



**National Center State Collaborative (NCSC)
and DC CAS Alt Science Portfolio Student
Eligibility Training**

Agenda

- Overview of Alternate Assessments Based on Alternate Achievement Standards (AA-AAS).
- Overview of National Center State Collaborative (NCSC).
- Overview of DC CAS Alt Science
- Overview of AA-AAS Eligibility
- AA-AAS Registration process

Overview of Alternate Assessment Based on Alternate Achievement Standards (AA-AAS)

- Assessments used to evaluate the performance of students with the most significant cognitive disabilities.
- AA-AAS are meant to assess the grade-level content with less depth, breadth, and complexity than the regular assessment and with a different definition of how well and how much students know and do in the content to be considered proficient.
- Alternate assessments are used to ensure educational accountability for all students with disabilities.

Overview of Alternate Assessment Based on Alternate Achievement Standards (AA-AAS)

- Provides a measure of progress towards achievement of the Common Core State Standards and the District of Columbia Learning Standards in Science.
- Alternate Assessment is intended for students with disabilities who are unable to participate in the general assessment even with accommodations and/or modification.

Overview of Alternate Assessment Based on Alternate Achievement Standards (AA-AAS)

The U.S. Department of Education states that “it is the State’s responsibility to establish clear and appropriate guidelines for IEP teams to use when deciding if an alternate assessment based on alternate achievement standards is justified for an individual child. These guidelines should provide parameters and direction..” (Alternate Achievement Standards for Students With the Most Significant Cognitive Disabilities, Non-Regulatory Guidance, U.S. Department of Education, August 2005).

OSSE PROVIDES PARTICIPATION CRITERIA IN ORDER TO FULFILL THIS STATE RESPONSIBILITY.

Overview of Alternate Assessment Based on Alternate Achievement Standards (AA-AAS)

In 2009, OSSE release specific guidance (<http://osse.dc.gov/publication/dc-cas-alt-participation-guidance>)



District of Columbia Office of the State Superintendent of Education Guidance on Participation and Registration for the DC CAS Alternate Assessment

November 2009

The DC CAS Alternate Assessment (DC CAS Alt) is an alternate assessment on alternate achievement standards intended for students with significant cognitive disabilities. The purpose of this document is to clarify information provided to LEAs regarding registration and participation in the DC CAS Alternate Assessment. OSSE welcomes additional questions on this topic. ~~Additional questions should be addressed to Joshua Boots, Office of Assessment and Accountability, Division of Elementary and Secondary Education (Joshua.boots@dc.gov).~~

- 1. Why does OSSE provide participation criteria for the DC CAS Alt?*
- 2. Why did OSSE put out new participation criteria?*
- 3. How are LEAs expected to implement the new participation criteria recently released by*



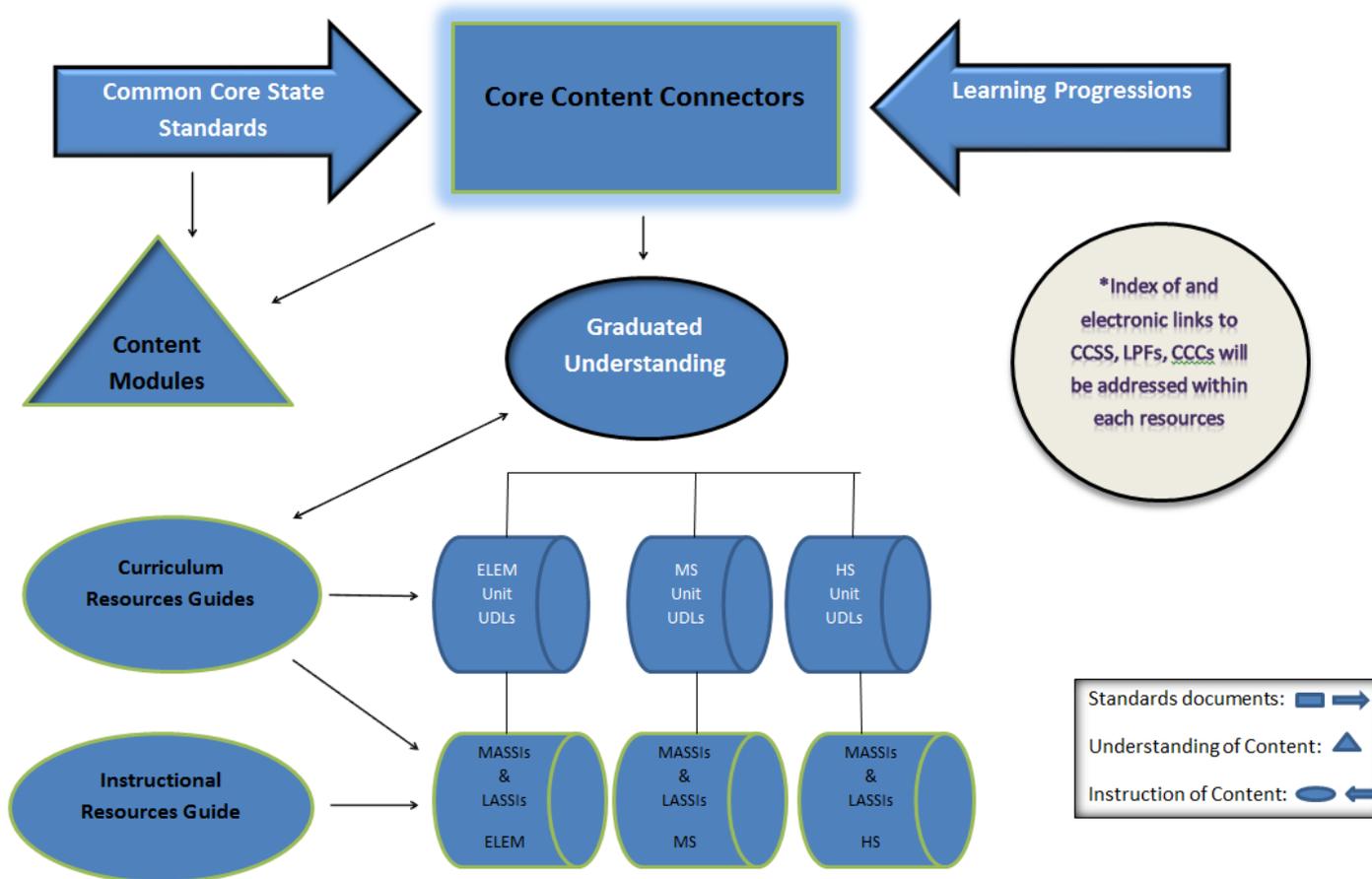
**Overview of the National Center State
Collaborative and DC CAS Alt Science Portfolio
(AA-AAS)**

National Center State Collaborative versus DC CAS Alt

	DC CAS Alt	National Center State Collaborative
Test Type	Portfolio	On-Demand with flexibility in when the test is delivered and how many items are presented.
Content Area	Science	ELA and Mathematics
Grade levels	5, 8, and HS Biology	3-8 and 11
Timing	Year Long	Month long in the Spring
Standards	DC Content Standards *transition to Next Generation Science Standards (NGSS)	CCSS
Scoring	Teacher scores assessment activities and records data. Scoring of completed portfolio handled by Pearson.	Teacher will score some constructed response items. Multiple choice items will be scored by computer.

Schema for Common Core State Standards Resources NCSC Instructional Resources

SCHEMA for Common Core State Standards Resources
NCSC Instructional Resources

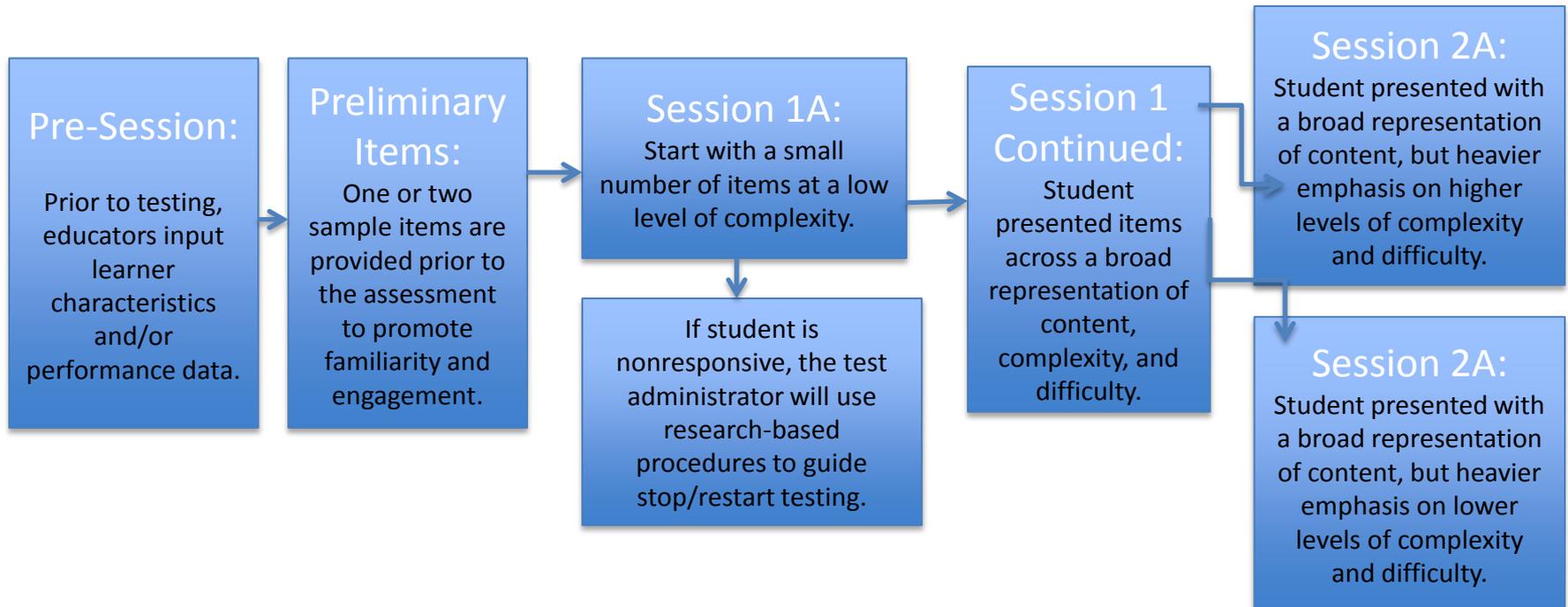


National Center State Collaborative (NCSC)

- Test Window: March 28th –May 16th
- Prioritized CCSS and Common Core Connectors in Mathematics, Reading, and Writing.
- Online on demand tiered assessment.
- Each content area assessment will be composed of up to 30 items.
- Students will interact with items across all four tiers in all content areas.
- NCSC is an untimed test.

National Center State Collaborative (NCSC)

Stage-Adaptive Assessment Delivery Process



DC CAS Alt Science Portfolio

- Test window closes March 6, 2015
- Required Science Strands

<u>5th Grade</u>	<u>8th Grade</u>	<u>Biology</u>
<ul style="list-style-type: none">✓ Science and Technology✓ Earth and Space Science✓ Life Science	<ul style="list-style-type: none">✓ Matter and Reactions✓ Energy and Waves✓ Forces	<ul style="list-style-type: none">✓ Cell Biology and Biochemistry✓ Genetics and Evolution✓ Multicellular Organisms

Pick one grade-level learning standard per required strand.

DC CAS Alt Science Portfolio

Steps in Portfolio Development

1. Follow the student identification and registration process
2. Review learning strands and standards
3. Choose one standard per required strand
4. Write targeted skills
5. Develop standards-based activities
6. Think about what data to collect
7. Identify corroborating evidence
8. Collect corroborating evidence
9. Submit the portfolio



DC CAS Alt Participation Criteria Form

NCSC Participation Criteria Form

Participation Criteria

The following questions should be answered by a designee student's IEP team. A response of "No" for any question indicates that the student is not eligible for the DC CAS-Alt. For any question where "Yes" is selected, there must be specific evidence documented in the student IEP directly related to the question.

Students who do not meet the criteria below and/or do not have the specific documentation required in the IEP will participate in the DC CAS with or without accommodations, as appropriate, based on his/her IEP.

The criteria below characterize a student's current educational situation. All answers should be based upon clear documentation in the student's IEP.	YES	NO
1. Does the student have a current IEP?		
2. Does the student have a documented significant cognitive disability that specifies goals and objectives in the IEP?		
3. Does the student's curriculum differ significantly from that of their nondisabled peers?		
4. Does the student require explicit and ongoing instruction in functional skills? An evaluation of the instruction in functional skills requires a holistic view of the child including whether the child receives instruction in communication, self care, home living, social and interpersonal skills, use of community resources, self direction, functional academic skills, work, leisure, and health and safety. The student's IEP and course of study must reflect such need and curriculum.?		
5. Does the student require extensive and substantial modifications (e.g. reduced complexity of objectives and learning materials) of general education curriculum? This means the student learns different objectives, may use different materials, and may participate in different learning activities.		
6. Does the student require extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments?		
7. Is the student unable to participate in the DC CAS, either with or without accommodations?		

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS)	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level CCSS and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No

The student may participate in the [NCSC Alternate Assessment] if all responses above are marked Yes.



Alternate Assessment based on Alternate Achievement Standards (AA-AAS) Eligibility

Alternate Assessment based on Alternate Achievement Standards (AA-AAS) Eligibility

- The term “significant cognitive disability” is not a new separate category of disability.
- It is a designation given to a small number of students with disabilities for purposes of their participation in the Alternate Assessment.
- The level of cognitive ability and adaptive behavior skills for some students classified with a disability may prevent attainment of the academic content and achievement standards that are designated at each grade level for all students.

AA-AAS Eligibility

The decision on which assessment to administer must be based on the individual characteristics of the student but not on:

- The mere existence of an IEP or identification in a specific disability category.
- Social, cultural, or environmental factors.
- Emotional, behavioral or physical changes
- Language differences
- Excessive or extended absences
- A history of poor performance on state assessments and/or deficient reading scores does not automatically qualify a student as having a significant cognitive disability.

AA-AAS Eligibility

Factors that are present before a person is considered to have a cognitive disability:

- Intellectual functioning (IQ) at 70-75 or below. However, IQ alone does not determine the level at which someone functions. Two other factors must be present before a student is considered to have a significant cognitive disability.
- Significant limitations in two or more adaptive skills areas, such as daily living skills, communication, self-care, social skills, academic skills, and work skills.
- A condition which is present from early childhood. In the case of older students, a significant cognitive disability may be considered if there is a severe traumatic brain injury.

AA-AAS Eligibility

For Purposes of participation in the District of Columbia's Alternate Assessment all of the following statements must be true:

- The student's demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are significantly below age expectations, even with program modifications, adaptations and accommodations.
- The student's course of study is primarily functional and life-skills oriented.
- The student requires extensive direct instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and functional skills necessary for application in school, work, home, and community environments.

AA-AAS Eligibility

For Purposes of participation in the District of Columbia's Alternate Assessment all of the following statements must be true:

- The student demonstrates severe and complex disabilities and poor adaptive skills levels that essentially prevent the student from meaningful participation in the standard academic core curriculum or achievement of the academic content standards established at grade level.
- The student's disability causes dependence on others for many, if not all, daily living needs, and the student is expected to require extensive ongoing support in adulthood.

AA-AAS Eligibility

The Role of OSSE:

- OSSE determines eligibility criteria.
- OSSE will review the information provided on the participation criteria form to ensure the documentation is sufficient for students determined eligible for Alternate Assessment.
- OSSE may inform the LEA that the documentation is insufficient, at which point the LEA may submit additional documentation demonstrating that the student has a significant cognitive disability.
- Insufficient evidence of a significant cognitive disability will result in OSSE's determination that a student is ineligible for participation in Alternate Assessments.
- If a student who does not have a significant cognitive disability participates in Alternate Assessments the student's assessment will be invalidated.

AA-AAS Eligibility

The Role of the Individualized Education Program (IEP) team:

- The IEP team is responsible for making the determination on which assessment is appropriate for the student.
- The IEP team must first consider whether the student can participate in the general assessment, with or without accommodations.
- The IEP team must have a clear understanding of the difference between the general assessment and the alternate assessments and the educational implications of their decisions.



Alternate Assessment Registration Process

Alternate Assessment Registration Process

Task	Deadline
Complete Participation Criteria, Participation Determination Forms, and LCI	October 17, 2014
Parent Acknowledgement of Participation in Alternative Assessment	October 17, 2014
Select DC CAS Alt as testing option in SEDS	October 17, 2014
LEA submits student registration verification form and roster to OSSE	October 24, 2014
OSSE internal review of LEA rosters	October 27th-November 14th
OSSE provides LEA with preliminary eligibility determination	November 14th
LEAs submit additional evidence to OSSE or assign DC CAS in SEDS	November 14th-December 3rd
OSSE internal review of additional evidence	December 4th-December 11th
LEAs receive final eligibility determination	December 12th

Alternate Assessment Registration Process

- Completion of the NCSC/DC CAS Alt Participation Criteria Form.
- Assignment of the Alternate Assessment in the student's IEP within SEDS.
- Parental acknowledgement that his/her child will be assessed on alternate achievement standards.
- Completion of the Learner Characteristics Inventory for Alternate Assessments on Alternate Achievement Standards.
- Completion of the NCSC/DC CAS Alt Science Student Registration Verification Form.

Alternate Assessment Registration Process

Step 1: Participation Criteria Form

In order for a student to participate in NCSC/DC CAS Alt Science, the student must have a documented significant cognitive disability on his/her IEP in the Special Education Database (SEDS) and meet specific criteria.

- After completing the Assessment Decision-Making Process, if the IEP team believes the student should take the DC CAS Alt, the special education coordinator should complete the DC CAS Alt Participation Criteria Form.
- All questions on the Participation Criteria Form must be answered yes in order for the student to be eligible for the DC CAS Alt Science or NCSC.
- Failure to answer all questions in the affirmative will result in OSSE's determination that the student is ineligible for participation in Alternate Assessments.

Alternate Assessment Registration Process

Step 2: Assignment of the Alternate Assessment in the Special Education Database System (SEDS)

- For the student to be registered for the alternate assessment, the IEP team must indicate the alternate assessment is appropriate on the student's IEP.
- If the decision is not reflected on the current IEP, an IEP meeting must be held to address and document the decision prior to the close of the test registration window.
- **Students that do not have a significant cognitive disabilities but are tested on NCSC/DC CAS Alt Science will have their results invalidated and be counted as non-participants.**

Alternate Assessment Registration Process

Step 3: Parental Acknowledgement

- Parents must receive written notification that his/her child's achievement will be measured based on alternate academic achievement standards.
- The notification must be issued by the school within two weeks after the determination of eligibility is made.
- Parental acknowledgement that their child will be assessed on alternate achievement standards is required.
- Upon completion of the Alternative Assessment Participation Criteria Form, the school must acquire the necessary signatures and easy fax the form into SEDS.

Alternate Assessment Registration Process

Step 4: Learner Characteristics Inventory (LCI)

- A designee of the IEP team must complete the Learner Characteristic Inventory for Alternate Assessments on Alternate Achievement Standards.
- The LCI data will be entered into the NCSC Assessment System
- The LCI helps determine which performance dimension, Progress or Attainment, for which the student will be scored (DC CAS Alt Science only).
 - The criteria for both dimensions can be found in the DC CAS Alt Procedures Handbook.
 - OSSE will notify LEAs of important dates, deadlines and procedures for completing the LCI.

Alternate Assessment Registration Process

Step 5: Completion of the NCSC/DC CAS Alt Student Registration Verification Form

- Local Education Agencies (LEAs) must confirm that all eligible students have been appropriately assigned to the state Alternate Assessments in SEDS.
- The NCSC/DC CAS Alt Science Student Registration Verification Form serves as the final verification that:
 - The LEA has followed OSSE guidance.
 - Each student assigned to NCSC/DC CAS Alt Science has a completed participation criteria form.
 - Only students with the most significant cognitive disabilities are placed on the alternate assessment



For More Information Please visit:

<http://www.ncscpartners.org/>

<http://osse.dc.gov/service/national-center-state-collaborative-ncsc-and-dc-cas-alt-science>

<http://osse.dc.gov/service/national-center-state-collaborative-ncsc>

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