Ohio Achievement and Graduation Tests

Alternate Assessment for Students With Disabilities

2007–2008

Administration Manual
Note: This manual is available for download from the Ohio Department of Education Web site at http://www.ode.state.oh.us/.

Follow menu links to “Testing and Assessments” then to “Alternate Assessments”.

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To: Educational Professionals in Ohio

From: Judy Feil, Director, Office of Assessment
Greg Maloney, Director, Office for Exceptional Children

Re: Ohio’s Alternate Assessments for Students with Disabilities

Date: August 2007

Under Ohio statutes, all Ohio students are required to participate in the Ohio Assessment and Accountability System, including students with disabilities. The Alternate Assessment for Students with Disabilities (AASWD) is designed to evaluate the performance of students with the most significant cognitive disabilities for whom regular assessments, even with accommodations, are not appropriate. The AASWD allows for a collection of student work (called a Collection of Evidence, or COE) to be submitted as evidence of student performance on tasks aligned to Ohio Academic Content Standards. They were implemented for the first time in 2003–04.

In 2007–08, the AASWD will be administered to students in grades three through eight and grade ten. The Ohio Department of Education (ODE) has tried to incorporate assessment procedures that are based on state and federal requirements, research about effective practices in instruction and assessment, feedback from Ohio stakeholders, and findings from each of the previous four AASWD administrations (2004–2007). This manual provides comprehensive information about the AASWD, including procedures for completing and submitting COEs.

It is the expectation of the Ohio Department of Education that a proportionally small number of students with disabilities will participate in the AASWD. IEP Team members should carefully review the eligibility criteria to ensure that the AASWD is the most appropriate choice for a particular child with a disability.

Improving results for children with disabilities is the shared responsibility of all educators, as described on pages 10–11. Before implementing the AASWD, each school administrator, coordinator, teacher, and IEP Team participant should carefully review this manual to become familiar with the requirements and expectations.

When administrators, teachers, paraprofessionals, parents, and related service providers work as a team, a COE can be developed that is appropriate for the student and documents task performance related to Ohio’s Academic Content Standards.
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CHAPTER 1: INTRODUCTION

The reauthorized *Individuals with Disabilities Education Improvement Act* (IDEIA, 2004) reflects the intent to extend educational accountability and reform to all students, including those with disabilities. This legislation, along with the federal *No Child Left Behind Act* (NCLB) and Ohio law (Senate Bill 1, House Bill 3), mandates that all students with disabilities be included in general state- and districtwide assessment programs. These laws provide clear expectations that states will align achievement assessment with academic content standards. In Ohio, there are three ways to assess student achievement of academic content standards:

1. participation in the general assessment without accommodations (*most students*);
2. participation in the general assessment with allowable accommodations (*many students with disabilities*);
3. participation in an alternate assessment (*small number of students with the most significant cognitive disabilities*).

This manual provides the procedures for administering the third option aforementioned. Although these students represent a relatively small portion of the overall school population, Ohio’s Alternate Assessment for Students With Disabilities (AASWD) was developed with the knowledge that the evaluation of their achievement on the AASWD represents an important component of our pursuit of high standards. Students with disabilities are entitled to the same rich instructional program as their nondisabled peers. As such, all students in Ohio are included in our standards-based accountability system.

**Accommodations for General Assessment**

The following excerpt regarding testing accommodations is taken from the Ohio Statewide Testing Program Rules Book, which was developed by the Ohio Department of Education's Offices of Curriculum, Instruction and Assessment and is available at the Ohio Department of Education Web site: [http://www.ode.state.oh.us](http://www.ode.state.oh.us). (Once on the Web site, follow these links to access the document: Testing and Assessments; Documents and Forms for Testing and Assessments; Documents and Forms; Rules Book.)

Accommodations in test format and/or test administration procedures can be made to facilitate the needs of an individual student if such accommodations are specified in the Individualized Education Plan (IEP) and consistent with criteria established in Ohio Administrative Code Rule 3301-13-03.

A student with disabilities may be provided with accommodations in test administration procedures if these accommodations are consistent with what is regularly provided to the student for testing in the classroom, and they are specified in the IEP or 504 Plan. If the person providing the accommodation is also administering the statewide test, then that person must be an employee of the district and hold a license/certificate issued by the Ohio Department of Education.

Accommodations should be made to facilitate participation by students with disabilities. However, any accommodations that give students with disabilities an advantage are not considered allowable accommodations because they do not allow for valid assumptions to be made from the results.

The Ohio Administrative Code defines **four** criteria for allowable accommodations:

- The accommodation must be typically afforded the student in the classroom for classroom and districtwide tests. In addition, the accommodation must be documented in the IEP or 504 Plan.

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1 A more complete description of laws regarding the assessment of students with disabilities is found in Appendix 11 of this document.
• The accommodation cannot change the content or structure of an assessment.
• The accommodation cannot change the type of knowledge or skill an assessment is intended to measure.
• The accommodation cannot change or enhance a student’s response.

See the Ohio Statewide Testing Program Rules Book for more on statewide assessments with allowable accommodations.

Some students cannot participate in the general assessment even with allowable accommodations. Those students should be considered for participation in the AASWD.

Frequently Asked Questions Regarding the Alternate Assessment for Students With Disabilities

Do all students need to participate in state assessments?

With the passage of the Individuals With Disabilities Education Act (IDEA) 1997, there is no longer a question of whether students will participate in statewide testing; the question is how they will participate.

Do all IEP goals need to be linked to the Ohio Academic Content Standards?

Every student in Ohio will receive instruction aligned to the Ohio Academic Content Standards. In addition, each student has a variety of learning needs that may or may not be related to the standards, and that is appropriate.

Who determines which students will participate in the AASWD?

Decisions concerning a student’s participation in statewide and districtwide assessments are made at least annually by each student’s IEP team. The state of Ohio provides IEP teams with guidelines for participation in the AASWD.

Who participates in Ohio’s AASWD?

Ohio’s AASWD was developed for students with significant cognitive disabilities. Participation in the AASWD is not based solely on disability condition, achievement level, school attendance, or social/cultural factors. See page 6 for further information.

Does the 1% “cap” limit the number of students who take an alternate assessment?

Federal regulations under the NCLB place a cap only on the total number of AASWD scores that may be counted as proficient towards adequate yearly progress (AYP) accountability calculations for school districts. This cap has been established at an amount not to exceed 1% of the total tested population. Ohio policy also applies this cap to state accountability calculations for school districts. Under certain conditions, districts may request a waiver of this 1% cap on an annual basis.

Should students who are not expected to do well on the general assessment participate in the AASWD?

The decision about a student’s participation in the AASWD must not be made on the basis of the student’s “perceived probability” of poor achievement on the general assessment. As many students as possible should participate in the general assessment.
Can students participate in the general assessment in one content area (e.g., mathematics) and participate in the AASWD in another content area (e.g., reading)?

No. If a student can participate in any part of the general assessment, then he or she should take the entire general assessment with accommodations as needed. As many students as possible should participate in the general assessment.

When is the AASWD conducted?

The AASWD is conducted as part of a student’s daily instruction over a period of several months, beginning in the fall or winter of the school year. The final Collection of Evidence (COE) are submitted to the scoring contractor in March.

If a new student arrives in my classroom in February, do I have to do an AASWD for him or her?

Please see chapter 2 of the Education Management Information System (EMIS) manual for exact requirements on AASWD participation (www.ode.state.oh.us; keyword search “2008 EMIS manual”).

How do students in un-graded programs participate in the AASWD?

If a student is currently assigned to a grade for purposes of EMIS, the student must participate in assessments according to this grade classification. Students who currently are not assigned to a grade should be assigned to a grade level on the basis of their chronological age and participate in assessments with their same-age peers. It is critical that the EMIS grade assignment correspond to the grade-level Collection of Evidence submitted for the AASWD. Students at the beginning of these grades are approximately these ages:

- Grade 3: Ages 8-1 to 9-0
- Grade 4: Ages 9-1 to 10-0
- Grade 5: Ages 10-1 to 11-0
- Grade 6: Ages 11-1 to 12-0
- Grade 7: Ages 12-1 to 13-0
- Grade 8: Ages 13-1 to 14-0
- Grade 9: Ages 14-1 to 15-0
- Grade 10: Ages 15-1 to 16-0

Who assembles the Collection of Evidence?

The COE is collected and assembled by the educators who work with the student. The responsibility for the AASWD process should be shared by IEP team members. Joint planning and a common timeline for instruction and assessment will help special and general educators, related service providers and parents collaborate and complete the AASWD process.

When a student is receiving special education services outside his or her district of residence, which district is responsible for that student’s AASWD?

This student’s AASWD should be a collaborative effort between the district of service and the district of residence. The district of residence is responsible for administrative functions. These include providing the student’s SSID number, ordering assessment materials, identifying the district and building IRN numbers within the district of residence, and submitting the completed COE to the test contractors for scoring. The district of service (e.g., MRDD, residential facility, ESC) plans, collects and assembles evidence for the AASWD.
For unique situations (e.g., students placed by the Department of Youth Services, students placed in a Juvenile Detention Center), please refer to chapter 2 of the EMIS manual for exact requirements (www.ode.state.oh.us; keyword search “2008 EMIS manual”).

**Who scores the AASWD?**

The AASWD follows the same procedures for scoring as Ohio’s general assessments. The AASWD is scored by trained scorers in a central location.

**What criteria will be used to score the COE?**

The COE will be scored across four categories known as domains: Performance, Instructional Context, Independence and Settings and Interactions.

**Who receives the results of the AASWD?**

The achievement levels of AASWD participants will be combined with those of general assessment participants. Raw scores are reported to districts of residence within 60 days of test submission, and final reports are sent six weeks later. Districts report individual results to parents of participants in the general assessment and AASWD. The achievement levels of all students are used for school, district and state accountability and are part of the Local Report Card.

**When a student is receiving special education services outside his or her district of residence, how are the AASWD scores reported?**

AASWD scores are reported to the district of residence. The district of residence will report individual scores to parents and should forward the scores to the district of service.

**How do teachers get training and technical assistance to administer the AASWD?**

State Support Teams in Ohio provide training and technical assistance for school districts in the planning and administration of the AASWD.

**What about the “2% AASWD” flexibility that the United States Department of Education (USDOE) has written about?**

Final federal (USDOE) regulations have now been issued on what is known as the 2% modified assessments in spring of 2007. The population for whom such assessments would be appropriate is NOT the same population as the current AASWD. The Ohio Department of Education will be meeting with representative groups in the coming year to gather input for the most appropriate ways to develop a modified grade-level assessment for certain students with disabilities.

**What has changed about the administration of the AASWD for the 2007–2008 school year?**

Beginning this year, specific content standards have been designated for each grade level assessed. There is no longer a choice which content standards are selected for each grade level. This ensures that students in the AASWD will be assessed on a more comprehensive range of content standards over the course of several years participation in the AASWD. Materials in this manual have been updated to reflect this fact.

In 2007–2008, the COESAD and Entry Sheets will now be grade specific. Each COESAD and Entry Sheet for grades 3–8 and OGT will contain information pertaining to only one grade. It is important to choose the corresponding COESAD and Entry Sheets for the grade level of each student being assessed. Care must be taken when ordering COESADs and filling them in.
Additionally, in 2006–2007, the role of the Entry Sheet changed. While the Entry Sheet remains a requirement for each entry, it is **not** used to score COEs. Entry Sheets should still be used as an organizational cover sheet for each submitted entry. The Collection of Evidence Student Answer Document (COESAD) is used during scoring. The COESAD contains student demographic information and also requires information regarding the standards-based application and tasks for each entry. Accuracy in the completion of the COESAD is extremely important, as the COESAD is the primary document providing Collection of Evidence information for scoring and reporting.

In past years, teachers were allowed to retain copies of the final entries that were submitted in the AASWD. Beginning this year (2007–08), teachers will **NOT** be allowed to retain copies of entries submitted in the AASWD. These entries will be considered secure testing responses when they are completed for submission. Retaining copies of secure test responses is prohibited under Ohio Administrative and Revised Code.
CHAPTER 2: GUIDELINES FOR PARTICIPATION IN OHIO’S AASWD

The AASWD is one of three forms of statewide assessment. AASWD is appropriate only for students with the most significant cognitive disabilities who are either completing a curriculum that is modified substantially (in form and/or substance) by the IEP from the general education curriculum or completing the general education curriculum but have a disability that presents unique and significant challenges such that the IEP provides for accommodations that exceed the allowable criteria for statewide assessment accommodations. These criteria may be found on pages 1 and 2.

Ohio’s experience also indicates that students with disabilities who participate in the AASWD share all of the following characteristics: they have a significant cognitive disability documented in their evaluation team report, require instruction focused on the application of state standards through essential life skills, require instruction at multiple levels below age or grade-level, and are unlikely to provide valid and reliable measures of proficiency in content areas in a standardized assessment even with allowable accommodations.

Generally, participation in the AASWD is not appropriate for students who are engaged in and making progress in the general curriculum. Although these students require individualized instruction, they have developed the skills that enable meaningful participation in statewide assessments. AASWD is appropriate for students who have the most significant cognitive limitations and, therefore, require the highest level of individualized instruction.

How a student with disabilities will participate in state- and districtwide assessments is determined by each student’s IEP team, at least annually. If the IEP team determines that AASWD is appropriate for a student, that student will participate in AASWD “across the board” (i.e., in all subject areas). Participation in the AASWD should not be based on disability condition, achievement level, school attendance, or socio-cultural factors.

The IEP team should document test-taking status in the appropriate sections of the student’s IEP, and pertinent status codes should be recorded through the Education Management Information System (EMIS).

Source: Ohio Department of Education, Office for Exceptional Children, July 2007

Ohio Alternate Assessment: Framework for Participation

The decision making framework used to determine student participation in an assessment relies on the following basic assumptions:

- The vast majority of students with disabilities should be able to participate in the general state assessment with appropriate accommodations, if needed.
- A small number of students should participate in AASWD.

Use the flowchart on the following page to help IEP teams make the determination about assessment participation.
Can the student show what he/she knows on a general assessment using allowable accommodations?

Does the student have a disability that presents “unique and significant” challenges to participation in district and state assessments regardless of allowable accommodations available?

Is the student completing a curriculum that is modified substantially (in form and/or substance) by the IEP from the general education curriculum?

Student should participate in the general assessment with or without allowable accommodations.

If yes, the student with disabilities must also meet all four of the following criteria to participate in the AASWD:

Does the student have a significant cognitive disability?

Does the student require substantial modifications to general education curriculum (form and substance)?

Does the student require instruction focused on application of state standards through essential life skills?

Does the student require instruction multiple levels below age/grade level?

Student participates in alternate assessment.
Profiles of Students Who May Participate in the AASWD

Meet Shelby

Shelby is a third-grade student diagnosed with autism. She has a very difficult time with transitions between activities in the classroom and around the school building.

She participates in third-grade social studies and science with a modified curriculum, support from a teaching assistant and visual schedules. Shelby’s team is working hard to help her learn to use a schedule and visual supports so that she can make transitions independently throughout the school day. For academic tasks, Shelby requires one-to-one instruction and reduced length and complexity of academic tasks. She can decode words fluently at grade level but does not comprehend what she reads.

She uses assistive technology (a label maker) for writing tasks. Because of sensory processing deficits, Shelby requires special seating to enhance her attention in the classroom.

Meet Mike

Mike is 12 years old. He has a high degree of spasticity, poor head control and difficulty using his arms and legs. Mike uses a wheelchair for mobility and function. He is visually impaired and has seizures. Mike must rely on caregivers for his basic needs. Although he receives primary nourishment from tube feeding, he enjoys several soft foods that he can eat by mouth, and he is learning to drink liquids.

Mike demonstrates a refusal response for actions and sounds that he does not like. He laughs in response to movement and activities that give him a chance to socially interact with other children his age. His educational staff has been working on switch activations to access modified curriculum in English Language Arts and Mathematics.

Meet Taylor

Taylor is a 16-year-old high school student who has Down syndrome. She is very personable and likes to socialize with her age peers. She is on the high school junior varsity swim team, plays summer softball and is active in her school choir.

Taylor participates in a modified curriculum in a resource room setting. The primary focus of her instructional program is acquisition of essential life skills and functional independence. Her IEP goals address basic reading comprehension and writing skills, counting money, communication, selecting foods, and doing laundry.

She enjoys working in the “cookie shop” at her high school where she is able to socialize with other students who come to buy cookies during the lunch hour.
CHAPTER 3: OVERVIEW OF OHIO’S AASWD

Description of the AASWD

The AASWD is a collection of evidence that measures a student’s performance aligned to a grade level of Ohio’s Academic Content Standards. The COEs are NOT the usual paper-and-pencil tests that most educators associate with assessment. Rather, they are student “products” demonstrating performance.

The COE documents access to grade-level content but reflects an alternate level of achievement of that content. A Collection of Evidence (COE) includes 4 entries reflecting 4 different academic standards as defined by the student’s grade level.

The COE should consist of multiple types of evidence that best demonstrate student performance. These types of evidence may include the following:
• data charts (only one per entry);
  — event recording using tally format;
  — event recording using trial format;
  — event recording using trial format with item details;
• graded work samples;
• checklists;
• series of captioned photographs;
• observations;
• interviews with teachers, parents and employers;
• peer reviews;
• videos with scripts;
• audios with scripts.

Evidence is gathered throughout the school year. The forms appropriate for each type of evidence can be found in Appendix 1. The COEs, when completed, are shipped by District Test Coordinators to the contractors. The chart below provides an overview of the entire AASWD process.

AASWD Administration Flowchart (With Typical Time Frames)
Specific Duties of Individuals Involved With the Administration of the AASWD

Before implementing the AASWD, each administrator or coordinator should review this manual to become familiar with the responsibilities of all parties. Specific responsibilities may vary within district and county programs.

District Test Coordinators will:

- Identify all students residing in the district who are participating in AASWD, regardless of the district/building of service.
- Obtain pre-id labels and be responsible for reporting the SSID.
- Serve as the contact person between the school district and the Ohio Department of Education.
- Order and distribute materials to schools and submit COEs to contractors.
- Assist special education and building administrators in communicating information about the AASWD.
- Work closely with School Test Coordinators, special education administrators and principals to distribute materials to teachers.
- Send COEs to the appropriate contractor at designated timelines.
- Receive AASWD data results and route them to teachers/buildings who are serving the students.

Special Education Administrators will:

- Interpret federal and state laws, regulations and policies regarding large-scale assessment, and communicate these requirements to school personnel.
- Identify needs and provide professional development to special education personnel.
- Know effective instructional practices for students with significant cognitive disabilities.
- Use the participation guidelines (Chapter 2) to make informed decisions as an IEP team member and a special education leader.
- Ensure that appropriate information and materials are available to parents.
- Implement the AASWD according to established guidelines.
- Ensure that lines of communication between the district of residence and the district of service (or service agency) are clear when students are served by a facility that is outside the student’s district of residence.

Building Administrators will:

- Know the purpose and procedures of the assessment found in this manual.
- Use the participation guidelines (Chapter 2) to make informed decisions as an IEP team member and an instructional leader of the school.
- Review IDEIA requirements that all students, including those with disabilities, have access to and show progress in the general curriculum.
- Review and validate the contents of the COE and sign the Administrator’s Authorization Form.
- Ensure that lines of communication between the district of residence and the district of service (or service agency) are clear when students are served by a facility that is outside the student’s district of residence.
School Test Coordinators will:

- Serve as the liaison between the school and the District Test Coordinator.
- Disseminate the AASWD binders and ancillary materials.
- Ensure that teachers have submitted all COEs within designated timelines.
- Pack the school’s COEs and arrange for delivery to the District Test Coordinator.
- Ensure that lines of communication between the district of residence and the district of service (or service agency) are clear when students are served by a facility that is outside the student’s district of residence.

Teachers will:

- Play a key role in implementing the student’s IEP.
- Offer guidance to the IEP team regarding the student’s current level of abilities, skills and social integration as related to the decision-making process for selecting the appropriate assessment for students.
- Coordinate the COE within the framework of the instructional process.
- Obtain parental permission for the use of photographs, video and/or audio recordings in accordance with school district policies and procedures.
- Organize the COEs as specified in Appendix 2 for grades 3–8 or Appendix 9 for OGT.
- Obtain an administrator’s authorization for each COE before submitting it to the School Test Coordinator.

Related Services Personnel will:

- Assist teachers with the selection of appropriate tasks and types of evidence.
- Assist with instructional activities and data collection.

Paraprofessionals will:

- Assist with instructional activities and data collection.

Parents will:

- Be aware of the requirements of the AASWD.
- Support the school in its efforts to provide the most accurate reflection of the student’s performance of standards-based activities (e.g., give permission for use of photographs, video and/or audio recordings if requested by the district).
- Contribute evidence of student performance (e.g., observations of student’s skills at home) if requested by the district.

Community Members will:

- Contribute evidence of student performance (e.g., interview of employee reviews) if requested by the district.
Ohio’s Academic Content Standards

The Ohio Department of Education believes that Ohio’s Academic Content Standards are for all students. Before deciding what to assess, it is important to decide what to teach. Each special education teacher must have access to the following materials:

- Academic Content Standards: K–12 English Language Arts, adopted 2001
- Academic Content Standards: K–12 Science, adopted 2002
- Academic Content Standards: K–12 Social Studies, adopted 2002

These guides are available from each school’s central administrative office or on the Ohio Department of Education Web site (http://www.ode.state.oh.us/). Once on the homepage, follow the link for Standards and Instruction to the Academic Content Standards link.

Important Terms

Standard

An overarching goal or theme. The standard statement describes, in broad terms, what students should know and be able to do as a result of the K–12 program. The AASWD is based on the following Ohio Academic Content Standards (grade levels where these standards are assessed in the AASWD are listed):

- English Language Arts (i.e., Reading and Writing) Standards:
  - Phonemic Awareness, Word Recognition and Fluency (Grade 3)
  - Acquisition of Vocabulary (Grade 6)
  - Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies (Grade 3 and Grade 8)
  - Reading Applications: Informational, Technical and Persuasive Text (Grades 5, 7, and 10*)
  - Reading Applications: Literary Text (Grades 4 and Grade 6)
  - Writing Process (Grade 4)
  - Writing Applications (Grade 7)
  - Writing Conventions (Grade 10*)

- Mathematics Standards:
  - Number, Number Sense and Operations (Grade 3 and Grade 6)
  - Measurement (Grade 5 and Grade 7)
  - Geometry and Spatial Sense (Grade 3 and Grade 8)
  - Patterns, Functions and Algebra (Grade 4, 6 and 10)
  - Data Analysis and Probability (Grade 4 and Grade 7)

- Science Standards:
  - Earth and Space Sciences (Grade 8)
  - Life Sciences (Grade 5)
  - Physical Sciences (Grade 10)

- Social Studies Standards:
  - History (Grade 8)
  - Geography (Grade 5)
  - Economics (Grade 10)

* ELA entry may be a Reading OR Writing standard.
**Benchmark**

A specific statement of what a student should know and be able to do at a specific time in his or her schooling. Benchmarks are used to measure a student's progress toward meeting the standard.

It is important for IEP team members to be familiar with the benchmarks at each student's grade level. You may find that, for some students, a few of the benchmarks are appropriate and may include knowledge and skills already found in their IEPs. If several benchmarks are within reach of achievement by a student, the AASWD is probably not appropriate; the student should participate in the general assessment with accommodations.

**For students in grades 3–8** who are participating in the AASWD, refer to the benchmarks included with the academic content standards in Appendices 3–8.

**For students who are participating in the OGT AASWD,** refer to the benchmarks included with the academic content standards in Appendix 10.

**AASWD Applications of Standards-Based Knowledge/Skill**

Students who participate in Ohio’s AASWD are, by definition, a very small group of students with significant cognitive disabilities. The knowledge and skills in Ohio’s Academic Content Standards can be applied to these students, giving them an opportunity to have access to, participate in and show progress in the general curriculum.

Once you become familiar with the benchmarks (for grades 3–8 and 10), study the standards-based applications in the Appendices 3–8 and 10. Standards-based applications are knowledge and skills that are aligned to content standards and benchmarks but are reduced in scope or complexity for students with significant cognitive disabilities.

**Standards-based applications are provided in Appendices 3–8 and 10.** Applications are grouped into three columns based on their complexity: high, moderate and low. Because the applications vary in complexity, the application most appropriate for the student's abilities and needs should be selected. It is anticipated that many students are able to perform tasks related to applications with high or moderate complexity, with only a small number of students with the most significant disabilities requiring low complexity applications. Applications in the low complexity column require evidence that shows the student providing a differentiated response while completing each task. A differentiated response is the particular way in which a student responds to a stimulus (e.g., body movement, smile, switch activation, etc.).

Each application is followed by benchmark letter(s) that are believed to most closely match the particular application. **An application must be selected from the lists provided in Appendices 3–8 and 10. Teacher-developed applications are not an option.** All applications are grouped and numbered as follows:

- Reading: 100–207
- Writing: 220–278
- Mathematics: 300–405
- Science: 500–570
- Social Studies: 600–674

A Collection of Evidence (COE) includes 4 entries reflecting 4 different academic standards as defined by the student's grade level.

An Entry includes:

- One Standard (designated for each grade level)
- One Benchmark
- One Application
- 2 to 3 Tasks (all related to the standard, benchmark and application)
- 2 to 3 types of evidence (one type for each task)
Relationship of the IEP to the Ohio Academic Content Standards

There is a direct connection between instruction toward Ohio’s Academic Content Standards and a student’s IEP. Ohio’s Academic Content Standards, along with the benchmarks and grade-level indicators, provide IEP teams with an understanding of the kinds of knowledge and skills expected of students at each grade level. These documents are the starting point for planning each student’s instruction and assessment.

Each student with a disability has unique learning needs that directly affect his or her ability to be involved and progress in the general curriculum. Through the IEP process, the IEP team identifies these needs and designates the skills (IEP goals) that the student must acquire in order to most effectively participate and make progress in a standards-based learning curriculum. The IEP team monitors and documents student progress in these skill areas, which are taught within the context of instructional activities. Every Ohio student must have access to a challenging, standards-based curriculum. For students with significant disabilities, this translates into instructional applications of the Ohio Academic Content Standards. These applications, which are relevant to the needs and abilities of the students, reflect the essence of the standards.

The AASWD COE must show achievement of the knowledge and skills in Ohio’s Academic Content Standards. For this assessment, the educational team presents evidence of the student’s performance within the instructional applications. Multiple pieces of evidence show the student performing specific, yet separate, tasks that are aligned with grade-level benchmarks.

Students who are eligible for Ohio’s AASWD need targeted instructional support and services to participate in, make progress in and perform to high levels on the content being measured. Thus, some of the IEP goals and objectives should reflect those needs. It will be necessary for the student to use skills that have been identified in the IEP in order to perform a given task. The AASWD is essentially demonstrating a “snapshot” of the student’s performance of the task at a given time, as shown below. It should be noted that the content standards selected for the AASWD do not have to be directly linked to the student’s IEP.

Standards-Based Instructional Activities Flowchart

Relationship Between Standards-Based Applications and a Student’s Task

When you select an application from an appendix, it is important to understand the difference between a standards-based application and a task being assessed. A task is an action performed with a specific outcome that demonstrates achievement of knowledge or skill. A task is unique to each piece of evidence in an entry. An application represents a broad theme that is constant across an entry.

For example, an entry’s application might be “Select and use appropriate measurement units and tools in daily living activities.” A task for a piece of evidence within that entry might be “Using a recipe, the student will use a 1 cup and 1/2 cup measure to add flour and sugar to make brownies.” A wide range of tasks/activities can be related to this application.
Components of the COE

The AASWD is a collection of evidence of a student’s performance of Ohio’s Academic Content Standards. Each COE consists of four entries reflecting four unique content standards (no subject is assessed with more than two entries). Each of the four entries contains an entry sheet and two or three pieces of evidence that demonstrate student performance in the assessed content standard. Evidence submitted for the AASWD must be collected between September and March of the 2007–2008 school year. The completion date must be included on each piece of evidence.

### 2007–2008 Ohio AASWD With Designated Subject and Content Standard Requirements for Each Entry

<table>
<thead>
<tr>
<th>Entry 1</th>
<th>Entry 2</th>
<th>Entry 3</th>
<th>Entry 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>Reading: Phonemic Awareness</td>
<td>Reading: Reading Process</td>
<td>Mathematics: Number and Number Sense</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Reading: Literary Text</td>
<td>Writing: Writing Process</td>
<td>Mathematics: Data Analysis and Probability</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Reading: Informational Text</td>
<td>Mathematics: Measurement</td>
<td>Science: Life Sciences</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Reading: Literary Text</td>
<td>Reading: Acquisition of Vocabulary</td>
<td>Mathematics: Number and Number Sense</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Reading: Informational Text</td>
<td>Writing: Writing Applications</td>
<td>Mathematics: Data Analysis and Probability</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Reading: Reading Process</td>
<td>Mathematics: Geometry and Spatial Sense</td>
<td>Science: Earth and Space Sciences</td>
</tr>
<tr>
<td>Grade 10 (OGT)</td>
<td>Reading: Informational Text OR Writing: Writing Conventions</td>
<td>Mathematics: Patterns, Functions and Algebra</td>
<td>Science: Physical Sciences</td>
</tr>
</tbody>
</table>
A Visual Representation of the COE: Example from Grade 3 (2007–2008)


A Visual Representation of the COE: Example from Grade 6 (2007–2008)
A Visual Representation of the COE: Example from Grade 7 (2007–2008)

- **Reading**
  - Entry Sheet 1 (ELA-Reading: Informational Text)
  - Entry Sheet 2 (ELA-Writing: Writing Applications)

- **Mathematics**
  - Entry Sheet 3 (Mathematics: Data Analysis and Probability)
  - Entry Sheet 4 (Mathematics: Measurement)


- **Reading**
  - Entry Sheet 1 (ELA-Reading: Reading Process)
  - Entry Sheet 2 (Mathematics: Geometry and Spatial Sense)

- **Science**
  - Entry Sheet 3 (Science: Earth and Space Sciences)
  - Entry Sheet 4 (Social Studies: History)
Steps to Compile a COE

The following steps will guide you through the process of creating a COE for each student who participates in the AASWD.

Step 1: Given the required academic content standards to be assessed at each student's grade level, select benchmarks and applications within each of the identified content standards.

Complete this step early in the school year or at the time of IEP development. Ideally, this will be performed as a collaborative effort with the IEP team.

a. On the basis of the student's grade level, determine the subject areas that are to be addressed for the AASWD (see the table on page 15). Please note that the district of residence and the district of service MUST reconcile the specific grade level for each student in the AASWD prior to completing the AASWD.

b. Review the Ohio Academic Content Standards, benchmarks and AASWD applications found in the appropriate appendix for the student's grade level (Appendices 3–8 for grades 3–8; Appendix 10 for OGT).

c. Think about the student's strengths and needs as applied to each required standard to be assessed. Offer all IEP team members an opportunity to provide input, and consider previously gathered assessment information.

d. Select the benchmarks that the student will work toward, and document these on the entry sheets.
   - Select one grade-appropriate benchmark per content standard. Be sure the benchmark letter is properly documented on the entry sheet.
   - Benchmarks are to be selected from the student's identified grade level. Do not select benchmarks from lower grade levels, even if the student may seem to be achieving at a lower grade level.

e. Identify an application for each standard that will relate performance tasks to the benchmark, and document it on the entry sheet.
   - Write the application number and the application statement on the entry sheet from the list of applications provided in Appendices 3–8 and 10.
   - Teachers are not allowed to write their own applications; they must select applications from the provided appendices.
   - Each application is followed by benchmark letter(s) that are believed to most closely match the application. Be sure that the application you select matches the benchmark letter listed. Only one benchmark should be listed for each entry.
   - Applications are grouped into three columns according to their complexity. It is anticipated that many students are able to perform tasks related to applications with high or moderate complexity, with only a small number of students with the most significant disabilities requiring low complexity applications.
Note: A Master Planner for Ohio’s AASWD Administration is provided as an optional form in Appendix 1 to help select and organize the benchmarks and applications for each entry in a student’s COE.

Step 2: Select tasks that allow the student to show skills related to the selected benchmarks and applications.

a. For each application selected, devise two or three tasks that will showcase the student’s skills. Document them on each entry sheet.
   - An application represents a broad theme of knowledge and skills that are aligned to an academic content standard and benchmark. The application selected is constant across the entry. A task is an action performed with a specific outcome that demonstrates achievement of that particular knowledge or skill. The task description should not be the same as the application statement.
   - Each task selected for an entry should be unique while showing skills related to the standard, benchmark and application. Multiple pieces of evidence that represent the same task will be judged nonscorable.
   - A minimum of two tasks must be selected for each entry. However, ODE recommends selecting three tasks for each entry.
   - Each task must have a direct relationship with the standards, benchmark and application.

b. Select tasks that reflect real-world activities.
   - Real-world activities are tasks performed in meaningful ways for purposeful outcomes. Performing skills in real-world applications presents students with optimal conditions to generalize and transfer skills. Do not assume that a task reflects a real-world application just because similar activities are completed in the general education classroom.
   - Tasks reflecting real-world applications lead to purposeful activities — both inside and outside the classroom — that apply to daily life. When determining if a task reveals a real world application, consider the following questions: “What is the ultimate end to this activity? Will the outcome apply to daily life?”

c. Select materials that are age-appropriate.
   - Age-appropriate materials reflect the chronological age of the student rather than his or her developmental level. When selecting age-appropriate materials, consider the illustrations and language of the materials that are used for typically developing students of the same age. Modifications are expected, but materials must still reflect an age-appropriate context.

d. Plan tasks that present a realistic challenge for the student.
   - Instructional activities provide a time for students to learn and practice new skills. AASWD evidence should capture student achievement at a time when the student can perform these tasks with consistent skill. Tasks should reflect new skills that a student learned during the current school year, not skills the student has previously mastered.

e. Choose tasks that will elicit active student responses.
   - An active response should be an observable, measurable, purposeful, and voluntary response that depicts achievement. Student responses that are under the control of another individual are considered passive and are not considered a type of active response.

Step 3: Collect assessment evidence.

a. As you think about the student and the identified tasks, decide which type of evidence best displays the student’s performance of that task.

b. Ensure that each of the tasks for the entry within a standard uses a different type of evidence (e.g., data chart, checklist).
• The goal is to see that the student can generalize the skill defined by the application on different occasions or in different appropriate settings.

• Do not include the same worksheet given to the student on different dates.

• An entry consisting of multiple pieces of evidence documenting a single task will elicit a nonscorable code. (For example, do not include a worksheet, a picture of the student completing that worksheet and an observation sheet documenting the student completing that worksheet.)

c. Please consider using three pieces of evidence for each entry. Although only two pieces of evidence are required, ODE has observed that COE entries with only two pieces of evidence received nonscorable code assignments nearly four times more often than COE entries with three pieces of evidence. ODE recommends using three pieces of evidence for each entry.

d. Define the “criteria for success” on the evidence. Simple percent criteria (e.g., 80%) may not clearly define the criteria that is expected.

• When selecting applications in the low complexity column, the criteria should clearly identify the response mode that is expected of the student.

e. Be sure that the student’s performance on a task is clearly noted on the evidence presented (e.g., provide an answer key or grade the student’s work).

f. Collect evidence for all content areas assessed in the COE. Clearly label each piece of evidence indicating Entry # and Evidence #, as well as the standard being addressed.

g. On each piece of evidence, document and describe the level and type of prompting that was necessary for the student to complete the task.

• Do not confuse prompting with natural cues that are necessary and acceptable during assessment.

• If the student performed the task independently, indicate this on the evidence.

• Be cautious when indicating “continuous” prompting. Does continuous prompting indicate that the student was not able to perform this task with an active response?

h. Describe the setting in which the task occurred, the individuals with whom the student interacted and the way the student interacted with the individuals in relation to the identified task.

i. It is not required that the evidence forms and cover sheets included with this manual be used for the COE. However, the specific information included on these forms is useful for scorers when reviewing the submitted evidence.

j. Documentation and notations about the evidence must be supported by the contents of the evidence itself.

Step 4: Compile and submit the COE.

a. Assemble evidence and forms in the correct binder and in the required order. (See Appendices 2 (grades 3–8) or 9 (OGT) for specific information on assembling the binder.)
• Binders, labels and the Collection of Evidence Student Answer Document (COESAD) are mailed to the District Test Coordinator in January.

b. Complete the Master Checklist in Appendix 1 to reduce or prevent errors that may disqualify the COE from being scored.

c. Use the entry sheets from the COE to properly fill out the Collection of Evidence Student Answer Document (COESAD). **Note:** It is important that the entire COESAD is completed correctly. **The COESAD will be used to score the COE, not the entry sheets.**

• Labels that contain the bar code with the student’s SSID # should be affixed to the COESAD. These labels were sent to the District Test Coordinator with the binders.

d. Have someone else review the collection for completeness. This person should also verify that the COESAD has been properly completed.

e. Have your building administrator review your COE and sign the Administrator’s Authorization Form.

• Districts will determine who is authorized to sign the Administrator’s Authorization Form. This form is not to be signed by the teacher who has completed the COE.

f. Submit the COE to your School Test Coordinator.

**A Special Note About Low Complexity Applications for Students With the Most Significant Disabilities**

For students with the most significant disabilities, low complexity applications ensure that these students have an appropriate means to demonstrate performance in the Alternate Assessment process.

The instructional and IEP goals for this student focus on the demonstration of a recognizable signal in response to stimuli. This is called a differentiated response. Therefore, a differentiated response is one that can be recognized by others and has a defined reason for producing this response or behavior. When creating learning opportunities, the educational staff is looking for a response from the student that can be associated with the task being presented. This may include behaviors such as a body movement, a smile or facial expression. For students with the most significant disabilities, these responses may be partner-perceived (unintentional or intentional behaviors), or responses may be produced as intentional or symbolic communication. Identifying these differentiated responses requires that all partners are familiar with the criteria for the response form.

The following are examples of presentation formats that can be included in tasks to demonstrate low complexity applications:

• **Single Option Selection:**

   (Partner presents object or picture.) “What do we need to stir the soup?”
   (Student gives a differentiated response.*)
   “That’s right, we will use the spoon for the soup.”

*What response mode will the student be expected to demonstrate in order to “select” the spoon?
• **Errorless Choice-making:**

  (Partner presents two objects or pictures.)
  “You have $2.00. The book and the ball both cost $2.00. Which will you buy for $2.00?”
  (Student gives a differentiated response.*)
  “Good choice, you picked the ball.”

*What response mode will the student be expected to demonstrate in order to indicate a choice?

• **Single Switch Messages:**
  “Tell me about this story.”

*What reliable switch access body part will the student use to activate the switch?

---

**Using Assistive Technology and Augmentative Communication Systems in Alternate Assessment**

Assistive technology is any product or system that increases, maintains or improves the functional capabilities of an individual with disabilities. When completing an Alternate Assessment Collection of Evidence, both low and high technology tools may be useful to enable a student to demonstrate performance of standard-based tasks. These tools are often used to support communication (AAC), writing or motor performance. When providing evidence of student performance using assistive technology/augmentative communication, it is important that clear descriptors are provided indicating the tool system as well as the student’s mode of use.

The examples provided here are only a sample of ways to incorporate Alternate Assessment Applications into meaningful tasks.

**How can a student who does not have verbal skills...**

- **Identify:** Using a picture display board, the student will point to pictures to identify [words, concepts or information related to the task]. (Or the student will select icons on a voice output communication device using [personal mode of access].)

- **Read:** The student will read words within a [book, story, document] by pointing to pictures on a picture display board representing words being read. (Or the student will select icons on a voice output communication device using [personal mode of access].)

- **Answer questions:** The student will respond to questions [specific to the task] by pointing to pictures on a picture display board. (Or the student will select icons on a voice output communication device using [personal mode of access].)

- **Count:** The student will point to numbers on a number line to count [items specific to the task]. (Or the student will select numbers on a voice output communication device using [personal mode of access].)

**How does a student who cannot write...**

- **Write words/sentences, create a list or produce a document:**
  - Using picture (or word) cards, the student will arrange the cards in correct order to write, create or produce [information specific to the task].
Using a picture display board, the student will point to pictures to “dictate” what will be written for [specific task].

Using a keyboard with picture keyspaces, the student will touch appropriate keys to generate [words/sentences specific to the task].

Using a word processing program with word prediction software, the student will generate a [document specific to the task].

Other technologies can be useful in enabling a student to participate in environmental control activities (e.g., cooking with electronic appliances; watering plants; operating electronic or battery devices such as a CD, radio, fan). Switch activation is possible with these activities using specialized interfaces.

Entry Evidence

An entry should reflect the student’s best work performance during the current 2007–2008 school year. The goal is for the student to demonstrate achievement and generalization of the skill. It is essential to use two or three different types of evidence to show performance.

<table>
<thead>
<tr>
<th>A Collection of Evidence (COE) includes 4 entries reflecting 4 different academic standards as defined by the student’s grade level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Entry includes:</td>
</tr>
<tr>
<td>• One Standard</td>
</tr>
<tr>
<td>• One Benchmark</td>
</tr>
<tr>
<td>• One Application</td>
</tr>
<tr>
<td>• 2 to 3 Tasks (all related to the standard, benchmark and application)</td>
</tr>
<tr>
<td>• 2 to 3 types of evidence (one type for each task)</td>
</tr>
</tbody>
</table>

The following examples demonstrate different types of evidence. These examples are not meant to be exemplars of “perfect” instructional evidence that would receive “perfect scores.” Rather, they show the range of evidence that may be used within a COE. The evidence forms are included in Appendix 1 and can be used as is or modified as needed for individual students.

Make sure that all information in the evidence is clear and thorough. Remember that scorers do not know your student.

Evidence may include the following:

- graded work samples (actual work or photographs of work);
- data charts (only one per entry);
  - event recording using tally format;
  - event recording using trial format;
  - event recording using trial format with item details;
- checklists;
- series of captioned photographs;
- observations;
- interviews with teachers, parents and employers;
- peer reviews;
- videos with scripts;
- audios with scripts.
Work Sample

A work sample can be described as follows:

- A work sample is the permanent product of a task/activity requiring the student to write a response, assemble materials or create something.
- The work sample may be the student’s actual work page, test or creation, or it may be a photograph of the product if submitting the actual product is not feasible.
- A cover page may be included to record information about the evidence (see page 28).

To submit a valid work sample, follow these steps:

- Describe the task exactly as the student was instructed to perform it, and state the criteria for success.
- Indicate the date of the work sample.
- Indicate on the work sample how well the student performed, on the basis of the set criteria for success on the task. For example, **if you include a student’s worksheet, be sure to score the worksheet, indicating which items are correct and which are incorrect.**
- Note if the task reflects a real-world or a simulated real-world application based on the purposeful outcomes and generalization of the skills involved in the task.
- Note the age-appropriateness of the materials used to produce the work sample. Age-appropriate materials reflect the chronological age of the student.
- Document and describe the level and type of prompting the student required to complete the task.
- Indicate the setting in which the task took place.
- Indicate with whom the student interacted, and describe how the student interacted with those individuals in relation to the task.
Example of a Work Sample

Grocery List

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cake Mix, Chocolate</td>
<td></td>
<td>$2.99</td>
</tr>
<tr>
<td>Frosting, Chocolate</td>
<td></td>
<td>2.79</td>
</tr>
<tr>
<td>Vegetable Oil</td>
<td></td>
<td>1.99</td>
</tr>
<tr>
<td>Dozen Eggs</td>
<td></td>
<td>1.20</td>
</tr>
</tbody>
</table>

**TOTAL:** $8.97

**MONEY NEEDED:** $9.00
Example of a Work Sample Cover Page

Work Sample Cover Page

Entry # 3
Evidence # 1

Student: ___Mary_________ Date of Work Sample: ___2/10/07___

Grade: ___6___ Standard: **Math: Number, Number Sense and Operations**

Benchmark Letter: ___I___ Benchmark: **Use a variety of strategies, including proportional reasoning, to estimate, compute, solve and explain solutions to problems involving integers fractions, decimals and percents.**

Application number: ___306___ Application: **Calculate the amount of money for a daily living purchase and activities.**

Task: **Add the costs of items on a grocery list to determine the total amount of money needed.**

Criteria for success: **Three out of three digits correct in sum**

Performance (score): **All three digits in the sum were correct, 100%**

Real world nature of task: **Used real shopping list prior to actual trip to grocery store to purchase items that class would use to cook a cake for a class party**

Age appropriate materials: **Lists, grocery items were all age appropriate for 6th grader**

Prompting: **Independent**
Prompting Key: Independent or Level: (Continuous, Frequent, or Limited) and Type: (Verbal, Gestural, or Physical)

Settings: **Resource room for planning**

Interactions: (list who and describe) **Intervention specialist—discussed items to buy at store**
Data Charts

- A data chart records performance on specific tasks demonstrated by the student.
- The data chart is useful to document multiple occasions of the student’s performance of a task.
- Although three samples of data charts are included in this manual (pages 30, 31 and 32), use only one data chart per entry.
- Describe the task exactly as the student was instructed to perform it, and state the criteria for success.
- Indicate the dates of the student’s performance of the task.
- Describe through notations or symbols how well the student performed on the basis of the set criteria for success on the task.
- Include a key to indicate what the notations and symbols represent.
- Note if the task reflects a real-world or a simulated real-world application based upon the purposeful outcomes and generalization of the skills involved in the task.
- Note the age-appropriateness of the materials the student used. Age-appropriate materials should reflect the chronological age of the student.
- Document and describe the level and type of prompting the student required to complete the task.
- Indicate the setting in which the task took place.
- Indicate with whom the student interacted, and describe how the student interacted with those individuals in relation to the task.
Example of a Data Chart: Event Recording Using Tally Format

**Data Chart:** Event Recording Using Tally Format

(Only one data chart per entry)

**Student:** Steven

**Grade:** 7

**Standard:** Math: Data Analysis and Probability

**Benchmark Letter:** E

**Benchmark:** Collect, organize, display and interpret data for a specific purpose or need.

**Application Number:** 402

**Application:** Use a switch or motor response to participate in data gathering

**Task:** Activate his personal communication device to participate as a survey-taker asking fellow 7th graders about their preferences for certain healthy snacks in the school vending machines; non-disabled peer will record responses on survey form

**Criteria for success:** Survey and collect at least 40 responses from classmates

**Performance (score):** Student collected 52 responses meeting set criteria

**Real world nature of task:** Data will actually be used as part of a school-sponsored initiative that will by the end of the year replace the foods offered in the school vending machines

**Age appropriate materials:** Communication device and answer sheets are age appropriate for 7th graders

**Prompting:** Independent

**Prompting Key:** Independent or Level: (Continuous, Frequent, or Limited) and Type: (Verbal, Gestural, or Physical)

**Settings:** Classrooms, school hallways, cafeteria

**Interactions:** (list who and describe) Nondisabled peer accompanied student and assisted with filling out response form, student asked questions of nondisabled and disabled peers.

<table>
<thead>
<tr>
<th>Date</th>
<th>Tally of Task Behavior</th>
<th>Total Number of Task Behaviors</th>
<th>Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/9/06</td>
<td>11111 11111 111</td>
<td>13</td>
<td>Ind</td>
</tr>
<tr>
<td>11/10/06</td>
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<td>16</td>
<td>Ind</td>
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<tr>
<td>11/11/06</td>
<td>11111 11111 111</td>
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<td>Ind</td>
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<tr>
<td>11/12/06</td>
<td>11111 11111</td>
<td>9</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>52</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** If a section of the data chart above represents instruction/practice and another section represents assessment, please circle the dates that represent the assessment period. If no distinction is made, all data on the chart will be reviewed for scoring purposes.
Example of a Data Chart: Event Recording Using Trial Format

**Data Chart**: Event Recording Using Trial Format
(Only one data chart per entry)

<table>
<thead>
<tr>
<th>Entry #</th>
<th>Evidence #</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Student: **Shelby**

Grade: **3** Standard: **Reading**: Reading Process; Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies

Benchmark Letter: **E** Benchmark: **Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative)**

Application number: **143** Application: **Respond to questions about text read aloud**

Task: **Answer teacher questions about library book (with some text enhanced with pictures) read aloud by Shelby with some assistance of the teacher during a library reading time at school**

Criteria for success: **80% of the questions answered correctly**

Performance (score): **86.7% of questions answered correctly on designated test days**

Real world nature of task: **Used real library book (enhanced with pictures) during library read-aloud activity which happens weekly at school**

Age appropriate materials: **Book content and pictures were appropriate for a third grader**

Prompting: **Independent for responding to questions**

Prompting Key: Independent or Level: (Continuous, Frequent, or Limited) and Type: (Verbal, Gestural, or Physical)

Settings: **Reading circle in the school library/media center**

Interactions: (list who and describe) **Intervention specialist assisted Shelby to read book to a small group of nondisabled and disabled peers. Intervention specialist asked the questions, Shelby responded to intervention specialist.**

**Scoring Key**: Correct = C, Incorrect = I, No Response = NR

<table>
<thead>
<tr>
<th>Trials</th>
<th>Date</th>
<th>1</th>
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<th>10</th>
<th>Number of Correct Response</th>
<th>Percent Correct Response</th>
<th>Prompting</th>
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<tr>
<td></td>
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<td>6</td>
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</tbody>
</table>

**Note**: If a section of the data chart above represents instruction/practice and another section represents assessment, please circle the dates that represent the assessment period. If no distinction is made, all data on the chart will be reviewed for scoring purposes.
Example of a Data Chart: Event Recording Using Trial Format With Item Details

Data Chart: Event Recording Using Trial Format with Item Details

(Only one data chart per entry)

Student: **Sue**

Grade: **6**

Standard: **Reading: Acquisition of Vocabulary**

Benchmark Letter: **A**

Benchmark: Use context clues and text structures to determine the meaning of new vocabulary

Application number: **137**

Application: Give a response to indicate understanding of words or symbols within routine activities

Task: **Follow a picture schedule to prepare for and complete the school departure routine**

Criteria for success: Correctly complete 5 out of 6 items (83%)

Performance (score): 5/6 and 6/6 for total of 91.5% correct

Real world nature of task: Task is the actual routine that the student must perform to get ready for departure at the end of the day

Age appropriate materials: All pictures on the schedule, backpack, coat, school materials are age appropriate for a sixth grader

Prompting: **Frequent verbal prompting required across the two days of testing**

Prompting Key: Independent or Level: (Continuous, Frequent, or Limited) and Type: (Verbal, Gestural, or Physical)

Settings: General education home room, locker area, bus area of school

Interactions: (list who and describe) Classroom aide and Sue discussed picture schedule, talked with nondisabled peers while going to bus area and waiting for bus

Scoring Key: Correct = C, Incorrect = I, No Response = NR

<table>
<thead>
<tr>
<th>Details</th>
<th>Trials 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>Percent Correct Response</th>
<th>Prompting</th>
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<tbody>
<tr>
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<td>C</td>
<td>I</td>
<td>C</td>
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<td>5</td>
<td>83%</td>
<td>FV</td>
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<tr>
<td>Date 1/23/07</td>
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<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>6</td>
<td>100%</td>
<td>FV</td>
</tr>
</tbody>
</table>

Note: If a section of the data chart above represents instruction/practice and another section represents assessment, please circle the dates that represent the assessment period. If no distinction is made, all data on the chart will be reviewed for scoring purposes.
Checklist

- A checklist is a list of the steps of a task and a recording of the student's performance of each step (see page 34).

- Each step must relate directly to the task and must be an actual part of the task. Activities that are performed in preparation for a task, or after a task, should not be included.

- The checklist should include as many steps as necessary, but at least three steps that are relevant to the task must be used.

- The checklist documents one occurrence of the task.

- Date the checklist.

- Describe the task exactly as the student was instructed to perform it, and state the criteria for success.

- Indicate how well the student performed on the basis of the set criteria for success on the task.

- Note if the task reflects a real-world or a simulated real-world application based on the purposeful outcomes and generalization of the skills involved in the task.

- Note the age-appropriateness of the materials the student used. Age-appropriate materials should reflect the chronological age of the student.

- Document and describe the level and type of prompting the student required to complete the task.

- Indicate the setting in which the task took place.

- Indicate with whom the student interacted, and describe how the student interacted with those individuals in relation to the task.
Example of a Checklist

Checklist: Task Analysis

Student: Steven
Date of Checklist: 1/0/07

Grade: 10 Standard: Social Studies: Economics

Benchmark Letter: B
Benchmark: Explain how the U.S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability

Application number: 653 Application: Perform basic banking activities/tasks

Task: Prepare bank deposit form, go to the bank, and deposit weekly earnings from part-time job

Criteria for success: All steps completed with only limited verbal prompting

Performance (score): All steps were completed, 100%

Real world nature of task: Involved real check from student’s part-time job, money deposited at real neighborhood bank in student’s account

Age appropriate materials: Actual deposit forms and paycheck are age appropriate

Prompting: Limited verbal prompting on two steps
Prompting Key: Independent or Level: (Continuous, Frequent, or Limited) and Type: (Verbal, Gestural, or Physical)

Settings: Resource room, math class and neighborhood bank

Interactions: (list who and describe) Nondisabled peer volunteer to discuss deposit form and check math, discussed deposit and weather with bank teller

<table>
<thead>
<tr>
<th>Scoring Key: Check (✓) boxes when task step is completed correctly</th>
<th>Check if completed correctly</th>
<th>Prompting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Steps (Each should relate directly to task. Use as many steps as needed, but a minimum of 3.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Select deposit form from back of check book</td>
<td>✓</td>
<td>I</td>
</tr>
<tr>
<td>2 Verify amount and enter correctly on deposit form</td>
<td>✓</td>
<td>LV</td>
</tr>
<tr>
<td>3 Gather paycheck, deposit form and identification in preparation for trip to bank</td>
<td>✓</td>
<td>I</td>
</tr>
<tr>
<td>4 At bank, locate a bank teller and wait in line if needed</td>
<td>✓</td>
<td>I</td>
</tr>
<tr>
<td>5 Greet teller and hand over deposit</td>
<td>✓</td>
<td>I</td>
</tr>
<tr>
<td>6 Wait for teller to complete transaction</td>
<td>✓</td>
<td>I</td>
</tr>
<tr>
<td>7 Check amount deposited when teller hands over receipt</td>
<td>✓</td>
<td>LV</td>
</tr>
<tr>
<td>8 Thank teller</td>
<td>✓</td>
<td>I</td>
</tr>
</tbody>
</table>

Number of Correct Steps 8

Total Number of Steps 8

Percent Correct Steps 100%
Series of Captioned Photographs

- Photographs provide evidence of student performance on a specific task and in a particular setting without being overly intrusive or disruptive.

- Follow your district's policies and procedures regarding permission and usage of photographs.

- Include a cover page may be included to record information about the evidence (see page 36).

- Include multiple photographs in a series that show the student performing the task. Provide a written description (detailed caption) of exactly what the photographs show.

- Label the photographs with the date and student's name.

- Describe the task exactly as the student was instructed to perform it, and state the criteria for success.

- Indicate how well the student performed on the basis of the set criteria for success on the task. For example, the caption “This is a picture of the student sorting utensils” does not indicate the student’s success. However, the caption “The student was working in the cafeteria and was able to sort all utensils correctly and independently so that they may be used in the cafeteria for lunch the next day” provides helpful information.

- Note if the task reflects a real-world or a simulated real-world application based on the purposeful outcomes and generalization of the skills involved in the task.

- Note the age-appropriateness of the materials the student used. Age-appropriate materials should reflect the chronological age of the student.

- Document and describe the level and type of prompting the student required to complete the task.

- Indicate the setting in which the task took place.

- Indicate with whom the student interacted, and describe how the student interacted with those individuals in relation to the task.
Captioned Photos Cover Page

Student: William
Date of Captioned Photos: 10/27/06

Grade: 8
Standard: Math: Geometry and Spatial Sense

Benchmark Letter: D
Benchmark: Use coordinate geometry to represent and examine the properties of geometric figures

Application number: 347
Application: Sort shapes and/or objects with common and/or different attributes

Task: Sort art supplies (brushes, chalk, pencils, glue bottles, paint tubes and bottles and paper) after art class, and return them to the proper shelves and bins in the art storage closet

Criteria for success: 80% of items sorted and correctly placed in the proper location in the art closet

Performance (score): He correctly sorted all of the art supplies, 100% correctly done

Real world nature of task: William and several other volunteers work in the art room 2 times weekly to assist with clean up after regularly scheduled school art classes

Age appropriate materials: All art materials and supplies in the area are age appropriate for an 8th grader

Prompting: Limited verbal prompting to sort some less familiar items
Prompting Key: Independent or Level: (Continuous, Frequent, or Limited) and Type: (Verbal, Gestural, or Physical)

Settings: Middle school art room and art closet

Interactions: (list who and describe) William talked about basketball with the teacher as he worked, he discussed some closet locations for supplies with another nondisabled student volunteer.

(Attach at least two photos with captions indicating a specific description of the student’s level of performance as it relates to the identified task.)
Observation

- Observations may be completed by teachers, parents, related service providers, or other adults in the school, home or community settings (see page 38).

- The teacher should describe the task exactly as the student was instructed to perform it, and state the criteria for success.

- Date the observation.

- Note if the task reflects a real-world or a simulated real-world application based on the purposeful outcomes and generalization of the skills involved in the task.

- Note the age-appropriateness of the materials the student used. Age-appropriate materials should reflect the chronological age of the student.

- Instruct the observer to indicate and describe:
  - How well the student performed on the basis of the set criteria for success;
  - The level and type of prompting the student required to complete the task;
  - The setting in which the task took place;
  - With whom the student interacted and how the student interacted with those individuals in relation to the task.
Example of an Observation

Observation

Entry # 2
Evidence # 3

Student: William  Date of Observation: 11/5/06

Grade: 8  Standard: Math: Geometry and Spatial Sense

Benchmark Letter: D  Benchmark: Use coordinate geometry to represent and examine the properties of geometric figures

Application number: 347  Application: Sort shapes and/or objects with common and/or different attributes

Task: Sort concession stand money into the appropriate bins in the cash drawer during afternoon basketball game

Criteria for success: 80% of the bills and change will be in the correct location

Performance (score): William sorted all but two coins correctly, with hundreds of coins and bills that is better than the 80% criteria

Real world nature of task: He performed this activity with real money during an actual middle school afternoon basketball game. He helps out in the stand.

Age appropriate materials: Money and materials in the stand are age appropriate

Prompting: Frequent verbal prompting to distinguish nickels from quarters
Prompting Key: Independent or Level: (Continuous, Frequent, or Limited) and Type: (Verbal, Gestural, or Physical)

Setting: Concession stand at the middle school gym

Interactions: (list who and describe) Talked with a nondisabled peer who also worked in the stand about food and customers, talked to the customers, talked with the classroom aide who accompanied him to the stand about the money differences.

Describe the student's performance of this task. Include information regarding his/her interaction with others and the level and type of prompting required for success. Use actual facts to support the observation.

William worked with us in the concession stand during the 8th grade basketball game. He put the bills and coins into the cash drawer for us. He managed to get almost all of the many coins into the correct bins. I found two quarters in the nickel drawer when I checked, but there were hundreds of coins and bills that he did correctly. Both Jim, the other worker in the stand, and I helped to remind William about the difference between quarters and nickels because he has some difficulty with this. We reminded him pretty frequently. William is nice to have in the stand and he talks with our customers about their purchases and with us about his job of putting the money away.

Signature: Mrs. Miller  Position: Aide
Interview

- The teacher may interview a parent, another teacher, an employer, or other individual who is in a position to describe the student’s performance (see page 40).

- Typically, this method is used when the performance occurs in a community/home setting in which the teacher is not present (e.g., on a work site, at a restaurant). This method provides an opportunity to evaluate the student’s performance under the supervision of people other than the teacher.

- The teacher should describe the task exactly as the student was instructed to perform it and state the criteria for success.

- Date the interview.

- Note if the task reflects a real-world or a simulated real-world application based on the purposeful outcomes and generalization of the skills involved in the task.

- Note the age-appropriateness of the materials the student used. Age-appropriate materials should reflect the chronological age of the student.

- The interviewer should ask a structured set of questions to ensure that the student’s performance of the task is well documented.

- The interview should reveal:
  - How well the student performed on the basis of the set criteria for success;
  - The level and type of prompting the student required to complete the task;
  - The setting in which the task took place;
  - With whom the student interacted and how the student interacted with those individuals in relation to the task.
Example of an Interview

Interview

Student: William

Date of Interview: 11/3/06

Grade: 8 Standard: Math: Geometry and Spatial Sense

Benchmark Letter: D Benchmark: Use coordinate geometry to represent and examine the properties of geometric figures

Application number: 347 Application: Sort shapes and/or objects with common and/or different attributes

Task: Remove the silverware from the dishwasher at home and sort it into the appropriate compartments in the silverware drawer

Criteria for success: All the silverware will be correctly sorted, 100%

Performance (score): He sorted all of the silverware correctly, 100%

Real world nature of task: William was really sorting the family’s silverware after a real meal at home

Age appropriate materials: Silverware and kitchen items are age appropriate

Prompting: Limited Gestural prompting in the form of pointing at the correct compartment

Prompting Key: Independent or Level: (Continuous, Frequent, or Limited) and Type: (Verbal, Gestural, or Physical)

Settings: Family kitchen at home

Interactions: (list who and describe) Dad and brother who pointed occasionally and who talked about all helping to clean the kitchen

1. What was the student asked to do? William was asked to help in the kitchen by putting the silverware away after it had been washed in the dishwasher. He sorted it into the correct compartments in the kitchen drawer.

2. Describe the student success in performing the task/activity. Dad reports that all of the silverware was put away correctly in the correct compartments in the kitchen drawer.

3. Describe the prompting that was required by the student to perform the task/activity. Both Dad and brother pointed at the correct compartment a couple of times when William seemed stuck.

4. In what setting did the task/activity take place? Family kitchen

5. Who did the student interact with and how while performing the task/activity? Both Dad and brother helped with the activity by pointing at times to the correct compartment. They talked about all helping to clean the kitchen.

Other comments: Dad reports that William really enjoys this job and has been doing it faithfully everyday for the last several weeks.

Person interviewed: Mr. H. Position: Father

Interview conducted by: Mrs. Blue Position: Intervention Specialist
Peer Review

- A peer review is completed by another student who has had the opportunity to view the assessed student performing the task and can report on the interactions and performance (see page 42).

- The peer should be a student without a disability who is within two years of age of the assessed student.

- The teacher should describe the task exactly as the student was instructed to perform it and state the criteria for success.

- Date the peer review.

- Note if the task reflects a real-world or a simulated real-world application based on the purposeful outcomes and generalization of the skills involved in the task.

- Note the age-appropriateness of the materials the student used. Age-appropriate materials should reflect the chronological age of the student.

- The teacher presents the peer with a structured set of questions to ensure that the student's performance of the task is well documented.

- The peer review should document and describe:
  - How well the student performed on the basis of the set criteria for success;
  - The level and type of prompting the student required to complete the task;
  - The setting in which the task took place;
  - With whom the student interacted and how the student interacted with those individuals in relation to the task.
Example of a Peer Review

Peer Review

Student: Tonia
Date of Peer Review: 1/19/07

Grade: 5
Standard: Reading: Reading Applications: Informational, Technical and Persuasive Text

Benchmark Letter: A
Benchmark: Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.

Application number: 163
Application: Read words and/or picture symbols applied within the context of an activity or task

Task: Read the picture enhanced menu at McDonalds and select appropriate lunch items

Criteria for success: Select a sandwich, side dish, drink and dessert

Performance (score): Tonia read the menu and successfully selected all four items from the menu

Real world nature of task: Activity performed during a field trip lunch break with entire fifth grade class, lunch was ordered then eaten with rest of class

Age appropriate materials: McDonalds pictures and picture cards are age appropriate

Prompting: Independent
Prompting Key: Independent or Level: (Continuous, Frequent, or Limited) and Type: (Verbal, Gestural, or Physical)

Settings: McDonalds at the museum

Interactions: (list who and describe) Discussed choices with the girl at the McDonald’s counter

What was the student asked to do? Order her own lunch at McDonalds by using the picture and word cards that McDonalds provides for customers.

Describe the student success in performing the task/activity. Tonia did a great job, she checked over the menu for a long time and then made her choices, a quarter pounder with cheese, fries, a milk, and an ice cream cone.

Describe the prompting that was required by the student to perform the task/activity. Tonia did this all by herself. None of her friends had to help her at all.

In what setting did the task/activity take place? The McDonalds at the museum

Who interacted with the student and how while performing the task/activity? Tonia talked to the girl behind the counter at McDonalds about each one of her choices. Tonia was very polite and said please and thank you to her.

Other comments:

Peer Reviewer’s Signature: Brianna J.
Video With Script

- Videos provide evidence of student performance on a specific task and in a particular setting without being overly intrusive or disruptive.
- Follow your district's policies and procedures regarding permission and usage of videos.
- Videos submitted as evidence must adhere to the following guidelines:
  - Videos may be submitted in the following formats only:
    o VHS or VHS-C;
    o 8mm regular or high definition;
    o Mini-dv;
    o DVD (if recorded on a DVD in a format that can be played on home DVD players).
  - Videos must be dedicated to the performance of one student only.
  - Activities should not exceed two minutes in length per task.
  - Multiple pieces of evidence for the same student can be on the same video (for different entries in the COE).
- Start each video piece of evidence by stating or showing on a sign (in large print so that the sign can be read on the video) the following information:
  - the student’s name;
  - the date of the video;
  - the content area, standard, benchmark and application;
  - the task exactly as the student was instructed to perform it and the set criteria for success.
- If desired, include a cover page to record information about the evidence (see page 44).
- Include a script with each video. The script is an ongoing caption of the activity that is taking place on the video. It can be used to score the entry if the media is damaged. Include the following information in the script:
  - how well the student performed on the basis of the set criteria for success;
  - if the task reflects a real-world or a simulated real-world application based on the purposeful outcomes and generalization of the skills involved in the task;
  - the age-appropriateness of the materials the student used (age-appropriate materials should reflect the chronological age of the student);
  - the level and type of prompting the student required to complete the task;
  - the setting in which the task took place; and
  - with whom the student interacted and how the student interacted with those individuals.
- If videotape is used, after the videotaping is complete, rewind the tape to the beginning of the first entry.
- Place a label with the student’s name on tapes, CDs, etc.
- It is a good idea to have someone test the video using a different video player to ensure that it can be viewed.

Audio With Script

- An audio may be used to document student performance.
- Follow the same procedures used for video entries.
- Include a written script with the audio.
- Place a label with the student’s name on tapes or CDs.
- Use a standard audio cassette tape or CD for audio recordings. Scorers will not have access to the equipment required to listen to other types of recordings.
Example of a Video/Audio Cover Page

Video or Audio Cover Page
(May use video and audio within same entry)
(Must use separate cover pages)

Student: ________ **Fred** ________ Date of Video/Audio: **2/7/07**

Grade: **10** Standard: **Science: Physical Science**

Benchmark Letter: _______ **A** _______ Benchmark: Describe that matter is made of minute particles called atoms and atoms are comprised of even smaller components. Explain the structure and properties of atoms.

Application number: _______ 556 _______ Application: Sort objects according to specific properties

Task: **Assist in the school recycle project by sorting newspapers, magazines and office paper and placing them each in appropriate marked bins**

Criteria for success: **All of the material for one day sorted into the correct bins**

Performance (score): **Fred placed all of the items in the correct bins on the day observed**

Real world nature of task: Recycling is a real world activity which is done in most homes and businesses. This project actually takes school paper to the recycle center.

Age appropriate materials: **The recycling materials are all age appropriate for a high school student**

Prompting: **Although Fred required encouragement to keep working for the full half hour he needed no prompting for the task itself, therefore, independent**

Prompting Key: Independent or Level: (Continuous, Frequent, or Limited) and Type: (Verbal, Gestural, or Physical)

Settings: **High School recycle room near the janitor’s office**

Interactions: (list who and describe) **Fred discussed how hard the activity was with his job coach, he assisted another student with a disability to position her wheelchair so that she could reach the paper and the bins.**

Media format included (e.g., cassette tape, VHS tape) _______ **DVD** _______
(Include video or audio tape with script indicating a description of the student’s level of performance on the task.)
Testing Ethics and Security Considerations

The AASWD is subject to the same considerations in terms of test security and ethical practices as Ohio’s general assessments. Because the AASWD is not an on-demand paper-and-pencil test, the application of these considerations is somewhat different than that for the general assessments. In terms of entry evidence, it is required that each piece of evidence in a single COE submitted be accurate and unique for that individual student. It is a violation of Ohio test security policies to misrepresent evidence submitted in a COE. This type of violation could result in an investigation by the ODE Office of Professional Conduct.

In past years, teachers were allowed to retain copies of the final entries that were submitted in the AASWD. Beginning this year (2007–08) teachers will NOT be allowed to retain copies of entries submitted in the AASWD. These entries will be considered secure testing responses when they are completed for submission. Retaining copies of secure test responses is prohibited under Ohio Administrative and Revised Code.
CHAPTER 6: SCORING THE COES

It is important to understand each domain that will be scored before collecting evidence for Ohio’s AASWD. Scoring domains are discrete dimensions that receive separate scores. Each scoring domain may consider one or more criteria or features of student evidence. The rubric found on page 50 considers four scoring domains: Performance, Instructional Context, Independence and Settings and Interactions. Student achievement scores for each entry are calculated by multiplying performance by instructional context.

Performance

Performance is defined as the degree to which the student demonstrates a skill while completing standards-based tasks that require active responses. An active response is an observable, measurable, voluntary response given by the student to demonstrate achievement. For students with the most significant cognitive disabilities, an active response may be very limited (e.g., a response of a facial muscle to touch) but does not include passive responses under the control of another person (e.g., the teacher moves the student’s hand to activate a switch).

To determine a student’s performance, the scorer must understand what the student was asked to do to demonstrate achievement of a skill or knowledge. Each entry must contain two or three pieces of evidence that show the student demonstrating a specific skill or using specific knowledge. Each piece of evidence must reflect a separate task with a specific outcome. Nothing should be left to the scorer’s imagination. Examples of all types of evidence are provided on pages 27–44.

When providing evidence, be sure to include rich, detailed descriptions to reduce erroneous assumptions about the evidence. Remember to grade any worksheets and clearly indicate how well the student performed on other types of evidence. If using a data chart that displays instructional dates and assessment dates, circle the dates indicating assessment.

Determining the student performance is highly dependent on the criteria for success that has been established for the student. Therefore, it is important that the criteria is clearly stated in terms of what expectations for performance will look like. Simple percent criteria (e.g., 80%) may not clearly define the criteria that is expected. When selecting applications in the low complexity column, the criteria should also clearly identify the response mode that is expected of the student.

Performance is scored from 0 to 3; 3 is the highest score attainable (see the rubric on page 50). Each entry is scored holistically for performance. Based on the criteria established during rangefinding, the scorer will determine a score as follows:

- 3 points  Student performs the tasks with consistent skill.
- 2 points  Student performs the tasks with reasonable skill.
- 1 point   Student attempts the tasks, but there is evidence of minimal or limited skill.
- 0 points  There is no evidence of active performance of skill.

Instructional Context

Instructional Context is defined as the degree to which the tasks contain age-appropriate materials and reflect real-world activities. When scorers are assessing COEs for Instructional Context, they will look for evidence of the following:

Age-appropriate materials reflect the chronological age of the student rather than his or her developmental level. When selecting instructional materials, consider the illustrations and language of the materials that are used for typically developing students of the same age. Modifications are expected in selected materials, but modified materials should reflect an age-appropriate context.
• The use of pictures, graphics and illustrations should be carefully selected for COEs. Certain pictures may be appropriate for younger students/grades but not for older students/grades. Boardmaker symbols are commonly used with students with significant disabilities to support learning. These are appropriate for all grades when supporting the learning process. However, some pictures may not be appropriate for older students when they are presented in the context of the learning materials (e.g., “When students are asked to identify animals in the ocean, the picture of the smiling whale might be replaced with an actual photo for older students”).

• Several commercially available programs for students with significant disabilities (e.g., Edmark™, News-2-You™) include graphic representations. These are appropriate for the COE, but, again, the context in which they are used should be considered for appropriateness.

• It is expected that the reading or skill level of materials may be reduced for students taking AASWD, but it may not be appropriate to use the content of lower grade materials.

• Use of actual items (e.g., coins or clocks) may be considered more age-appropriate in some situations than artificial or “play” items.

Real-world or simulated real-world applications are the situations in which tasks are performed.

Real-world applications are situations that allow students to perform skills for purposeful outcomes and lead students to activities that will apply to daily life. Applying skills in real-world activities presents students with optimal conditions to generalize and transfer skills. Performing skills in real-world situations is usually associated with the highest levels of complexity in a student’s learning.

Simulated real-world applications are contrived situations in which skills are performed. Simulated real-world applications allow students to demonstrate skills in a more controlled format than actual real-world situations. Performing skills in simulated real-world applications leads to generalization and is considered an appropriate step on the way to real-world applications.

It is not expected that all activities in a COE will be completed in the community or real-world environment. There are numerous activities that can be considered “real-world” within the school and classroom setting. Refer to the Scoring Decisions on page 53 for additional information on scoring of real-world/simulated applications.

Instructional Context is scored from 1 to 4, with 4 being the highest score attainable (see the rubric on page 50). Each entry is scored holistically for Instructional Context.

Independence

The Independence domain is defined as the degree to which assistance, or prompting, is provided to a student while he or she is completing standards-based tasks. Prompting refers to the use of verbal, physical and gestural prompts that guide a student toward a correct response. Independence can be recorded as Independent or in prompting levels of continuous, frequent or limited. If prompting is required, the type of prompting will also be reported as verbal, gestural or physical.

Do not confuse prompting with natural cues that are necessary and are acceptable during assessment. For example, in an assessment situation, all students must be asked to do something and must be given directions. Some students may need to be reminded — or cued — to stay focused on the task at hand. These types of cues are necessary and appropriate. They are not considered prompting because they do not lead a student to the correct outcome. They simply serve as a guide to a student about when he or she should respond.

In another example, the cafeteria worker tells the student the amount of money for a given purchase (natural cue). An adult assistant says, “Give the lady two quarters” (verbal prompt). It is important to distinguish between communications that are normal and necessary components of the task/activity and those that direct the student to a correct response.
Independence is scored from 1 to 4, with 4 being the highest score attainable (see the rubric on page 50). Each entry is scored holistically for Independence. Scores given in the Independence domain are based on the level of prompting received, ranging from independent (no prompting) to limited, frequent or continuous prompting. The level of prompting provided to the student should be clearly written on each piece of evidence. Note: If the evidence indicates that the student was independent in completing the task, the type of prompting does not need to be documented on the evidence. For example, a student may complete a task with “limited verbal prompts,” but it would not be logical to report that a student completed a task “independently with verbal prompts.” In the latter case, it is likely that “natural cues” were provided to the student who completed the task independently.

Settings and Interactions

The Settings and Interactions domain is defined as the observed environments in which tasks are administered or performed. Settings are the physical environments in which the student attempts the tasks. Interactions include the social environment or individuals with whom the student interacts while attempting the tasks. Students should perform tasks in settings and with interactions that are relevant to the tasks. A variety of settings and social interactions offer students the opportunity to generalize skills.

Some broadly classified types of settings and specific examples follow:

- **Specialized settings**: Self-contained classroom, resource room, therapy room;
- **General education classroom**: Typical grade-level classroom;
- **Other school settings**: Library, cafeteria, gym, playground, bus;
- **Residence and community settings**: Home, residence, recreation center, restaurant, sporting event facility, store.

Some broadly classified types of people with whom interactions may occur and specific examples follow:

- **Classroom personnel**: Teachers, including teacher of record, related service personnel and paraprofessionals who interact with the targeted student in an instructional role.
- **Peers with disabilities**: Students with disabilities who are within two years of the age of the student being assessed.
- **Family**: Parent, guardian, sibling, and other caregivers in the home.
- **Peers without disabilities**: Students without disabilities who are within two years of the age of the student being assessed. Older students may have peers who are adult co-workers. If the student is interacting with a student without disabilities, this should be clearly reported on the evidence. If no distinction is made, it will be assumed that the peer is another student with a disability.
- **Community members**: Individuals outside of the classroom or school setting who interact with the student in a non-instructional role (e.g., store clerk, cafeteria worker, bus driver, peer with or without disabilities who is more than two years younger or older than the assessed student). Family members are not considered community members.

The evidence should also include a description of the interaction in relation to the task. For example, “the student read a book aloud to a typically developing peer in the library” indicates an interaction, whereas, “typically developing peers were in the library while the student read a book” does not show interaction.
Settings and Interactions is scored from 1 to 4, with 4 being the highest score attainable (see the rubric on page 50). **Scorers will count the number of settings and interactions documented across ALL evidence in ALL entries of the COE to determine a student’s score for this domain.** Note: A student cannot receive a score above 2 in the Settings and Interactions domain unless there is evidence of interaction with peers without disabilities or community members.

**General Scoring Considerations**

The scoring rubric for Ohio’s AASWD clearly shows how the Performance domain and the Instructional Context domain are related to the student’s total score. A fair question to ask is **why is evidence collected and documented in terms of Independence and Settings and Interactions if they don’t contribute to the total student score?**

The Independence domain and the Settings and Interactions domain reflect research-based best practice for instructing students with significant cognitive disabilities. Ohio special education stakeholders identified these two factors as important components of instructional assessment for these children.

Data from the 2003–2004 Ohio OGT AASWD and the 2004–2005 grades 3–8 AASWDs indicate that these domains are positively correlated with student total score. This means that **COEs that receive high Independence and Settings and Interactions scores tended to also receive high student total scores.**

**Important Note Regarding Collections of Evidence and Secure Test Responses.** In past years, teachers were allowed to retain copies of the final entries that were submitted in the AASWD. Beginning this year (2007–2008) teachers will NOT be allowed to retain copies of entries submitted in the AASWD. These entries will be considered secure testing responses when they are completed for submission. Retaining copies of secure test responses is prohibited under Ohio Administrative and Revised Code.
Scoring Rubric: Scoring Criteria for the AASWD

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score 0</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE (scored for each entry)</td>
<td>There is evidence of no active performance of skill.</td>
<td>Student attempts the tasks, but there is evidence of minimal or limited skill.</td>
<td>Student performs the tasks with reasonable skill.</td>
<td>Student performs the tasks with consistent skill.</td>
</tr>
<tr>
<td>INSTRUCTIONAL CONTEXT (scored for each entry)</td>
<td>Materials are not age-appropriate and tasks do not reflect a (simulated) real-world application.</td>
<td>Materials are age-appropriate or tasks reflect a (simulated) real-world application.</td>
<td>Materials are age-appropriate and tasks reflect a simulated real-world application.</td>
<td>Materials are age-appropriate and tasks reflect a real-world application.</td>
</tr>
</tbody>
</table>

Student Achievement Scores are Calculated by Multiplying Performance by Instructional Context for Each Entry

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENCE (scored for each entry)</td>
<td>Student performs tasks with continuous prompting.</td>
<td>Student performs tasks with frequent prompting.</td>
<td>Student performs tasks with limited prompting.</td>
<td>Student performs tasks without prompting.</td>
</tr>
<tr>
<td>SETTINGS AND INTERACTIONS (scored for the entire COE)</td>
<td>Student performs tasks in one or more settings with no evidence of interaction(s).</td>
<td>Student performs tasks in two or more different settings with evidence of interaction(s).</td>
<td>Student performs tasks in two or more different settings with evidence of interaction(s) with nondisabled peers and/or community members.</td>
<td>Student performs tasks in three or more different settings with evidence of interaction(s) with nondisabled peers and/or community members.</td>
</tr>
</tbody>
</table>

*Domain Definitions:

**Performance** — The student’s demonstration of skill while attempting given tasks through an active response. Each entry is scored for performance holistically.

**Instructional Context** — The degree to which the tasks contain age-appropriate materials and reflect real-world applications. Each entry is scored for instructional context holistically.

**Independence** — The assistance, or prompting, provided to the student during performance of tasks. Each entry is scored for independence holistically.

**Settings and Interactions** — The observed environments in which tasks are administered or performed. Evidence from each viable entry within the COE is used to determine a score for settings and interactions.
Nonscorable Assessments

Some students may receive a total score labeled “NSA,” which stands for Nonscorable Assessment. A nonscorable assessment is recorded for the AASWD when one of the following conditions occurs:

1. One or more of the required entries is/are missing.
2. Information provided with the submitted evidence is either incomplete or inaccurate, resulting in evidence that is not scorable according to the rubric.
3. Submitted evidence is not related to the content standard, benchmark or application that was identified, resulting in evidence that is not scorable according to the rubric.
4. An insufficient amount of evidence is submitted, resulting in evidence that is not scorable according to the rubric. The following specific nonscorable codes will be reported:
   - **ME** — Missing Entry: The entry was not included in the COE. Each COE must contain four entries. Each entry consists of an entry sheet and at least two pieces of evidence that differ in type.
   - **COESAD** — Collection of Evidence Student Answer Document: The COESAD is not completed correctly for scoring. Each section of the COESAD must be filled out and bubbled in properly. All selected benchmarks and applications must link back to the appropriate content standard and subject area and grade.
   - **NTS** — Not to Standard: The entry is not linked to an appropriate Ohio Academic Content Standard, benchmark or an application of standards-based knowledge/skill. The task or activity that the student performs must be linked to the standard, benchmark and the application of the standards-based knowledge/skill that is indicated on the COESAD.
   - **IE** — Insufficient Evidence: The entry contains insufficient evidence, or the evidence does not demonstrate that the student performed a specified task or activity. Each entry must contain at least two pieces of evidence that differ in type, document different events and clearly show the student’s performance in response to what the student was asked to do.
   - **DE** — Disqualified Entry: This applies to subjects where two entries are required for a subject area (grades 3, 4, 6 and 7 only). If an entry receives “ME,” the other entry in the same subject area is scored “DE.”

Did Not Test

Some students may receive a total score labeled “DNA” which stands for Did Not Test. DNA is assigned when only the student’s demographic information and none of the entry summaries were completed on the COESAD and no evidence was submitted for any of the subject areas. DNA should be interpreted at the individual level as “no attempt was made to assess the child.” Such reported scores will not count as valid assessment attempts and thus cannot be counted as valid test participants.

The Scoring Process for the AASWD

The procedures, techniques and suggestions contained in this manual have been established in such a way as to support a consistent methodology for the development of COEs that accurately describe student performance. This manual is meant to provide a standardized framework for the valid and reliable measurement of individual achievement of students participating in the AASWD.
Scoring the AASWD is a highly standardized and controlled process. The scoring process is built on the procedures, policies and criteria outlined in this manual. As such, it is important that COEs submitted for scoring are assembled in accordance with the guidelines and procedures detailed in this manual. It is also vital that the documentation and notations about the evidence be supported by the contents of the evidence itself. Scoring of COEs relies on a strong logical connection between the documentation about the evidence and the contents within the evidence.

Test scoring contractors will receive, process, review, and score COEs according to scoring rules and guidelines approved by the Ohio Department of Education (ODE). These scoring rules and guidelines are based on the following factors:

- The rubric (on page 50) defines the specific criteria used to evaluate entries in the AASWD.
- An in-depth review of actual student evidence from the AASWD by Ohio special educators who advise ODE and test contractors on the application and interpretation of the rubric in the context of authentic student evidence.
  - This in-depth review is known as the rangefinding process. The rangefinding process essentially “calibrates” the rubric used in scoring and identifies evidence to be used as “anchors” that specifically exemplify each score point for each domain on the rubric.
  - The end result of rangefinding is a set of scoring “exemplars” that are used to train and qualify raters who score the COEs.
- A review of the policies and procedures in this manual. These policies are reviewed by a committee of Ohio special educators who advise ODE and test contractors on the application of criteria that determine the specific conditions when COEs may be judged nonscorable by test contractors.
  - One such set of policies involves scoring rules for COE entries with only two pieces of evidence and those with three. The following table shows these differences as they apply to the student score domains.
### Scoring Decisions Based on 2 Versus 3 Pieces of Evidence

<table>
<thead>
<tr>
<th>Domain</th>
<th>When 2 pieces of evidence are submitted for entry</th>
<th>When 3 pieces of evidence are submitted for entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>• If one piece of evidence is consistent and the other reasonable, entry will score as 2 for performance.</td>
<td>• If two pieces of evidence are consistent and the other is reasonable, entry will score as 3 for performance.</td>
</tr>
<tr>
<td></td>
<td>• If one piece of evidence is limited and the other is reasonable, entry will score as 1 for performance.</td>
<td>• If two pieces of evidence are reasonable and the other is consistent, entry will score as 2 for performance.</td>
</tr>
<tr>
<td></td>
<td>• If one piece of evidence is limited and the other is consistent, the entry will score as 2 for performance.</td>
<td>• If two pieces of evidence are limited and the other is reasonable, entry will score as 1 for performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If one piece of evidence is consistent, one is reasonable, and one is limited, entry will score as 2 for performance.</td>
</tr>
<tr>
<td>Context</td>
<td>• If one piece of evidence is age-appropriate/real-world and the other age-appropriate/simulated, entry will score as 3 for context.</td>
<td>• If two pieces of evidence are age-appropriate/real-world and the other is age-appropriate/simulated, entry will count as 4 for context.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If two pieces of evidence are age-appropriate/simulated and the other is age-appropriate/real-world, entry will score as 3 for context.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If two pieces of evidence are age-appropriate/simulated and the other is not age appropriate, maximum context score is “2”.</td>
</tr>
</tbody>
</table>

• Finally, overall student achievement on the AASWD is determined by each student’s total score. Total scores fall into a range of five performance categories: advanced, accelerated, proficient, basic, and limited. Score ranges for these categories were recommended to the State Board of Education by committees of special educators and adopted by the State Board of Education in May 2005 and May 2007. The score ranges are presented in the following table.
## Score Ranges for Performance Levels on Ohio’s AASWD

<table>
<thead>
<tr>
<th>Test</th>
<th>Advanced Score Range</th>
<th>Accelerated Score Range</th>
<th>Proficient Score Range</th>
<th>Basic Score Range</th>
<th>Limited Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Reading Achievement</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 3 Math</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 4 ELA (Reading and Writing)</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 4 Math Achievement</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 5 Reading Achievement</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 5 Math Achievement</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 5 Science Achievement</td>
<td>22–24</td>
<td>16–21</td>
<td>10–15</td>
<td>8–9</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 5 Social Studies Achievement</td>
<td>22–24</td>
<td>16–21</td>
<td>10–15</td>
<td>8–9</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 6 Reading Achievement</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 6 Math Achievement</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 7 Reading Achievement</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 7 Math Achievement</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 7 Writing Achievement</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 8 Reading Achievement</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 8 Math Achievement</td>
<td>20–24</td>
<td>16–19</td>
<td>11–15</td>
<td>8–10</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 8 Science Achievement</td>
<td>20–24</td>
<td>14–19</td>
<td>10–13</td>
<td>8–9</td>
<td>0–7</td>
</tr>
<tr>
<td>Grade 8 Social Studies Achievement</td>
<td>22–24</td>
<td>16–21</td>
<td>10–15</td>
<td>8–9</td>
<td>0–7</td>
</tr>
<tr>
<td>OGT ELA (Reading and Writing)</td>
<td>21–24</td>
<td>17–20</td>
<td>12–16</td>
<td>8–11</td>
<td>0–7</td>
</tr>
<tr>
<td>OGT Math</td>
<td>22–24</td>
<td>17–21</td>
<td>12–16</td>
<td>9–11</td>
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</tr>
<tr>
<td>OGT Science</td>
<td>22–24</td>
<td>17–21</td>
<td>13–16</td>
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</tr>
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<td>OGT Social Studies</td>
<td>21–24</td>
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