29	2.4	*	*	*	*	*	*	*	*	*	*	*
Asian	17	1.4	*	*	*	*	*	*	*	*	*	*	*
Black	484	39.9	21.3	25.2	22.1	26.4	22.1	26.4	22.1	26.4	48.6	91.3	4.5
Hispanic	46	3.8	10.9	45.7	8.7	28.3	8.7	28.3	8.7	28.3	37.0	93.5	2.2
Multi-Racial	15	1.2	*	*	*	*	*	*	*	*	*	*	*
White	617	50.9	18.3	29.7	21.6	25.4	21.6	25.4	21.6	25.4	47.0	91.4	3.7
Not Coded	5	0.4	*	*	*	*	*	*	*	*	*	*	*
All Students with Disabilities	1,209	99.7	19.5	28.0	21.7	25.9	21.7	25.9	21.7	25.9	47.6	91.6	4.1
Behaviorally-Emotionally Disabled	0	0.0	*	*	*	*	*	*	*	*	*	*	*
Hearing Impaired	5	0.4	*	*	*	*	*	*	*	*	*	*	*
Educable Mentally Disabled	84	6.9	22.6	26.2	17.9	25.0	17.9	25.0	17.9	25.0	42.9	83.3	8.3
Specific Learning Disabled	4	0.3	*	*	*	*	*	*	*	*	*	*	*
Speech-Language Impaired	1	0.1	*	*	*	*	*	*	*	*	*	*	*
Visually Impaired	2	0.2	*	*	*	*	*	*	*	*	*	*	*
Other Health Impaired	31	2.6	22.6	25.8	22.6	22.6	22.6	22.6	22.6	22.6	45.2	87.1	12.9
Orthopedically Impaired	9	0.7	*	*	*	*	*	*	*	*	*	*	*
Traumatic Brain Injured	7	0.6	*	*	*	*	*	*	*	*	*	*	*
Autistic	284	23.4	20.8	28.5	26.8	18.7	26.8	18.7	26.8	18.7	45.4	92.3	3.5
Severely/Profoundly Mentally Disabled	144	11.9	27.1	22.2	22.9	25.0	22.9	25.0	22.9	25.0	47.9	93.1	4.9
Multihandicapped	218	18.0	19.7	32.1	18.3	24.8	18.3	24.8	18.3	24.8	43.1	90.8	3.7
Deaf-Blind	2	0.2	*	*	*	*	*	*	*	*	*	*	*
Trainable Mentally Disabled	418	34.5	15.3	27.8	20.1	32.3	20.1	32.3	20.1	32.3	52.4	93.1	2.9
Not Coded	4	0.3	*	*	*	*	*	*	*	*	*	*	*

Table 44. North Carolina Alternate Assessment Portfolio (AAP), 2002–03 Writing Pilot Statewide Student Performance at Each Achievement Level, Percent Achieving Growth, and Percent Not Achieving Growth

Category	Number of Students	Percent of All Students ¹	Writing						Percent Achieving Growth	Percent Not Achieving Growth	
			Percent at Level I		Percent at Level II		Percent at Level III				Percent at or Above Level III
			Level I	Level II	Level III	Level IV	Level III				
Limited English Proficient (LEP)	33	2.7	12.1	42.4	15.2	21.2	36.4	87.9	9.1		
Not Served by Title I	877	72.3	18.4	28.2	20.5	27.0	47.5	91.2	3.9		
Schoolwide Title I Program	310	25.6	21.3	26.5	25.2	24.2	49.4	93.2	3.5		
Targeted Assistance	9	0.7	*	*	*	*	*	*	*		
Migrant	0	0.0	*	*	*	*	*	*	*		

Notes ¹”Percent of All Students” within a category may not add up to 100.0 percent due to rounding or blanks.

*No scores are reported for groups with fewer than thirty students.

Last year students received overall portfolio achievement levels and growth, this year students received achievement levels in writing as well as an overall growth indication.

Data are not collected for Section 504 or Specific Learning Disabled students by subject.

When summed, subgroup N counts may not match the “All Students” N count because of incomplete coding on some student answer sheets. Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

2003–2004 Statewide Administration

Early in 2003 NCDPI Accountability Services and NCDPI Exception Children Division held meetings to examine how the NCAAAP could be refined to better focus on the academics required by NCLB.

Portfolio Discussion Exception Children/Accountability Meeting Minutes

2003–2004

Changes

- Group task around academic rather than functional domain
 - Literacy (Reading & Writing)
 - Numeracy (Mathematics)
 - Science?
 - How many tasks?
 - 1 per academic level — 2 in literacy, if student is in grades 4, 7, 10, one of the two is to be considered the writing score
- Omit domains — list “EC Essences” if adopted
- Better quantify student rubric
 - Require “x” number of data points within the last 6 weeks of assessment
 - % of mastery points equate to Distinguished, Proficient, Apprentice, Novice along with current requirements for generalization and initiation
- Reduce Quality Rubric descriptors
 - First 2 bullets carry maximum weight — make rest of bullets “general considerations”
 - Have standardized comments for feedback on quality
- Mark and collect data for only 2 points during assessment
 - Baseline (first 3 weeks of assessment)
 - Final (6 weeks)

Writing score for this year

- Why have writing score when no other students will have writing score this year?
- Have writing score just “not count it”

Scoring concerns

- What will cut scores be — based on what?
- What to do if portfolio does not have required number of tasks?
- What to do if tasks included are not addressing numeracy or literacy — who makes that call?
- Need larger room for training
- What about ethics concerns this year?
- What do we do with the small number of students who are in the bio-behavioral state — some homebound, hospitalized, terminal, semi-comatose?

As required by NCLB, it was decided to retire the functional domains and have the NCAAAP formatted to focus solely on English/Language Arts and Mathematics. The NCAAAP transitioned from a functional format that was focused on functional domains to an academic portfolio that was constructed around the academic domains of English/Language Arts and Mathematics.

2003–2004 NC Alternate Assessment Portfolio Changes and Updates

In addition to the changes made to comply with No Child Left Behind, some updates and modifications were made to make the portfolio more “user friendly” for the teachers, and to clarify the process for scoring purposes. Below are modifications to the NCAAP for the 2003–2004 academic year.

Final Evaluation Sheet

A principal checklist below was added to facilitate the review of the portfolio by the principal and help to prevent nonscorable situations created by missing or incomplete data.

- | | | |
|---|------------------------------|-----------------------------|
| • Student Profile Complete | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Three (3) tasks included for Language Arts | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Three (3) tasks included for Mathematics | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Writing task is designated for grades 4, 7, and 10 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • All tasks aligned to SCOS Essences | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Each task sheet contains only one task | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Data reflects actual student responses | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Data reflects actual day of student response | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • Contains required data sheets and anecdotal notes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • If student work is included, only three (3) examples per task are submitted | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

The task rubric and quality rubric were refined to include input from the Testing Student with Disabilities Advisory Committee and the NCDPI Exceptional Children Division.

Student Task Rubric

Generalization requirements for a task score of IV and III were delineated. The requirement for a student to achieve a task score of IV is that the skill be applied across three or more environments/situations and three or more people; and more than one environment/situation or more than one person for a task score of III. The specific number requirements replace the term “variety” used in the past, thereby eliminating any questions as to exactly how many is a “variety” of people and/or places (see appendix).

The following Non-Scorable Categories were added.

- Task does not have required academic focus (Reading, Mathematics, Writing)
- Student responses not dated
- Task is not on the student’s IEP, or IEP is not included in portfolio
- Invalid data or evidence

Portfolio Quality Rubric

The following General Quality Considerations were added.

- The tasks are measurable and quantifiable;
- The link between the IEP and the tasks is clear and absolute;
- The link between the tasks and the North Carolina *Standard Course of Study* Essences is clear and absolute;
- The link between the tasks and the evidence provided is clear and appropriate

The following requirements were added to, or made clearer, in the following (see appendix):

Superior

- The generalization requirement now specifies that full documentation of the student performance of the tasks in three or more environments/situations and with three or more people, must be shown.
- All tasks included in the portfolio address the required academic content areas through the NCSCS Essences.

Satisfactory

- The generalization requirement now specifies that full documentation of the student's performance of the tasks in more than one environment/situation, or with more than one person, must be shown.
- All tasks include in the portfolio address the required academic content areas through the NCSCS Essences.

Minimally Adequate and Inadequate

- Specifies that these scores will apply if the portfolio contains tasks that may not address the required academic content areas, do not contain all required tasks and the data collection does not cover the entire assessment period.

English/Language Arts Component

The five North Carolina *Standard Course of Study* Competency Goals and Essences for Student with Serious Cognitive Deficits are delineated along with the specific requirements for Reading for all portfolios and Writing for Grades 4, 7, and 10.

Student Task Sheet — English/Language Arts

- The SCOC competency goals and essences were added to each student task sheet with boxes, next to each one, so the teacher could identify which competency was addressed.
- The task section allows the teacher to indicate if the task is reading or writing.
- Required and optional evidence was included on each student task sheet.
- The web site (www.ncpublicschools.org/accountability/testing/alternate/) for downloading of additional data and anecdotal note sheets was also provided on each task sheet.

Anecdotal Notes

Three anecdotal note pages were included with each student task sheet.

Mathematics Component

The four North Carolina *Standard Course of Study* Mathematics Strands and Essences for Students with Serious Cognitive Deficits are delineated along with the requirements for the Mathematics Component.

Student Task Sheet — Mathematics

- The SCOS Mathematics Strands and Essences were listed on each student task sheet along with boxes next to each one, so the teacher could identify which strand was being addressed.
- Required and optional evidence were included on each student task sheet. The web site (www.ncpublicschools.org/accountability/testing/alternate/) for downloading of additional data and anecdotal note sheets was also provided.

Anecdotal Notes

Three anecdotal note pages were included with each student task sheet.

Student Task Sheet – English/Language Arts

Student Name: _____

Check the Standard Course of Study Competency Goal to which the student task is connected.

- Standard Course of Study Competency Goal 1:** The learner will develop and apply *enabling* strategies and skills to read and write.
Essence 1: The learner will develop strategies for communication.
- Standard Course of Study Competency Goal 2:** The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
Essence 2: The learner will develop and apply strategies and skills to comprehend outside stimuli.
- Standard Course of Study Competency Goal 3:** The learner will make connections through the use of oral language, written language, and media and technology.
Essence 3: The learner will make connections (react, relate and generalize).
- Standard Course of Study Competency Goal 4:** The learner will apply strategies and skills to create oral, written, and visual text.
Essence 4: The learner will produce expressive communication.
- Standard Course of Study Competency Goal 5:** The learner will apply grammar and language conventions to communicate effectively.
Essence 5: The learner will convey a complete thought in a functional manner.

One Student Task per Student Task Sheet

- Reading Task
- Writing Task — Applies to Competency Goal 4 or 5 only (Grades 4, 7, and 10 only)

Student Task:

Check box to indicate if task is to be scored for Reading (Grades 3–8 and 10) or Writing (Grades 4, 7, 10 only)

Required Evidence

1. **Data Sheets:** A collection of the student responses must be provided on standardized forms called data sheets. The data sheets that are to be used in the portfolio must come from the data sheet set included in the portfolio or online at www.ncpublicschools.org/accountability/testing/alternate/.
2. **Anecdotal Notes:** Concise, focused teacher notes must be provided to add additional information about the student's level of functioning, generalization, and/or initiation.

Optional Evidence

Work Samples: Examples of a student's work — such as writing his/her name, making a mark on a paper, student produced picture sentences — may be submitted. Three work samples may be included in the portfolio for each task. The work samples must be 1) at the beginning of instruction, 2) at the midpoint of instruction, and 3) at the end of instruction.

Generalization Notes: Notes describing a student's ability with task performance in different locations and with different people may be included.

Teacher Comments:

Date: _____

**Table 1. 2003–04 North Carolina Alternate Assessment Portfolio (NCAAP)
Statewide Student Performance at Each Achievement Level, Percent Achieving Growth, and Percent Not Achieving Growth**

Category	Number of Students	Percent of All Students ¹	Reading						Mathematics					
			Percent at Level		Percent at Level		Percent at Level		Percent at Level		Percent at Level		Percent at Level	
			Level I	Level II	Level III	Level IV	Level III	Level IV	Level III	Level IV	Level III	Level IV	Level III	Level IV
All Students	3,417	100.0	10.9	18.1	36.5	33.8	70.3	13.5	11.5	44.2	30.1	74.3	97.8	1.5
Gender														
Females	1,234	36.1	11.6	19.4	34.2	34.3	68.5	14.8	11.6	42.3	30.7	73.0	97.7	1.7
Males	2,178	63.7	10.5	17.4	37.9	33.4	71.3	12.9	11.4	45.3	29.7	75.0	97.8	1.4
Not Coded	5	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Ethnicity														
American Indian	46	1.3	10.9	4.3	23.9	60.9	84.8	8.7	8.7	26.1	56.5	82.6	100.0	0.0
Asian	51	1.5	15.7	25.5	35.3	21.6	56.9	23.5	9.8	45.1	19.6	64.7	96.1	2.0
Black	1,415	41.4	11.4	18.4	35.6	33.9	69.5	12.8	11.6	44.6	30.4	75.0	97.7	1.7
Hispanic	130	3.8	8.5	20.0	44.6	26.9	71.5	16.9	15.4	48.5	19.2	67.7	100.0	0.0
Multi-Racial	62	1.8	8.1	22.6	33.9	33.9	67.7	14.5	6.5	45.2	32.3	77.4	98.4	*
White	1,674	49.0	10.6	18.0	37.3	33.4	70.7	13.9	11.5	44.0	29.9	73.9	97.7	1.6
Not Coded	39	1.1	12.8	5.1	28.2	53.8	82.1	7.7	7.7	41.0	43.6	84.6	100.0	0.0
All Students with Disabilities	3,414	99.9	10.9	18.1	36.5	33.8	70.3	13.5	11.5	44.2	30.1	74.3	97.8	1.5
Behaviorally-Emotionally Disabled	5	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Hearing Impaired	8	0.2	*	*	*	*	*	*	*	*	*	*	*	*
Educable														
Mentally Disabled	264	7.7	10.2	14.0	38.6	34.8	73.5	12.1	9.8	41.3	34.5	75.8	97.3	0.4
Specific Learning Disabled	5	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Speech-Language Impaired	6	0.2	*	*	*	*	*	*	*	*	*	*	*	*
Visually Impaired	5	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Other Health Impaired	96	2.8	12.5	15.6	37.5	33.3	70.8	15.6	13.5	39.6	30.2	69.8	97.9	1.0
Orthopedically Impaired	27	0.8	*	*	*	*	*	*	*	*	*	*	*	*
Traumatic Brain Injured	22	0.6	*	*	*	*	*	*	*	*	*	*	*	*
Autistic	813	23.8	8.9	18.0	38.9	33.3	72.2	10.0	11.7	49.7	27.7	77.4	98.2	0.9
Severely/Profoundly Mentally Disabled	398	11.6	17.6	18.1	32.9	31.4	64.3	23.9	13.6	37.4	25.1	62.6	98.2	1.8

**Table 1. 2003–04 North Carolina Alternate Assessment Portfolio (NCAAP)
Statewide Student Performance at Each Achievement Level, Percent Achieving Growth, and Percent Not Achieving Growth**

Category	Number of Students	Percent of All Students ¹	Reading						Mathematics					
			Percent at Level		Percent at Level		Percent at Level		Percent at Level		Percent at Level		Percent at Level	
			Level I	Level II	Level III	Level IV	Level III	Level IV	Level III	Level IV	Level III	Level IV	Level III	Level IV
Multihandicapped	588	17.2	16.3	19.0	30.3	34.0	64.3	20.6	13.1	40.1	25.9	66.0	96.4	3.2
Deaf-Blind	4	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Tramable														
Mentally Disabled	1,173	34.3	7.6	18.6	38.2	35.5	73.7	9.4	9.8	45.2	35.5	80.6	98.6	1.3
Not Coded	3	0.1	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	62	1.8	11.3	21.0	46.8	21.0	67.7	12.9	19.4	51.6	16.1	67.7	100.0	0.0
Not Served by Title I Schoolwide Title I Program	2,437	71.3	10.8	18.3	37.1	33.0	70.1	13.3	11.7	44.1	30.3	74.4	97.8	1.4
Targeted Assistance Migrant	965	28.2	11.1	17.4	35.1	36.1	71.2	14.4	10.9	44.5	29.9	74.4	97.9	1.8
	2	0.1	*	*	*	*	*	*	*	*	*	*	*	*
	11	0.3	*	*	*	*	*	*	*	*	*	*	*	*

Notes ¹Percent of All Students” within a category may not sum to 100.0 percent due to rounding or blanks.

*No scores are reported for groups with fewer than thirty students.

Data are not collected for Section 504 or Specific Learning Disabled students by subject.

When summed, subgroup N counts may not match the “All Students” N count because of incomplete coding on some student answer sheets.

Data received from LEAs and charter schools after July 15, 2004 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

**Table 46. North Carolina Alternate Assessment Portfolio (AAP) Writing, 2003–04
Statewide Student Performance at Each Achievement Level, Percent Achieving Growth,
and Percent Not Achieving Growth**

Category	Number of Students	Percent of All Students ¹	Writing						
			Percent at Level I	Percent at Level II	Percent at Level III	Percent at Level IV	Percent At or Above Level III	Percent Achieving Growth	Percent Not Achieving Growth
			20.1	16.2	22.5	39.2	61.7	97.5	1.8
All Students	1,422	100.0	20.1	16.2	22.5	39.2	61.7	97.5	1.8
Gender									
Females	538	37.8	22.1	17.7	19.9	38.3	58.2	97.4	1.9
Males	882	62.0	18.9	15.3	24.1	39.8	63.9	97.5	1.7
Not Coded	2	0.1	*	*	*	*	*	*	*
Ethnicity									
American Indian	16	1.1	*	*	*	*	*	*	*
Asian	19	1.3	*	*	*	*	*	*	*
Black	614	43.2	21.5	16.0	22.0	37.9	59.9	97.4	1.8
Hispanic	51	3.6	19.6	13.7	31.4	35.3	66.7	100.0	0.0
Multi-Racial	31	2.2	6.5	22.6	22.6	48.4	71.0	100.0	0.0
White	678	47.7	19.9	16.2	23.0	39.5	62.5	97.3	1.9
Not Coded	13	0.9	*	*	*	*	*	*	*
All Students with Disabilities	1,421	99.9	20.1	16.2	22.5	39.3	61.8	97.5	1.8
Behaviorally-Emotionally Disabled	2	0.1	*	*	*	*	*	*	*
Hearing Impaired	6	0.4	*	*	*	*	*	*	*
Educable Mentally Disabled	127	8.9	16.5	14.2	23.6	44.1	67.7	97.6	0.8
Specific Learning Disabled	4	0.3	*	*	*	*	*	*	*
Speech-Language Impaired	2	0.1	*	*	*	*	*	*	*
Visually Impaired	1	0.1	*	*	*	*	*	*	*
Other Health Impaired	39	2.7	20.5	23.1	17.9	38.5	56.4	100.0	0.0
Orthopedically Impaired	8	0.6	*	*	*	*	*	*	*
Traumatic Brain Injured	10	0.7	*	*	*	*	*	*	*
Autistic	292	20.5	19.2	13.7	26.0	39.0	65.1	96.9	2.1
Severely/Profoundly Mentally Disabled	175	12.3	27.4	14.3	20.6	34.9	55.4	97.1	2.9
Multihandicapped	238	16.7	22.3	16.8	22.3	37.0	59.2	97.1	2.5
Deaf-Blind	3	0.2	*	*	*	*	*	*	*

**Table 46. North Carolina Alternate Assessment Portfolio (AAP) Writing, 2003–04
Statewide Student Performance at Each Achievement Level, Percent Achieving Growth,
and Percent Not Achieving Growth**

Category	Number of Students	Percent of All Students ¹	Writing							
			Percent at		Percent at		Percent at		Percent Achieving Growth	Percent Not Achieving Growth
			Level I	Level II	Level III	Level IV	Level III	Level III		
Trainable Mentally Disabled Not Coded	514 1	36.1 0.1	17.9 *	17.7 *	21.2 *	42.0 *	63.2 *	98.6 *	1.2 *	
Limited English Proficient (LEP)	29	2.0	*	*	*	*	*	*	*	
Not Served by Title I	1,077	75.7	20.1	16.7	22.3	38.9	61.2	97.5	1.8	
Schoolwide Title I Program	338	23.8	20.7	14.2	23.4	40.8	64.2	97.9	1.8	
Targeted Assistance	0	0.0	*	*	*	*	*	*	*	
Migrant	6	0.4	*	*	*	*	*	*	*	

Notes ¹”Percent of All Students” within a category may not add up to 100.0 percent due to rounding or blanks.

*No scores are reported for groups with fewer than thirty students.

Data are not collected for Section 504 or Specific Learning Disabled students by subject.

When summed, subgroup N counts may not match the “All Students” N count because of incomplete coding on some student answer sheets.

Prepared by the NCDPI Division of Accountability Services/North Carolina Testing Program.

2004–2005 Statewide Administration

The 2004–2005 NCAAP retained the same task requirements, eligibility criteria and rubrics as the 2003–2004 portfolios. The requirement that all tasks selected for the portfolio address the academic requirements of No Child Left Behind was retained. The requirement that the selected tasks must connect to North Carolina *Standard Course of Study* Essences for Students with Significant Cognitive Disabilities was continued.

The requirement to only submit state developed data sheets continued however the anecdotal notes requirement was discontinued. It was found that the notes were biased toward teachers that had fewer portfolios to complete. Three tasks descriptors were required to replace the anecdotal notes. This was done to standardize the information and the amount of information submitted for scoring.

The portfolio quality score was discontinued on approval of the State Board of Education. A portfolio content and construction elements checklist was included in the portfolio to assist local agencies in self-monitoring of portfolio quality.

Portfolio Content and Construction Elements

Check	
	Portfolio Development Designee has signed off on The Final Evaluation Sheet (p. 14 NCAAP Administrative Guide)
	Assessment history is completed (p. 14, 36 NCAAP Administrative Guide)
	Principal check list is completed (p. 12–13, 37 NCAAP Administrative Guide)
	Principal has signed off on portfolio (p. 13 NCAAP Administrative Guide)
	Profile is detailed and completed (p. 22 NCAAP Administrative Guide)
	All tasks are scorable tasks (p. 16 NCAAP Administrative Guide)
	Each student task sheet has only one (1) task written in the task box (p. 20 NCAAP Administrative Guide)
	Task(s) are written with independent expectation(s) (p. 17 NCAAP Administrative Guide)
	Task requirement(s) do not extend over days, weeks, or months (p.19 NCAAP Administrative Guide as per errata sheet 11/23/04)
	Task(s) are not achieved and demonstrated with proficiency within the first month of instruction (p. 16 NCAAP Administrative Guide)
	Percentages are not used in task criteria (p. 24 NCAAP Administrative Guide)
	Changes in portfolio tasks are done according to required procedures (p. 25 NCAAP Administrative Guide)
	Opportunities to generalize to a Level 3 are provided in all tasks (p. 18 NCAAP Administrative Guide)
	All tasks contain complete evidence (pp. 22–25 NCAAP Administrative Guide)
	All data is recorded on appropriate data sheets (p. 19 NCAAP Administrative Guide)
	All data covers the entire assessment period (p. 22–25 NCAAP Administrative Guide)
	Task descriptors are written with sufficient detail (p. 24–25 NCAAP Administrative Guide)
	Two or more different essences are addressed in English/language Arts (p. 3 NCAAP Administrative Guide)
	Two or more different essences are addressed in Mathematics (p. 4 NCAAP Administrative Guide)

	Task(s) are connected to the appropriate essence (p. 19 NCAAP Administrative Guide)
	One essence is checked for each task (p. 22 NCAAP Administrative Guide)
	Writing task is designated for grade 4, 7 & 10 students (p. 21–22 NCAAP Administrative Guide)
	There are three (3) tasks in English/language Arts (p. 3 NCAAP Administrative Guide)
	There are three (3) tasks in Mathematics (p. 4 NCAAP Administrative Guide)
	All tasks are age and functional appropriate (p. 16 NCAAP Administrative Guide)

To better track a student’s assessments, a Student Assessment History was required to be submitted with each portfolio.

Student Assessment History

Assigned Grade Level	NC Testing Program Assessment	Achievement Level
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 10		

Eligibility 2004–2005

A Guidelines for Making Decisions for the Participation of Students with Disabilities in the North Carolina Testing Program was developed to assist IEP teams and Section 504 committees when making decisions on how a student will participate in the statewide testing program (see appendix).

North Carolina Alternate Assessment Advisory Committee 2004–2005

The NCAAP Advisory Committee was reestablished as a working committee in November, 2004. It is comprised of NCDPI staff, North Carolina State University Technical Outreach for Public Schools (TOPS) staff, local school system central office staff, as well as representatives of institutes of higher education, teachers, parents, principals, and additional representatives of stakeholders groups.

The purpose of the North Carolina Alternate Assessment Portfolio Advisory Committee is to provide recommendations to the NCDPI regarding issues, policies, rules, procedures, and guidelines related to the assessment and accountability of students with severe disabilities. The advisory group is a result of the collaborative efforts of the NCDPI Division of Accountability Services/Test Development Section, Exceptional Children Division, and Local Education Agencies.

The NCAAP Advisory Committee met on November 15, 2004, to revisit the NCAAP instrument for recommendation, input, and insights as the NCDPI looks at further refinement of this assessment instrument to continue to meet the needs of students and make it more user friendly, economical to score, and meet the requirements of NCLB.

North Carolina Alternate Assessment Portfolio Advisory Committee
November 15, 2004
Summary Recommendations/Discussion

Attendance

Advisory Committee Members Able to Attend: Mary Ann Archer, Nellie Aspel, Erin Bohner, Diane Browder, Deborah Carroll, Barbara Collins, Ginevra Cortade-Little, Ruth Davis, Sharon Farley, Eddie Hamblin, Butch Hamblin, Cindy Matthews, Delores McGirt, Hadley McMannus, Joanne Medlin, Susan Sampson, Wynter Sexton, Bob Sturey, John Thomas, Larry Tuggle, Donna West, Clyde Davis, Barbara Wagner

Ex Officio Members Able to Attend: Mildred Bazemore, Pam Biggs, Sheila Brown, Jim Kroening, Freda Lee, Scott Ragsdale, Marcy Roan

Unable to Attend: Tracy Hopkins, Molie Jones, Nancy Lanier, Stan Marynowski, Edie Pierce, Jackie Stone, Kelly Burling, Bobbie Grammer, David Mills, Tom Winton

Discussion/Recommendations

1. Purpose of Committee (Mildred Bazemore)

The portfolio process began in 1998 in response to IDEA. The North Carolina Alternate Assessment Portfolio (NCAAP) was implemented in 2000–01. In 2001 No Child Left Behind (NCLB) was enacted and the portfolio’s emphasis changed from one of assessing functional skill to assessing the academic skills of reading, mathematics, and writing. It is now necessary to revisit this instrument. Recommendations, input, and insights are needed as we look at further refinement of this assessment instrument to continue to meet the needs of students and make it more user friendly. This committee represents the stakeholders of the NCAAP.

2. Quality Rubric and Score (Erin Bohner)

It is proposed that a checklist of portfolio construction and components be sent to the local agencies for the purpose of evaluating and correcting “quality” issues of the portfolio in lieu of a state Quality Score.

- Original quality rubric no longer matches the changes made in the portfolio.
 - Shift for functional to academic focus
 - Standardization of requirements of portfolio components

Committee Recommendations:

- Use the checklist in lieu of a state-issued Quality Score.
- Include preface to checklist describing purpose.
- Add page number references to each item referring to explanation in the teacher’s handbook.

3. Other state assessments for students with serious cognitive disabilities (Erin Bohner)

- View several states assessment instruments:
 - Portfolios (West Virginia, New Jersey, Illinois)
 - Body of Evidence (Virginia, Ohio)
 - Checklists (Nevada, Minnesota, Arizona)
 - On Demand Tests (Pennsylvania, Louisiana, Utah)
 - IEP Review (Georgia)
- Many states are in a state of flux as they examine their instruments to bring them into alignment with federal regulations.

- Dr. Browder:
 - Most states do not align portfolio to IEP.
 - Most states align only to general curriculum
 - Most states either use portfolio or performance tasks.
 - Portfolio — teacher creates assessment item
 - Performance tasks — state creates assessment items
 - Some states do not align well with reading or mathematics.

4. Peer Review Explanation/Guidance (Mildred Bazemore)

- To be conducted nationally between February 2005 – June 2006
- Areas to be included in review:
 - Alignment to state standards
 - Validity and reliability of instrument
 - Achievement levels —
 - NC needs to develop achievement level descriptors for all assessments.
 - We will develop a rough draft and email it to committee members for edits and input.
 - Achievement level descriptors will describe levels for current NCAAP.
- Required to include science in NCAAP
- Required to make alignment grade level specific

5. Positive and Negative Aspect of the NCAAP (committee discussion)

Positive	Negative
<ul style="list-style-type: none"> ▪ More staff involvement 	<ul style="list-style-type: none"> ▪ Instrument overburdens middle schools
<ul style="list-style-type: none"> ▪ Standardization of statewide assessment ▪ Positive effects on teaching 	<ul style="list-style-type: none"> ▪ Recruitment and retention of teachers is affected by portfolio requirements. ▪ Paperwork taking too much time
<ul style="list-style-type: none"> ▪ Increased parental involvement 	<ul style="list-style-type: none"> ▪ Time requirement excessive
<ul style="list-style-type: none"> ▪ Raised expectations for teachers and students ▪ Raised parent views of child’s instruction 	<ul style="list-style-type: none"> ▪ Difficulty being able to generalize ▪ Over focus on portfolio IEP tasks ▪ Data collection requirement too excessive
<ul style="list-style-type: none"> ▪ Promotes more administrative involvement ▪ Increased teacher awareness of SCOS 	<ul style="list-style-type: none"> ▪ Finding appropriate academic tasks for most severe student is difficult. ▪ Lack of parent resources/information
<ul style="list-style-type: none"> ▪ Clearer view and more specific view of child’s progress 	<ul style="list-style-type: none"> ▪ Takes away from other activities such as community outings
<ul style="list-style-type: none"> ▪ Elevates status of EC children into alignment with others 	<ul style="list-style-type: none"> ▪ Task workload a problem ▪ Labor intensive to score
<ul style="list-style-type: none"> ▪ Can make instructional changes more quickly ▪ Opportunities to generalize 	<ul style="list-style-type: none"> ▪ Parents reacting negatively to new requirements, lack of time to other services
<ul style="list-style-type: none"> ▪ Helping field make switch to academics ▪ Inclusion more accepted 	<ul style="list-style-type: none"> ▪ Lack of flexibility with requirements ▪ Construction elements can hurt student score
<ul style="list-style-type: none"> ▪ Scoring integrated into school composites 	<ul style="list-style-type: none"> ▪ Not enough support/training for new teachers

Positive	Negative
<ul style="list-style-type: none"> ▪ Collaboration between EC and regular education fostered ▪ IEP more useful tool 	<ul style="list-style-type: none"> ▪ Teacher’s knowledge affects student score. ▪ Definition of Significant Cognitive Disability not understood
<ul style="list-style-type: none"> ▪ Increased quality of instructional time 	<ul style="list-style-type: none"> ▪ Tracking student advancement across years does not exist.

6. Reactions to other state assessments (committee discussion)

- Pairing of task with pre-made data sheet would assist new teachers
- Need to develop “task” bank
- Need some flexibility to address changes in legislation
- If we have pre-selected tasks, need to have some at a level that almost all students can attempt (reduce medical exceptions)
- Would like a visual — such as graphing
- Tracking students across years would be helpful.
- Pre-selected grade level tasks could aid new teachers.
- More standardization helps all concerned
- Move away from current requirement of data recorded two times per week
- Need to consider less data
- Should be computerized/online
- Grade level specifics are necessary.
- Discuss number of tasks required — possibly more tasks but fewer data points.
- Have a bank of tasks for each grade level (TAC).
- Possibility of contracting with University for assistance with task bank
- Content people need to be brought into discussion.
- Utah and Massachusetts are good examples to reference.
- Data collection issues:
 - Collection window
 - Using data to adjust instructional strategies? Would less data reduce this ability?
 - What happens for early acquisition?
 - How much data is necessary?

Things to maintain

- Link to IEP
- Link to SCOS
- Standardization for ease of use

Action Plan

- Develop grade level standards for reading, mathematics, and science — identifying the most important objectives to be assessed.
- Develop activities that can demonstrate the standards.
- Request input from TAC as to data/task requirements.
- Develop achievement level descriptors (draft) to be reviewed by committee via email.
- Set 2006–07 as year to implement new assessment instrument.

7. NCAAP for 2005–06 NCAAP (Committee Discussion)

- End-of-year data collection window
- Generalization required within end-of-year window
- Full year data collection required but data collection frequency should be reduced
- Reduce number of task descriptors

Recommendations

- Data will be taken all year with the following requirements:
- Within the first thirty (30) calendar days of the student entering the class there must be five points of data for each task (mandatory).
- Ongoing data will be collected a minimum of two times per month (highly recommended).
- Within the last thirty (30) calendar days of the assessment there must be 10 points of data (mandatory).
- For students who become or are seriously ill in the first thirty day period, there will be an extension procedure in place to allow for additional time to collect the initial five data points.
- There will be one required task descriptor which will be written within the first thirty calendar days of the student's entering the classroom.

Table 6: North Carolina Alternate Assessment Portfolio Advisory Committee

Participant	Title/Agency/Location
MaryAnn Archer	EC Teacher/ENC School for the Deaf
Dr. Nellie Aspel	Principal/North Shelby School
Erin Bohner	Education Consultant/Technical Outreach for Public Schools
Dr. Diane Browder	Professor/UNC Charlotte
Deborah Carroll	EC Director/Weldon City Schools
Barbara Collins	Regional Area Coordinator/Area Six North Carolina
Ginevrea Courtade-Little	Grant Coordinator/Charlotte-Mecklenburg Schools
Ruth Davis	Testing Specialist/Buncombe County Public Schools
Sharon Farley	Testing Coordinator/Governor Morehead School
Eddie Hamblin	Testing Coordinator/Guilford County Public Schools
Tracy Hopkins	Teacher/South Central High School
M.E. Hudson, Jr.	Testing Coordinator/Weldon City Schools
Mollie Jones	EC Director/Guilford County Schools
Nancy Lanier	Education Program Specialist/ Technical Outreach for Public Schools
Clyde Davis	Regional Area Coordinator/Area Five North Carolina
Cindy Matthews	EC Teacher/Swain Middle School
Delores McGirt	Transitional Teacher/Robeson County Schools
Hadley McManus	ED Teacher/ENC School for the Deaf
Joanne Medlin	Director of Elementary Special Education/Wake County Schools
Edie Pierce	Testing Coordinator/Wake County Schools
Susan Sampson	EC Teacher/Pamlico County Primary School
Stan Marynowski	EC Teacher/Randolph County Schools
Jackie Stone	EC Teacher/Plymouth High Schools
Bob Sturey	Sr. Director Special Education Services/Wake County Schools
John Thomas	Exceptional Children Division/NC Department of Public Instruction
Larry Tuggle	Principal/Wolfe School
Dona West	EC Teacher/Cullowhee Valley School
Mildred Bazemore	Chief Consultant-Test Development/NC Department of Public Instruction
Wynter Sexton	EC Teacher/Forest Park Elementary School
Sheila Brown	Education Consultant/Technical Outreach for Public Schools
Kelly Burling	Accountability Services-Test Development/NC Department of Public Instruction
Bobbie Grammer	Exceptional Children Division/NC Department of Public Instruction
Jim Kroening	Test Development/NC Department of Public Instruction
Freda Lee	Exceptional Children Division/NC Department of Public Instruction
Pam Biggs	Testing Policy/NC Department of Public Instruction
David Mills	Exceptional Children Division/NC Department of Public Instruction
Scott Ragsdale	Performance Scoring Director/Technical Outreach for Public Schools
Marcy Roan	Performance Assessment Coordinator/Technical Outreach for Public Schools
Tom Winton	Exceptional Children Division/NC Department of Public Instruction

**Table 1. 2004–05 Alternate Assessment Portfolio (NCAAP)
End-of-Grade Statewide Student Performance at Each Achievement Level, Percent Achieving Growth, and Percent Not Achieving Growth**

Category	Number of Students	Percent of All Students ¹	Reading						Mathematics								
			at Level I		at Level II		at Level III		at Level III		at Level IV		at Level IV		at Level III		
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
All Students	3,450	100.0	14.0	17.8	30.0	38.2	68.2	13.2	11.8	37.6	37.4	75.0	13.2	11.8	37.6	37.4	75.0
Gender																	
Females	1,237	35.9	15.8	19.0	28.5	36.8	65.2	14.5	12.1	37.9	35.5	73.4	14.5	12.1	37.9	35.5	73.4
Males	2,213	64.1	13.1	17.1	30.9	39.0	69.9	12.6	11.6	37.4	38.4	75.8	12.6	11.6	37.4	38.4	75.8
Ethnicity																	
American Indian	49	1.4	12.2	12.2	32.7	42.9	75.5	12.2	10.2	30.6	46.9	77.6	12.2	10.2	30.6	46.9	77.6
Asian	61	1.8	19.7	14.8	26.2	39.3	65.6	11.5	13.1	36.1	39.3	75.4	11.5	13.1	36.1	39.3	75.4
Black	1,408	40.8	13.8	16.9	30.0	39.3	69.3	12.7	10.7	38.4	38.2	76.6	12.7	10.7	38.4	38.2	76.6
Hispanic	166	4.8	19.9	18.7	32.5	28.9	61.4	16.9	13.9	38.0	31.3	69.3	16.9	13.9	38.0	31.3	69.3
Multi-Racial	69	2.0	18.8	24.6	26.1	30.4	56.5	17.4	18.8	33.3	30.4	63.8	17.4	18.8	33.3	30.4	63.8
White	1,670	48.4	13.5	18.6	30.1	37.8	67.9	13.4	12.4	37.6	36.6	74.2	13.4	12.4	37.6	36.6	74.2
Not Coded	27	0.8	<=5%	<=5%	22.2	70.4	92.6	<=5%	<=5%	18.5	74.1	92.6	<=5%	<=5%	18.5	74.1	92.6
All Students with Disabilities	3,144	91.1	14.5	18.0	29.7	37.8	67.5	13.5	12.1	37.3	37.1	74.4	13.5	12.1	37.3	37.1	74.4
Behaviorally-Disabled	1	0.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hearing Impaired	6	0.2	50.0	*	33.3	16.7	50.0	33.3	16.7	16.7	33.3	50.0	33.3	16.7	16.7	33.3	50.0
Educable Mentally Disabled	283	8.2	10.2	18.0	29.3	42.4	71.7	10.6	10.6	31.4	47.3	78.8	10.6	10.6	31.4	47.3	78.8
Specific Learning Disabled	2	0.1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Speech-Language Impaired	2	0.1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Visually Impaired	6	0.2	33.3	16.7	16.7	33.3	50.0	16.7	16.7	33.3	33.3	66.7	16.7	16.7	33.3	33.3	66.7
Other Health Impaired	97	2.8	16.5	22.7	26.8	34.0	60.8	14.4	18.6	37.1	29.9	67.0	14.4	18.6	37.1	29.9	67.0
Orthopedically Impaired	25	0.7	8.0	28.0	32.0	32.0	64.0	12.0	16.0	44.0	28.0	72.0	12.0	16.0	44.0	28.0	72.0
Traumatic Brain Injured	24	0.7	12.5	<=5%	33.3	50.0	83.3	8.3	8.3	54.2	29.2	83.3	8.3	8.3	54.2	29.2	83.3
Autistic	721	20.9	12.3	16.6	32.0	39.0	71.0	11.5	11.4	39.5	37.6	77.1	11.5	11.4	39.5	37.6	77.1
Severely/Profoundly Mentally Disabled	328	9.5	26.2	19.5	23.5	30.8	54.3	24.4	13.7	34.1	27.7	61.9	24.4	13.7	34.1	27.7	61.9
Multihandicapped	585	17.0	21.2	21.2	26.7	30.9	57.6	20.2	13.7	39.3	26.8	66.2	20.2	13.7	39.3	26.8	66.2
Deaf-Blind	4	0.1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Trainable Mentally Disabled	1,060	30.7	9.4	16.3	32.2	42.1	74.2	8.3	10.9	37.1	43.7	80.8	8.3	10.9	37.1	43.7	80.8

**Table 1. 2004–05 Alternate Assessment Portfolio (NCAAP)
End-of-Grade Statewide Student Performance at Each Achievement Level, Percent Achieving Growth, and Percent Not Achieving Growth**

<u>Category</u>	<u>Number of Students</u>	<u>Percent of All Students¹</u>	<u>Reading</u>						<u>Mathematics</u>						
			<u>Percent at Level I</u>	<u>Percent at Level II</u>	<u>Percent at Level III</u>	<u>Percent at Level IV</u>	<u>Percent at Level III</u>	<u>Percent at Level IV</u>	<u>Percent at Level I</u>	<u>Percent at Level II</u>	<u>Percent at Level III</u>	<u>Percent at Level IV</u>	<u>Percent at or Above Level III</u>	<u>Percent Achieving Growth</u>	<u>Percent Not Achieving Growth</u>
Not Coded	306	8.9	9.5	15.0	33.3	42.2	75.5	11.1	8.5	40.2	40.2	80.4	>=95%	<=5%	
Limited English Proficient (LEP) Not Limited English Proficient	47	1.4	19.1	14.9	23.4	42.6	66.0	19.1	14.9	27.7	38.3	66.0	>=95%	<=5%	
Free and Reduced Lunch Not Free and Reduced Lunch	3,097	89.8	14.4	18.1	29.8	37.7	67.5	13.4	12.1	37.5	37.1	74.6	>=95%	<=5%	
Served by Title I Not Served by Title I	2,009	58.2	15.5	16.2	29.7	38.6	68.3	13.3	11.6	36.5	38.5	75.0	>=95%	<=5%	
Schoolwide Title I Program Targeted Assistance Migrant Not Migrant	1,128	32.7	12.7	21.3	29.7	36.3	66.0	13.7	13.0	38.7	34.6	73.2	>=95%	<=5%	
	1,039	30.1	16.1	15.5	29.5	38.9	68.4	15.3	11.2	36.1	37.4	73.5	>=95%	<=5%	
	2,105	61.0	13.7	19.3	29.7	37.3	67.0	12.5	12.6	38.0	36.9	74.9	>=95%	<=5%	
	1,028	29.8	16.1	15.4	29.7	38.9	68.6	15.2	11.2	36.3	37.4	73.6	>=95%	<=5%	
	10	0.3	10.0	30.0	20.0	40.0	60.0	30.0	*	20.0	50.0	70.0	*	*	
	11	0.3	36.4	36.4	18.2	9.1	27.3	27.3	27.3	45.5	*	45.5	*	*	
	3,133	90.8	14.4	18.0	29.7	37.9	67.6	13.4	12.1	37.3	37.2	74.5	>=95%	<=5%	

Notes ¹”Percent of All Students” within a category may not sum to 100.0 percent due to rounding or blanks.

*Performance data are not reported when membership is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

Data are not collected for Section 504 or Specific Learning Disabled students by subject.

When summed, subgroup N counts may not match the “All Students” N count because of incomplete coding on some student answer sheets.

Data received from LEAs and charter schools after July 15, 2005 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

2005–2006 Statewide Administration and Future Plans

The 2005–2006 NCAAP retained the same structure and requirements as the 2004–2005 portfolios. The 2005–2006 school year will be the final administration of the North Carolina Alternate Assessment Portfolio.

Alternate Assessment Changes in the North Carolina Testing Program 2005–06

Effective with the 2005–06 school year, several changes will be implemented statewide in the North Carolina Testing Program. Specifically, the changes will affect students with disabilities and students with limited English proficiency who participate in the alternate assessment system. These changes are the result of recent changes in regulations or impending decisions by the United States Department of Education (USED). One of the major decisions is that out-of-level assessment of students will *not* be permitted for reporting adequate yearly progress (AYP) results in participation or performance effective with the 2005–06 school year.

The USED is also in the process of creating new regulations to address modified (grade-level) achievement standards for students *without* significant cognitive disabilities but who have persistent academic disabilities. Supposedly it will allow states to create alternate assessments based on modified (grade-level) achievement standards. The ruling is expected to allow states to include proficient scores of up to two (2) percent of the total tested student population in determining AYP decisions based on modified (grade-level) achievement standards. According to the USED, “This provision is for those students who are not likely to reach grade level achievement because of their disability in the same timeframe as students without disabilities, but who will make significant progress. Individualized education program (IEP) teams will make the decision about which individual students should take such an assessment.”

In response to the requirements from the USED, the following changes will be implemented in the North Carolina Testing Program for the 2005–06 school year:

1. The North Carolina Alternate Assessment Academic Inventory (NCAAAI) has been discontinued.
2. The North Carolina Checklist of Academic Standards (NCCLAS) has been created as an alternate assessment to be used at the student’s assigned grade level. The assessment is designed for students who need alternate means to demonstrate their academic progress on grade-level concepts. (This assessment is based on grade-level achievement standards and not alternate achievement standards or modified [grade-level] achievement standards.)

The North Carolina Checklist of Academic Standards (NCCLAS) has been created as an on-grade-level alternate assessment for the following students only:

- A. For students identified as limited English proficient (LEP) who have been assessed on the state-identified English language proficiency tests as below Intermediate High in reading in their first 2 years (24 months) in U.S. schools, NCCLAS may be administered in the areas of reading and mathematics at grades 3–8 and 10 and in high school courses in which an end-of-course test is administered.
- B. The NCCLAS may be administered for writing for grades 4, 7 and 10 to students identified as limited English proficient who have been assessed on the state-identified English language proficiency tests as below Superior in writing in their first 2 years (24 months) in U.S. schools.
- C. Some students with disabilities with a current Individualized Education Program (IEP) who are unable to access the standard tests even with the use of approved accommodations and assistive technology.
 - 1) Some examples of students with disabilities who might require the use of this assessment are students who are newly blinded, students with recent traumatic brain injury, students with physical disabilities that prohibit the student being able to manipulate materials and information within the standard tests, even with the use of assistive technology and approved accommodations.
 - 2) ***The NCDPI anticipates that the number of students with disabilities who will require the use of this assessment will be very small.***
- D. NCCLAS will measure student performance in
 - 1) reading grades 3–8 and 10 (High School Comprehensive Test);
 - 2) mathematics grades 3–8 and 10 (High School Comprehensive Test);
 - 3) writing grades 4, 7, and 10; and
 - 4) high school courses requiring an end-of-course exam: Algebra I, Geometry, Algebra II, Physical Science, Biology, Chemistry, Physics, English I, Civics and Economics, and U. S. History.
 - 5) In addition, NCCLAS science at grades 5 and 8 will be field tested in the spring of 2006.

The USED will allow states to include proficient scores of up to two (2) percent of the total tested student population in determining AYP decisions based on modified (grade-level) achievement standards. The students who will participate in the alternate assessments with the modified (grade-level) achievement standards are students with disabilities who do not have a significant cognitive disability but do have a persistent academic disability.

- 3. To address this provision and this population of students the NCDPI is developing a new assessment called NCEXTEND2.
 - A. NCEXTEND2 will be designed as a modified multiple-choice end-of-grade (EOG) test based on modified (grade-level) achievement standards.
 - B. NCEXTEND2 will be designed for students who have a current IEP and who have a persistent academic disability but who do **not** have a significant cognitive disability.
 - C. NCEXTEND2 will use simplified language, shorter passages, fewer items and fewer answer choices compared to the standard tests to assess students on grade-level concepts.
 - D. NCEXTEND2 will measure student performance against modified (grade-level) achievement standards in
 - 1) reading at grades 3–8;
 - 2) mathematics at grades 3–8;

- 3) writing grades at 4 and 7;
 - 4) science at grades 5 and 8 (will be field tested in the spring of 2006); and
 - 5) for students following the Occupational Course of Study (OCS), field tests will be administered in the spring of 2006 in Life Skills Science (Biology), Occupational Mathematics (Algebra I), and Occupational English (English I/Writing 10).
4. The North Carolina Alternate Assessment Portfolio (NCAAP) is available for all students with disabilities who have a significant cognitive disability. Individualized education program (IEP) teams should refer to the guidelines provided for determining which students have the most significant cognitive disabilities.
- A. Students must have a current IEP.
 - B. Students access the *Standard Course of Study* (SCS) through the essences.
 - C. The NCAAP will measure student performance against alternate achievement standards in
 - 1) reading, grades 3–8 and 10;
 - 2) mathematics, grades 3–8 and 10;
 - 3) writing, grades, 4, 7, and 10.
 - D. To identify students with the most significant cognitive disabilities, all of the following must be true:
 - 1) The student requires extensive and explicit instruction to acquire, maintain, and generalize new reading and mathematics skills for independent living.
 - 2) The student exhibits severe and pervasive delays in multiple areas of development and in adaptive behavior (e.g. mobility, communication, daily living skills, and self-care).
 - 3) The student’s IEP annual goals focus on the functional application of academics (reading, mathematics, and writing).
 - 4) The student’s performance is evaluated against alternate achievement standards.
 - E. The NC Alternate Assessment Portfolio will be redesigned to be less cumbersome and renamed NCEXTEND1 effective with the 2006–07 school year. NCEXTEND1 will be field tested in the spring of 2006 in
 - 1) reading, grades 3–8 and 10;
 - 2) mathematics, grades 3–8 and 10;
 - 3) writing grades, 4, 7, and 10; and
 - 4) science grades, 5, 8 and 10.

**North Carolina Testing Program
Testing Options for 2005–2006**

Standard Test Administration
Standard Test Administration with Accommodations
North Carolina Checklist of Academic Standards (NCCLAS)
North Carolina EXTEND2 (NCEXTEND2)
North Carolina Alternate Assessment Portfolio (NCAAP)

Further guidance and pending decisions from the USED may have an additional impact on the information contained within this document; however, we anticipate that the impact will be minimized because of the changes implemented in the North Carolina Testing Program effective with the 2005–06 school year and the plans in place for the 2006–07 school year.

In addition, all new alternate assessments used in the North Carolina Testing Program this year will be field tested in the fall 2005 prior to use as operational tests in the spring of 2006.

Time Line

North Carolina Alternate Assessment Portfolio

- 1997 Meetings began in August of 1997 to examine the research and options for alternate assessments in North Carolina.
- 1997–1998 Representatives from the North Carolina Department of Public Instruction (NCDPI) held a series of meetings with parents, exceptional children’s teachers, principals, school system test coordinators, and others to discuss the State’s plan for fulfilling the requirements of the IDEA Amendments. The portfolio format is selected as the method of assessment for students with serious cognitive deficits.
- 1998–1999 North Carolina Alternate Assessment Portfolio (NCAAP) field test for grades 3–8 (functional domains)
- 1999–2000 NCAAP Pilot Program for students in grades 3–8 & 10 (functional domains)
- 2000–2001 Statewide Administration and inclusion in state Accountability System School Performance Composite (functional domains)
- 2001–2002 NCAAP Scoring procedures refined
- 2002–2003 NCLB — Reading and Mathematics required for portfolio tasks (functional domains)
North Carolina *Standard Course of Study* developed
Performance Standard Setting
- 2003–2004 NCAAP transitions to full academic portfolio addressing reading and mathematics for students in grades 3–8 & 10; and writing for students in grades 4, 7, & 10.
- 2004–2005 NCAAP assesses reading, mathematics, and writing through IEP tasks connected to the North Carolina *Standard Course of Study* Essences
- 2005–2006 Grade level essences developed in English/language arts, mathematics, science, and social studies

Participation Rates

	NCAAPs 1999–2000 (Pilot)	NCAAPs 2000–01	NCAAPs 2001–02	NCAAPs 2002–03	NCAAPs 2003–04	NCAAPs 2004–05
Grade 3	405	250	446	436	406	467
Grade 4	319	270	456	419	473	425
Grade 5	381	291	589	533	551	547
Grade 6	318	233	432	482	518	474
Grade 7	352	195	423	421	527	529
Grade 8	366	300	502	469	522	609
Grade 10	52	186	--	369	417	399
Total	2193	1725	2848	3129	3414	3450

North Carolina Alternate Assessment Membership by Grade

Grade	1999–2000			2000–2001			2001–2002		
	Total State Membership	Number of AAP	Percentage of A.A.P.s	Total State Membership	Number of AAP	Percentage of AAPs	Total State Membership	Number of AAP	Percentage of AAPs
3	105718	405	3.8%	106531	250	2.3%	105294	446	4.2%
4	104574	319	3.0%	105205	270	2.5%	106136	456	4.2%
5	103153	381	3.6%	105642	291	2.7%	106635	589	5.5%
6	101169	318	3.1%	105347	233	2.2%	107653	432	4.0%
7	98908	352	3.5%	101861	195	1.9%	106035	423	3.9%
8	95581	366	3.8%	97672	300	3.0%	101435	502	4.9%
10	84463	52	0.6%	84106	186	2.2%	89362	--	--

Membership

Grade	2002-2003			2003-2004			2004-2005		
	Total State Membership	Number of AAP	Percentage of AAPs	Total State Membership	Number of AAP	Percentage of AAPs	Total State Membership	Number of AAP	Percentage of AAPs
3	105896	436	4.1%	104055	406	3.9%	104669	467	4.4%
4	103941	419	4.0%	105812	473	4.4%	104755	425	4.0%
5	107163	533	4.9%	105225	551	5.2%	107304	547	5.0%
6	107929	482	4.4%	109203	518	4.7%	107827	474	4.3%
7	107886	421	3.9%	109468	527	4.8%	110775	529	4.7%
8	104698	469	4.4%	108075	522	4.8%	109445	609	5.6%
10	89612	369	4.1%	95081	417	4.3%	97286	399	4.1%

Part 2: Test Administration

Local Responsibility

The IEP Team

Only the IEP team can decide whether a student with a significant cognitive disability is to be assessed by the NCAAP. In order for the student to participate in the portfolio assessment, the IEP team must:

1. Refer to the *Guidelines for Making Decisions for the Participation of Students with Disabilities in the North Carolina Testing Program*.
2. Determine that the student has a significant cognitive disability and that the student's program of study focuses on Competency Goal/Essences specified in the North Carolina *Standard Course of Study*.
3. Determine that the student, who is a member at grades 3–8 or grade 10, will not participate in the statewide administration of tests designated for the student's grade level. This decision must be made only if participation in the statewide test administrations, with or without accommodations, is inappropriate due to an individual student's needs. The IEP team must ensure that the decision for a student to participate in a statewide test administration or to participate in the NCAAP is not the result of excessive or extended absences or social, cultural, or economic differences. These decisions (and the basis upon which they are made) must be documented in the student's IEP.
4. Address the consequences, if any, that participation in the NCAAP may have on the student's educational career especially in meeting graduation requirements, if applicable.
5. Recommend student participation in the NCAAP and agree that the IEP tasks selected for the North Carolina Alternate Assessment Portfolio address language arts, mathematics, and writing (when appropriate).
6. Inform the parents/guardians that their child is being evaluated by alternate achievement standards.

LEA Test Coordinator

The superintendent or superintendent's designee, usually the LEA test coordinator, shall instruct school personnel who are responsible for the testing program in test administration procedures. For the NCAAP, the LEA test coordinator has the following responsibilities:

1. Determine the quantity of NCAAPs needed at each school, developmental center, or community residential center (if appropriate), and for the school system.
2. Order the appropriate quantity of NCAAP materials and ensure that all used and unused test materials are stored in a secure, locked facility and accounted for at all times.
3. Ensure that an NCAAP Processing Plan is in place. The plan should include

- a. procedures for the dissemination of information and materials;
 - b. procedures for training local staff;
 - c. timelines for portfolio processing and shipment;
 - d. guidelines to maintain test security and student confidentiality;
 - e. procedures for transferring secure portfolios for transferring students; and
 - f. procedures for securing appropriate sign-offs by school personnel upon completion of the assessment.
4. Ensure that appropriate training is conducted for all staff (e.g., principals, case managers, school assistance staff, special education teachers, developmental center staff [if appropriate], and related service personnel involved in the portfolio development process.) Training decisions are to be made in collaboration with the school system's exceptional children program director.
 5. Investigate all reports of irregularities and/or violations of ethical testing practices. Report immediately any irregularities that occur throughout the portfolio development process to the regional accountability coordinator (RAC) and the NCDPI Division of Accountability Services.
 6. Establish a procedure to account for and collect all used and unused NCAAP notebooks and other secure test materials and follow procedures established by the NCDPI Division of Accountability Services.
 7. Ensure that the scannable Student Information Sheets are coded appropriately.
 8. Scan all header and student information sheets and upload the clean data file to the NCDPI secure shell.
 9. Fulfill any future requirements from the NCDPI Division of Accountability Services/North Carolina Testing Program in regard to providing data for scoring or reporting purposes.
 10. Supervise the shipping, tracking, and transfer of portfolios from one North Carolina school system to another. A receipted method must be used.
 11. Arrange for the shipment of the portfolios to a location designated by the NCDPI/TOPS for central scoring.
 12. Distribute scoring results to each school according to established timelines.
 13. Store the scored portfolios in a secure, locked location for six months following the return of student test scores.
 14. Provide follow-up in cases where additional information is requested by the NCDPI.

School Principal

The assistance of the school principal is required in the portfolio development process because he/she has a working knowledge of school staff, time constraints, and funding. To assist with the implementation of the North Carolina Alternate Assessment Portfolio, school principals are to do the following:

1. Designate a local staff personnel (e.g., exceptional children teacher) to become the portfolio development designee who is assigned the responsibility for the documentation and yearlong collection of student work in order to complete the requirements of the portfolio.
2. Become aware of their role in the NCAAP process. This includes
 - a. making sure students meet eligibility requirements established by NCDPI;
 - b. participating in the NCAAP training at the local level;
 - c. supporting teachers who require time to develop and score the portfolios;

- d. coordinating appropriate resources through General Education Funds, State Aid Exceptional Children Funds, or Title VIB Funds for portfolio development materials;
 - e. assisting in monitoring portfolio development at the school level;
 - f. meeting with the teachers who develop the portfolios to review each student's progress in the portfolio as reflected in the evidence and to sign each portfolio to verify that the materials and evidence are complete, valid, accurate, and appropriate; and
 - g. remembering that the purpose of the portfolio is to measure student performance and progress and is *not* designed for teacher-evaluation purposes.
3. Ensure that an NCAAP Implementation Plan is developed in collaboration with the school system exceptional children program director and LEA test coordinator. The plan should include
 - a. establishing procedures for training school-based staff;
 - b. designating a person at each school to oversee the portfolio development process;
 - c. working collaboratively with the IEP team to utilize eligibility guidelines to identify students who are to participate in the portfolio;
 - d. establishing timelines for school-based staff;
 - e. establishing procedures for school-based and centrally scheduled portfolio peer reviews/audits; and
 - f. ensuring test security and student confidentiality.
 4. Designate a building-level test coordinator, special education teacher, or other building-level personnel responsible for monitoring the NCAAP activities in each school with participating students. The designated monitor should also serve as a coach or a mentor to the teachers.
 5. Ensure that evidence collected to reflect student progress is appropriate and does not jeopardize or compromise the student's dignity or self-worth.
 6. Adhere and comply with General Statute 14-118.2: Assisting, etc., in Obtaining Academic Credit by Fraudulent Means:

It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, or any diploma, certificate or other instrument purporting to confer any literary, scientific, professional, technical or other degree in any course of study in any university, college, academy or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another and impersonating or advertising, offering or attempting to impersonate another in taking or attempting to take an examination.
 7. Ensure that student performance on the portfolio is reported to parents within thirty days of receipt of the results from NCDPI. A copy of the Individual Student Report is to be provided to the parents/guardians.
 8. Sign and verify that the portfolio has been reviewed with the portfolio development designee, and, to the best of his or her knowledge, the materials and evidence are complete, valid, accurate, and appropriate. Principals must provide an original signature. Rubber-stamped signatures are not acceptable. A portfolio must contain an original principal signature before it will be scored.
 9. Provide a follow-up in cases where additional information is requested by the NCDPI.

School System Exceptional Children Program Director

The assistance of the school system exceptional children program director is needed in the portfolio development process to assist LEA test coordinators in meeting the assessment needs of students who have significant cognitive disabilities. The school system exceptional children program director is requested to assist with the implementation of the NCAAP by doing the following:

1. Ensuring that test security and student confidentiality are maintained.
2. Assisting the district test coordinator and schools in the development of an NCAAP Implementation Plan. The plan may include
 - a. establishing procedures for training local staff;
 - b. assisting in the identification of a designated person at each school to oversee the portfolio development process;
 - c. ensuring appropriate identification of students participating in the portfolio;
 - d. determining timelines for local staff; and
 - e. facilitating portfolio peer reviews/audits.
3. Ensuring that appropriate training is conducted for all staff involved in the portfolio development process. Training decisions are to be made in collaboration with the school system test coordinator and the school principal.
4. Ensuring that school principals are aware of their roles in the NCAAP process. Training of school principals is to be done in collaboration with the school test coordinator.
5. Contacting the LEA test coordinator in the event that any irregularities are discovered or observed during the portfolio development process.

Portfolio Development Designee/Teacher

The person who conducts/monitors the portfolio development must be an employee of the school system or contracted employee of an accredited developmental day or community residential center. This person must have professional training in special education and the state testing program and have experience or be trained to work with students with significant cognitive disabilities. If the designated staff person has any questions regarding procedures, he or she must contact the school test coordinator. The portfolio development designee's duties include the following:

1. Ensure that the student's IEP states that the student is to use the NCAAP and specifies the statewide tests at the student's grade level for which the alternate assessment is being used.
2. Attend a training session for the rules and procedures for the implementation of the NCAAP.
3. Review thoroughly the administrative guide and the *Testing Code of Ethics*, including the sanctions, prior to beginning the portfolio.
4. Ensure the student is identified as having a significant cognitive disability and that the student's program of study focuses on Competency Goal/Essences specified in the North Carolina *Standard Course of Study*.
5. Follow procedures to maintain test security and student confidentiality (e.g., keep the portfolio contents in a secure, locked facility).
6. Follow the procedures for portfolio development and collection of student work in accordance with the training and any subsequent published updates developed by the NCDPI.
7. Monitor the collection and development of the NCAAP for the assigned students and complete all required documentation.
8. Ensure that the portfolio reflects the student's work and the evidence collected is appropriate and does *not* compromise or jeopardize the student's dignity or self-worth.

9. Adhere and comply with General Statute 14-118.2, Assisting, etc., in Obtaining Academic Credit by Fraudulent Means:

It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, or any diploma, certificate or other instrument purporting to confer any literary, scientific, professional, technical or other degree in any course of study in any university, college, academy or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another and impersonating or advertising, offering or attempting to impersonate another in taking or attempting to take an examination.

10. Complete the Student Assessment History on the Final Evaluation Sheet. A portfolio must contain a completed Student Assessment History before it will be scored. An assessment and Achievement Level must be listed for each grade up to the student's current grade. If the student did not participate in an assessment in a given grade, or this information cannot be located, a reason must be documented. An assessment or reason for missing information must be listed for each grade up to the student's current grade.
11. Meet with the principal to review the portfolio and complete and sign the Final Evaluation Sheet. A portfolio must contain an original portfolio developmental designee signature before it will be scored.
12. Complete the scannable Student Information Sheet.
13. Account for all test materials prior to and after portfolio development.
14. Follow any procedures developed by the NCDPI for providing information regarding student performance.
15. Return all test materials to the person designated by the local test coordinator.
16. Ensure that student performance on the portfolios is reported to parents within thirty days of the receipt of the results for the NCDPI.

Testing/Scoring Calendar

1999–2000

First Semester, 1999:	Data collection begin
Second Semester, 2000:	Data collection continues to the end of the school year
June 15, 2000:	Portfolios returned for scoring
July 10, 2000:	Scoring begins
July 19, 2000:	Scoring complete
Mid-August:	Data files completed and provided to NCDPI

2000–2001

First Semester, 2000:	Development begins within the 1st three weeks of school
Second Semester, 2001:	Data collection continues through the end of the school year
June 15, 2001:	Portfolios returned for scoring
July 9, 2001:	Scoring begins
July 24, 2001:	Scoring completed
Mid-August:	Data files completed and provided to NCDPI

2001–2002

First Semester, 2001:	Development begins within the 1st three weeks of school
May 29, 2002:	Portfolios must be completed and returned for scoring
July 8, 2002:	Scoring begins
August 8, 2002:	Scoring complete
Mid-August:	Data files completed and provided to NCDPI

2002–2003

First Semester, 2002:	Development begins within the 1st three weeks of school
April 1, 2003:	Portfolios completed and returned for scoring
April 7, 2003:	Scoring begins
May 9, 2003:	Scoring complete
Mid-May:	Data files completed and provided to NCDPI

2004–2005

First Semester, 2004:	Development begins within the 1st 15 days of school
Second Semester, 2005:	Data collection continues through April 20, 2005
April 29, 2005	Portfolios shipped for scoring
April 27, 2005:	Scoring begins
May 27, 2005:	Scoring complete
Mid-June:	Data files completed and provided to NCDPI

2005–2006

First Semester, 2004:	Development begins within the 30 days of the start of school
Second Semester, 2005:	Data collection continues through April 19, 2006
April 28, 2005	Portfolios shipped for scoring
April 26, 2005:	Scoring begins
May 26, 2005:	Scoring complete
Mid-June:	Data files completed and provided to NCDPI

Test Security

State Board of Education policy specifies that the North Carolina Alternate Assessment Portfolio is a secure test. Access to secure test materials is limited to school personnel who have a legitimate need. Persons who have access to secure test materials shall not use those materials for personal gain.

According to State Board of Education policy HSP-A-004, secure tests developed by the State of North Carolina may not be used for purposes other than those approved by the NCDPI Division of Accountability Services and the State Board of Education unless written permission is granted prior to use.

Due to the nature of the portfolio, the NCDPI Division of Accountability Services/North Carolina Testing Program grants participating teachers and local staff the authority to photocopy blank forms as needed for the purposes of this statewide alternate assessment only. The photocopied forms are also secure test materials. Participating teachers and local staff are not permitted to reproduce and distribute NCAAP materials for any other reasons or uses. All used and unused notebooks must be kept in a secure (locked) facility when not in use. School personnel are not to disclose the contents of secure tests by discussing specific test questions or information contained within the tests with each other or with students.

Instructional materials that contain sample test questions (whether generated locally or shared from another school system) must be shared with the principal and school system test coordinator prior to use. The principal must report to the school system test coordinator that such instructional materials exist. The school system test coordinator must report to the regional accountability coordinator (RAC) that such documents exist. Copies of documents containing sample test items must be submitted to the NCDPI through the RAC for clearance prior to use. All such documents are to be reviewed by the school system test coordinator prior to use in the district.

For clarification, such instructional materials do not include individual teacher-made tests for use in individual classrooms, ancillary materials provided by textbook publishers, or vendors' test item banks. The intent of this policy is to facilitate a review of sample test questions that may actually contain secure test items. An appropriate guideline for this is any materials of which the origin is not known (for example, a photocopied collection of sample test questions found in a file cabinet); however, the NCDPI will review any materials the LEA submits. School systems and the North Carolina Testing Program must work together to maintain the security of the testing system because the cost of replacing compromised test items is prohibitive and impacts the delivery of multiple forms of the tests.

Confidentiality

Once a portfolio contains student information, the portfolio is confidential. The results *must* be secured in the same manner as individual test scores from traditional tests. Any written material containing the identifiable scores of individual students on tests taken pursuant to these rules shall not be disseminated or otherwise made available to the public by any member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC. 123g.

Parental Portfolio Review

Although the portfolio is a secure test, parents may view portfolios to review documented evidence of student progress and performance. Parents may contribute evidence or review student progress during portfolio development.

Testing Code of Ethics

The North Carolina *Testing Code of Ethics* addresses appropriate professional practices for central office and school administrators, test coordinators, teachers (test administrators), and proctors in the areas of securing tests, administering tests, scoring, reporting, and interpreting test results. Ethical practices for administering North Carolina tests include but are not limited to (1) informing students about the tests and why the tests are important, (2) informing students and parents on how the tests and test results will

be used, (3) ensuring that all eligible students take the tests, (4) encouraging students to attempt to respond to all test items and do their very best, (5) preparing students to take the tests, and (6) sharing the results of the tests along with any available interpretation of the scores with students and parents within the allotted timelines. In addition, the importance of maintaining test security at all times must be stressed. Ethical practices ensure validity of the test results.

A copy of the *Testing Code of Ethics* is included in the *Test Administrator's Guide* for review and must be discussed during the training session for the test administrator and proctor. The *Testing Code of Ethics* is part of Title 16 of the Administrative Code and must not be removed from this guide. (A copy may be requested from the school system test coordinator for reference.) The sanctions for violations are included in the *Testing Code of Ethics* and are applicable to the administration of all secure state-mandated tests.

Ethics in Data Collection

All data recorded in the portfolio must be accurate and true indications of a student's response. All data must be recorded using the date the student attempts or performs the task. Data recorded on days of no school, holidays, etc. will deem the NCAAP as invalid. Data that is found to be fabricated in any way will be considered a testing irregularity. The NCDPI will render the appropriate actions that are consistent with testing irregularities of the Testing Code of Ethics.

Training

2000–2004 Training

The North Carolina Testing Program used both a train-the trainer model and direct teacher training to prepare test administrators to administer the North Carolina Alternate Assessment Portfolio.

Regional Accountability Coordinators (RACs) receive training in test administration from NCDPI Testing Policy and Operations staff at regularly scheduled monthly training sessions. Subsequently, the RACs provide training on conduction of a proper test administration to Local Education Agency (LEA) test coordinators. LEA test coordinators provide training to school test coordinators. The training includes information on the responsibilities of the school principal, school system exceptional children program director, and the portfolio development designee/teacher. This training also includes requirements for test security and the Testing Code of Ethics.

Statewide teacher training was conducted during the months of August though November in locations across the state that requested teacher level training. All teachers, administrators, support personnel and central office staff involved in the administration of the NC Alternate Assessment Portfolio are eligible, but not required, to attend.

A *Portfolio Development Designee Manual* was designed to assist the teacher/portfolio designee with the construction and maintenance of the portfolio. This manual is distributed to all portfolio development designees each year to supplement the onsite trainings.

Training 2004–2005

Training for the RACs, LEA test coordinators, and school test coordinators, on the administration of the NCAAP occurred as usual. Additional training for all of the performance tests administered in North

Carolina was conducted via Performance Assessment Summer Institutes (PASI). The PASI training was provided in four locations across the state during the months of June, July, and August. Training for the NCAAP occurred daily for four days in each location. All teachers, administrators, support personnel and central office staff involved in the administration of the NC Alternate Assessment Portfolio are eligible, but not required, to attend.

Part 3: Scoring and Reporting

The core of the portfolio is the information about the student's progress and/or performance throughout the assessment period. This information takes the form of evidence pertaining to the student's tasks that are placed in the portfolio. The purpose of evidence is to present a clear picture of the student's performance as it relates to a specific task. The evidence included in the portfolio must show the student's performance and/or progress over time.

The responsibility of interpreting the evidence against the standards required by the student rubric is the role of the scorers. The following procedures and personnel are in place to ensure reliable and valid results.

NCAAP Scoring Project Staff and Personnel

Project Lead

- Facilitates range finding
- Prepares training materials
- Trains team leaders, master scorers and scorers
- Provides curricula direction for scoring
- Monitors and determines ethics and scorable decisions
- Supervises team leaders, master scorers and scorers

Project Manager/ Performance Scoring Director

- Supports and supervises incoming portfolios and warehouse activities
- Monitors, prints, and shares scorer statistical reports with the Project Lead
- Monitors reliability reports on a daily basis
- Directs material handlers to ensure that there is a consistent flow of scoring material
- Monitors schedule and progress toward deadlines
- Interviews all applicants for scoring positions
- Writes project reports

Assistant Project Lead

- Attends range finding
- Assists in range-finding note taking
- Assists Project Lead in all aspects of project
- Assists in training material preparation as needed
- Assists in supervision of team leaders, master scorers, and scorers

Lead Programmer

- Responsible for all programming
- Captures all scoring data and data publication

Team Leaders

Beginning with the 2002–2003 scoring session, team leaders are chosen prior to the start of the scoring project. Six team leaders are chosen based on previous experience with scoring the portfolios, strong reliability, validity, positive interpersonal skills, and overall performance during the previous scoring sessions and previous experience as team leaders in the other scoring projects.

Team Leaders 2002–2003

	2001–2002 <u>Inter-Rater Perfect Agreement</u>	2001–2002 <u>Cumulative Validity</u>
Team Leader #1	66 %	70 %
Team Leader #2	58 %	78 %
Team Leader #3	60 %	75 %
Team Leader #4	55 %	70 %
Team Leader #5	67 %	78 %
Team Leader #6	54 %	78 %

Team Leaders 2003–2004

	2002–2003 <u>Inter-Rater Perfect Agreement</u>	2002–2003 <u>Cumulative Validity</u>
Team Leader #1	62 %	79 %
Team Leader #2	61 %	89 %
Team Leader #3	Returning Team Leader	
Team Leader #4	Returning Team Leader	
Team Leader #5	Returning Team Leader	
Team Leader #6	Returning Team Leader	

Team Leaders 2004–2005

	2003–2004 <u>Inter-Rater Perfect Agreement</u>	2003–2004 <u>Cumulative Validity</u>
Team Leader #1	Returning Team Leader	
Team Leader #2	Returning Team Leader	
Team Leader #3	Returning Team Leader	
Team Leader #4	Returning Team Leader	
Team Leader #5	77%	88%
Team Leader #6	78%	89%

Six team leaders are identified and confirmed by January and brought in for training in March. They complete three days of training and qualifying. Team leaders are required to qualify in the same manner as are all scorers. Two qualifying task sets are made up of tasks from current range finding portfolios. Potential team leaders must achieve a seventy percent (70%) or higher accuracy score on one of the two sets in order to become a team leader. Although seventy percent is the requirement, eighty percent or higher is expected. Since 2003 all team leaders have achieved eighty percent on at least one of the two required scoring sets.

Team Leaders Expectations:

- Successfully completes team leader training and qualifying
- Attends range finding
- Supervises team of ten to twelve scorers
- Monitors attendance and performance of team members,
- Monitors scoring team against scorers helping scorers.
- Backreads scored portfolios as necessary
- Serves as a first line of question resolution for scorers
- Scores resolution readings as may directed by Project Lead

- Monitors security and confidentiality of student information in the scoring room and at breaks
- Monitors scorers' questions and relays questions or trends in questions to the Project Lead every day at the end of the scoring session.

Master Scorers

Beginning with the 2004–2005 scoring session, four potential master scorers are chosen based on previous experience with scoring the portfolios, strong reliability, validity, and overall performance during previous NCAAP scoring projects, as well as previous experience as team leaders.

Master Scorers 2004–2005

	2003–2004	2003–2004
	<u>Inter-Rater Perfect Agreement</u>	<u>Cumulative Validity</u>
Master Scorer #1	99%	100%
Master Scorer #2	75%	90%
Master Scorer #3	74%	90%
Master Scorer #4	73%	79%

Master Scorers Expectations:

- Successfully completes team leader training and qualifying
- Attends range finding
- Scores portfolios requiring resolution
- Backreads scored portfolios as directed by Project Lead
- Monitors scoring issues as seen in the resolution reading and relays them to the Project Lead every day at the end of the scoring day.
- Fills in for a Team Leader should it be necessary
- Assists in other tasks as assigned by Project Manager or Project Lead

Scorers

Selection of Scorers/Scorer Qualifications

Recruitment of qualified scorers begins three to four weeks prior to the start of a scoring session. The Project Manager conducts interviewing and hiring of scorers. Scorers with experience scoring the NCAAP in previous years are contacted by phone first, followed by scorers meeting the professional requirements with experience in other scoring projects. Both groups are informed of the session prior to recruitment of new scorers. Qualified applicants are hired to supplement returning scorers for the project. Diversity is maintained across gender, ethnic, and age lines. All scorers are required to have a four-year degree from an accredited college or university with preference given to practicing teachers, special education professionals, non-practicing teachers, and those with some special education experience. Remaining positions are filled with the most qualified applicants with a four-year degree without special education or teaching background.

Scorers Expectations

- Successfully completes training and meets qualification requirements
- Maintains required reliability and validity scores
- Timely and accurately scores portfolios
- Maintains student confidentiality and NCAAP security
- Takes questions regarding scoring to the team leader or Project Lead
- Reports to the project for the duration on a timely and regular basis.

The number of scorers recruited for a scoring session is established by consideration of the following factors:

- Number of portfolios to score
- Time lines for the scoring session
- Number of expected reads per day
- Scoring room size
- Anticipated attrition rates

Scorer Training

Potential scorers are provided three to four days of training prior to the qualifying process. Scorers are provided with a bound manual in which all aspects of scoring are extensively discussed. The following topics are included in the manual and covered in training:

- Final Evaluation Sheet
- Principal Documentation
- Student Profile
- Full Year/Split Year IEP
- Students Entering at the End of the Assessment
- IEP Task Link
- Academic Task Requirements
- Understanding the English/Language Arts and mathematic essences
- Portfolios for Students in Grades 4,7,10 that Do Not Have a Writing Task Designated
- Problems That May Arise with Student Task Sheets
- Portfolios that Have Less Than 3 Reading or 3 Mathematics Tasks
- What Exactly Do I Score
- Task Parts
- Task Mastery for Discrete and Chained Tasks
- Tasks to Take to Team Leaders
- Types of Tasks
- Ethics in Data Collection
- Task Situations that will Arise
- Transfer Students
- No Child Left Behind (NCLB)
- Portfolios that Should not Have Been Submitted
- Data Sheets
- Anatomy or a Data Sheet
- Student Task Sheet
- Amount of Data
- Task Score
- Things That Will Bother You That You Cannot Do Anything About
- Task Descriptors
- Portfolios that Have More Than 3 Reading or 3 Mathematics Tasks
- Things That Will Bother You That You Must Do Something About
- Steps to Scoring Data Sheets
- Student Task Rubric
 - Bullet 1: Task Master Level
 - Bullet 2: Initiation
 - Bullet 3: Generalization
 - Bullet 4: Progress

In-depth explanation and practice with the student task rubric is provided. Portfolios and tasks that are exemplars for the four possible task level scores and the non-scorable designations are presented to the scorers. Included in training are one to one and a half days of practice scoring hard copies of actual student tasks. Scorers are given these practice tasks to score followed by immediate discussion of the actual score and the reason for the score. Tasks are scored individually and discussed as a whole group during this phase of the training. Scorers score approximately fifty example tasks taken from the current range finding portfolios during training. Effort is made to ensure that a wide array of tasks is provided to scorers to ensure that they are exposed to a variety of possibilities.

All scorers are told of the qualifying requirements prior to training. Scorers are also informed of the on-going reliability requirement of seventy percent accuracy on validity portfolios to maintain employment as a scorer.

Scorer Qualifying

After training scorers are required to successfully complete two qualifying sets consisting of ten tasks each. The qualifying sets are made up of tasks collected from current range finding portfolios. Scorers must achieve a seventy percent (70%) or higher accuracy score on one of the two sets in order to remain with the project and score live portfolios. Should a scorer qualify on the first set of tasks they must also take the second set of ten tasks to enable the Project Lead to have two sets of scores on each member of the scoring pool.

Once the pool of successful scorers has qualified, the Project Lead explains the scoring room process, including how to record the scores on the scanable score sheets, how portfolios will be dispensed, how to present questions to team leaders, and portfolio security. When this procedure is completed, scoring of portfolios begins.

Range Finding

Range finding is the process by which randomly selected portfolios are reviewed by a committee of stakeholders and experts. These portfolios are used in training, qualifying, and establishing scoring guidelines. Each year a sampling of portfolios are randomly chosen from different schools and locations across the state for range finding. The portfolios chosen for the 2004—2005 range finding was as follows:

- 85 from grades 3,4 and 5
- 26 from grades 6, 7 and 8
- 32 from grade 10

This range of portfolios is indicative of the range typically chosen in a given year for the range-finding process. The objective is to allow the range-finding committee enough diversity in types and levels of portfolio tasks to provide an adequate basis for measurement.

Before the range-finding committee meets, the Project Lead and Assistant Project Lead familiarize themselves with the portfolios, and choose tasks from the portfolios that are representative of the range of possible scoring scenarios. These tasks are duplicated for all committee members. The order of presentation of the tasks and the agenda of the range finding meeting is then finalized.

At the onset of range finding, committee members are required to sign a confidentiality agreement and familiarize themselves with the North Carolina Testing Code of Ethics. The NCAAP rubric(s) are then reviewed and extensively discussed with the committee.

As in actual scoring, the portfolio rubric(s) are the basis for all scores assigned to task and a thorough understanding of the rubric is mandatory to ensure consistent scoring. Portfolio tasks are then presented to the committee for scoring. The range finding committee the scores and discusses the task content, evidence and scores. Staff accurately records the scores and comments regarding each task presented. These scores, comments, and discussion are used by the Project Lead and the Assistant Project Lead to assist in development of the scorer training manual and material. The scorer's training manual, qualifying sets and training sets are based on the scores and comments derived from the range finding process.

Overall Scoring Process

Portfolio check-in and return process

Upon arrival at the processing warehouse, under the direction of the Project Manager, the processing staff

- receives materials from the Local Education Agencies (LEAs);
- logs in material twice;
- moves materials to secure processing and storage area;
- opens and sorts material;
- scans student and school information into data set (except 2004–2005 when scanning occurred locally);
- boxes portfolios by LEA;
- transports materials for scoring;
- distributes material for scoring.

The processing staff checks in all student portfolios against shipping lists provided by LEAs. The portfolios arrive in numbered boxes by LEAs. The processing staff un-boxes each portfolio and checks it against the shipping list. Scannable monitor sheets are included with each portfolio before they are re-boxed in numbered boxes and stacked in a filing system for use in the scoring room. The portfolios are stored in a secure storage facility until the scoring staff needs them.

When scoring starts, the Project Manager and the processing staff deliver approximately 350 portfolios to the scoring room twice a week for the duration of the project. Once portfolios are delivered to the scoring room, they remain there for the duration of the scoring project. This is to both maintain test security and to facilitate third reads. Once the scoring project is complete, the Project Manager and the processing staff collect all portfolios, account for every portfolio against shipping lists, and ship all portfolios back to the LEAs.

Portfolio distribution process

During scoring, the Room Manager distributes the portfolios to scorers. When a scorer is ready to score a portfolio, they report to the Room Manager who gives them the next available portfolio or an unmarked validity portfolio. After they finish scoring a portfolio, which is accomplished by hand using the scannable score sheet, the scorer returns the portfolio along with the scannable monitor sheet to the Room Manager who assigns them either another new portfolio, portfolio needing a second read, or an unmarked validity portfolio.

Portfolios are distributed along with the appropriate scannable monitor sheets. The monitor sheets are color coded and pre-slugged to indicate whether the scorer is reading the portfolio for the first time or the second time. When a scorer turns in a portfolio, they give the monitor sheet to the Room Manager and he checks to make sure that sheet is filled in accurately, i.e. scorer number, portfolio identification number, box number, grade and at least three scores for both domains. The Room Manager collects the monitor sheets and turns them into the Project Manager daily for scanning.

The prior day's monitor sheets are scanned first thing every morning and statistics are calibrated. Master scorers are provided with their list of third reads for the day and team leaders are given inter-

rater and validity reports on their respective teams. Master scorers record their third read scores on monitor sheets color coded and pre-slugged to indicate that they are a third-read sheet.

Portfolio Score Resolution

After portfolios are scored by two separate scorers, they are checked for non-adjacent task scores. If there is non-adjacency in any task score in the portfolio, the entire portfolio is re-read by a Master Scorer and these scores are considered a final read for subsequent reads. Once the adjacency issues are resolved for a group of portfolios, they are checked to see if any overall reading or mathematics scores fall within one (1) point below the proficiency cut score for that academic domain. If a portfolio falls within one point of proficiency and if a Master Scorer has not previously read that portfolio, it is then third read by a Master Scorer for a final score. Once a group of portfolios is read by the Master Scorers for non-adjacency and cut scores, that group of portfolios is re-filed and kept with the rest of the portfolios in the secure scoring room until the scoring project is complete.

Once all the portfolios have been scored they fill out an evaluation of the scoring session. Scorers are encouraged to discuss positive and negative aspects of the scoring session and offer suggestions for any improvements in the process. They are then released from the project. The Master Scorers and Team Leaders remain and continue to work to resolve all non-adjacent and cut score issues. Once all issues have been resolved and all portfolios have scores, the Master Scorers and Team Leaders and Assistant Project Lead meet and discuss the project as a whole including processing, personnel issues, training, timelines, and other concerns. They are then released from the project and the final scores are submitted to the Lead Programmer and Project Manager for final calibrations and calculations prior to submission to NCDPI. Once all data is calculated, electronic class rosters are posted to the NCDPI secure shell and student scores are available for individual school systems to download.

Individual Portfolio Scoring Process

The scorer:

1. Receives a portfolio from Room Manager
On tracking sheet writes the
 - portfolio number
 - student's name
 - teacher's name
2. Reads page one "Final Evaluation"
 - Checks that student assessment history is completed
 - Checks that Portfolio Development Designee has signed portfolio
3. Reads the Principal Documentation Page
 - Checks that principal has signed the portfolio
4. Reads the student profile
5. Reads all student task sheets in both the English/Language Arts and Mathematics sections
6. Looks to see that an essence is checked on each task sheet
7. Writes down essences for each task sheet as they are checked to ensure that two different essences are covered in each of the academic domains
8. If the student is in grade 4, 7, or 10, checks to see that the writing box has been checked in the English/Language Arts section
9. Finds the IEP connection for each task by finding the task in the student's current IEP located in the portfolio
10. Goes to the tasks
11. Checks to see if the task on the Student Task Sheet is the same as the task on all of the data sheets connected with that task.
12. Looks at the first data sheet for the task.
 - a. Gets an understanding of what the student is doing — if clarity is needed reads the first task descriptor.
 - b. Gets an understanding of how the data sheet reflects student responses
13. Looks at beginning student skill level (first month).
14. Determines task score.
 - a. Reads the data sheets and task descriptors
 - b. Reads generalization notes if included; looks at student work samples if include
 - c. Determines task mastery level during the last month of data according to the task rubric
 - d. Determines initiation level during the last month of data according to the task rubric
 - e. Determines generalization level according to the task rubric
 - f. Determines if progress has been made
15. Records score on monitor sheet for each task
16. Bubbles in the "writing" bubble on the score sheet if it is designated writing
17. Determines and records if the student has made progress on any tasks in the portfolio
18. Returns the scored portfolio and monitor sheet to Room Manager
(See appendix for scorer monitor sheet example.)

Maintaining Scorer Consistency

To identify swings or "drift" in scoring, to ensure the industry standards set forth by the State of North Carolina are met, and to ensure that all portfolios are assessed fairly and equivocally using the same standards, the quality control guidelines below are implemented during the scoring process.

Quality Control

Validity Portfolios

Approximately twenty-five portfolios are selected and scored by the Project Lead to serve as validity portfolios. These unmarked validity portfolios are circulated continually throughout the scoring process. Each scorer receives, at a minimum, ten validity portfolios during the course of scoring. Scorers identified as having fluctuating or lower statistics would fall into a focused validity grouping and would see a greater number of validity portfolios. Should an individual scorer show signs of drifting, the team leads are instructed to backread that scorer's portfolios and work with the scorer by mini re-training sessions to address problem areas brought to light by the validity portfolios. Areas or tasks that are incorrectly scored by several scorers are discussed with the group as a whole.

Should a scorer be unable to maintain the required seventy percent validity score, he/she is released as a scorer.

Backreading

Backreading is conducted by team leaders, master scorers and curriculum specialists to ensure scorer drift is minimized. Backreading allows scoring trends to be identified quickly and problems addressed before causing drift in individual scorers or in the overall room.

Observation and monitoring of scorer performance throughout the day is conducted including analysis of questions asked by scorers and input from team leaders.

Recalibration and Retraining

Recalibration and retraining of individual scorers, or the room as a whole, is implemented when necessary throughout the project in order to ensure that standards remain consistent from project start to end and to minimize misunderstanding or misinterpretation of those standards.

Recirculation (rescoring)

Recirculation (rescoring) of completed portfolios is conducted in certain cases if it is determined that the standards used to assess the instrument were not consistent, or did not meet the standards expected. Examples of this would be in situations where scorers were released as a result of low reliability and/or validity statistics.

Daily Scoring Reports

Validity, inter-rater reliability, and frequency statistics are produced daily for both individual scorers and the entire room. These statistics are monitored daily and any fluctuation in scoring or shifting trends in statistics are immediately analyzed and addressed at the individual scorer level, the room level, or both.

Scoring Security

Security is maintained and closely monitored at the scoring site and the warehouse housing the portfolios through the following methods:

- Portfolios are shipped to a secure warehouse.
- Access to the warehouse is restricted to employees of NCDPI and TOPS.
- Portfolios are stored in a secure location within this warehouse.
- Portfolios are transported to the scoring site in a secure manner by the Project Manager.

- Scoring personnel sign a confidentiality agreement that is legally binding in which they agree not to discuss any aspect of the scoring process, portfolios, student information, or LEAs involved.
- Scorers also agree not to discuss any aspect of scoring, student responses, or LEAs when on breaks outside the scoring room.
- All scorers wear identification badges at all times.
- No one who is not involved in the scoring project is allowed in the scoring room.
- Service personnel or cleaning crews are not allowed in the scoring room.
- No cameras or recording devices are allowed in the scoring room.
- Scorers are not allowed to receive or make telephone calls in the scoring room.
- No portfolios, training material or papers of any kind are allowed to leave the scoring room.
- All discarded or used paper in the scoring room is securely shredded at the end of the scoring process.

Scoring Project Information

Scoring 2001–2002

The scoring of the NCAAP began on Monday, July 8, 2002. Approximately 100 temporary employees were used to complete the project over the course of a month, broken down as follows:

- 6 team leaders
- 1 room aide
- 93 scorers

The total number of students assessed by the North Carolina Alternate Assessment Portfolio in 2001–2002 was 2979. Training for scorers began on July 8, 2002, and lasted three days. Scoring was completed on Thursday, August 8, 2002. The final inter-rater reliability (agreement) numbers for the room were as follows:

- | | |
|----------------------|-------|
| ▪ Perfect | 57.9% |
| ▪ Adjacent | 31.5% |
| ▪ Perfect + Adjacent | 89.4% |
| ▪ Non-adjacent | 10.7% |

Attrition rates during scoring were high. Large numbers of low performing scorers were released based on reliability and validity statistics.

Scoring 2002–2003

The scoring of the NCAAP began on Monday, April 7, 2003. Approximately 78 temporary employees were used to complete the project over the course of a month, broken down as follows:

- 6 team leaders
- 1 room aide
- 72 scorers

The total number of students assessed by the North Carolina Alternate Assessment Portfolio in 2002–03 was 3,575. Training for scorers began on April 7, 2003 and lasted two days.

Scoring was accomplished using a manual score sheet. Scorers filled the sheets out by hand, which were then collected and keyed in by data entry personnel. To insure the accuracy of data entry, first and second reads required each score point to be entered twice and matched before being accepted. A

separate audit at the end of the project checked the first 300 records against the coinciding hard copies and calculated an accuracy statistic of 99.0% for the process.

Scoring was completed on Friday, May 9, 2003. The final inter-rater reliability (agreement) numbers for the room were as follows:

- Perfect: 66%
- Adjacent: 26%
- Perfect + Adjacent: 92%
- Non-adjacent: 8%

2002– 2003	Total Tasks	Perfect Agreement	% Perfect Agreement	Adjacent	%Adjacent	Total Non Adjacent	Grade level
Totals	5854	3576	61%	1736	30%	520	3
	5722	3521	62%	1747	31%	476	4
	7480	4564	61%	2234	30%	642	5
	6570	4300	65%	1772	27%	520	6
	5762	3554	62%	1758	31%	480	7
	6253	4068	65%	1724	28%	488	8
	4652	3092	66%	1214	26%	368	10

Attrition rates during scoring were minimal. Low performing scorers were released based on reliability and validity statistics. One scorer was released for chronic sleeping.

Scoring 2003–2004

The scoring of the NCAAAP began on Monday, April 5, 2004. Approximately 78 temporary employees were used to complete the project over the course of approximately two months, broken down as follows:

- 6 team leaders
- 1 room aide
- 72 scorers

Scoring was accomplished using a scannable score sheet. Scorers filled the sheets out by hand, which were then collected and scanned. Scoring was completed on Friday, May 28, 2004. The final inter-rater reliability (agreement) numbers for the room were as follows:

- Perfect: 76.6%
- Adjacent: 18.2%
- Perfect + Adjacent: 94.8%
- Non-adjacent: 5.2%

Attrition rates during scoring were minimal. Two low performing scorers were released based on reliability and validity statistics.

2003– 2004	Total Tasks	Perfect Agreement	% Perfect Agreement	Adjacent	%Adjacent	Total Non Adjacent	Grade level
Totals	5428	3880	71%	1230	23%	304	3
	7150	5470	77%	1376	19%	288	4
	7294	5344	73%	1470	20%	448	5
	6930	5118	74%	1428	21%	378	6
	7834	6084	78%	1400	18%	352	7
	6788	4920	72%	1526	22%	322	8
	5860	4446	76%	1106	19%	304	10

Scoring 2004–2005

The scoring of the NCAAP began on Wednesday, April 27, 2005. Approximately 70 temporary employees were used to complete the project over the course of approximately two months, broken down as follows:

- 5 team leaders
- 4 master scorers
- 61 scorers

Scoring was accomplished using a scannable score sheet. Scorers filled the sheets out by hand, which were then collected and scanned. Scoring was completed on Friday, May 27, 2005. The final inter-rater reliability (agreement) numbers for the room were as follows:

- Perfect: 83.9%
- Adjacent: 12.7%
- Perfect + Adjacent: 96.6%
- Non-adjacent: 2.8%

Attrition rates during scoring were minimal. No scorers were released based on low performance; however, two scorers left the project early due to other circumstances.

2004– 2005	Total Tasks	Perfect Agreement	% Perfect Agreement	Adjacent	%Adjacent	Total Non Adjacent	Grade level
Totals	4006	3312	83%	542	14%	126	3
	4008	3238	81%	610	15%	144	4
	4758	3918	82%	616	13%	210	5
	3774	3046	81%	528	14%	164	6
	4751	3923	83%	659	14%	163	7
	5166	4304	83%	646	13%	198	8
	3588	2914	81%	488	14%	174	10

Performance Standard Setting For the North Carolina Alternate Assessment Portfolio 2002–2003

The proposed performance standards for the North Carolina Alternate Assessment Portfolio were set using the following method:

The North Carolina Testing Students with Disabilities Advisory Committee was introduced to the proposed new analytic scoring model for the alternate assessment portfolio at the first meeting of the committee on January 24–25, 2002. (A list of the committee members is attached.) The committee worked with staff to redefine the achievement level descriptors for each of the four levels. The committee's descriptors focus on mastery of the IEP goals and align to the achievement level descriptors specified for the end-of-grade tests to the extent possible. The committee established descriptors that were positive, written in clear and concise terms, and parallel to organizational language for other tests, where possible.

The committee was advised that the data from the portfolios that were scored by two readers for the purpose of determining inter-rater reliability during the scoring for 2001 would be used as impact data to inform decisions as to where to draw the lines for the cut scores. The data from the 327 portfolios which were selected randomly to be double scored to determine inter-rater reliability were used to generate basic descriptive statistics about student performance on the portfolios. Since the data were generated from randomly selected portfolios, the staff believes that the data are generalizable and can be used as impact data to inform the standard-setting process.

The data from the 327 double-read portfolios were generated and analyzed. The mean score for the distribution of scores is 15.5 on the 32-point raw scale. The median score for the distribution is 15.2. The standard deviation for the distribution is 4.79. A frequency distribution was generated to show the scores for each of the 327 students on the 0–32 scale. The frequency distribution was reviewed and analyzed by the staff.

On February 14, 2002, a panel of staff from NCDPI and NCSU-TOPS met to set the recommended standards for the alternate assessment portfolio. (Prior to the meeting, staff was given information about the standard-setting methods.) The panel members discussed at length the portfolio, its purpose, the proposed scoring method, the importance of setting standards, and why standards are used to categorize students to reflect what they are expected to know and be able to do. The panel was also informed that the standards set, if approved by the State Board of Education, will be used to report student performance on the portfolio in the future for testing results at the student, classroom, school, district, and state levels, and for the ABCs Accountability Program beginning with the 2001–02 school year.

The panel discussed at length the expected standards for the portfolio as indicated by a student’s progress toward meeting the IEP goals and the evidence provided to support documented student progress. In deciding where to draw the lines for the cut points, there was a great deal of discussion of the issue “how good is good enough”, especially at the point where the dichotomous line is drawn between students who are proficient and those who are not. The method used to set the standards is a very direct approach that is defined theoretically as the Dominant Profile method that is described by Jaeger et al. in the *Handbook for the Development of Performance Standards* (September 1998).

The process entails much discussion and consensus building among the panel members and involves a consideration of which profile of scores are indicative of how students are to be categorized based on the expectations specified for these students—which for these portfolios are spelled out in the IEP goals and represented by the associated tasks for each of the domains. The panel worked to arrive at a consensus on how to categorize the students and then reviewed the impact data. The method allows for a combination of compensatory and conjunctive components across domains in arriving at the cut points. Care was taken so that the cut points were set that ensured parallel standards set for performance on each of the four domains: Communication, Personal and Home Management, Career and Vocational, and Community.

The cut points for the proposed achievement levels for the North Carolina Alternate Assessment Portfolio are as follows

Levels	Achievement Level Descriptors	Cut Scores	Projected Percentage of Students (Based on 2000–01 Data)
I	Students performing at this level do not demonstrate mastery of their IEP goals as assessed by the portfolio.	0–10	12.54
II	Students performing at this level inconsistently demonstrate mastery of their IEP goals as assessed by the portfolio.	11–16	50.77
III	Students performing at this level often demonstrate mastery of their IEP goals as assessed by the portfolio.	17–22	29.67
IV	Students performing at this level consistently demonstrate mastery of their IEP goals as assessed by the portfolio.	23–32	7.04

Based on the proposed cut points, if students perform at least as well in the upcoming year as they performed during the 2000–01 school year, 36.7 percent of the students statewide will meet the standard of Achievement Level III or above compared to 20.6 percent on the average per domain statewide for the 2000–01 school year when scored and reported using the current model.

The proposed achievement level cut points and the process used to set them was endorsed by the North Carolina Testing and Accountability Technical Advisory Committee at their February 15, 2002, meeting. The department plans to re-evaluate the impact of the cut scores in two years, if approved by the SBE.

A list of the standard-setting panel is as follows:

- Dr. Laura Kramer, Staff Psychometrician, NCDPI
- Mr. James Kroening, Director, Performance Assessment Projects, NCDPI
- Ms. Erin Bohner, Consultant/Trainer, Alternate Assessments, NCSU-TOPS
- Ms. Phyllis Blackmon, Lead Consultant, Performance Assessments, NCSU-TOPS
- Dr. George Stubblefield, Staff Programmer/Statistical Analyst, NCDPI
- Mr. Scott Ragsdale, Scoring Consultant, NCSU-TOPS
- Ms. Mildred Bazemore, Section Chief, NCDPI

Part 4: Reporting Forms

A variety of reports are provided to local agencies regarding the NCAAP. Samples of the reporting forms are located in the appendix.

Reports

North Carolina Alternate Assessment Portfolio Individual Student Report

The individual report provides information about the student's performance in reading, mathematics and writing for students in grades 4, 7, and 10. Each student report contains the student's raw score, the achievement level and the achievement level descriptor for each academic area. Also included is the information depicting whether the student demonstrated growth during the assessment period.

The student report provides a place for the student's teacher to write comments or give additional information regarding the student. The teacher's signature, stating that he/she has reviewed the report and has made additional comments where necessary, is required on the student report.

North Carolina Alternate Assessment Portfolio Class and School Rosters

The class roster provides the list of students for each developmental designee in a class within a school. This is provided to the school principal and gives each student's raw score and achievement level for reading and mathematics. The writing raw score and achievement level is also listed on the roster for all students in grades 4, 7, and 10. For any task that was declared nonscorable a reason code is provided and defined.

Frequency Reports: Teacher, Class, School, LEA

Frequency reports are available and identical in form for teacher, class, school and LEA. They provide the identifying information, range of scores, number of observations, the mean score, and other descriptive statistics for the selected group. The frequency, percent of total, cumulative frequency, and percent are available on the report for both the raw score and the achievement level. Summary information is provided as to the frequency of achievement levels III and IV (proficient) and achievement levels I and II (non-proficient).

Additional information related to subgroup performance such as gender, ethnicity, disability, grade level, and migrant status is also available.

Overall state results are provided annually in the North Carolina State Testing Results publication "The Green Book" and the "Report of Student Performance on the North Carolina Alternate Assessments."

Labels

Student labels are produced for each student assessed by the North Carolina Alternate Assessment Portfolio. Each label contains the student's name, school, LEA code, assigned grade, achievement score and achievement level for reading and math. A writing achievement score and level is provided for students in grades 4, 7, and 10. Each label provides information on depicting whether or not growth was demonstrated during the assessment period.

Part 5: Eligibility

Eligibility Criteria 2000–2001

The North Carolina Alternate Assessment Portfolio was administered statewide during the 2000–2001 school year to students with disabilities who were in grades 3 through 8 and grade 10 and fulfilled all of the following criteria:

1. The student must have a disability and a current Individualized Education Program (IEP).
2. The student must have a serious cognitive deficit.
3. The student is in grades 3–8 or in grade 10 according to the student information management system (e.g., SIMS/NCWISE).
4. The student’s program of study focuses on functional/life skills as extensions of the North Carolina *Standard Course of Study*.
5. The IEP team determines that the student is unable to participate in the statewide test administrations as specified by grade in the table below.

Grade 3	North Carolina Grade 3 Pretest North Carolina End-of-Grade Tests
Grade 4	North Carolina Writing Assessment North Carolina End-of-Grade Tests
Grade 5	North Carolina End-of-Grade Tests
Grade 6	North Carolina End-of-Grade Tests
Grade 7	North Carolina Writing Assessment North Carolina End-of-Grade Tests
Grade 8	North Carolina End-of-Grade Tests
Grade 10	High School Comprehensive Test North Carolina Writing Assessment

Eligibility Criteria 2001–2003

In 2001–2002 the North Carolina Alternate Assessment Academic Inventory (NCAAAI) became operationalized for student with disabilities. As a result the eligibility criteria for the NCAAP was changed to reflect the inclusion of the AAAI .

The North Carolina Alternate Assessment Portfolio is only appropriate for students who fulfilled all of the following criteria:

1. The student must have a disability and a current Individualized Education Program (IEP).
2. The student must have a serious cognitive deficit.
3. The student is in grades 3–8 or in grade 10 according to the student information management system (e.g., SIMS/NCWISE).
4. The student’s program of study focuses on functional/life skills as extensions of the North Carolina *Standard Course of Study*
5. The IEP team determines that the student is unable to participate in the NCAAAI or the statewide test administrations as specified by grade in the following table.

Grade 3	North Carolina Grade 3 Pretest North Carolina End-of-Grade Tests
Grade 4	North Carolina Writing Assessment North Carolina End-of-Grade Tests
Grade 5	North Carolina End-of-Grade Tests
Grade 6	North Carolina End-of-Grade Tests
Grade 7	North Carolina Writing Assessment North Carolina End-of-Grade Tests
Grade 8	North Carolina End-of-Grade Tests
Grade 10	High School Comprehensive Test North Carolina Writing Assessment

Eligibility Criteria 2003–2004

The extensions (essences) of the North Carolina *Standard Course of Study* were adopted by the State Board of Education in November 2002. The requirement that students with severe cognitive disabilities access the North Carolina *Standard Course of Study* was reflected in the eligibility criteria.

The North Carolina Alternate Assessment Portfolio is only appropriate for students who fulfill all of the following criteria:

1. The student must have a disability and a current Individualized Education Program (IEP).
2. The student must have a serious cognitive deficit.
3. The student must be in grades 3–8 or grade 10 according to the school information management system (e.g., SIMS/NCWISE).
4. The student’s program of study must focus on extensions of the North Carolina *Standard Course of Study*.
5. The IEP team must determine that the student is unable to participate in the NCAAAI or the statewide test administrations as specified by grade in the following table.

Grade 3	North Carolina Grade 3 Pretest North Carolina End-of-Grade Tests
Grade 4	North Carolina Writing Assessment North Carolina End-of-Grade Tests
Grade 5	North Carolina End-of-Grade Tests
Grade 6	North Carolina End-of-Grade Tests
Grade 7	North Carolina Writing Assessment North Carolina End-of-Grade Tests
Grade 8	North Carolina End-of-Grade Tests
Grade 10	High School Comprehensive Test North Carolina Writing Assessment

Eligibility Criteria 2004–2005

GUIDELINES FOR MAKING DECISIONS FOR THE PARTICIPATION OF STUDENTS WITH DISABILITIES IN THE NORTH CAROLINA TESTING PROGRAM

According to the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB), all students with disabilities must participate in the statewide testing program. As stated in a memo (August 24, 2000) from the U.S. Office of Special Education and Rehabilitative Services and the U.S. Office of Special Education Programs, "Including all children in assessment programs can help to ensure a high quality educational experience for each student by creating high education expectations for all children and accountability for the educational results of all students." There are several ways in which a student may participate in the North Carolina Testing Program: standard test administration without accommodations, standard test administration with accommodations, North Carolina Alternate Assessment Academic Inventory (NCAAAI), or North Carolina Alternate Assessment Portfolio (NCAAP). The following guidelines are for Individualized Education Program (IEP) teams and Section 504 committees to use when making decisions on how a student will participate in the statewide testing program. These guidelines were created in a collaborative effort by the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services and the NCDPI Exceptional Children Division.

	Standard Test Administration without Accommodations	Standard Test Administration with Accommodations	North Carolina Alternate Assessment Academic Inventory (On Grade Level)	North Carolina Alternate Assessment Academic Inventory (Below grade level)	North Carolina Alternate Assessment Portfolio (NCAAP)
Assigned Grade Levels	May or may not have an IEP or Section 504 Plan Assigned to grades 3-8 or 10 according to the student management system (e.g., SIMS or NC WISE) or enrolled in a course for credit that requires an end-of-course test	Has an IEP or Section 504 Plan Assigned to grades 3-8 or 10 according to the student management system (e.g., SIMS or NC WISE) or enrolled in a course for credit that requires an end-of-course test	Has an IEP Assigned to grades 3-8 or 10 according to the student management system (e.g., SIMS or NC WISE) or enrolled in a course for credit that requires an end-of-course test	Has an IEP and may or may not have a significant cognitive disability* Assigned to grades 3-8 or 10 according to the student management system (e.g., SIMS or NC WISE)	Has an IEP and has a significant cognitive disability* Assigned to grades 3-8 or 10 according to the student management system (e.g., SIMS or NC WISE)

* To identify students with the most significant cognitive disabilities, all of the following must be true:

- The student requires extensive and explicit instruction to acquire, maintain, and generalize new reading and mathematics skills for independent living.
- The student exhibits severe and pervasive delays in multiple areas of development and in adaptive behavior (e.g., mobility, communication, daily living skills, and self-care).
- The student's IEP annual goals focus on the functional application of academics (reading, mathematics, and writing).
- The student's performance is evaluated against alternate achievement standards (essences of the standard course of study or 3 or more years below grade level).

Access to and Instruction in Standard Test Administration	Standard Test Administration without Accommodations Accesses and is instructed in the NCSCS on assigned grade level	Standard Test Administration with Accommodations Accesses and is instructed in the NCSCS on assigned grade level	North Carolina Alternate Assessment Academic Inventory (NCAAAI) (On Grade Level) Accesses and is instructed in the NCSCS on assigned grade level	North Carolina Alternate Assessment Academic Inventory (NCAAAI) (Below grade level) Accesses and is instructed in the NCSCS below assigned grade level	North Carolina Alternate Assessment Portfolio (NCAAP) Accesses and is instructed in the NCSCS through the student's academic performance is measured through those IEP goals that address the NCSCS Essences
Participation in Standard Test Administration	Standard Test Administration without Accommodations The IEP team or Section 504 committee determines that the student is able to participate in the standard test administration in a given content area without accommodations.	Standard Test Administration with Accommodations The IEP team or Section 504 committee determines that the student is able to participate in the standard test administration in a given content area with accommodations.	North Carolina Alternate Assessment Academic Inventory (NCAAAI) (On Grade Level) The IEP team determines that the student is unable to participate in the standard test administration in a given content area with or without accommodations that do not invalidate the test results. In addition, the AAP is an inappropriate assessment for the student.	North Carolina Alternate Assessment Academic Inventory (NCAAAI) (Below grade level) The IEP team determines that the student is unable to participate in the standard test administration in a given content area with or without accommodations that do not invalidate the test results. In addition, the AAP is an inappropriate assessment for the student.	North Carolina Alternate Assessment Portfolio (NCAAP) The IEP team determines that the student is unable to participate in any standard test administration with or without accommodations. In addition, the AAI is an inappropriate assessment for the student.
Historical Student Data	<p>All available data are to be used when making testing decisions for students with disabilities.</p> <p>Each student is to be assessed in the most appropriate, yet challenging, test administration, as supported by available data.</p>				

² In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), students with disabilities may receive instructional and assessment accommodations as documented in their Section 504 Plans.

³ North Carolina *Standard Course of Study*

⁴ The NCSCS Essences, components of the North Carolina *Standard Course of Study*, are adopted by the NC State Board of Education as alternate content standards.

Part 6: Validity and Reliability

Validity

Validity refers to the accuracy with which an assessment measures what it is intended to measure.

Content Validity

“Content validity is concerned with sample-population representativeness i.e., the knowledge and skills covered by the test items should be representative to the larger domain of knowledge and skills.”
(Chong, Ho Yu, Ph,D)

For the NCAAP, with its teacher-designed tasks, one aspect of content validity looks to answer the question – “Is it reading, is it math?” In other words, does the assessment evaluate a student’s ability to master tasks that align with the North Carolina *Standard Course of Study* (NCSCS) English/language arts and mathematics curriculum?

In 2002–2003 the NCAAP transitioned from a functional task portfolio to an academic portfolio. With that transition came the requirement that reading and mathematics be taught and assessed for student with severe cognitive disabilities. To ensure that these students had appropriate access to the North Carolina *Standard Course of Study*, the NCDPI Exceptional Children Division and the NCDPI Department of Instruction developed “essences” of the NCSCS. These essences, originally called “extensions” were adopted by the North Carolina State Board of Education in November 7, 2002.

Extensions of the North Carolina *Standard Course of Study* (HSP 1) – Extensions to the North Carolina *Standard Course of Study* were approved for students with cognitive deficits in grades 3–8 and 10. These extensions comply with No Child Left Behind legislation that requires that all students be assessed in reading and mathematics and with IDEA 1997 that requires that all students with disabilities have access to the general curriculum.

Teachers were then required to develop IEP tasks that were appropriate to their students and connected to the NCSCS through the newly developed essences (extensions). For many teachers this was a new concept. To assist teachers in understanding the essences and assist them in understanding what reading and mathematics looked like for students with severe cognitive disabilities, the following supports were put into place.

- Training sessions were held by North Carolina State University Technical Outreach for Public Schools (TOPS) staff, as directed by the North Carolina Department of Public Instruction (NCDPI), to explain the essences and give examples of reading and mathematics tasks for students with serious cognitive disabilities
- The Teacher Handbook was developed to assist teachers in understanding the NCSCS essences and how to write appropriate student academic tasks.
- TOPS staff were available to review teacher tasks with regards to their academic content.
- A web board was set up to answer questions regarding aspects of the NCAAP in July 2005.

During the portfolio scoring sessions, scorers were given the training and the charge to examine tasks for the required academic content. Tasks that scorers felt were questionable with regards to academics

were brought to the Project Lead or the Assistant Project Lead for determination of appropriate academic content. Tasks that were determined not to contain the required academic content were declared nonscorable by either the Project Lead or the Assistant Project Lead. No scorer was allowed to make that determination. Tasks that the Project Lead determined required additional clarification by NCDPI curriculum specialists were listed with the Project Lead’s initial nonscorable determination and referred to the appropriate NCDPI curriculum staff for final determination. For the 2004–2005 school year there were 3560 portfolios. Of that number, 675 portfolios contained nonscorable tasks. All of the nonscorable determinations made by the Project Lead were upheld by NCDPI curriculum staff.

The question “Is it reading, is it math?” was addressed through teacher training, scorer training, and collaboration between the NCDPI Division of Accountability Services and Department of Curriculum.

Another aspect of content validity is the determination of test items to be representative of the larger domain of knowledge and skills. In looking at the breath of the English/language arts and the mathematics curriculum it was required that the tasks in the NCAAP address at least two of the five English/language arts competencies in the three required reading tasks and at least to of the five mathematics strands in the three required mathematics tasks. This requirement was put into place to give depth to the student’s exposure to the curriculum.

To score in the proficient range, students’ portfolios must contain evidence that demonstrates task mastery, generalization, and initiation of these academic skills that address multiple facets of the NCSCS. The goal of the NCAAP is that it accurately address the depth and range of the students’ abilities in reading and mathematics.

Consequential Validity

Although consequential validity, which examines the unintended consequences of using a test as an aspect of validity, is itself controversial, it is worth highlighting stakeholders’ views of some of the consequences of the NCAAP. During a meeting of the NCAAP Advisory Committee in November, 2004, the committee was asked about the effects of the NCAAP for their students, teachers, parents, and schools. The committee’s views of the consequences of the NCAAP are listed below.

Positive and Negative Aspect of the NCAAP (committee discussion)

- | Positive | Negative |
|---|---|
| <ul style="list-style-type: none"> • More staff involvement • Standardization of statewide assessment • Positive effects on teaching • Increased parental involvement • Raised expectations for teachers and students • Raised parent views of child’s instruction • Promotes more administrative involvement • Increased teacher awareness of SCOS • Clearer view and more specific view of child’s progress • Elevates status of EC children into alignment with others | <ul style="list-style-type: none"> • Instrument overburdens middle schools • Recruitment and retention of teachers is affected by portfolio requirements • Time requirement excessive • Labor intensive • Difficulty being able to generalize • Data collection requirement too excessive • Over focus on portfolio IEP tasks • Takes away from other activities such as community outings • Paperwork taking too much time • Lack of parent resources/information • Finding appropriate academic tasks for most severe student is difficult |

Positive

- Can make instructional changes more quickly
- Opportunities to generalize
- Helping field make switch to academics
- Inclusion more accepted
- Scoring integrated into school composites
- Collaboration between EC and regular ed fostered
- Increased quality of instructional time
- IEP more useful tool
- Allocation of resources more equitable

Negative

- Tracking student advancement across years does not exist
- Labor intensive to score
- Parents reacting negatively to new requirements, lack of time to other services
- Task workload a problem
- Teacher's knowledge or lack of affects student score
- Lack of flexibility with requirements
- construction elements can hurt student score
- Not enough support/training for new teachers
- Definition of "Significant Cognitive Disability" not understood

Systemic validity

"The link between assessment and instruction is systemic validity. As the name suggests, systemic validity refers to the cycle of evaluation and instruction. A systemically valid assessment is one that causes a change in the instruction or curriculum that fosters the development of the cognitive skills that the assessment is designed to measure.

A portfolio is systemically valid if the use of the portfolio alters the instruction so that it focuses on the skills that are being evaluated by the portfolio assessment." (Cohen, 1994).

To examine systemic validity we look to teachers to answer the questions:

- How have I altered my instruction?
- What do the results tell me about the students' ability to meet the course objectives?
- How should I continue to change it?

Evidence for systemic validity exists in the change in teacher perspectives, teaching goals, IEP construction and views of students' ability with academics. In 2002–2003, the move from a functional portfolio to an academic portfolio for students with serious cognitive disabilities was met with teacher resistance and frustration, due in part to lack of information and training, lack of buy-in, and lack of belief. However, as the years have gone by and teachers have gained experience, information, training, and first hand evidence of students not only achieving but excelling at academic tasks, a systemic change as begun to evidence itself. Teachers, principals, and support staff have made the following comments:

- (Teacher) "I did not even dream my student would be capable of this, but she has astounded me."
- (Principal) "I thought we had high expectations for our students, but we had no idea how much they could learn."
- (Teacher) "I can't wait till I see what my student can do next."
- (EC Director) "You can tell the difference in the way teachers write their IEPs between ones that have done the portfolio and ones that have not. Portfolio teachers write academic, precise, IEPs where as the non portfolio teachers do not have any academic on their IEPs anywhere."
- (Teacher) "I'm not sure my student can do all of this, but I know for sure now he can do some of it."

- (Teacher) “This (portfolio academics) makes me change the way I teach with my kids that aren’t even on the portfolio.”

Reliability

Reliability describes the consistency of results from an assessment and the extent to which an assessment provides the same results over repeated administrations. Reliability seeks to answer the question, “How do I know that I am measuring consistently?”

North Carolina examines three aspects of the assessment process when looking to develop and maintain the reliability of the NCAAP:

- Standardization of the assessment tool and the evidence provided on students
- Training of assessors and scorers
- Agreement rates of scorers

Standardization Of The Assessment Tool And The Evidence Provided On Students

Efforts at standardizing the portfolio instrument and the evidence provided for scoring has been a continual focus with the NCAAP. The NCAAP began as a functional portfolio. Structure as to task selection was provided through the functional domains and subdomains and the requirement that all tasks come from a student’s IEP. There were few to no parameters on the type of evidence of student performance that could be submitted. Evidence submitted for scoring varied widely, ranging from minimal to excessive, from absolutely clear to utterly confusing. Consistent scoring of such a wide variety of material and student tasks proved problematic. At this time, ten percent of portfolios were randomly selected to be second read for the purpose of validity and reliability.

Experience and input from the NCAAP pilot and field test administrations resulted in revisions to the instrument, the scoring rubrics, and the requirements for completing a portfolio. These changes were designed to streamline certain aspects of completing a portfolio, address the issue of Individualized Education Program (IEP) cycles that do not coincide with the school year, and allow for clearer scoring criteria. What remained unchanged was the second scoring of ten percent of submitted portfolios and the open-ended nature of allowable evidence.

For the 2001–2002 portfolio, the scoring and reporting process was revised to incorporate a system that required each portfolio be scored by two readers using an analytic process. The readers used the previously established task rubrics and portfolio quality rubrics. The 2001–2002 portfolios received a total portfolio score in addition to the domain scores and the quality score. Evidence submission remained open-ended.

The 2002–2003 school year brought the advent of NCLB and student performance from the North Carolina Alternate Assessment Portfolio was reported in the area of reading (grades 3–8 and 10), mathematics (grades 3–8 and 10), and writing (grades 4,7, and 10). Functional domains were retained, but academic tasks were required within the functional domains. Each portfolio continued to be read by two trained, independent readers and evidence submission remained open-ended.

In 2003–2004 the portfolio transitioned to a full academic portfolio and the functional domains were replaced with academic domains. Student task selection was required to be either reading or

mathematics and connected to both the student's IEP and the North Carolina *Standard Course of Study* through the state adopted essences. The allowable evidence was delineated to standardize the student material submitted as recommended by the North Carolina Technical Advisory Committee. Allowable and required evidence was restricted to state designed data sheets and anecdotal notes. Pictures, video tapes and audiotapes were disallowed due to possible scorer bias toward portfolios containing these items. Optional evidence allowed was generalization notes and a maximum of three pieces of student work samples.

Although the standardization of allowable evidence greatly streamlined the scoring process it was felt that the anecdotal note requirement was biased toward teachers with few student portfolios to develop. The anecdotal note requirement was changed in 2004–2005 to three (beginning, middle, and ending) task descriptors for each submitted task. This was reduced to one required descriptor for the 2005–2006 portfolio.

Portfolio assessment inevitably involves some degree of subjectivity therefore it was felt that efforts to standardize the evidence submitted was necessary to improve inter rater reliability and yet at the same time not compromise the individual uniqueness and flexibility of student specific tasks.

Training of assessors and scorers

The training of the portfolio assessors is conducted in the two method approach used in North Carolina discussed earlier in this document. (Train the trainer and direct teacher training). The training of the scorers entails a full week of scoring training prior to scorer qualification. The training focus for scorers is on the detailed explicit scoring criteria presented in the student task rubric. Scorers are given examples of typical student work at each scoring level, student work that is unusual in some way such as homebound or hospitalized students, and examples of problem portfolios that hold a variety of scoring challenges. Scorer training also includes an emphasis on withholding personal attitudes, biases, and preferences. Qualification requirements for scorers are a four-year college degree and a score of at least seventy percent on a student task (10 tasks) set.

Agreement rates of scorers (Inter-Rater Reliability)

The extent to which two different readers obtain the same result when using the same scoring rubric to measure the same tasks is referred to as inter-rater reliability. In North Carolina every portfolio is read by two independent, trained readers. As a scorer completes a portfolio, his/her scores for each task in that portfolio are scanned to the NCAAP data base and compared to the second scorer's scores on exactly the same set of tasks. The percentage of identical scores on the same tasks is called perfect agreement. The percentage of scores that are one point off is call adjacent, and the percentage of scores that are more than one point off is called non-adjacent. Inter-rater reliability and frequency statistics are produced daily for both individual scorers and the entire room. These statistics are monitored daily and any fluctuation in scoring or shifting trends in statistics are immediately analyzed and addressed at the individual scorer level, the room level, or both. All tasks that are scored non-adjacent task are read a third time by a master scorer for true score determination.

Inter-rater Statistics

Scoring Year	2001–2002	2002–2003	2003–2004	2004–2005
Perfect	57.9%	66%	76.6%	83.9%
Adjacent	31.5%	26%	18.2%	12.7%
Perfect + Adjacent	89.4%	92%	94.8%	96.6%
Non-adjacent	10.7%	8%	5.2%	2.8%

2002– 2003	Total Tasks	Perfect Agreement	% Perfect Agreement	Adjacent	%Adjacent	Total Non- Adjacent	Grade level
Totals	5854	3576	61%	1736	30%	520	3
	5722	3521	62%	1747	31%	476	4
	7480	4564	61%	2234	30%	642	5
	6570	4300	65%	1772	27%	520	6
	5762	3554	62%	1758	31%	480	7
	6253	4068	65%	1724	28%	488	8
	4652	3092	66%	1214	26%	368	10

2003– 2004	Total Tasks	Perfect Agreement	% Perfect Agreement	Adjacent	%Adjacent	Total Non- Adjacent	Grade level
Totals	5428	3880	71%	1230	23%	304	3
	7150	5470	77%	1376	19%	288	4
	7294	5344	73%	1470	20%	448	5
	6930	5118	74%	1428	21%	378	6
	7834	6084	78%	1400	18%	352	7
	6788	4920	72%	1526	22%	322	8
	5860	4446	76%	1106	19%	304	10

2004– 2005	Total Tasks	Perfect Agreement	% Perfect Agreement	Adjacent	%Adjacent	Total Non- Adjacent	Grade level
Totals	4006	3312	83%	542	14%	126	3
	4008	3238	81%	610	15%	144	4
	4758	3918	82%	616	13%	210	5
	3774	3046	81%	528	14%	164	6
	4751	3923	83%	659	14%	163	7
	5166	4304	83%	646	13%	198	8
	3588	2914	81%	488	14%	174	10

Part 7: Achievement Level Descriptors

Achievement Level Descriptors are summary descriptions of how well a student should demonstrate proficiency in a content domain. (National Alternate Assessment Center) Beginning with 2002–2003 school year, achievement level descriptors were used to describe how a student, assessed by the NCAAP, demonstrated proficiency in reading and mathematics at a particular level. The descriptors were applied across all grade levels.

Achievement Level Descriptors 2002–2003

Achievement Level I	<p>Students performing at this level do not demonstrate mastery of their IEP English/Language Arts goals (Reading).</p> <p>Students performing at this level do not demonstrate mastery of their IEP mathematics goals.</p> <p>Students performing at this level do not demonstrate mastery of their IEP English/Language Arts goals (Writing Grades 4, 7, and 10).</p>
Achievement Level II	<p>Students performing at this level inconsistently demonstrate mastery of their IEP English/Language Arts goals (Reading).</p> <p>Students performing at this level inconsistently demonstrate mastery of their IEP mathematics goals.</p> <p>Students performing at this level inconsistently demonstrate mastery of their IEP English/Language Arts goals (Writing Grades 4, 7, and 10).</p>
Achievement Level III	<p>Students performing at this level often demonstrate mastery of their IEP English/Language Arts goals (Reading).</p> <p>Students performing at this level often demonstrate mastery of their IEP mathematics goals.</p> <p>Students performing at this level often demonstrate mastery of their IEP English English/Language goals (Writing Grades 4, 7, and 10).</p>
Achievement Level IV	<p>Students performing at this level consistently demonstrate mastery of their IEP English/Language Arts goals (Reading).</p> <p>Students performing at this level consistently demonstrate mastery of their IEP mathematics goals.</p> <p>Students performing at this level consistently demonstrate mastery of their IEP English/Language Arts goals (Writing Grades 4, 7, and 10).</p>

2004–05 Revised Achievement Level Descriptors

In April 2005, interim Achievement Level Descriptors were developed. These descriptors apply across all grade levels.

Mathematics Achievement Levels

Mathematics Achievement Level I

Students performing at this level rarely or never demonstrate mastery of representing and utilizing numbers, recognizing size, measurement, spatial orientation, and shape, sorting and patterning, or collecting, sorting, organizing, displaying, and/or interpreting data over a period of time.

Portfolio tasks come from a student’s IEP and are designed specifically for each individual student. A task’s complexity is determined by the student’s level of functioning and educational expectations as defined in the IEP. Below are examples of student tasks that address mathematics.

<p>Representing and Utilizing Numbers</p> <ul style="list-style-type: none"> ▪ Begin an activity on the teacher count ▪ Develop one-to-one correspondence ▪ Add single digit numbers 	<p>Recognizing Size, Measurement, Spatial Orientation, and Shape</p> <ul style="list-style-type: none"> ▪ Reach for objects and hold for 30 seconds ▪ Recognize geometric shapes ▪ Measure $\frac{1}{2}$ or 1 cup
<p>Sorting and Patterning</p> <ul style="list-style-type: none"> ▪ Sort by attribute ▪ Follow pattern to collate papers ▪ Follow object schedule 	<p>Collecting, Sorting, Organizing, Displaying, and/or Interpreting Data Over Time</p> <ul style="list-style-type: none"> ▪ Put sticker on chart after attempting a task ▪ Locate name on wall chart ▪ Color a bar graph to indicate number of tasks completed

Mathematics Achievement Level II

Students performing at this level occasionally demonstrate mastery of representing and utilizing numbers, recognizing size, measurement, spatial orientation, and shape, sorting and patterning, or collecting, sorting, organizing, displaying, and/or interpreting data over a period of time.

Portfolio tasks come from a student’s IEP and are designed specifically for each individual student. A task’s complexity is determined by the student’s level of functioning and educational expectations as defined in the IEP. Below are examples of student tasks that address mathematics.

<p>Representing and Utilizing Numbers</p> <ul style="list-style-type: none"> ▪ Begin an activity on the teacher count ▪ Rote count to 5 ▪ Add single digit numbers 	<p>Recognizing Size, Measurement, Spatial Orientation, and Shape</p> <ul style="list-style-type: none"> ▪ Reach for objects and hold for 30 seconds ▪ Recognize geometric shapes ▪ Measure $\frac{1}{2}$ or 1 cup
<p>Sorting and Patterning</p> <ul style="list-style-type: none"> ▪ Sort by attribute ▪ Follow pattern to collate papers ▪ Follow object schedule 	<p>Collecting, Sorting, Organizing, Displaying, and/or Interpreting Data Over Time</p> <ul style="list-style-type: none"> ▪ Put sticker on chart after attempting a task ▪ Locate name on wall chart ▪ Color a bar graph to indicate number of tasks completed

Mathematics Achievement Level III

Students performing at this level often demonstrate mastery of representing and utilizing numbers, recognizing size, measurement, spatial orientation, and shape, sorting and patterning, or collecting, sorting, organizing, displaying, and/or interpreting data over a period of time.

Portfolio tasks come from a student's IEP and are designed specifically for each individual student. A task's complexity is determined by the student's level of functioning and educational expectations as defined in the IEP. They also often demonstrate initiation of these skills. Students at this achievement level are able to generalize these skills in more than one location or with more than one person.

Below are examples of student tasks that address mathematics.

Representing and Utilizing Numbers <ul style="list-style-type: none">▪ Begin an activity on the teacher count▪ Rote count to 5▪ Add single digit numbers	Recognizing Size, Measurement, Spatial Orientation, and Shape <ul style="list-style-type: none">▪ Reach for objects and hold for 30 seconds▪ Recognize geometric shapes▪ Measure $\frac{1}{2}$ or 1 cup
Sorting and Patterning <ul style="list-style-type: none">▪ Sort by attribute▪ Follow pattern to collate papers▪ Follow object schedule	Collecting, Sorting, Organizing, Displaying, and/or Interpreting Data Over Time <ul style="list-style-type: none">▪ Put sticker on chart after attempting a task▪ Locate name on wall chart▪ Color a bar graph to indicate number of tasks completed

Mathematics Achievement Level IV

Students performing at this level consistently demonstrate mastery of representing and utilizing numbers, recognizing size, measurement, spatial orientation, and shape, sorting and patterning, or collecting, sorting, organizing, displaying, and/or interpreting data over a period of time.

Portfolio tasks come from a student's IEP and are designed specifically for each individual student. A task's complexity is determined by the student's level of functioning and educational expectations as defined in the IEP. They also consistently demonstrate initiation of these skills. Students at this achievement level are able to generalize these skills across three or more environments/situations and with three or more people.

Below are examples of student tasks that address mathematics.

Representing and Utilizing Numbers <ul style="list-style-type: none">▪ Begin an activity on the teacher count▪ Rote count to 5▪ Add single digit numbers	Recognizing Size, Measurement, Spatial Orientation, and Shape <ul style="list-style-type: none">▪ Reach for objects and hold for 30 seconds▪ Recognize geometric shapes▪ Measure $\frac{1}{2}$ or 1 cup
Sorting and Patterning <ul style="list-style-type: none">▪ Sort by attribute▪ Follow pattern to collate papers▪ Follow object schedule	Collecting, Sorting, Organizing, Displaying, and/or Interpreting Data Over Time <ul style="list-style-type: none">▪ Put sticker on chart after attempting a task▪ Locate name on wall chart▪ Color a bar graph to indicate number of tasks completed

Reading Achievement Levels

Reading Achievement Level I

Students performing at this level rarely or never demonstrate mastery of developing strategies for communication, applying strategies and skills to comprehend outside stimuli, making connections (react, relate, and generalize), producing expressive communication, and conveying a complete thought in a functional manner.

Portfolio tasks come from a student’s IEP and are designed specifically for each individual student. A task’s complexity is determined by the student’s level of functioning and educational expectations as defined in the IEP. Below are examples of student tasks that address reading.

<p>Developing Strategies For Communication</p> <ul style="list-style-type: none"> ▪ Activate a switch to start a book on tape ▪ Identify restroom symbol ▪ Read sight words 	<p>Applying Strategies And Skills To Comprehend Outside Stimuli</p> <ul style="list-style-type: none"> ▪ Make sounds of animal characters in books ▪ Use a picture schedule ▪ Answer comprehension question about a story
<p>Making Connections (React, Relate, And Generalize)</p> <ul style="list-style-type: none"> ▪ Make a choice using photographs ▪ Choose the story to be read ▪ Point to happy or sad face to indicate personal feeling about a story 	<p>Producing Expressive Communication</p> <ul style="list-style-type: none"> ▪ Mark on paper ▪ Stamp name on a line ▪ Correctly spell 4 out of 5 sight words
<p>Conveying A Complete Thought In A Functional Manner</p> <ul style="list-style-type: none"> ▪ Hit a Big Mac switch to fill in a verb to help compose a story ▪ Select one picture to complete the picture symbol sentence, “I like...” ▪ Arrange word cards to complete a sentence 	

Reading Achievement Level II

Students performing at this level occasionally demonstrate mastery of developing strategies for communication, applying strategies and skills to comprehend outside stimuli, making connections (react, relate, and generalize), producing expressive communication, and conveying a complete thought in a functional manner.

Portfolio tasks come from a student's IEP and are designed specifically for each individual student. A task's complexity is determined by the student's level of functioning and educational expectations as defined in the IEP. Below are examples of student tasks that address reading.

<p>Developing Strategies For Communication</p> <ul style="list-style-type: none"> ▪ Activate a switch to start a book on tape ▪ Identify restroom symbol ▪ Read sight words 	<p>Applying Strategies And Skills To Comprehend Outside Stimuli</p> <ul style="list-style-type: none"> ▪ Make sounds of animal characters in books ▪ Use a picture schedule ▪ Answer comprehension question about a story
<p>Making Connections (React, Relate, And Generalize)</p> <ul style="list-style-type: none"> ▪ Make a choice using photographs ▪ Choose the story to be read ▪ Point to happy or sad face to indicate personal feeling about a story 	<p>Producing Expressive Communication</p> <ul style="list-style-type: none"> ▪ Mark on paper ▪ Stamp name on a line ▪ Correctly spell 4 out of 5 sight words
<p>Conveying A Complete Thought In A Functional Manner</p> <ul style="list-style-type: none"> ▪ Hit a Big Mac switch to fill in a verb to help compose a story ▪ Select one picture to complete the picture symbol sentence, "I like..." ▪ Arrange word cards to complete a sentence 	

Reading Achievement Level III

Students performing at this level often demonstrate mastery of developing strategies for communication, applying strategies and skills to comprehend outside stimuli, making connections (react, relate, and generalize), producing expressive communication, and conveying a complete thought in a functional manner. They also often demonstrate initiation of these skills. Students at this achievement level are able to generalize these skills in more than one location or with more than one person.

Portfolio tasks come from a student’s IEP and are designed specifically for each individual student. A task’s complexity is determined by the student’s level of functioning and educational expectations as defined in the IEP. Below are examples of student tasks that address reading.

<p>Developing Strategies For Communication</p> <ul style="list-style-type: none"> ▪ Activate a switch to start a book on tape ▪ Identify restroom symbol ▪ Read sight words 	<p>Applying Strategies And Skills To Comprehend Outside Stimuli</p> <ul style="list-style-type: none"> ▪ Make sounds of animal characters in books ▪ Use a picture schedule ▪ Answer comprehension question about a story
<p>Making Connections (React, Relate, And Generalize)</p> <ul style="list-style-type: none"> ▪ Make a choice using photographs ▪ Choose the story to be read ▪ Point to happy or sad face to indicate personal feeling about a story 	<p>Producing Expressive Communication</p> <ul style="list-style-type: none"> ▪ Mark on paper ▪ Stamp name on a line ▪ Correctly spell 4 out of 5 sight words
<p>Conveying A Complete Thought In A Functional Manner</p> <ul style="list-style-type: none"> ▪ Hit a Big Mac switch to fill in a verb to help compose a story ▪ Select one picture to complete the picture symbol sentence, “I like...” ▪ Arrange word cards to complete a sentence 	

Reading Achievement Level IV

Students performing at this level consistently demonstrate mastery of developing strategies for communication, applying strategies and skills to comprehend outside stimuli, making connections (react, relate, and generalize), producing expressive communication, and conveying a complete thought in a functional manner. They also consistently demonstrate initiation of these skills. Students at this achievement level are able to generalize these skills across three or more environments/situations and with three or more people.

Portfolio tasks come from a student’s IEP and are designed specifically for each individual student. A task’s complexity is determined by the student’s level of functioning and educational expectations as defined in the IEP. Below are examples of student tasks that address reading.

<p>Developing Strategies For Communication</p> <ul style="list-style-type: none"> ▪ Activate a switch to start a book on tape ▪ Identify restroom symbol ▪ Read sight words 	<p>Applying Strategies And Skills To Comprehend Outside Stimuli</p> <ul style="list-style-type: none"> ▪ Make sounds of animal characters in books ▪ Use a picture schedule ▪ Answer comprehension question about a story
<p>Making Connections (React, Relate, And Generalize)</p> <ul style="list-style-type: none"> ▪ Make a choice using photographs ▪ Choose the story to be read ▪ Point to happy or sad face to indicate personal feeling about a story 	<p>Producing Expressive Communication</p> <ul style="list-style-type: none"> ▪ Mark on paper ▪ Stamp name on a line ▪ Correctly spell 4 out of 5 sight words
<p>Conveying A Complete Thought In A Functional Manner</p> <ul style="list-style-type: none"> ▪ Hit a Big Mac switch to fill in a verb to help compose a story ▪ Select one picture to complete the picture symbol sentence, “I like...” ▪ Arrange word cards to complete a sentence 	

Writing Achievement Levels

Students in grades 4, 7 and 10 are assessed in writing.

Writing Achievement Level I

Students performing at this level rarely or never demonstrate mastery of producing expressive communication or conveying a complete thought in a functional manner.

Portfolio tasks come from a student's IEP and are designed specifically for each individual student. A task's complexity is determined by the student's level of functioning and educational expectations as defined in the IEP. Below are examples of student tasks that address writing.

Producing Expressive Communication <ul style="list-style-type: none">▪ Mark on paper▪ Stamp name on a line▪ Correctly spell 4 out of 5 sight words	Conveying A Complete Thought In A Functional Manner <ul style="list-style-type: none">▪ Hit a Big Mac switch to fill in a verb to help compose a story▪ Select one picture to complete the picture symbol sentence, "I like..."▪ Arrange word cards to complete a sentence
---	---

Writing Achievement Level II

Students performing at this level occasionally demonstrate mastery of producing expressive communication or conveying a complete thought in a functional manner.

Portfolio tasks come from a student's IEP and are designed specifically for each individual student. A task's complexity is determined by the student's level of functioning and educational expectations as defined in the IEP. Below are examples of student tasks that address writing.

Producing Expressive Communication <ul style="list-style-type: none">▪ Mark on paper▪ Stamp name on a line▪ Correctly spell 4 out of 5 sight words	Conveying A Complete Thought In A Functional Manner <ul style="list-style-type: none">▪ Use stamps to create greeting cards▪ Fill in the correct letter abbreviation for the days of the week▪ Use correct capitalization and punctuation to write name and address on forms
---	---

Writing Achievement Level III

Students performing at this level often demonstrate mastery of producing expressive communication or conveying a complete thought in a functional manner. They also often demonstrate initiation of these skills. Students at this achievement level are able to generalize these skills in more than one location or with more than one person.

Portfolio tasks come from a student's IEP and are designed specifically for each individual student. A task's complexity is determined by the student's level of functioning and educational expectations as defined in the IEP. Below are examples of student tasks that address writing.

Producing Expressive Communication <ul style="list-style-type: none">▪ Mark on paper▪ Stamp name on a line▪ Correctly spell 4 out of 5 sight words	Conveying A Complete Thought In A Functional Manner <ul style="list-style-type: none">▪ Hit a Big Mac switch to fill in a verb to help compose a story▪ Select one picture to complete the picture symbol sentence, "I like..."▪ Arrange word cards to complete a sentence
---	---

Writing Achievement Level IV

Students performing at this level consistently demonstrate mastery of producing expressive communication or conveying a complete thought in a functional manner. They also consistently demonstrate initiation of these skills. Students at this achievement level are able to generalize these skills across three or more environments/situations and with three or more people.

Portfolio tasks come from a student's IEP and are designed specifically for each individual student. A task's complexity is determined by the student's level of functioning and educational expectations as defined in the IEP. Below are examples of student tasks that address writing.

Producing Expressive Communication <ul style="list-style-type: none">▪ Hold writing implement▪ Trace all alphabet letters▪ Provide scribe with accurate information	Conveying A Complete Thought In A Functional Manner <ul style="list-style-type: none">▪ Hit a Big Mac switch to fill in a verb to help compose a story▪ Select one picture to complete the picture symbol sentence, "I like..."▪ Arrange word cards to complete a sentence
--	---

Future Plans - Achievement Level Descriptors

Content specific, grade specific achievement level descriptors are currently under development and will be available late fall 2005.

Appendix

NCAAP Functional Domains/Subdomains/Competencies 1998–1999 to 2002–2003

DOMAIN: COMMUNICATION

Subdomain 1: Receptive Communication

- Competency 1: Student demonstrates observable responses to a wide variety of environmental stimuli.
- Competency 2: Student demonstrates awareness of any or all of the following: verbal, nonverbal, sign, symbolic, gestural, and/or written expression.
- Competency 3: Student demonstrates understanding of any or all of the following: verbal, nonverbal, sign, symbolic, gestural, and/or written expression.

Subdomain 2: Expressive Communication

- Competency 1: Student uses verbal, non-verbal, sign, symbolic, gestural, and/or written language with or without the use of technology for personal purposes.
- Competency 2: Student uses verbal, non-verbal, sign, symbolic, gestural, and/or written language with or without the use of technology for social purposes.
- Competency 3: Student uses verbal, non-verbal, sign, symbolic, gestural, and/or written language with or without the use of technology for academic purposes.
- Competency 4: Student uses verbal, non-verbal, sign, symbolic, gestural, and/or written language with or without the use of technology for vocational purposes.

DOMAIN: PERSONAL AND HOME MANAGEMENT

Subdomain 1: Self-Help

- Competency 1: Student demonstrates toileting skills.
- Competency 2: Student demonstrates eating and drinking skills.
- Competency 3: Student maintains personal hygiene.
- Competency 4: Student demonstrates dressing/undressing skills.

Subdomain 2: Home Living

- Competency 1: Student demonstrates money management skills.
- Competency 2: Student demonstrates meal preparation skills.
- Competency 3: Student demonstrates household/cleaning skills.
- Competency 4: Student demonstrates clothing care skills.
- Competency 5: Student demonstrates home repair and yard maintenance skills.

Subdomain 3: Healthful Living

- Competency 1: Student demonstrates an understanding of family life concepts.
- Competency 2: Student engages in activities to promote wellness.
- Competency 3: Student engages in activities to prevent substance abuse.
- Competency 4: Student demonstrates an understanding of nutrition.
- Competency 5: Student demonstrates an understanding of safety and emergency practices.

DOMAIN: CAREER/VOCATIONAL

Subdomain 1: Awareness of Work

- Competency 1: Student demonstrates an understanding of the importance of work.
- Competency 2: Student demonstrates an awareness of a variety of careers.
- Competency 3: Student demonstrates an awareness of own vocational abilities and limitations.

Subdomain 2: Physical Aspects of Work

- Competency 1: Student exhibits a level of stamina, endurance and sensory tolerance conducive to future employment.
- Competency 2: Student performs work-related tasks involving fine motor skills.
- Competency 3: Student performs work-related tasks involving gross motor skills.

Subdomain 3: Social Aspects of Work

- Competency 1: Student exhibits interpersonal skills necessary for successful personal and social interactions with co-workers and supervisors in a work setting.
- Competency 2: Student exhibits interpersonal skills necessary for successful employment related interactions with co-workers and supervisors in a work setting.
- Competency 3: Student exhibits social skills needed to carry out specific job functions.

Subdomain 4: Job-Specific Skills

- Competency 1: Student demonstrates proficiency in work management skills and behaviors.
- Competency 2: Student demonstrates job skills specific to the performance of a variety of careers.
- Competency 3: Student demonstrates technology skills specific to the performance of a variety of careers.

Subdomain 5: Job-Seeking Skills

- Competency 1: Student exhibits skills necessary to choose and locate appropriate training and/or employment opportunities.
- Competency 2: Student exhibits skills needed to obtain appropriate training and/or employment opportunities.

DOMAIN: COMMUNITY

Subdomain 1: Accessing Community Resources while Demonstrating Socially Responsible Behavior

- Competency 1: Student travels within and beyond community.
- Competency 2: Student accesses services from government agencies and public organizations.
- Competency 3: Student accesses goods and services from private businesses and industry.

Subdomain 2: Leisure/Recreation Activities while Demonstrating Socially Responsible Behavior

- Competency 1: Student chooses and engages in appropriate individual leisure/recreation activities.
- Competency 2: Student chooses and engages in appropriate group leisure/recreation activities.

Subdomain 3: Community Membership

- Competency 1: Student demonstrates appropriate community-based social skills.
- Competency 2: Student demonstrates appropriate civic and legal skills

North Carolina Alternate Assessment Portfolio Rubrics 1998–1999 to 2004–2005

NCAAP Field Test Rubrics 1998–1999

Field Test Student Task Rubric

- Level IV** Distinguished—Student consistently performs the task correctly, perhaps with a rare lapse; frequently initiates the task; and will apply skills across environments, situations, and people when applicable to the task.
- Level III** Proficient—Student performs the task correctly; may frequently initiate the task; and may apply skills across environments, situations, and people when applicable to the task.
- Level II** Apprentice—Student occasionally performs the task correctly; may initiate some the task; and may apply skills across environments, situations, and people when applicable to the task.
- Level I** Novice—Student rarely or never performs the task correctly; may rarely or never initiate task; and may not apply skills across environments, situations, and people or may not respond or react appropriately when applicable to the task.

Field Test Portfolio Rubric

- Level IV** The student has shown independence, the ability to generalize and to initiate tasks with the frequency and self-determination to master, at the proficient and distinguished levels, the goals or competencies defined in the IEP at least 80% of the time.
- Level III** The student has shown independence, the ability to generalize and to initiate tasks with the frequency and self-determination to master, at the proficient level, the goals or competencies defined in the IEP at least 70% of the time.
- Level II** The student has shown independence, the ability to generalize and to initiate tasks with the frequency and self-determination to master, at the proficient level, the goals or competencies defined in the IEP at least 40% of the time or has performed competencies at the apprentice level at least 70% of the time.
- Level I** The student has shown independence, the ability to generalize and to initiate tasks with the frequency and self-determination to master, at the apprentice level, the goals or competencies defined in the IEP less than 70% of the time or has scored consistently at the novice level.

NS - Portfolios with insufficient pieces of evidence to show proficiency adequately.

Field Test Portfolio Quality Rubric

- Level IV** The portfolio gives a clear, complete picture of the student's performance and progress. The evidence is complete and depicts a variety of ways to accomplish age and developmentally appropriate tasks. The link between the IEP and the pieces of evidence is clear and absolute.
- Level III** The portfolio gives a clear picture of the student's performance and progress. The evidence is complete and depicts age and developmentally appropriate tasks. The link between the IEP and the pieces of evidence is clear.
- Level II** The portfolio gives a picture of the student's performance and/or progress. The evidence may be sparse or incomplete but depicts age and developmentally appropriate tasks, although some tasks may be questionable. The link between the IEP and the pieces of evidence may be weak.
- Level I** The portfolio attempts to give a picture of the student's performance and/or progress. The evidence may be sparse or incomplete and may depict age and developmentally inappropriate tasks, although some tasks may be questionable. The link between the IEP and the pieces of evidence may be weak or missing.

NCAAP Pilot Rubrics 1999–2000

Pilot Task Rubric

- Level IV** Distinguished—Student consistently performs the task correctly, although perhaps with a rare lapse; frequently initiates the task; and will apply skills across environments, situations, and people when applicable to the task.
- Level III** Proficient—Student performs the task correctly; may frequently initiate the task; and may apply skills across environments, situations, and people when applicable to the task.
- Level II** Apprentice—Student occasionally performs the task correctly; may initiate some the task; and may apply skills across environments, situations, and people when applicable to the task.
- Level I** Novice—Student rarely or never performs the task correctly; may rarely or never initiate task; and may not apply skills across environments, situations, and people or may not respond or react appropriately when applicable to the task.

Pilot Quality Rubric

- Level IV** The portfolio gives a clear, complete picture of the student’s performance and progress. The evidence is complete and depicts a variety of ways to accomplish age and developmentally appropriate tasks. The link between the IEP and the pieces of evidence is clear and absolute.
- Level III** The portfolio gives a clear picture of the student’s performance and progress. The evidence is complete and depicts age and developmentally appropriate tasks. The link between the IEP and the pieces of evidence is clear.
- Level II** The portfolio gives a picture of the student’s performance and/or progress. The evidence may be sparse or incomplete but depicts age and developmentally appropriate tasks, although some tasks may be questionable. The link between the IEP and the pieces of evidence may be weak.
- Level I** The portfolio attempts to give a picture of the student’s performance and/or progress. The evidence may be sparse or incomplete and may depict age and developmentally inappropriate tasks, although some tasks may be questionable. The link between the IEP and the pieces of evidence may be weak or missing.

Student Standard (Task) Rubric 2000–2001

- Distinguished** The evidence demonstrates that the student:
- Consistently performs the task (or *all* parts of the task) correctly with only rare lapses;
 - Applies skills across a variety of environments/situations *and* people, when applicable to the task;
 - Consistently “initiates”¹ the task, when applicable; *and*
 - Shows progress overall.
- Proficient** The evidence demonstrates that the student:
- Often performs the task (or *all* parts of the task) correctly;
 - Applies skills across more than one environment/situation *or* person, when applicable to the task;
 - Often “initiates”¹ the task, when applicable; *and*
 - Shows some progress or the student shows no regression² as outlined in an appropriate standard.
- Apprentice** The evidence demonstrates that the student:
- Occasionally performs the task (or *most* parts of the task) correctly;
 - May or may not apply skills across environments/situations or people;
 - May or may not “initiate”¹ the task, when applicable; *and*
 - Shows little or no regression,² overall.
- Novice** The evidence demonstrates that the student:
- Rarely or never performs the task (or *most* parts of the task) correctly; and
 - May or may not show regression,² overall.

Non-Scorable Categories

- Insufficient evidence provided to determine task level;
- Domain omitted without completed Domain Omission form;
- Student inappropriately placed in North Carolina Alternate Assessment Portfolio.

¹ “Initiation” is the student performing a task without being told or shown, *or* performing a task in response to a “natural cue” from the teacher/supervisor/parent, etc., such as, “It’s time to clean up.”

² “Regression” will not be considered in those rare situations where a student’s standard (objective) is to maintain skills, due to, e.g., a medical condition or the severity of the disability.

Portfolio Quality Rubric

2000–2001

Superior

The portfolio:

- Provides a clear, complete picture of the student's performance and progress over time or if the student does not show progress, the picture of the student's performance over time is clear and complete;
- The evidence is complete and fully documented and depicts a variety of ways/situations/ environments, when applicable, for the student to accomplish the standards/tasks;
- The standards/tasks are age and functionally appropriate, as well as measurable and quantifiable;
- The link between the IEP and the standards/tasks is clear and absolute;
- The link between the standards/tasks and the evidence provided is clear and appropriate;
- All four domains are addressed, including both expressive and receptive aspects of communication;
- If a standard covers less than 75% of the school year (due to the IEP cycle or the standard being met by the student), a new standard is included in the appropriate domain.

Satisfactory

The portfolio:

- Provides an overall picture of the student's performance and progress over time or if the student does not show progress, the picture of the student's performance over time is clear;
- The evidence is generally complete, although a task or aspects of a task may not be fully documented;
- The standards/tasks are age and functionally appropriate;
- The link between the IEP and the standards/tasks is clear;
- The link between the standards/tasks and the evidence provided is clear;
- All four domains are addressed;
- If a standard covers less than 75% of the school year (due to the IEP cycle or the standard being met by the student), a new standard is included in the appropriate domain.

Minimally Adequate

The portfolio:

- Provides a limited picture of the student's performance and/or progress over time or if the student does not show progress, the picture of the student's performance over time is limited;
- The evidence is incomplete and the tasks or aspects of the tasks are not fully documented;
- The standards/tasks are age and functionally appropriate, although some tasks, or aspects of tasks, are questionable;
- The link between the IEP and the standards/tasks is weak;
- The link between the standards/tasks and the evidence provided is apparent;
- Omits one domain;
- If a standard is included that covers less than 75% of the school year (due to the IEP cycle or the standard being met by the student), a new standard is not included in the appropriate domain.

Inadequate

The portfolio:

- Provides a weak or incomplete picture of the student's performance or progress over time;
- The evidence is sparse, incomplete, and not fully documented;
- The standards/tasks may be age and/or functionally inappropriate, e.g., a standard that the student can already meet;
- The link between the IEP and the standards/tasks is weak or missing;
- The link between the standards/tasks and the evidence provided is weak or inappropriate;
- Omits more than one domain without the completion of the Alternate Assessment Domain Omission form;
- If more than one standard is included that covers less than 75% of the school year (due to the IEP cycle or the standard being met by the student), new standards are not included in the appropriate domains.

Student Standard (Task) Rubric 2001–2002

- Distinguished** The evidence demonstrates that the student:
- Consistently performs the task (or *all* parts of the task) correctly with only rare lapses;
 - Applies skills across a variety of environments/situations *and* people, when applicable to the task;
 - Consistently “initiates”¹ the task, when applicable; *and*
 - Shows progress overall.
- Proficient** The evidence demonstrates that the student:
- Often performs the task (or *all* parts of the task) correctly;
 - Applies skills across more than one environment/situation *or* person, when applicable to the task;
 - Often “initiates”¹ the task, when applicable; *and*
 - Shows some progress or the student shows no regression² as outlined in an appropriate standard.
- Apprentice** The evidence demonstrates that the student:
- Occasionally performs the task (or *most* parts of the task) correctly;
 - May or may not apply skills across environments/situations or people;
 - May or may not “initiate”¹ the task, when applicable; *and*
 - Shows little or no regression,² overall.
- Novice** The evidence demonstrates that the student:
- Rarely or never performs the task (or *most* parts of the task) correctly; and
 - May or may not show regression,² overall.

Non-Scorable Categories

- Insufficient evidence provided to determine task level;
- Domain omitted without completed Domain Omission form;
- Student inappropriately placed in North Carolina Alternate Assessment Portfolio.

¹ “Initiation” is the student performing a task without being told or shown, *or* performing a task in response to a “natural cue” from the teacher/supervisor/parent, etc., such as, “It’s time to clean up.”

² “Regression” will not be considered in those rare situations where a student’s standard (objective) is to maintain skills, due to, e.g., a medical condition or the severity of the disability.

Portfolio Quality Rubric

2001–2002

Superior

The portfolio:

- Provides a clear, complete picture of the student's performance and progress over time or if the student does not show progress, the picture of the student's performance over time is clear and complete;
- The evidence is complete and fully documented and depicts a variety of ways/situations/ environments, when applicable, for the student to accomplish the standards/tasks;
- The standards/tasks are age and functionally appropriate, as well as measurable and quantifiable;
- The link between the IEP and the standards/tasks is clear and absolute;
- The link between the standards/tasks and the evidence provided is clear and appropriate;
- All four domains are addressed, including both expressive and receptive aspects of communication;
- If a standard covers less than 75% of the school year (due to the IEP cycle or the standard being met by the student), a new standard is included in the appropriate domain.

Satisfactory

The portfolio:

- Provides an overall picture of the student's performance and progress over time or if the student does not show progress, the picture of the student's performance over time is clear;
- The evidence is generally complete, although a task or aspects of a task may not be fully documented;
- The standards/tasks are age and functionally appropriate;
- The link between the IEP and the standards/tasks is clear;
- The link between the standards/tasks and the evidence provided is clear;
- All four domains are addressed;
- If a standard covers less than 75% of the school year (due to the IEP cycle or the standard being met by the student), a new standard is included in the appropriate domain.

Minimally Adequate

The portfolio:

- Provides a limited picture of the student's performance and/or progress over time or if the student does not show progress, the picture of the student's performance over time is limited;
- The evidence is incomplete and the tasks or aspects of the tasks are not fully documented;
- The standards/tasks are age and functionally appropriate, although some tasks, or aspects of tasks, are questionable;
- The link between the IEP and the standards/tasks is weak;
- The link between the standards/tasks and the evidence provided is apparent;
- Omits one domain;
- If a standard is included that covers less than 75% of the school year (due to the IEP cycle or the standard being met by the student), a new standard is not included in the appropriate domain.

Inadequate

The portfolio:

- Provides a weak or incomplete picture of the student's performance or progress over time;
- The evidence is sparse, incomplete, and not fully documented;
- The standards/tasks may be age and/or functionally inappropriate, e.g., a standard which the student can already meet;
- The link between the IEP and the standards/tasks is weak or missing;
- The link between the standards/tasks and the evidence provided is weak or inappropriate;
- Omits more than one domain without the completion of the Alternate Assessment Domain Omission form;
- If more than one standard is included that covers less than 75% of the school year (due to the IEP cycle or the standard being met by the student), new standards are not included in the appropriate domains.

Student Task Rubric

2002–2003

- Level IV** The evidence demonstrates that the student:
- Consistently performs the task (or *all* parts of the task) correctly with only rare lapses;
 - Consistently “initiates”¹ the task, when applicable;
 - Applies skills across a variety (three or more) of environments/situations and people, when applicable to the task;
 - Shows progress overall.
- Level III** The evidence demonstrates that the student:
- Often performs the task (or all parts of the task) correctly;
 - Often “initiates”¹ the task, when applicable;
 - Applies skills across more than one environment/situation or person, when applicable to the task; and
 - Shows some progress or the student shows no regression² as outlined in an appropriate standard.
- Level II** The evidence demonstrates that the student:
- Occasionally performs the task (or most parts of the task) correctly;
 - May or may not “initiate”¹ the task, when applicable;
 - May or may not apply skills across environments/situations or people; and
 - Shows little or no regression,² overall.
- Level I** The evidence demonstrates that the student:
- Rarely or never performs the task (or *most* parts of the task) correctly;
 - May or may not “initiate”¹ the task, when applicable;
May or may not apply skills across environments/situations or people; *and*
 - May or may not show regression,² overall.

Non-Scorable Categories

- Insufficient evidence provided to determine task level;
- Domain omitted without completed Domain Omission form;
- Student inappropriately placed in North Carolina Alternate Assessment Portfolio.
- Task does not have required academic focus (Reading, Mathematics, Writing)
- Student responses not dated
- Task is not on the student’s IEP or IEP is not included in portfolio

¹ “Initiation” is when the student performs a task without being told or shown, *or* performs a task in response to a natural cue” from the teacher/supervisor/parent, etc., such as, “It’s time to clean up.”

² “Regression” will be considered as a pattern of loss of attained skill level at the end of the assessment period.

Portfolio Quality Rubric 2002–2003

General Quality Considerations

- The tasks are measurable and quantifiable;
- The link between the IEP and the tasks is clear and absolute;
- The link between the tasks and the evidence provided is clear and appropriate;
- Data collection covers the entire assessment period.

Superior

The portfolio:

- Provides a clear, and complete picture of the student's performance and progress over time or if the student does not show progress, the picture of the student's performance over time is clear and complete;
- Has evidence that is complete and fully documents a variety (three or more) of environments /situations, and people when applicable, for the student to accomplish the tasks;
- Contains activities and materials that are all age and functionally appropriate.
- Contains tasks that address the required academic content areas (Reading, Mathematics, Writing)
- Contains all required tasks;

Satisfactory

The portfolio:

- Provides an overall picture of the student's performance and progress over time or if the student does not show progress, the picture of the student's performance over time is clear;
- Has evidence that is complete, although a task or aspects of a task may not be fully documented;
- Fully documents more than one environment /situation, or more than one person when applicable, for the student to accomplish the tasks;
- Contains activities and materials that are all age and functionally appropriate.
- Contains tasks that address the required academic content areas (Reading, Mathematics, Writing)
- Contains all required tasks;

Minimally Adequate

The portfolio:

- Provides a limited picture of the student's performance and/or progress over time or if the student does not show progress, the picture of the student's performance over time is limited;
- Has evidence that may be incomplete and the tasks or aspects of the tasks may not be fully documented;
- Contains activities and materials that may not be age and functionally appropriate.
- Contains tasks that may not address the required academic content areas (Reading, Mathematics, Writing)
- May not contain all required tasks;

Inadequate

The portfolio:

- Provides a weak or incomplete picture of the student's performance or progress over time;
- Has evidence that may be sparse or incomplete;
- Contains activities and materials that may not be age and functionally appropriate.
- Contains tasks that may not address the required academic content areas (Reading, Mathematics, Writing)
- May not contain all required tasks;

Student Task Rubric

Reading, Mathematics, and Writing

2003–2004

- Level IV** The evidence demonstrates that the student:
- Consistently performs the task (or all parts of the task) correctly with only rare lapses;
 - Consistently “initiates”¹ the task, when applicable;
 - Applies skills across three or more environments/situations and three or more people, when applicable to the task; and
 - Shows progress overall.

- Level III** The evidence demonstrates that the student:
- Often performs the task (or all parts of the task) correctly;
 - Often “initiates”¹ the task, when applicable;
 - Applies skills across more than one environment/situation or more than one person, when applicable to the task; and
 - Shows some progress or the student shows no regression² as outlined in an appropriate standard.

- Level II** The evidence demonstrates that the student:
- Occasionally performs the task (or most parts of the task) correctly;
 - May or may not “initiate”¹ the task, when applicable;
 - May or may not apply skills across environments/situations or people; and
 - Shows little or no regression² overall.

- Level I** The evidence demonstrates that the student:
- Rarely or never performs the task (or most parts of the task) correctly;
 - May or may not “initiate”¹ the task, when applicable;
 - May or may not apply skills across environments/situations or people; and
 - May or may not show regression² overall.

Non-Scorable Categories

- Insufficient evidence provided to determine task level
- Academic component omitted without completed Academic Component Omission form
- Student inappropriately placed in North Carolina Alternate Assessment Portfolio
- Task does not have required academic focus (Reading, Mathematics, Writing)
- Student responses not dated
- Task is not on the student’s IEP or IEP is not included in portfolio
- Invalid data or evidence

¹ “Initiation” is when the student performs a task without being told or shown, *or* performs a task in response to a natural cue from the teacher/supervisor/parent, etc., such as “It’s time to clean up.”

² “Regression” will be considered as a pattern of loss of attained skill level at the end of the assessment period.

Student Task Rubric

Reading, Mathematics, and Writing

2004–2005

- Level IV** The evidence demonstrates that the student:
- Consistently performs the task (or all parts of the task) correctly with only rare lapses;
 - Consistently “initiates”¹ the task, when applicable;
 - Applies skills across three or more environments/situations and three or more people, when applicable to the task; and
 - Shows progress overall.
- Level III** The evidence demonstrates that the student:
- Often performs the task (or all parts of the task) correctly;
 - Often “initiates”¹ the task, when applicable;
 - Applies skills across more than one environment/situation or more than one person, when applicable to the task; and
 - Shows some progress or the student shows no regression² as outlined in an appropriate standard.
- Level II** The evidence demonstrates that the student:
- Occasionally performs the task (or most parts of the task) correctly;
 - May or may not “initiate”¹ the task, when applicable;
 - May or may not apply skills across environments/situations or people; and
 - Shows little or no regression² overall.
- Level I** The evidence demonstrates that the student:
- Rarely or never performs the task (or most parts of the task) correctly;
 - May or may not “initiate”¹ the task, when applicable;
 - May or may not apply skills across environments/situations or people; and
 - May or may not show regression² overall.
- Non-Scorable Categories**
- Insufficient evidence provided to determine task level
 - Task does not have required academic focus (Reading, Mathematics, Writing)
 - Student responses not dated
 - Invalid data or evidence
 - Student inappropriately placed in North Carolina Alternate Assessment Portfolio
 - Task is used more than once in the North Carolina Alternate Assessment Portfolio
 - Task is not measurable or quantifiable
 - Data cannot be interpreted

¹ “Initiation” is when the student performs a task without being told or shown, *or* performs a task in response to a natural cue from the teacher/supervisor/parent, etc., such as “It’s time to clean up.”

² “Regression” will be considered as a pattern of loss of attained skill level at the end of the assessment period.

North Carolina Alternate Assessment Portfolio Essences 2003–2004 to 2005–2006

The essences to the North Carolina *Standard Course of Study* were approved by the State Board of Education (November 6–7, 2002) for students with significant cognitive disability in grades 3–8 and 10. These essences comply with No Child Left Behind legislation that requires that all students be assessed in reading and mathematics and with IDEA 1997 that requires that all students with disabilities have access to the general curriculum.

ENGLISH/LANGUAGE ARTS CURRICULUM AND ESSENCES

North Carolina <i>Standard Course of Study</i> Goals	Essence of the Goals for Students with Significant Cognitive Disability
Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.	Essence 1: The learner will develop strategies for communication.
Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.	Essence 2: The learner will develop and apply strategies and skills to comprehend outside stimuli.
Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.	Essence 3: The learner will make connections (react, relate and generalize).
Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.	Essence 4: The learner will produce expressive communication.
Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.	Essence 5: The learner will convey a complete thought in a functional manner.

MATHEMATICS CURRICULUM AND ESSENCES

North Carolina <i>Standard Course of Study</i> Strands	Essence of the Goals for Students with Significant Cognitive Disability
Standard Course of Study Mathematics Strand 1: Number Sense, Numeration, and Numerical Operations	Essence 1: Representing and utilizing numbers
Standard Course of Study Mathematics Strand 2: Spatial Sense, Measurement, and Geometry	Essence 2: Recognizing size, measurement, spatial orientation, and shape
Standard Course of Study Mathematics Strand 3: Patterns, Relationships, and Functions	Essence 3: Sorting and Patterning
Standard Course of Study Mathematics Strand 4: Data, Probability, and Statistics	Essence 4: Collect, sort, organize, display, and/or interpret data over a period of time (usually two or more items of numerical information) in charts, graphs, and/or tables with correct labeling

MATHEMATICS CURRICULUM AND ESSENCES 2004–2005

North Carolina <i>Standard Course of Study</i> Mathematics Strands	Essences for Students with Significant Cognitive Disabilities
Standard Course of Study Mathematics Strand 1: Number and Operations	Essence 1: Recognizing and using numbers
Standard Course of Study Mathematics Strand 2: Measurement	Essence 2: Comparing attributes of objects (color, weight, length, and texture); estimating and measuring using appropriate units
Standard Course of Study Mathematics Strand 3: Geometry	Essence 3: Recognizing and using shapes and positions
Standard Course of Study Mathematics Strand 4: Data Analysis and Probability	Essence 4: Collecting, sorting, organizing, displaying, and/or interpreting data over a period of time (usually two or more items of numerical information) in charts, graphs, and/or tables with correct labeling, determining likelihood of events
Standard Course of Study Mathematics Strand 5: Algebra	Essence 5: Sorting and patterning

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-019

Policy Title: Policy delineating revision of the scoring, performance standards, and reporting for the NC Alternate Assessment Portfolio effective with the 2002-03 Scoring and Reporting

Current Policy Date: 02/03/2005

Other Historical Information: 05/01/2003

Statutory Reference: GS 115C-174.12(b)

Administrative Procedures Act (APA) Reference Number and Category:

North Carolina Testing Program

North Carolina Alternate Assessment Portfolio

Scoring and Reporting Procedures

General Scoring and Reporting Procedures

Effective with the 2002–03 school year student performance from the North Carolina Alternate Assessment Portfolio, designed to assess students with significant cognitive disabilities, shall be reported in the areas of reading (grades 3–8 and 10), mathematics (grades 3–8 and 10), and writing (grades 4, 7, and 10). The assessment for each student shall be scored at the task level to generate student scores in each area and shall be reported according to adopted achievement level ranges. Each portfolio is read by two trained independent readers.

Also, effective with the 2002–03 school year, student scores from the reading and mathematics components of the alternate assessment portfolio shall be reported in the performance composite of the ABCs school accountability program and the Adequate Yearly Progress (AYP) under the federal Title I legislation as required by the No Child Left Behind Act of 2001.

The reading score shall be generated by the task scores taken from the English/language arts component. There shall be at least a total of three tasks. A score of “0” will be assigned for a missing task. The reading score is generated from a total of the task scores assigned by both readers (each reader assigns a score of 0–4 for each task), multiplied by two, divided by the number of tasks (including the ones assigned a 0) and rounded up to the nearest whole number.

The mathematics score will be generated by the task scores taken from the mathematics component. There must be a total of at least three tasks. The mathematics score is generated from a total of the task scores assigned by both readers (each reader assigns a score of 0–4 for each task), multiplied by two, divided by the number of tasks (including the ones assigned a 0) and rounded up to the nearest whole number.

The writing score shall be generated from the task score or the average of the task scores from tasks designated in the English/language arts component as writing tasks by the Portfolio Developmental Designee. If no task(s) are designated as writing task(s), the writing component of the portfolio is

scored as a zero (0). The writing score is generated from a total of the task scores assigned by both readers (each reader assigns a score of 0–4 for each task), multiplied by two, divided by the number of tasks (including the ones assigned a 0) and rounded up to the nearest whole number.

The score range for each component shall be reported on the following raw score scale:

Score Ranges:	Reading	0–16
	Mathematics	0–16
	Writing	0–16

NC Alternate Assessment Portfolio Achievement Level Ranges

The achievement level ranges for the North Carolina Alternate Assessment Portfolio effective with the 2002–03 school year are as follows:

Subject	Level I	Level II	Level III	Level IV
Reading	0–5	6–9	10–13	14–16
Mathematics	0–5	6–8	9–13	14–16
Writing	0–5	6–9	10–13	14–16

The North Carolina Alternate Assessment Portfolio Achievement Level Descriptors are listed below:

- Achievement Level I**
- Students performing at this level do not demonstrate mastery of their IEP English Language Arts goals (Reading).
 - Students performing at this level do not demonstrate mastery of their IEP mathematics goals.
 - Students performing at this level do not demonstrate mastery of their IEP English Language Arts goals (Writing Grades 4, 7, and 10).
- Achievement Level II**
- Students performing at this level inconsistently demonstrate mastery of their IEP English Language Arts goals (Reading).
 - Students performing at this level inconsistently demonstrate mastery of their IEP mathematics goals.
 - Students performing at this level inconsistently demonstrate mastery of their IEP English Language Arts goals (Writing Grades 4, 7, and 10).
- Achievement Level III**
- Students performing at this level often demonstrate mastery of their IEP English Language Arts goals (Reading).
 - Students performing at this level often demonstrate mastery of their IEP mathematics goals.
 - Students performing at this level often demonstrate mastery of their IEP English Language Arts goals (Writing Grades 4, 7, and 10).

Achievement Level IV Students performing at this level consistently demonstrate mastery of their IEP English Language Arts goals (Reading).
Students performing at this level consistently demonstrate mastery of their IEP mathematics goals.
Students performing at this level consistently demonstrate mastery of their IEP English Language Arts goals (Writing Grades 4, 7, and 10).

Required Forms

Final Evaluation Sheet

The Portfolio Development Designee is required to reference the NCAAP Administrative Guide as she/he completes the student portfolio. If an Administrative Guide is not included, the designee should notify the school test coordinator immediately.

Student Name	Grade	School
Date Completed	School System	

Student Information Sheet Accurately and Completely Coded	Yes	No
Previous and Current IEPs Included in the Portfolio	Yes	No

Comments:

The signature below verifies that the Portfolio Development Designee attests that the enclosed materials and evidence are accurate, valid, and appropriate, and are a true representation of the student's knowledge, skill, and performance.

Portfolio Development Designee

Date

Student Assessment History

Assigned Grade Level	NC Testing Program Assessment	Achievement Level
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 10		

Principal Documentation

The North Carolina Alternate Assessment Portfolio (NCAAP) is a yearlong, performance-based assessment process that involves a representative and deliberate collection of student work/information that allows the user(s) to make judgments about what a student knows and is able to do and the progress that has been made in those goals specified in the student's Individualized Education Program (IEP) which address the North Carolina *Standard Course of Study* Essences for Students with Significant Cognitive Disabilities.

Testing Code of Ethics

The North Carolina *Testing Code of Ethics* addresses appropriate professional practices for central office and school administrators, test coordinators, test administrators, and proctors in the areas of securing tests, administering tests, and reporting and interpreting test results. Ethical practices ensure validity of the test results. School system personnel who participate in the use of the NCAAP are expected to use the same high standard of professional practices.

Ethics in Data Collection

All data recorded in the portfolio must be accurate and true indications of a student's response. All data must be recorded using the date the student attempts or performs the task. Data recorded on days of no school, holidays, etc. will deem the NCAAP as invalid. Data that is found to be fabricated in any way will be considered a testing irregularity. The NCDPI will render the appropriate actions that are consistent with testing irregularities of the *Testing Code of Ethics*.

Test Security

State Board of Education policy specifies that the North Carolina Alternate Assessment Portfolio is a secure test. Access to secure test materials is limited to school personnel who have a legitimate need. Persons who have access to secure test materials shall not use those materials for personal gain.

The signature below verifies that the principal has reviewed this portfolio with the Portfolio Development Designee, and, to the best of his or her knowledge, the materials and evidence are complete, valid, accurate, and appropriate. The following items have been examined:

- Final Evaluation Sheet Completed (Assessment History and PDD Signature) Yes No
- Student Profile Completed Yes No
- Three (3) tasks included for English/Language Arts Yes No
- Three (3) tasks included for Mathematics Yes No
- Writing task is designated for grades 4, 7, and 10 Yes No NA
- All tasks aligned to *Standard Course of Study* Essences Yes No
- Each task sheet contains only one task Yes No
- Data reflect actual student responses Yes No
- Data reflect actual date student attempted/performs the task Yes No
- Required data sheets and task descriptions are included Yes No
- IEP is current and included in portfolio Yes No
- If student work is included, only three (3) examples per task are submitted Yes No

Principal

Date

Student Profile

Name _____ Grade Level _____

Date Profile Completed _____

Student tasks sheets for each of the three required tasks

Student Task Sheet – English/Language Arts

Student Name: _____ Grade _____

Check the *Standard Course of Study* Competency Goal to which the student task is connected.

- Standard Course of Study Competency Goal 1:** The learner will develop and apply *enabling* strategies and skills to read and write.
Essence 1: The learner will develop strategies for communication.
- Standard Course of Study Competency Goal 2:** The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
Essence 2: The learner will develop and apply strategies and skills to comprehend outside stimuli.
- Standard Course of Study Competency Goal 3:** The learner will make connections through the use of oral language, written language, and media and technology.
Essence 3: The learner will make connections (react, relate and generalize).
- Standard Course of Study Competency Goal 4:** The learner will apply strategies and skills to create oral, written, and visual text.
Essence 4: The learner will produce expressive communication.
- Standard Course of Study Competency Goal 5:** The learner will apply grammar and language conventions to communicate effectively.
Essence 5: The learner will convey a complete thought in a functional manner.

Check box to indicate if task is to be scored for Reading (Grades 3–8 and 10) or Writing (Grades 4, 7, and 10 only)

One Student Task per Student Task Sheet

- Reading Task
- Writing Task — Applies to Competency Goal 4 or 5 only (Grades 4, 7, and 10 only)

Student Task:

Required Evidence

1. **Data Sheets:** A collection of the student responses must be provided on standardized forms called data sheets. The data sheets that are to be used in the portfolio must come from the data sheet set included in the portfolio or online at <http://www.ncpublicschools.org/accountability/testing/>.
2. **Task Descriptions:** Concise, focused teacher notes that provide an explanation of the task, how the task is presented to the student, and information about the student’s level of functioning, generalization, and/or initiation of the task.

Optional Evidence

Work Samples: Examples of a student’s work — such as writing his/her name, making a mark on a paper, student produced picture sentences — may be submitted. Three work samples may be included in the portfolio for each task. The work samples must be 1) at the beginning of instruction, 2) at the midpoint of instruction, and 3) at the end of instruction.

Generalization Notes: Notes describing a student’s ability with task performance in different locations and with different people may be included.

Teacher Comments:

Date: _____

Student tasks sheets for each of the three required tasks

Student Task Sheet – Mathematics

Student Name: _____ Grade _____

Check the *Standard Course of Study Mathematics Strand* to which the student task is connected.

- Standard Course of Study Mathematics Strand 1:** Number and Operations
Essence 1: Recognizing and using numbers
- Standard Course of Study Mathematics Strand 2:** Measurement
Essence 2: Comparing attributes of objects (color, weight, length, and texture); estimating and measuring using appropriate units
- Standard Course of Study Mathematics Strand 3:** Geometry
Essence 3: Recognizing and using shapes and positions
- Standard Course of Study Mathematics Strand 4:** Data Analysis and Probability
Essence 4: Collecting, sorting, organizing, displaying, and/or interpreting data over a period of time (usually two or more items of numerical information) in charts, graphs, and/or tables with correct labeling, determining likelihood of events
- Standard Course of Study Mathematics Strand 5:** Algebra
Essence 5: Sorting and patterning

One Student Task per Student Task Sheet

Student Task:

Required Evidence

- Data Sheets:** A collection of the student responses must be provided on standardized forms called data sheets. The data sheets that are to be used in the portfolio must come from the data sheet set included in the portfolio or online at <http://www.ncpublicschools.org/accountability/testing/>.
- Task Descriptions:** Concise, focused teacher notes that provide an explanation of the task, how the task is presented to the student, and information about the student's level of functioning, generalization, and/or initiation of the task.

Optional Evidence

Work Samples: Examples of a student's work — such as writing his/her name, making a mark on a paper, student produced picture sentences — may be submitted. Three work samples may be included in the portfolio for each task. The work samples must be 1) at the beginning of instruction, 2) at the midpoint of instruction, and 3) at the end of instruction.

Generalization Notes: Notes describing a student's ability with task performance in different locations and with different people may be included.

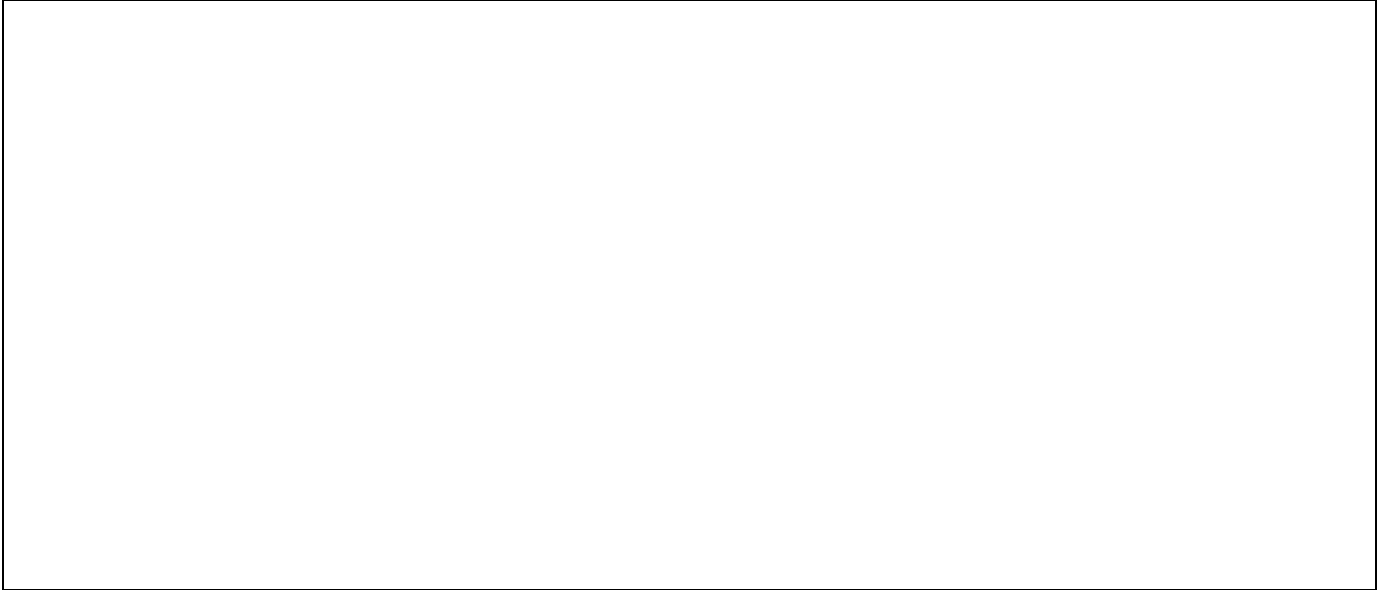
Teacher Comments:

Date: _____

Task Description (One required for each of the six portfolio tasks)

Date:

Describe in detail how the task is presented to the student. Include type and level of prompting used, materials used, and student's initial response and ability to do the task (First 30 calendar days).



Sample Completed Data Sheet

Student: _____ Academic Component: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing					Task: The student will use an adaptive switch to turn the pages of a book being read to her 2 out of 3 trials.							
Date:	8-2	8-4	8-6	8-9	8-11	9-13	9-23	10-18	10-20	11-10	11-30	12-12
Trial 1	X	X	X	X	X	+	X	+	X	X	+	X
Trial 2	X	X	X	X	+	+	X	X	X	X	X	X
Trial 3	X	X	X	X	X	X	X	X	X	X	+	X
With Whom:	T	T	TA	T	T	T	TA	TA	L	ST	T	T
Where:	cl	cl	cl	cl	cl	cl	cl	cl	MC	sp	cl	cl
Total Independently Correct:	0	0	0	0	1	2	0	1	0	0	2	0

Date:	12-19	1-6	1-23	2-8	2-20	3-13	3-22	3-27	3-30	4-3	4-5	4-7
Trial 1	+	+	X	X	X	+	X	+	X	X	X	+
Trial 2	+	X	+	X	X	X	X	+	X	+	X	X
Trial 3	+	+	+	X	+	+	X	X	X	X	X	X
With Whom:	ST	TA	TA	L	T	T	TA	TA	ST	T	TA	T
Where:	sp	MC	cl	MC	cl	cl	cl	cl	sp	cl	MC	cl
Total Independently Correct:	3	2	2	0	1	2	0	2	0	1	0	1

Date:	4-10	4-12	4-14	4-17	4-18	4-19
Trial 1	X	+	X	+	X	X
Trial 2	X	X	X	X	+	X
Trial 3	X	+	+	X	+	+
With Whom:	T	TA	TA	T	TA	L
Where:	cl	cl	cl	cl	cl	MC
Total Independently Correct:	0	2	1	1	2	1

Student Response Codes	“Where” Codes	“With Whom” Codes
+ = correct independent X = no response or incorrect response	cl = classroom MC = media center sp = speech classroom	T = teacher TA = teacher assistant ST = speech teacher L = librarian

NCAAP

Student Information Sheet 2005-06

SPECIAL CODES												
A	B	C	D	E	F	G	H	I	J	K	L	M
0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9

SAMPLE

Stock No.
XXXX

SIDE 2

Testing Code of Ethics

Introduction

In North Carolina, standardized testing is an integral part of the educational experience of all students. When properly administered and interpreted, test results provide an independent, uniform source of reliable and valid information, which enables:

- *students* to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- *parents* to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- *teachers* to know if their students have mastered grade-level knowledge and skills in the curriculum and, if not, what weaknesses need to be addressed;
- *community leaders and lawmakers* to know if students in North Carolina schools are improving their performance over time and how the students compare with students from other states or the nation; and
- *citizens* to assess the performance of the public schools.

Testing should be conducted in a fair and ethical manner, which includes:

Security

- assuring adequate security of the testing materials before, during, and after testing and during scoring
- assuring student confidentiality

Preparation

- teaching the tested curriculum and test-preparation skills
- training staff in appropriate testing practices and procedures
- providing an appropriate atmosphere

Administration

- developing a local policy for the implementation of fair and ethical testing practices and for resolving questions concerning those practices
- assuring that all students who should be tested are tested
- utilizing tests which are developmentally appropriate
- utilizing tests only for the purposes for which they were designed

Scoring, Analysis and Reporting

- interpreting test results to the appropriate audience
- providing adequate data analyses to guide curriculum implementation and improvement

Because standardized tests provide only one valuable piece of information, such information should be used in conjunction with all other available information known about a student to assist in improving student learning. The administration of tests required by applicable statutes and the use of student data for personnel/program decisions shall comply with the *Testing Code of Ethics* (16 NCAC 6D .0306), which is printed on the next three pages.

.0306 TESTING CODE OF ETHICS

- (a) This Rule shall apply to all public school employees who are involved in the state testing program.
- (b) The superintendent or superintendent's designee shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher. The principal shall ensure test security within the school building.
 - (1) The principal shall store test materials in a secure, locked area. The principal shall allow test materials to be distributed immediately prior to the test administration. Before each test administration, the building level test coordinator shall accurately count and distribute test materials. Immediately after each test administration, the building level test coordinator shall collect, count, and return all test materials to the secure, locked storage area.
 - (2) "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items. The superintendent or superintendent's designee shall designate the personnel who are authorized to have access to test materials.
 - (3) Persons who have access to secure test materials shall not use those materials for personal gain.
 - (4) No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.
 - (5) The superintendent or superintendent's designee shall instruct personnel who are responsible for the testing program in testing administration procedures. This instruction shall include test administrations that require procedural modifications and shall emphasize the need to follow the directions outlined by the test publisher.
 - (6) Any person who learns of any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall immediately report that information to the principal, building level test coordinator, school system test coordinator, and state level test coordinator.
- (c) Preparation for testing.
 - (1) The superintendent shall ensure that school system test coordinators:
 - (A) secure necessary materials;
 - (B) plan and implement training for building level test coordinators, test administrators, and proctors;
 - (C) ensure that each building level test coordinator and test administrator is trained in the implementation of procedural modifications used during test administrations; and
 - (D) in conjunction with program administrators, ensure that the need for test modifications is documented and that modifications are limited to the specific need.
 - (2) The principal shall ensure that the building level test coordinators:
 - (A) maintain test security and accountability of test materials;
 - (B) identify and train personnel, proctors, and backup personnel for test administrations; and
 - (C) encourage a positive atmosphere for testing.
 - (3) Test administrators shall be school personnel who have professional training in education and the state testing program.
 - (4) Teachers shall provide instruction that meets or exceeds the standard course of study to meet the needs of the specific students in the class. Teachers may help students improve test-taking skills by:
 - (A) helping students become familiar with test formats using curricular content;
 - (B) teaching students test-taking strategies and providing practice sessions;
 - (C) helping students learn ways of preparing to take tests; and
 - (D) using resource materials such as test questions from test item banks, testlets and linking documents in instruction and test preparation.

- (d) Test administration.
- (1) The superintendent or superintendent's designee shall:
 - (A) assure that each school establishes procedures to ensure that all test administrators comply with test publisher guidelines;
 - (B) inform the local board of education of any breach of this code of ethics; and
 - (C) inform building level administrators of their responsibilities.
 - (2) The principal shall:
 - (A) assure that school personnel know the content of state and local testing policies;
 - (B) implement the school system's testing policies and procedures and establish any needed school policies and procedures to assure that all eligible students are tested fairly;
 - (C) assign trained proctors to test administrations; and
 - (D) report all testing irregularities to the school system test coordinator.
 - (3) Test administrators shall:
 - (A) administer tests according to the directions in the administration manual and any subsequent updates developed by the test publisher;
 - (B) administer tests to all eligible students;
 - (C) report all testing irregularities to the school system test coordinator; and
 - (D) provide a positive test-taking climate.
 - (4) Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.
- (e) Scoring. The school system test coordinator shall:
- (1) ensure that each test is scored according to the procedures and guidelines defined for the test by the test publisher;
 - (2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.
 - (3) maintain security of tests and data files at all times, including:
 - (A) protecting the confidentiality of students at all times when publicizing test results; and
 - (B) maintaining test security of answer keys and item-specific scoring rubrics.
- (f) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.
- (1) Educators shall release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.
 - (2) Staff development relating to testing must enable personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.
 - (3) Items and associated materials on a secure test shall not be in the public domain. Only items that are within the public domain may be used for item analysis.
 - (4) Educators shall maintain the confidentiality of individual students. Publicizing test scores that contain the names of individual students is unethical.
 - (5) Data analysis of test scores for decision-making purposes shall be based upon:
 - (A) disaggregation of data based upon student demographics and other collected variables;
 - (B) examination of grading practices in relation to test scores; and
 - (C) examination of growth trends and goal summary reports for state-mandated tests.

- (g) Unethical testing practices include, but are not limited to, the following practices:
 - (1) encouraging students to be absent the day of testing;
 - (2) encouraging students not to do their best because of the purposes of the test;
 - (3) using secure test items or modified secure test items for instruction;
 - (4) changing student responses at any time;
 - (5) interpreting, explaining, or paraphrasing the test directions or the test items;
 - (6) reclassifying students solely for the purpose of avoiding state testing;
 - (7) not testing all eligible students;
 - (8) failing to provide needed modifications during testing, if available;
 - (9) modifying scoring programs including answer keys, equating files, and lookup tables;
 - (10) modifying student records solely for the purpose of raising test scores;
 - (11) using a single test score to make individual decisions; and
 - (12) misleading the public concerning the results and interpretations of test data.
- (h) In the event of a violation of this Rule, the SBE may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:
 - (1) withhold ABCs incentive awards from individuals or from all eligible staff in a school;
 - (2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
 - (3) seek criminal prosecution of the person or persons responsible for the violation; and
 - (4) in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

*History Note: Authority G.S. 115C-12(9)c.; 115C-81(b)(4);
Eff. November 1, 1997;
Amended Eff. August 1, 2000.*

Alignment Examples

In the North Carolina *Standard Course of Study*, there are five competency areas in English/Language Arts. The fourth and fifth competency areas are used in the NCAAP to demonstrate performance in writing. Each competency is paired with a statement of its critical essence. These essence statements provide the broadest possible view of the goal to promote inclusion of students with the most significant disabilities. Each competency will now be described and illustrated.

English/Language Arts

Standard Course of Study Competency Goal 1: The learner will develop and apply *enabling* strategies and skills to read and write.

Essence 1: The learner will develop strategies and skills for communication.

Competency Goal 1/Essence 1 is about decoding. Activities may include decoding tasks dealing with text, pictures, or symbols. Tasks may also address skills used to indicate an emerging awareness of text either visual or auditory or tactile.

Sample Activities

-
- Read sight words embedded in a story
 - Distinguish letters from non-letters
 - Match same case letters
 - Alphabetize words by first letter
 - Blend sounds to decode C-V-C syllables
 - Identify own workbook through tactile scanning (pre-Braille)
 - Identify restroom symbol
 - Produce letter sounds
 - Read name in print
 - Locate comics section in newspaper

Standard Course of Study Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

Essence 2: The learner will develop and apply strategies and skills to comprehend outside stimuli.

Competency Goal 2/Essence 2 is about comprehension. Activities may include tasks that demonstrate student comprehension of text, pictures, or symbols.

Sample Activities

-
- Sequence pictures to retell a story
 - Follow simple picture/word directions
 - Answer “Wh” questions about a story
 - Identify restaurant by logo
 - Follow picture recipe
 - Act a part in an action book report
 - Answer comprehension questions about schedule
 - Select appropriate section of pill keeper to take medication for the day
 - Pantomimes or gesture an emotion to indicate the tone of the story

Standard Course of Study Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

Essence 3: The learner will make connections (react, relate, and generalize).

Competency Goal 3/Essence 3 is about preferences and choice-making with or about text, pictures, or symbols.

Sample Activities

- Make a choice using photographs
- Use pictures in newspaper to choose a movie to attend
- Place name tag beside preferred workstation during class
- Order from printed or picture menu
- Choose a card to express which activity student wants to
- Point to happy or sad face to indicate personal feeling about a story
- Choose picture of friend to eat with
- Select leisure activity from those offered on picture choice board

Standard Course of Study Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual text.

Essence 4: The learner will produce expressive communication.

Competency Goal 4/Essence 4 is about the student producing a permanent product that communicates something.

Sample Activities

- Hit a Big Mac switch to request "Write my name for me"
- Eye-gaze to pictures to include in a picture journal
- Copy letters using adaptive technology
- Correctly spell 4 out of 5 sight words
- Use spell-checker on computer
- Record caller information from phone call by checking boxes with preprinted names
- Make list for own use

Standard Course of Study Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

Essence 5: The learner will convey a complete thought in a functional manner.

In the *Standard Course of Study*, this competency focuses on grammatical conventions. *Competency Goal 5/Essence 5 is about the student conveying a complete thought.*

Sample Activities

- Hit a Big Mac switch to fill in a verb to help compose a story
- Given a picture, student will write a simple sentence describing it, 3 out of 5 trials
- Arrange word cards to complete a sentence
- Fill in the correct letter abbreviation for the days of the week
- Correctly spell common sight words
- Use correct capitalization and punctuation to write name and address on forms

Mathematics

In the North Carolina *Standard Course of Study*, there are five areas of mathematics competency. These do not have specific competency statements as in language arts but instead use general categories or strands of mathematics.

Standard Course of Study Mathematics Strand 1: Number and Operations

Essence 1: Recognizing and using numbers

Sample Activities

- Trace numbers 1–3 using top-to-bottom progression.
- Demonstrate the concept of “none”
- Demonstrate concept of equal/same
- Rote count to 25
- Subtract one-digit numbers
- Pull task by corresponding number by shelf
- Count (1-2-3-4, 1-2-3-4) while performing a movement
- Identify student when teacher asks, “Who is first in line”
- Locate a specified page number in a book

Standard Course of Study Mathematics Strand 2: Measurement

Essence 2: Comparing attributes of objects (color, weight, length, and texture); estimating and measuring using appropriate units

Sample Activities

- Use measurement of comparisons such as more/less; least/most; on/off; full/empty; long/short; big/little; close/far
- Step on scale to determine own weight
- Use temperature measurements to make decisions (e.g., adjust bath water by touch; determine presence of fever, read outdoor thermometer)
- Locate date on wall calendar
- Measure $\frac{1}{2}$ cup or 1 cup
- Use tools of measurement (analog/digital clocks, ruler, measuring cups/spoons, scales, foot size)
- Visit grocery store and use a scale to weigh various quantities of food such as fruit or vegetables

Standard Course of Study Mathematics Strand 3: Geometry

Essence 3: Recognizing and using shapes and positions

Sample Activities

- Insert appropriate disks into various computer disk drives
- Use a map to find a specific location
- Match identical shapes
- Follow coded directional signs to get to a specific room or location
- Choose appropriate baking dish that is call for in recipe (square, round)
- Take place in line as requested (between two people, at the back)
- Draw a circle around the picture/words describing all the jobs that are of interest to him or her

Standard Course of Study Mathematics Strand 4: Data Analysis and Probability

Essence 4: Collecting, sorting, organizing, displaying, and/or interpreting data over a period of time (usually two or more items of numerical information) in charts, graphs, and/or tables with correct labeling, determining likelihood of events

Sample Activities

- Pull Velcro off line graph to indicate activity completed
- Put sticker on chart after completion of task
- Use weather words/symbols to correctly graph the weather each day
- Locate the date on the calendar to mark his/her attendance for an activity
- Stack LEGO bricks to create an object graph
- Color a bar graph to indicate number completed
- Record one tally mark for each package completed at work table
- Follow a chart to set times for baking
- Record weight on wall chart

Standard Course of Study Mathematics Strand 5: Algebra

Essence 5: Sorting and patterning

Sample Activities

- Shelf items by ordering a variety of items according to some criterion (small to large, large to small)
- Fold clothes following a pattern
- Sort recyclable plastic materials according to triangled coding symbols imprinted on items
- Sort utensils by attributes
- Sort by categories (canned food, clothing, dishes)
- Follow a simple pattern to complete an activity
- Produce basic math equation using symbols correctly ($2+1=3$)

**Alternate Assessment Portfolio 2004-2005
Individual Student Report
Public Schools of North Carolina**

**Student
Teacher
School
System**

Demonstration of Growth During Assessment Period **YES**

Assigned Grade **4**

Reading

Score (0-16) **13** Achievement Level (I-IV) **III**

Students performing at Achievement Level III often demonstrate mastery of developing strategies for communication, applying strategies and skills to comprehend outside stimuli, making connections (react, relate, and generalize), producing expressive communication, and conveying a complete thought in a functional manner. They also often demonstrate initiation of these skills. Students at this achievement level are able to generalize these skills in more than one location or with more than one person.

Portfolio tasks come from a student's IEP and are designed specifically for each individual student. A task's complexity is determined by the student's level of functioning and educational expectations as defined in the IEP.

Mathematics

Score (0-16) **13** Achievement Level (I-IV) **III**

Students performing at Achievement Level III often demonstrate mastery of representing and utilizing numbers, recognizing size, measurement, spatial orientation, and shape, sorting and patterning, or collecting, sorting, organizing, displaying, and/or interpreting data over a period of time.

Portfolio tasks come from a student's IEP and are designed specifically for each individual student. A task's complexity is determined by the student's level of functioning and educational expectations as defined in the IEP. They also often demonstrate initiation of these skills. Students at this achievement level are able to generalize these skills in more than one location or with more than one person.

Writing

Score (0-16) **12** Achievement Level (I-IV) **III**

Students performing at Achievement Level III often demonstrate mastery of producing expressive communication or a conveying complete thought in a functional manner. They also often demonstrate initiation of these skills. Students at this achievement level are able to generalize these skills in more than one location or with more than one person.

Portfolio tasks come from a student's IEP and are designed specifically for each individual student. A task's complexity is determined by the student's level of functioning and educational expectations as defined in the IEP.

Teacher Comments:

I have reviewed this report and have made additional comments where necessary. Please do not hesitate to contact me for a more detailed explanation of the scores or for more information about the progress of your child. Signed _____

Student Labels

School :

Page 1

Wed Sep 14 15:51:29 2005

Student	School	Assigned Grade	ID#			Date
		3				2005
Lea Code						
Alt Assess Portfolio						
Score (0-16)	Reading	Math	Writing	Achieved Growth		
Ach. Level	12	12		Yes		
	3	3				

Student	School	Assigned Grade	ID#			Date
		3				2005
Lea Code						
Alt Assess Portfolio						
Score (0-16)	Reading	Math	Writing	Achieved Growth		
Ach. Level	13	12		Yes		
	3	3				

Student	School	Assigned Grade	ID#			Date
		4				2005
Lea Code						
Alt Assess Portfolio						
Score (0-16)	Reading	Math	Writing	Achieved Growth		
Ach. Level	16	15	16	Yes		
	4	4				

Student	School	Assigned Grade	ID#			Date
		4				2005
Lea Code						
Alt Assess Portfolio						
Score (0-16)	Reading	Math	Writing	Achieved Growth		
Ach. Level	14	13	14	Yes		
	4	3	4			

Student	School	Assigned Grade	ID#			Date
		5				2005
Lea Code						
Alt Assess Portfolio						
Score (0-16)	Reading	Math	Writing	Achieved Growth		
Ach. Level	5	5		Yes		
	1	1				

Student	School	Assigned Grade	ID#			Date
		4				2005
Lea Code						
Alt Assess Portfolio						
Score (0-16)	Reading	Math	Writing	Achieved Growth		
Ach. Level	13	13	12	Yes		
	3	3	3			

Student	School	Assigned Grade	ID#			Date
		5				2005
Lea Code						
Alt Assess Portfolio						
Score (0-16)	Reading	Math	Writing	Achieved Growth		
Ach. Level	12	9		Yes		
	3	3				

Student	School	Assigned Grade	ID#			Date
		5				2005
Lea Code						
Alt Assess Portfolio						
Score (0-16)	Reading	Math	Writing	Achieved Growth		
Ach. Level	12	12		Yes		
	3	3				

Student	School	Assigned Grade	ID#			Date
		4				2005
Lea Code						
Alt Assess Portfolio						
Score (0-16)	Reading	Math	Writing	Achieved Growth		
Ach. Level	13	12	12	Yes		
	3	3	3			

Student	School	Assigned Grade	ID#			Date
		5				2005
Lea Code						
Alt Assess Portfolio						
Score (0-16)	Reading	Math	Writing	Achieved Growth		
Ach. Level	12	13		Yes		
	3	3				

**PUBLIC SCHOOLS OF NORTH CAROLINA ALTERNATE ASSESSMENTS 2004–2005
PORTFOLIO FREQUENCY REPORT**

LEACode =
InstrName =

HdrSchoolName =
DateTested =

Score (range of scores)	Number of Observations	Mean
Math Score (0-16)	10	11.60

MathScore	Frequency	Percent of Total	Cumulative Frequency	Cumulative Percent
5	1	10.00	1	10.00
9	1	10.00	2	20.00
12	4	40.00	6	60.00
13	3	30.00	9	90.00
15	1	10.00	10	100.00
Total	10			

Math Ach Level	Frequency	Percent of Total	Cumulative Frequency	Cumulative Percent
1	1	10.00	1	10.00
3	8	80.00	9	90.00
4	1	10.00	10	100.00
Total	10			

Acheivement Level	Number of Observations	Report Card	Percent	Report Card
Level I and II	1	_____	10.00	_____
Level III and IV	9	_____	90.00	_____

Printed 9/14/2005 3:39:PM, WinScan32 Version 2.0.5.2

**PUBLIC SCHOOLS OF NORTH CAROLINA ALTERNATE ASSESSMENTS 2004–2005
PORTFOLIO FREQUENCY REPORT**

LEACode =
InstrName =

HdrSchoolName =
DateTested =

Score (range of scores)	Number of Observations	Mean
Read Score (0-16)	10	12.20

ReadScore	Frequency	Percent of Total	Cumulative Frequency	Cumulative Percent
5	1	10.00	1	10.00
12	4	40.00	5	50.00
13	3	30.00	8	80.00
14	1	10.00	9	90.00
16	1	10.00	10	100.00
Total	10			

Read Ach Level	Frequency	Percent of Total	Cumulative Frequency	Cumulative Percent
1	1	10.00	1	10.00
3	7	70.00	8	80.00
4	2	20.00	10	100.00
Total	10			

Acheivment Level	Number of Observations	Report Card	Percent	Report Card
Level I and II	1	_____	10.00	_____
Level III and IV	9	_____	90.00	_____

Printed 9/14/2005 3:39:PM, WinScan32 Version 2.0.5.2

**PUBLIC SCHOOLS OF NORTH CAROLINA NC
 NC ALTERNATE ASSESSMENT PORTFOLIO CLASS ROSTER
 2004–2005**

LEACode =
 InstrName =

HdrSchoolName =
 DateTested =

Student Name	Grade Level	Read Score	Read Ach Level	Math Score	Math Ach Level	Write Score	Write Ach Level	Achieved Growth
1	03	12	3	12	3			Yes
2	03	13	3	12	3			Yes
3	04	16	4	15	4	16	4	Yes
4	04	14	4	13	3	14	4	Yes
5	05	5	1	5	1			Yes
6	04	13	3	13	3	12	3	Yes
7	05	12	3	9	3			Yes
8	05	12	3	12	3			Yes
10	04	13	3	12	3	12	3	Yes
10	05	12	3	13	3			Yes
Group Means				12.2		11.6		13.5

**PUBLIC SCHOOLS OF NORTH CAROLINA
ALTERNATE ASSESSMENTS
2004-2005 PORTFOLIO FREQUENCY REPORT**

LEACode =
InstrName =

HdrSchoolName =
DateTested =

Score (range of scores)	Number of Observations	Mean
Writing Score (0-16)	4	13.50

WritingScore	Frequency	Percent of Total	Cumulative Frequency	Cumulative Percent
Blank **	6			
12	2	50.00	2	50.00
14	1	25.00	3	75.00
16	1	25.00	4	100.00
Total	4			

Writing Ach Level	Frequency	Percent of Total	Cumulative Frequency	Cumulative Percent
Blank **	6			
3	2	50.00	2	50.00
4	2	50.00	4	100.00
Total	4			

Acheivement Level	Number of Observations	Report Card	Percent	Report Card
Level I and II	0	_____	0.00	_____
Level III and IV	4	_____	100.00	_____

Printed 9/14/2005 3:40:PM, WinScan32 Version 2.0.5.2

**PUBLIC SCHOOLS OF NORTH CAROLINA
NC ALTERNATE ASSESSMENTS 2004-2005
NC ALTERNATE ASSESSMENT PORTFOLIO CLASS ROSTER**

LEACode =
InstrName =

HdrSchoolName =
DateTested =

Student Name	Grade Level	Read Score	Read Ach Level	Math Score	Math Ach Level	Write Score	Write Ach Level	Achieved Growth
1	03	1	1	1	1			No
2	03	10	3	12	3			Yes
3	03	11	3	11	3			Yes
4	04	9	2	7	2	4	1	Yes
5	04	4	1	7	2	4	1	Yes
6	04	0	1	0	1	0	1	No
7	03	4	1	12	3			Yes
8	04	No score: IEP that covers the assessment not included, all tasks non-scoreable						
9	05	5	1	4	1			Yes
10	05	4	1	7	2			Yes
Group Means			4.8		6.1		2.0	

Printed 9/26/2005 3:05:PM, WinScan32 Version 2.0.5.3

**PUBLIC SCHOOLS OF NORTH CAROLINA
NC ALTERNATE ASSESSMENTS
2004-2005 NC ALTERNATE ASSESSMENT PORTFOLIO CLASS ROSTER**

LEACode =
InstrName =

HdrSchoolName =
DateTested =

Student Name	Grade Level	Read Score	Read Ach Level	Math Score	Math Ach Level	Write Score	Write Ach Level	Achieved Growth	
1	08	8	2	9	3			Yes	
2	08	8	2	6	2			Yes	
3	07	8	2	9	3	4	1	Yes	
4	07	12	3	15	4	12	3	Yes	
5	06	No score: IEP that covers the assessment not included, all tasks non-scoreable							
6	08	3	1	4	1			Yes	
7	08	13	3	16	4			Yes	
8	07	7	2	9	3	4	1	Yes	
9	06	11	3	7	2			Yes	
10	06	12	3	9	3			Yes	
Group Means			8.2		8.4		6.7		

Printed 9/26/2005 3:05:PM, WinScan32 Version 2.0.5.3

Workgroup Meeting December 6 & 7, 2000 and January 30 & 31, 2001

Participants	Agency/Position
Rachel Benson	Alamance-Burlington Schools, EC Teacher
Jennifer Reid	Alamance-Burlington Schools, EC Teacher
Jan Christian	Avery County, EC Teacher
Bobbie Grammer	Cumberland County, EC Coordinator
Gloria Lawrence	Guilford County, EC Teacher
Laura Teague	Guilford County, EC Teacher
Carol Owens	Cumberland County, General Education Teacher
Erin Bohner	Technical Outreach for Public Schools (TOPS), Consultant
Laura Jones	Pitt County, EC Teacher
Freda Lee	NCDPI, Exceptional Children Division, Consultant
Paula Burdette	Mid-South Regional Resource Center, Facilitator
Joan Powers	Moore County, EC Teacher
Heidi Brown	Moore County, EC Teacher
Toy Dills	Shelby City Schools, EC Teacher
Anita Jones	Wake County, General Education Teacher
Deb Andrews	Wake County, Teacher for the Deaf
Cora Darrah	Wake County, EC Teacher`
Tom Winton	NCDPI, Exceptional Children Division, Consultant
Chris Jones	NCDPI, Exceptional Children Division, Consultant
Mary Rose	NCDPI, Curriculum and Instructional Division
Bill Scott	NCDPI, Curriculum and Instructional Division
Shirley Statton	NCDPI, Curriculum and Instructional Division
Debbie Gray	NCDPI, Curriculum and Instruction Division
Martha Downing	NCDPI, Exceptional Children Division, Consultant
Dr. Diane Browder	University NC, Charlotte
Dr. Lynn Dillard	Jackson County, Exceptional Children Director
Dr. Linda McMasters	Wake County, Principal
Johna Faulconer	NCDPI
Jane Rourk	NCDPI
Dianne Lindsey	NCDPI
Valorie Hargett	NCDPI

Testing Students with Disabilities Advisory Committee

The purpose of the Testing Students with Disabilities Advisory Committee is to provide recommendations to the NCDPI regarding issues, policies, rules, procedures, and guidelines related to the assessment and accountability of students with disabilities. Meetings will occur about four times each year. The Testing Students with Disabilities Advisory Committee is a result of the collaborative efforts of the NCDPI Division of Accountability Services/Testing Section, Exceptional Children Division, and Division of Instructional Services. The first meeting was held on January 24-25, 2002. The following provides a list of the advisory committee members and ex officio members:

Advisory Committee Members

1. Margaret Blackwell, Executive Director, Exceptional Education and Student Services
Chapel Hill-Carrboro City Schools
2. Erin Bohner, Educational Research and Evaluation Consultant
Technical Outreach for Public Schools (TOPS)
3. Diane M. Browder, PhD, Snyder Distinguished Professor of Special Education
UNC Charlotte
4. Melinda Chambers, Regional Exceptional Children Consultant
NCCU
5. Barbara Collins, Regional Accountability Consultant
Central Region
6. Lee Crisp, Exceptional Children Assistant Director
Buncombe County Schools
7. Tarra Farrow, EMD/LD Teacher
South Greenville Elementary School
Pitt County Schools
8. Luester Hazel, Special Education Teacher
Red Oak Middle School
Nash-Rocky Mount Schools
9. Terry Jones, Exceptional Children Director and LEA Test Coordinator
Dare County Schools
10. Gayle McCurry, Teacher for Visually Impaired Students
Wake County Schools
11. Margret Muegge, Special Education Teacher
North Lenoir High School
Lenior County Schools
12. Marlene Newell, Education Coordinator
Alamance Developmental Day Center
13. Diane Scoggins,
Special Education Teacher, Hilltop Home
Staff Development Cmte, NORCARR (North Carolina Association of Residential Resources)

14. Edna Vann, Vice Principal
Chewning Middle School
Durham Public Schools
15. Marlyn Wells, Parent Educator
Exceptional Children Assistance Center

Ex Officio Members

16. Mildred Bazemore, Section Chief
NCDPI Division of Accountability Services/Testing Section
17. Monica Geary, Educational Research and Evaluation Consultant
NCDPI Division of Accountability Services/Testing Section
18. Bobbie Grammar, Monitoring Consultant
NCDPI Exceptional Children Division/Policy Monitoring and Audit
19. Jim Kroening, Educational Research and Evaluation Consultant
NCDPI Division of Accountability Services/Testing Section
20. David Mills. Section Chief, Areas of Exceptionality
NCDPI Exceptional Children Division
21. Wandra Polk, Assistant Director
NCDPI Division of Instructional Services
22. Hope Tesh-Blum, Educational Research and Evaluation Consultant
NCDPI Division of Accountability Services/Testing Section
23. Ira Wolfe, Monitoring Consultant
NCDPI Exceptional Children Division/Policy Monitoring and Audit

Reference

- Kleinert, H., Kearns, J., (2001). *Alternate Assessment Measuring Outcomes and Supports for Students with Disabilities*. Baltimore, Maryland: Paul H. Brookes.
- Browder, D.M. (2001). *Curriculum and Assessment for Students with Moderate and Severe Disabilities*. New York: Guilford Press.
- Linn, R. (ed). (1993). *Educational Measurement*, (3rd ed.). Washington, DC: American Council on Education.
- Hansche, L. (1998). *Handbook for the Development of Performance Standards: Meeting the Requirements of Title I*. Bethesda, Maryland: Frost Associates, Ltd.
- Herman, J., Aschbacher, P., & Winters, L. (1992). *A Practical Guide to Alternative Assessment*. Alexandria, Virginia: Association for Supervision and Curriculum Development
- Thompson, S., Quenemonen, R., Thurlow, M., Yesseldyke, J. (2001). *Alternate Assessments for Students with Disabilities*. Thousand Oaks, California: Corwin Press, INC.
- Chong Ho Yu, Ph.D., Reliability and Validity
<http://seamonkey.ed.asu.edu/~alex/teaching/assessment/reliability.html>, (accessed on 9/27/05).
- North Carolina Department of Public Instruction. (1996). North Carolina Testing Code of Ethics. Raleigh, NC: Author.
- North Carolina Department of Public Instruction. (1996). North Carolina *Standard Course of Study*. Raleigh, NC: Author.
- NCLRC. Portfolio Assessment in the Foreign Language Classroom, <http://www.nclrc.org/portfolio/6-3.html> (accessed September 27, 2005).
- North Carolina Department of Public Instruction (2000-2004). *The North Carolina State Testing Results*. Raleigh, North Carolina: North Carolina Department of Public Instruction.
- No Child Left Behind Act of 2001*, Public Law PL 107-110, U.S. Department of Education (2001).
- Individuals with Disabilities Act (IDEA) Amendment 1997*, Public Law 94-142, U.S. Department of Education (1975).
- Policy delineating revision of the scoring, performance standards, and reporting for the NC Alternate Assessment Portfolio effective with the 2002-03 Scoring and Reporting. Policy ID HSP-C-019, Statutory Reference GS 115C-174.12(b), North Carolina State Board of Education (February 3, 2005).
- Colbert, J., Fabrizio, L., Watson, M. Alternate Assessment Changes in the North Carolina Testing Program. North Carolina Department of Public Instruction memorandum (August 26, 2005).