



Public Schools of North Carolina

## ***NCEXTEND1***

# Alternate Assessment with Alternate Achievement Standards

Conference on Exceptional Children  
November 17-18, 2008

NCDPI Division of Accountability Services

# Outline

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





# What is an AA-AAS?

## What is an alternate assessment with alternate achievement standards?

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

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





## Who is eligible?

# Who is eligible to participate in the *NCEXTEND1*?

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



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## **Eligible Students**

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



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## **Eligible Students**

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



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## **Eligible Students**

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

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



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## **Eligible Students**

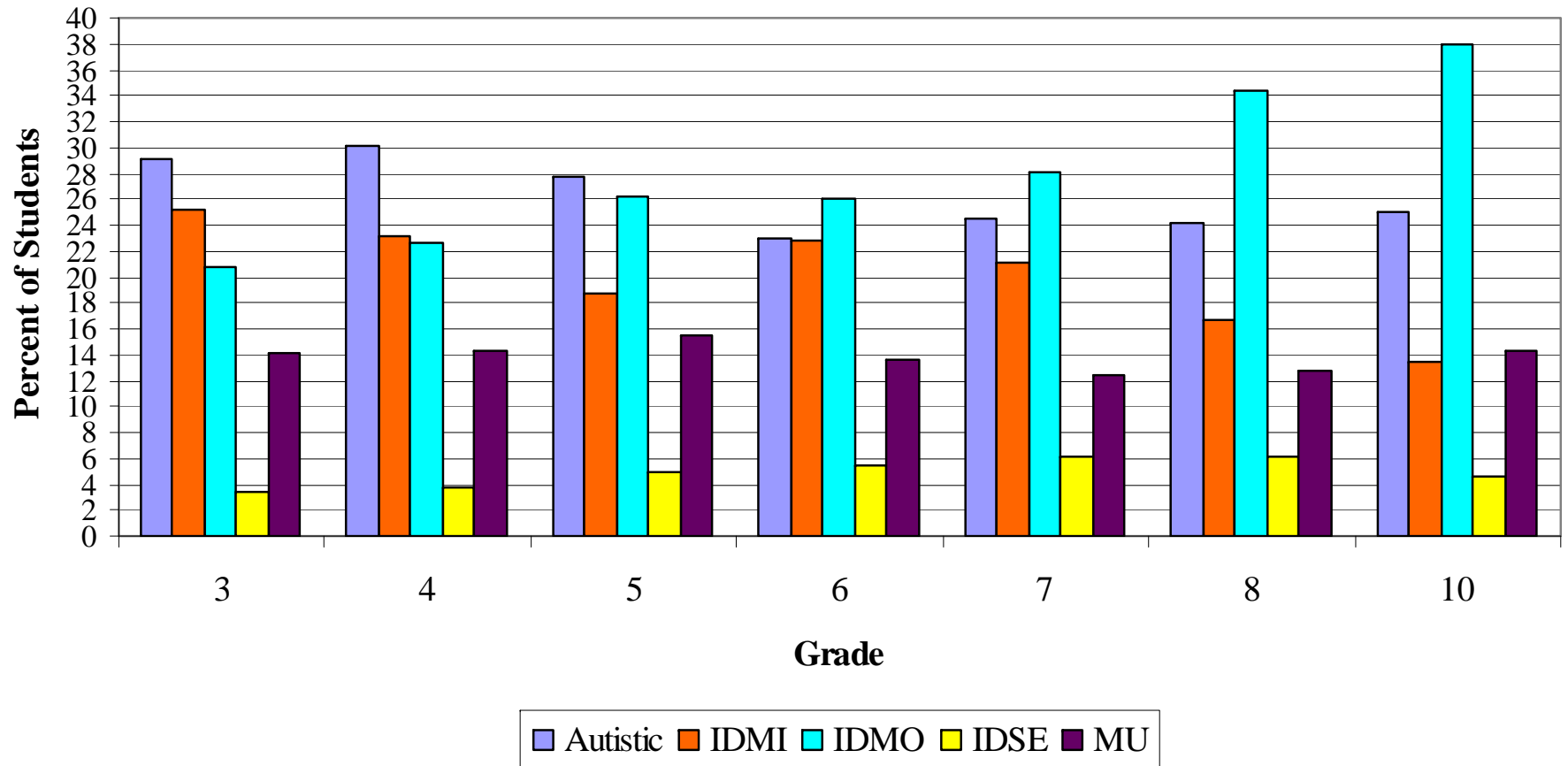
The ***NCEXTEND1*** is **NOT** appropriate for students who: (cont'd.)

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

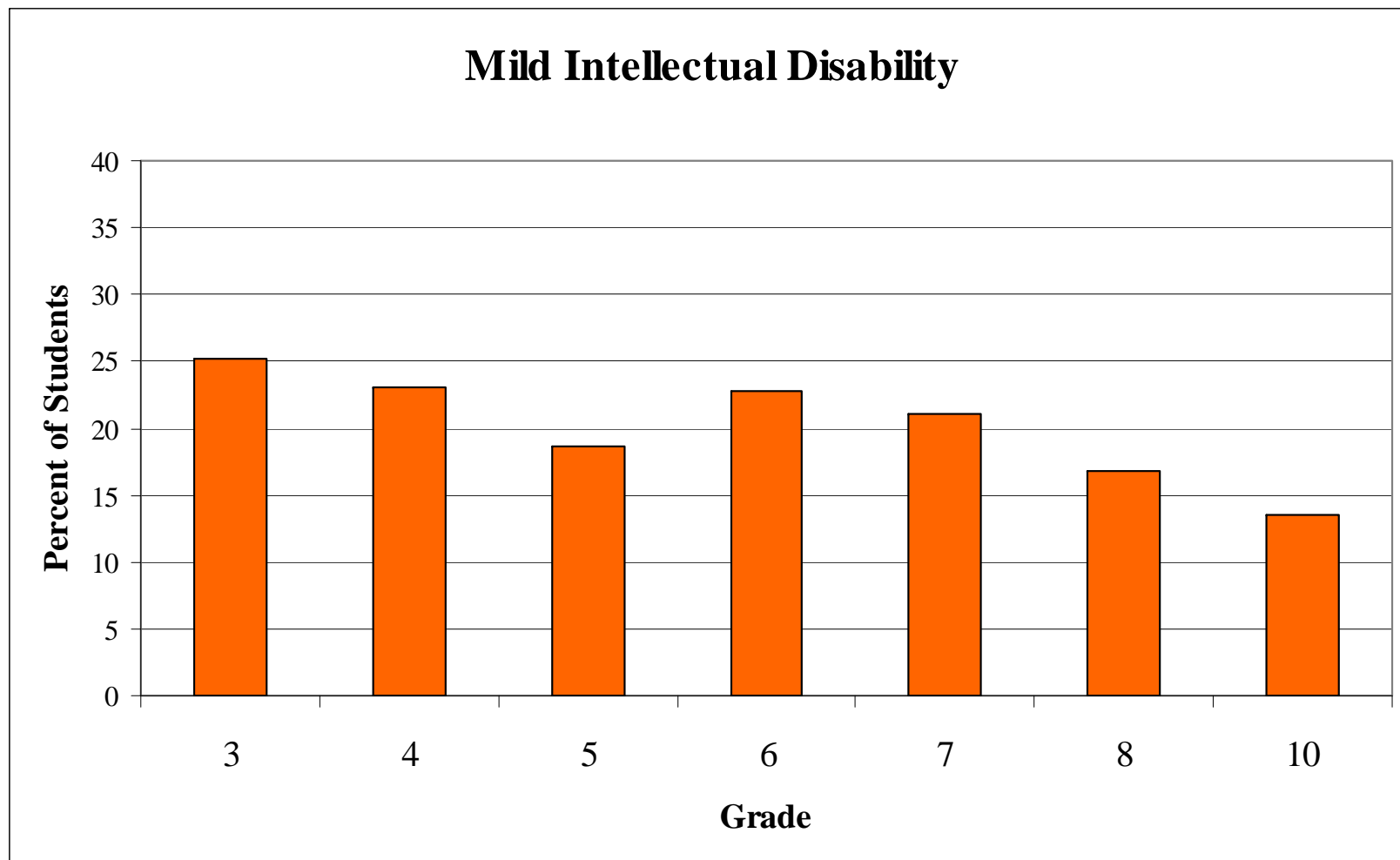
The ***NCEXTEND1*** is designed for students who have a severe intellectual disability; it is **NOT** designed for students who have a specific learning disability.



## Participation by Eligibility



## Mild Intellectual Disability



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## **Eligibility “Points to Ponder”**

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



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## **Eligibility Points to Remember**

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





# What are the timelines?

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## **Testing Window**

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





# What does the test look like?

# Assessment Materials

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



# Sample Elementary Mathematics Item

## Student Assessment Materials:

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

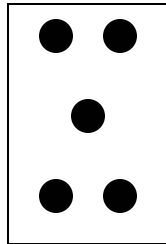
## Directions:

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



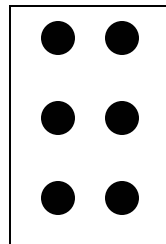
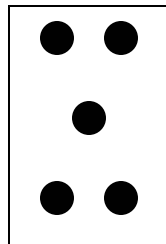
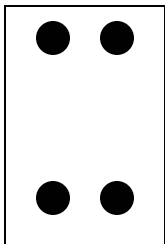
# Sample Elementary Mathematics Item

Present Stimulus Card to student



**SAY: “Here are 5 counters.”**

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



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

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## Assessed Content Areas

- All or nothing - all assessed content areas

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





# Are accommodations allowed?

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## **Accommodations**

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



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## **Accommodations**

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



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## **Accommodations**

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



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## **Accommodations**

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





# How is the test scored?

# How is the test scored?

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





# How do we set cut scores?

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## **Cut Scores**

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



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## **Cut Scores cont'd.**

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

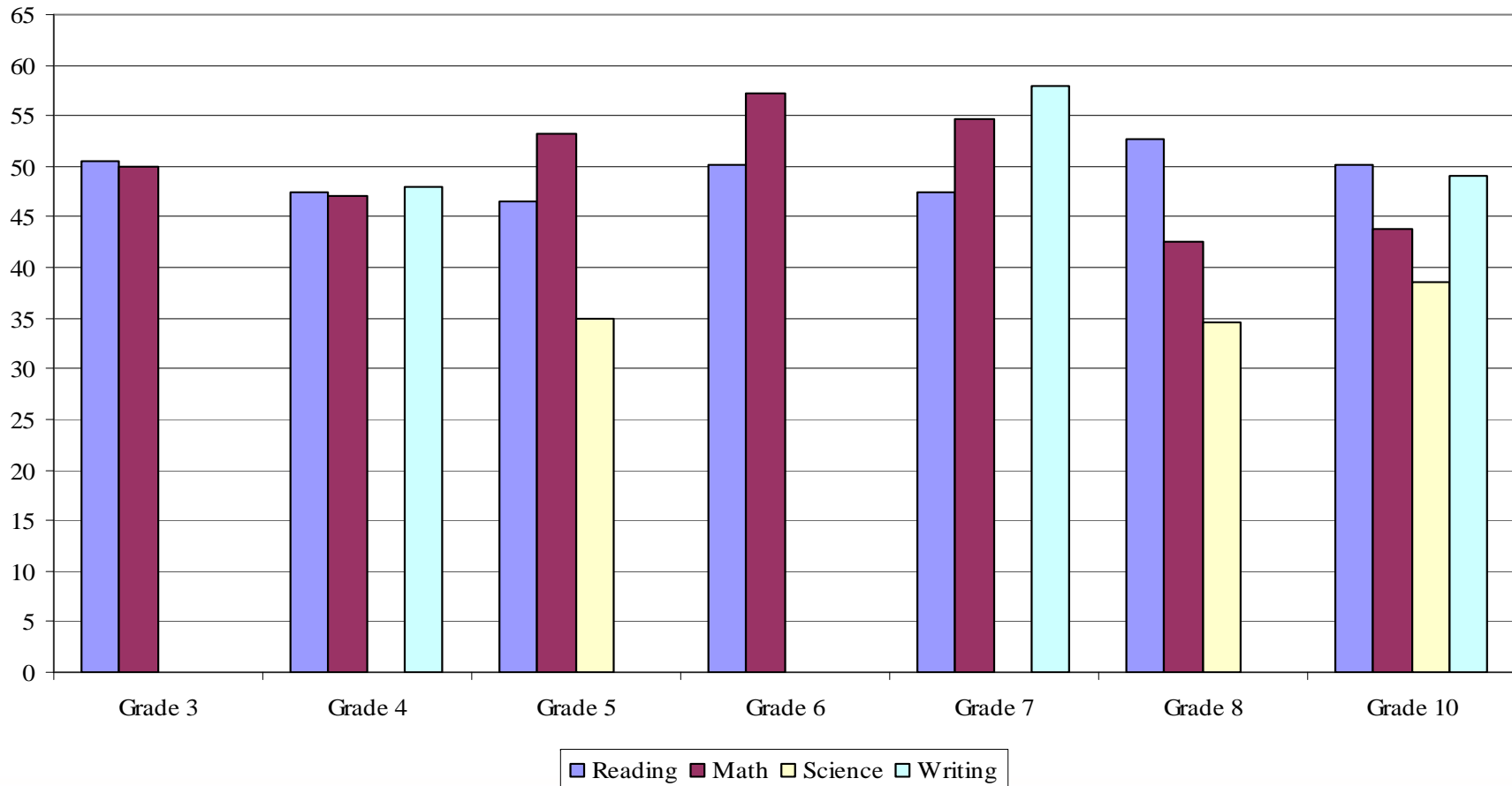




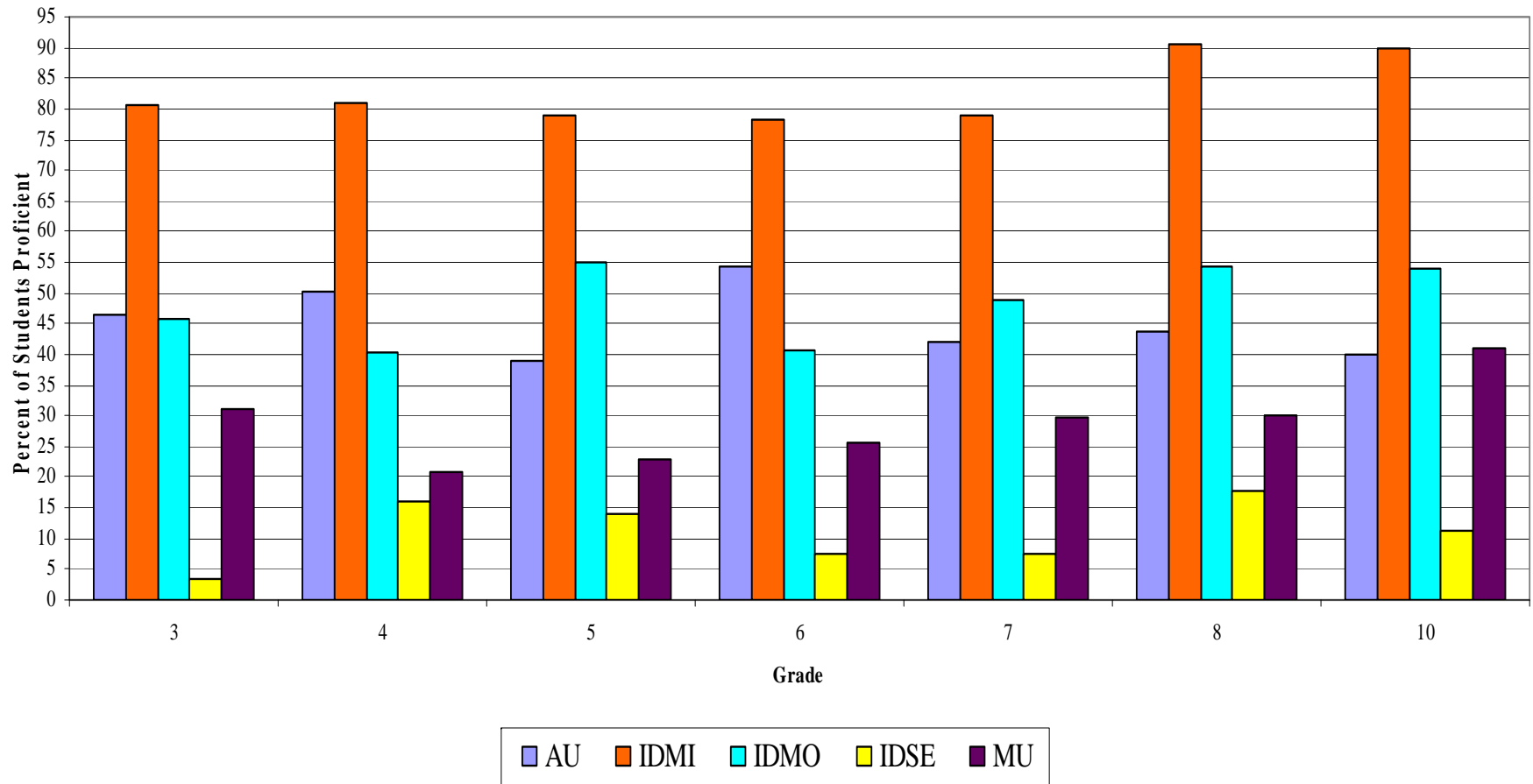
# What are the results & how are they used?

# NCEXTEND1 2007-08 Scores

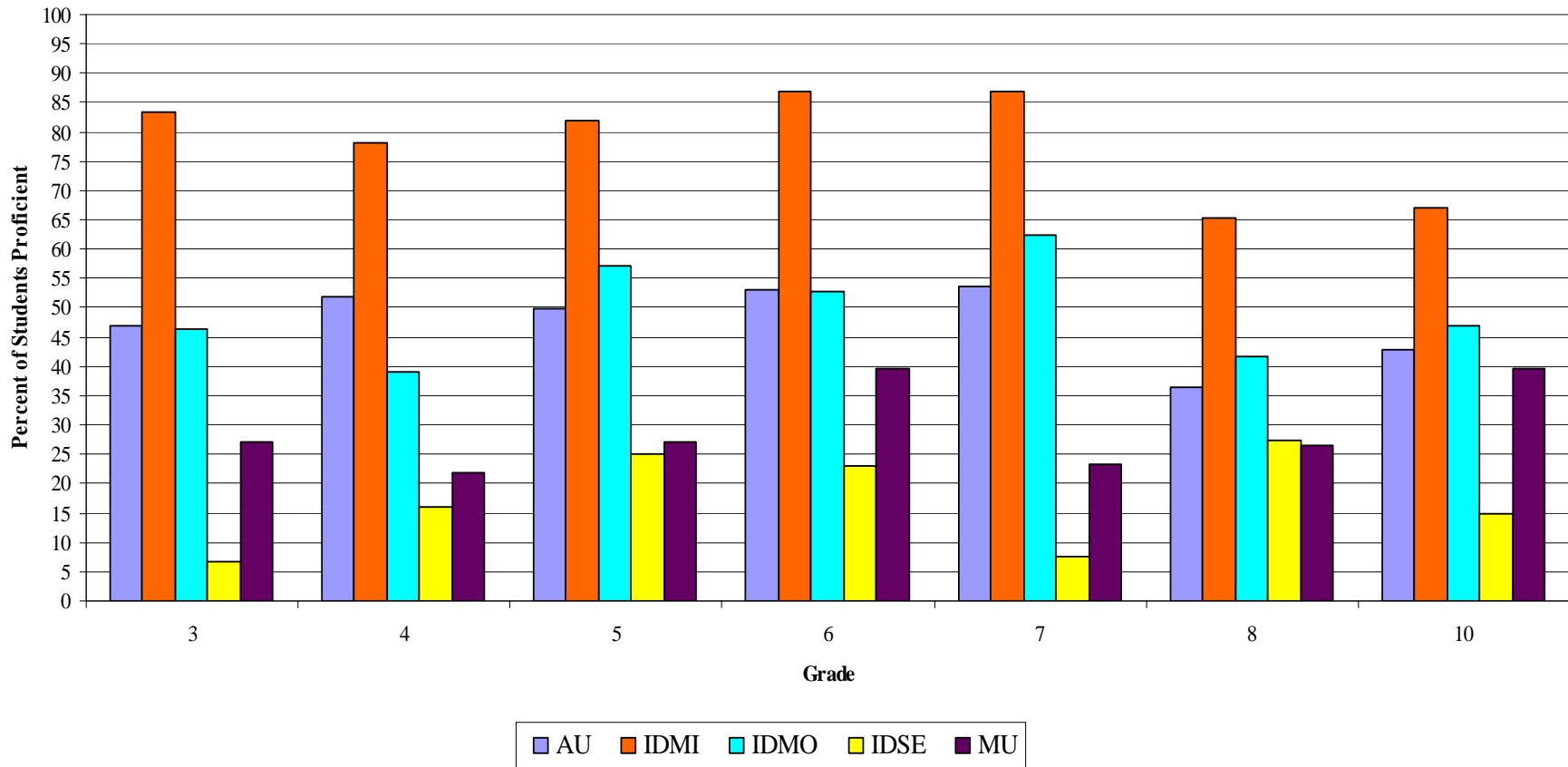
Percent Proficient



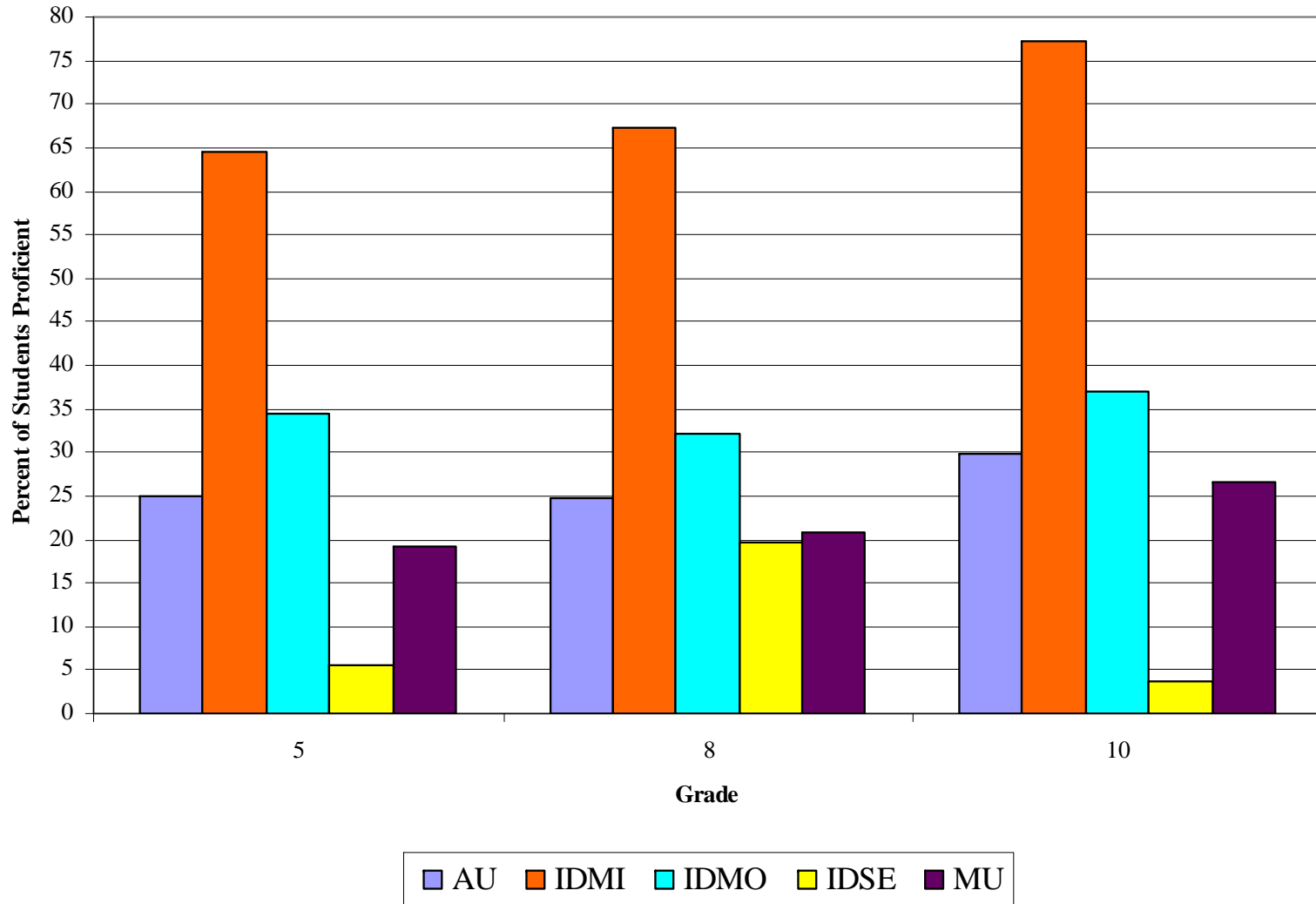
### Reading Performance Comparison by Disability Classification



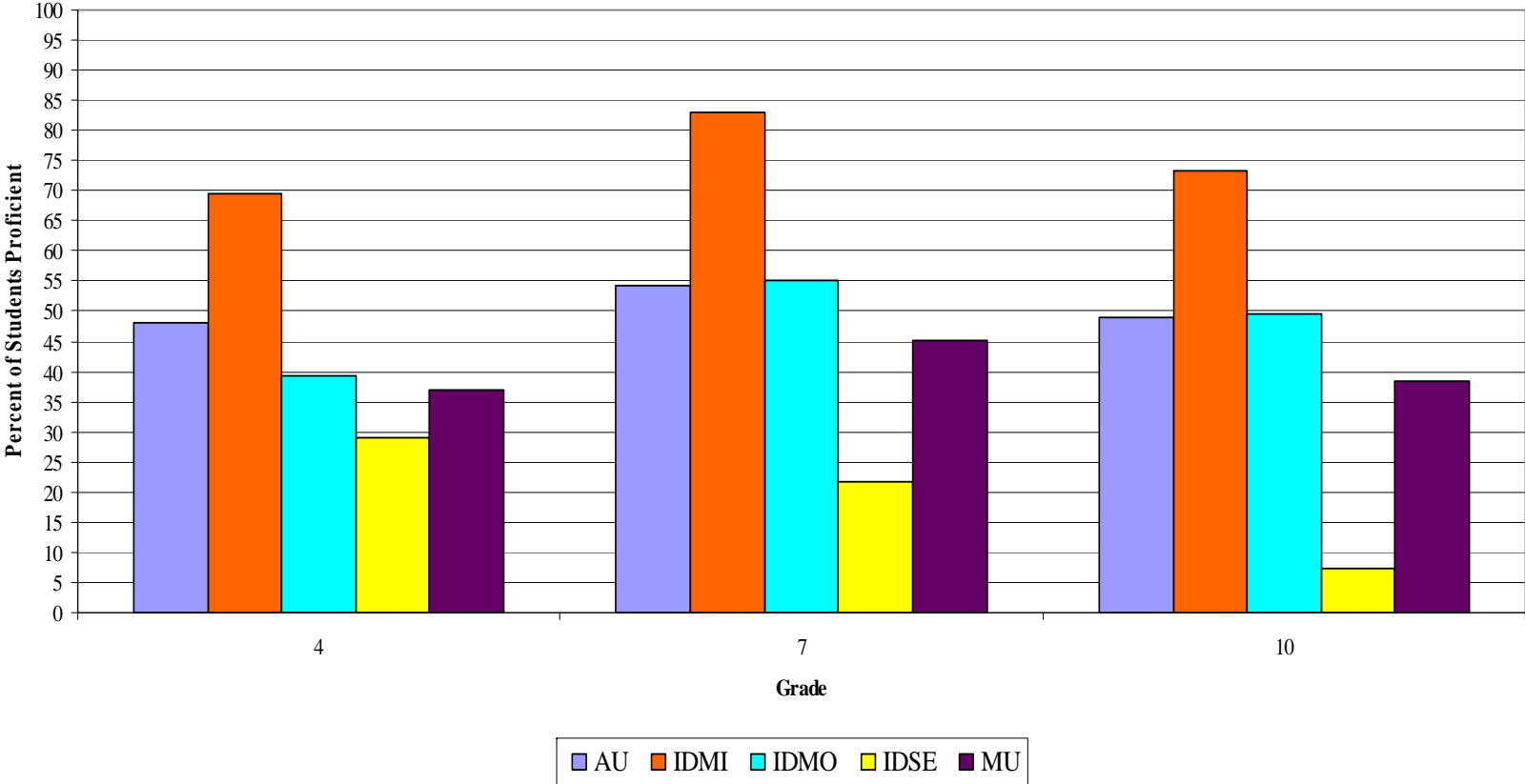
### Math Performance by Disability Classification



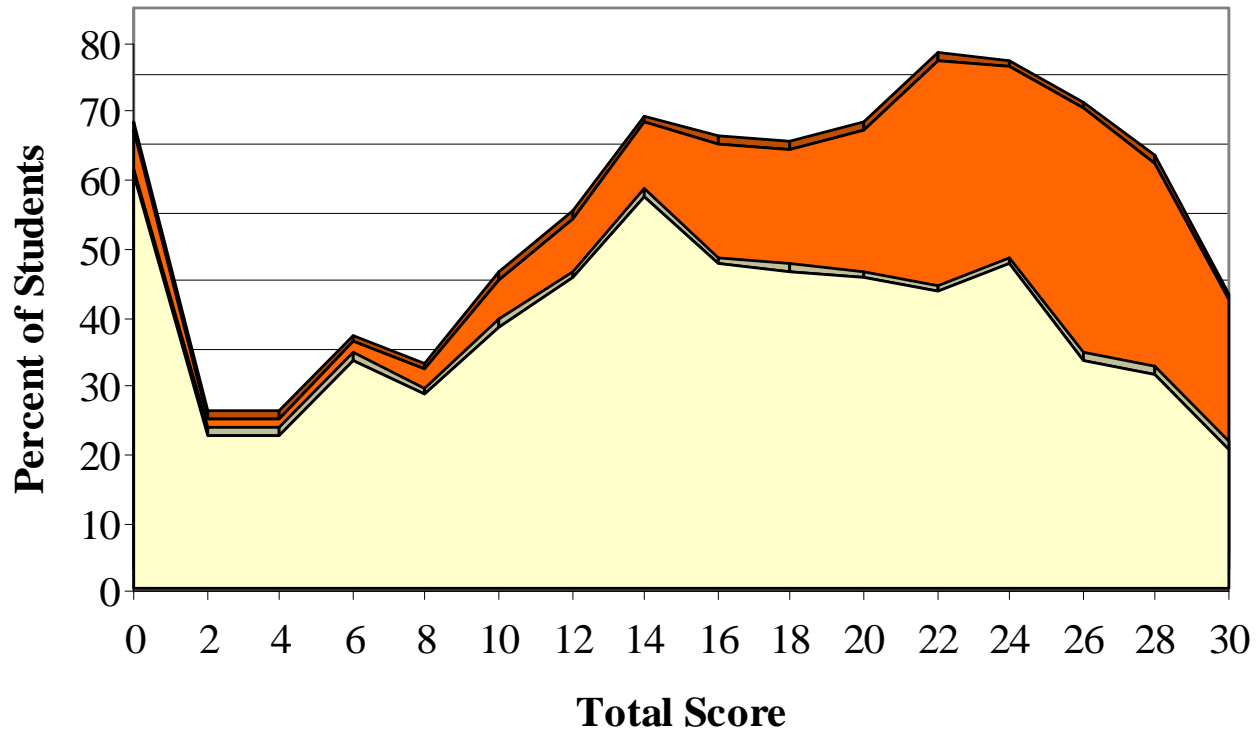
## Science Performance by Disability Classification



### Writing Performance by Disability Classification



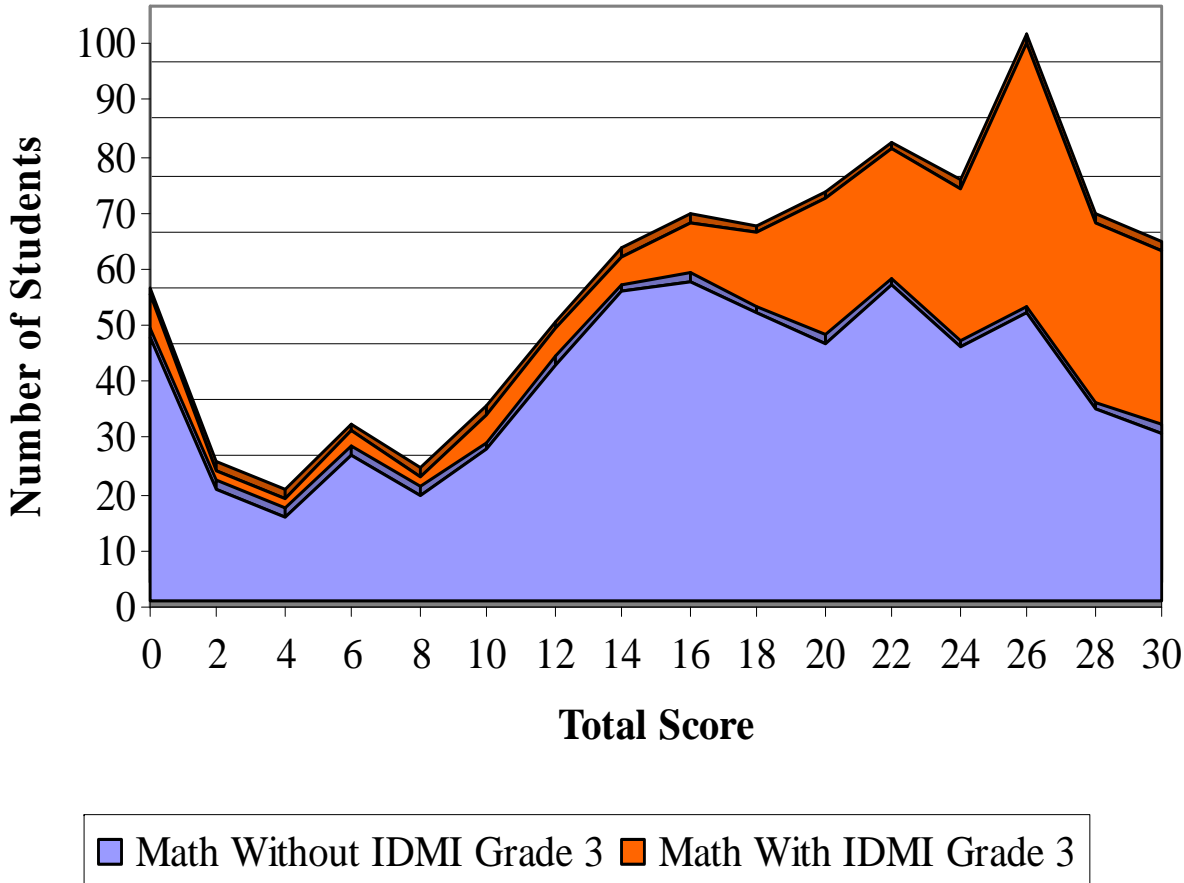
### Reading Grade 3



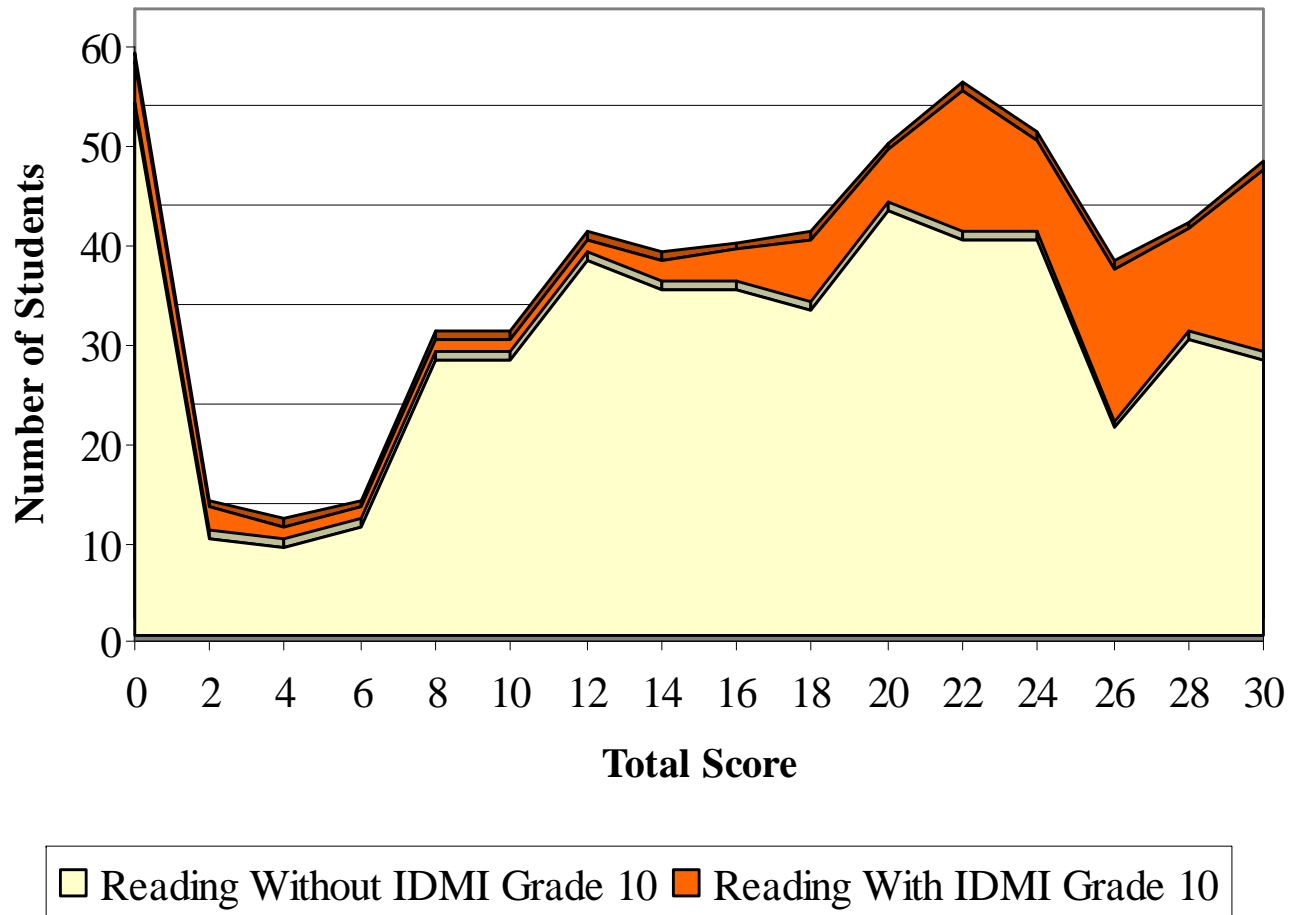
□ Reading Without IDMI Grade 3    ■ Reading With IDMI Grade 3



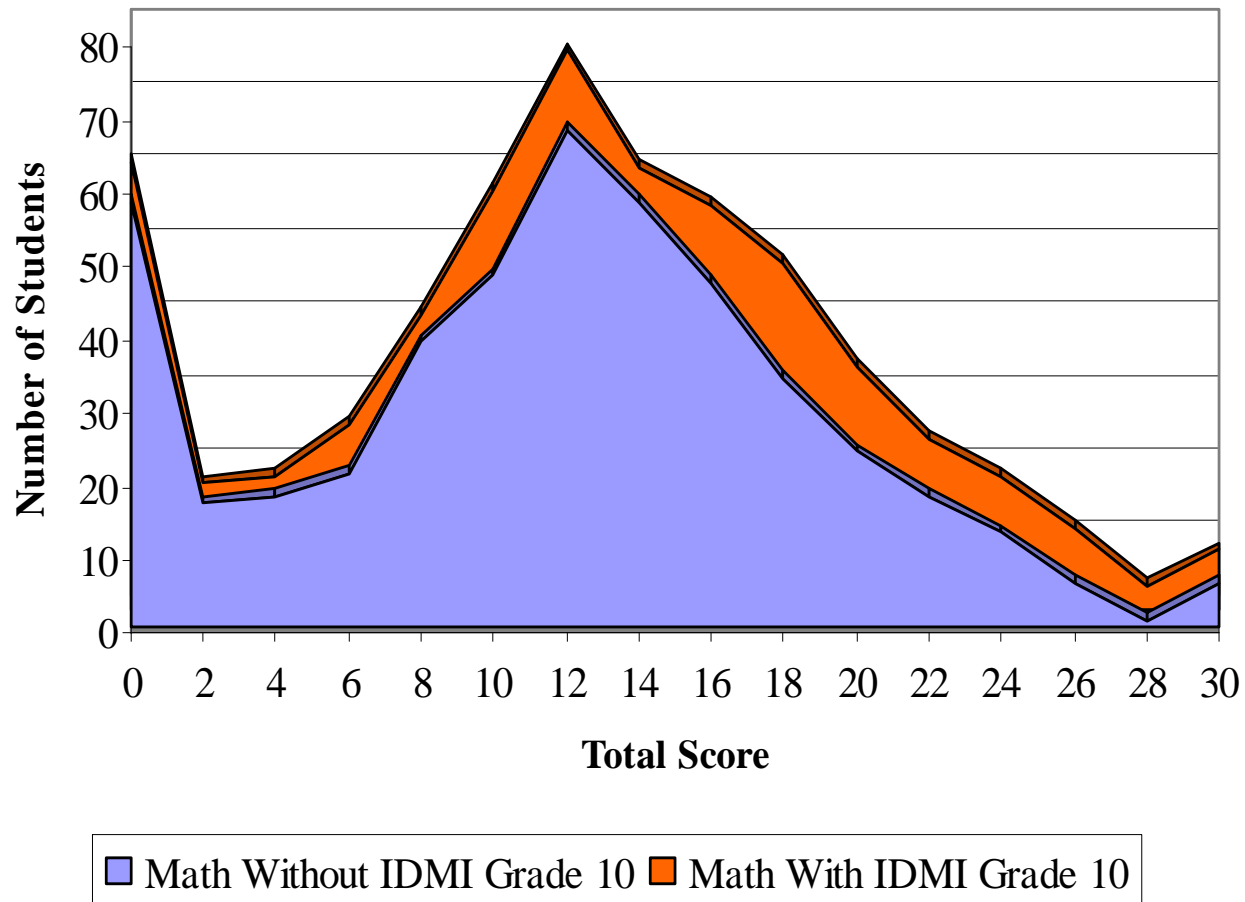
### Math Grade 3



### Reading Grade 10



### Math Grade 10



# Using *NCEXTEND1* Results

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



# Resources

- NCDPI Website:  
<http://www.ncpublicschools.org/accountability/policies/tswd/ncextend1>
- *Testing Students with Disabilities*  
Publications



# Questions?

