



District of Columbia Science Alternate Assessment  
(DC Science Alt)

**DC SCIENCE ALT PORTFOLIO  
REVIEW AND UPDATES**

DECEMBER 1, 2015

# Training Objectives



1. To review assessment results from the 2014-2015 school year
2. To review the steps in development of the DC Science Alt Portfolio
3. To review required portfolio components

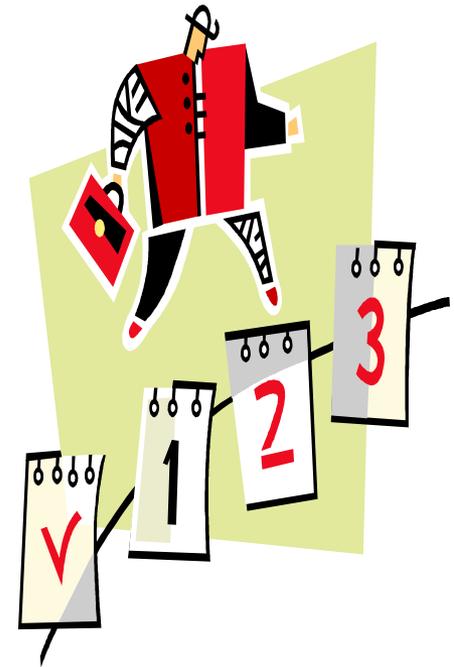
## DC Science Alt Student Proficiency Levels for 2015 Compared to 2014

Science Proficiency Level	2014	2015
Advanced	49	14
Proficient	42	54
Basic	38	25
Below Basic	55	50
	N = 184	N = 143

# **Portfolio Development**

# 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



# Timeline for Eligibility Determination

## **Complete Alternate Assessment Eligibility Application**

- Select “Alternate Assessment” as the student’s Statewide Assessment Participation Category in SEDS
- Complete and upload the “DC Alternate Assessment Participation Criteria Form” in SEDS
- Submit LEA roster of Alternate Assessment applicants to OSSE

## **Complete by:**

October 30, 2015

October 30, 2015

October 30, 2015

## **Last date to enter student data into SEDS**

**December 8, 2015**

Complete the Learner Characteristics Profile (LCP)

January 15, 2016

Complete Performance Dimension documentation

January 15, 2016

Send Parent Acknowledgement Form

January 15, 2016

# Learning Strands and Standards

## 5<sup>th</sup> Grade

- ✓ Science and Technology
- ✓ Earth and Space Science
- ✓ Life Science

## 8<sup>th</sup> Grade

- ✓ Matter and Reactions
- ✓ Energy and Waves
- ✓ Forces

## Biology

- ✓ Cell Biology and Biochemistry
- ✓ Genetics and Evolution
- ✓ Multicellular Organisms

Pick one grade-level learning standard per required strand.

# Resources for Writing Targeted Skills



## **Bloom's Revised Taxonomy**

Appendix E of the 2015-2016 Procedures Handbook, p. 73,  
and online at <http://osse.dc.gov/node/660062>

## **Entry Points**

Online at <http://osse.dc.gov/publication/dc-cas-alt-entry-points>

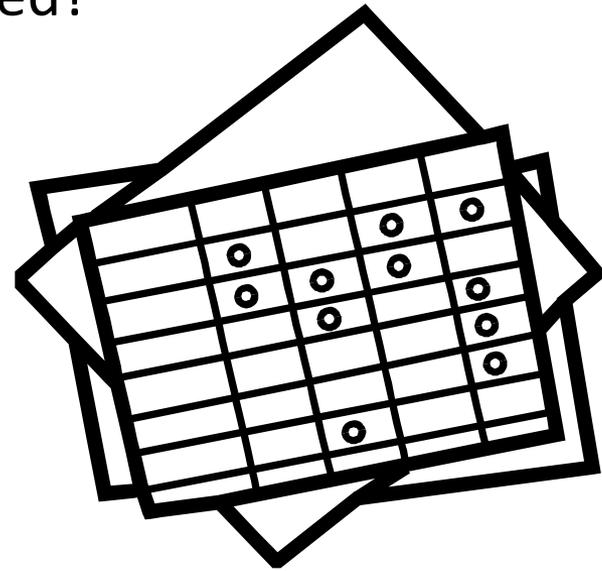
## **Pathways to Learning**

Online at <http://osse.dc.gov/node/660062>

# Data Collection

**A data collection chart must be included in all entries.**

- What kind of data is most appropriate for the task?
- How will the evidence be displayed?



# Data Collection Chart

Student Name: [REDACTED]		<b>Learning Strand: B.13.1</b> Identify the roles of plants in the ecosystem: Plants make food and oxygen, provide habitats for animals, make and preserve soil, and provide thousands of useful products for people (e.g., energy, medicines, paper, and resins).					
Targeted Skill: The student will identify products that are derived from plants.							
Observable, measurable target student behavior:	Baseline Date	Feb 5, 15 Date:	Feb 12, 15 Date:	Feb 18, 15 Date:	Feb 23, 15 Date:	Feb 26, 15 Date:	Mar 3, 15 Date:
1.	+	-	+	-	+	+	+
2.	-	-	-	+	-	+	+
3.	-	-	-	+	+	+	-
4.	-	+	-	-	+	+	+
5.	-	+	+	+	+	-	+
<b>Total Accurate:</b>	1/5	2/5	2/5	3/5	4/5	4/5	4/5
<b>Percent Accurate:</b>	20%	40%	40%	60%	80%	80%	80%

KEY:

+ = Accurate response

- = Inaccurate response

# Collect Corroborating Evidence

- In addition to a data chart, **6** pieces of corroborating evidence (student work samples) are required for each Science strand.
- **All evidence *must* clearly demonstrate student work on the targeted skill and have the student's name, date, and document the accuracy level recorded as a percentage to be accepted for portfolio scoring.**

## **Paper-based** evidence must:

- Be connected to the targeted skill
- Show evidence of the grade level standard
- Be originals whenever possible
- Represent the student's communication level

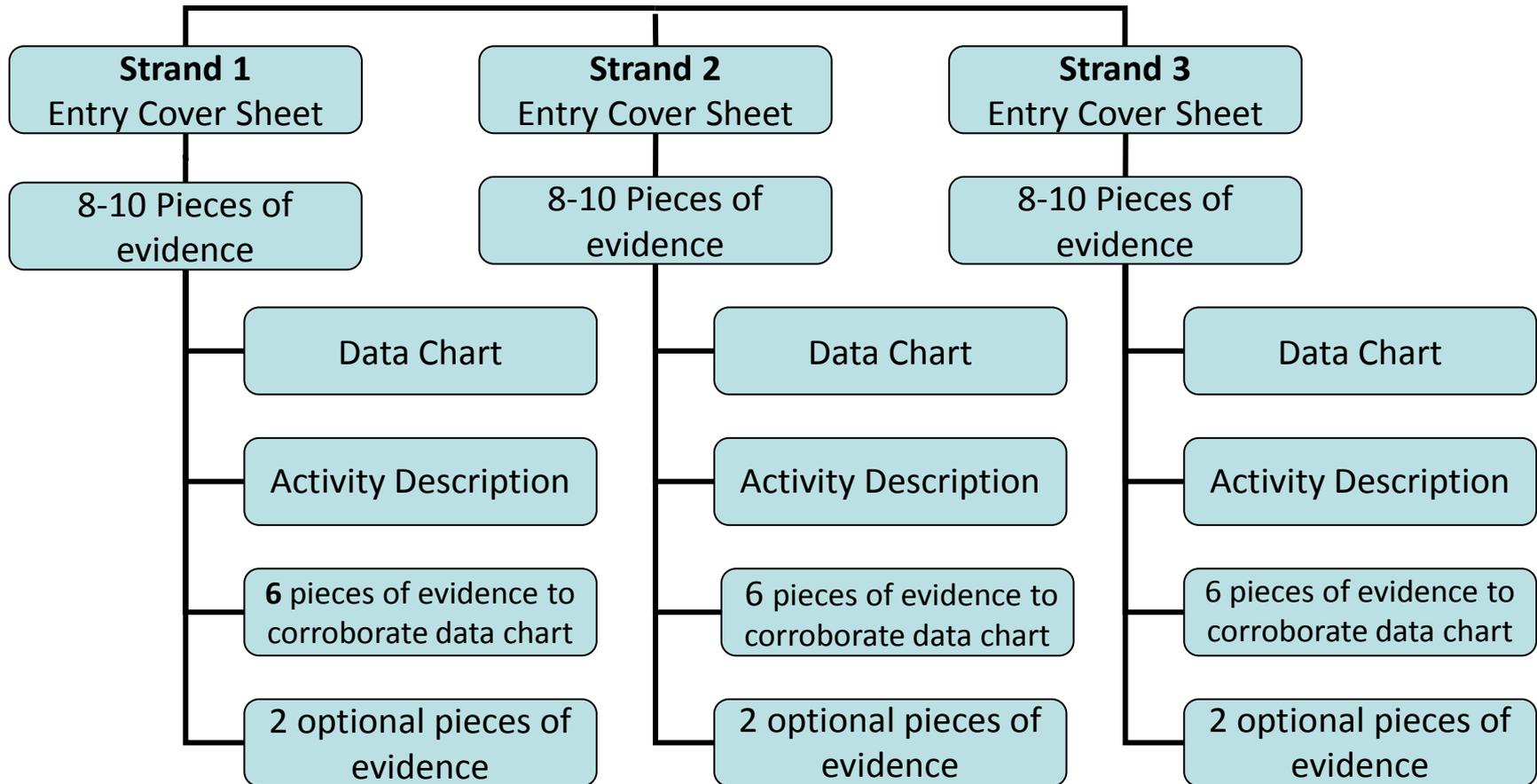
# Submit the Portfolio

Return shipping materials and instructions will be made available in Spring 2016.



# Portfolio Components

# DC Science Alt Portfolio



# DC Science Alt Required Portfolio Components

- **Standard Three-Ring Binder**
- **Table of Contents**
- **Section 1**
  - **Learner Characteristics Profile (LCP)**
  - **Parent Validation**
  - **Administrator Validation**
  - **Permission to Photograph or Audio/Videotape (optional)**
- **Section 2**
  - **3 Science Entries in each portfolio**
  - **Grades 5, 8, and Biology**

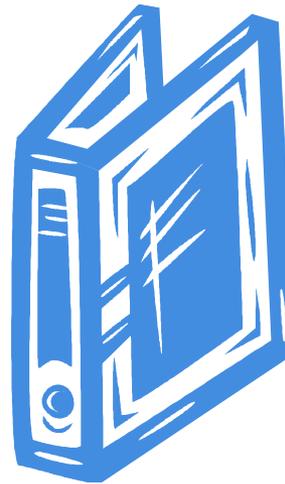
# Standard 3-Ring Binder

All student portfolios will be compiled in a standard 3-ring binder

- The test administrator will provide binders to LEAs in Spring 2016
- LEAs are welcome to use any standard binder for portfolio entries

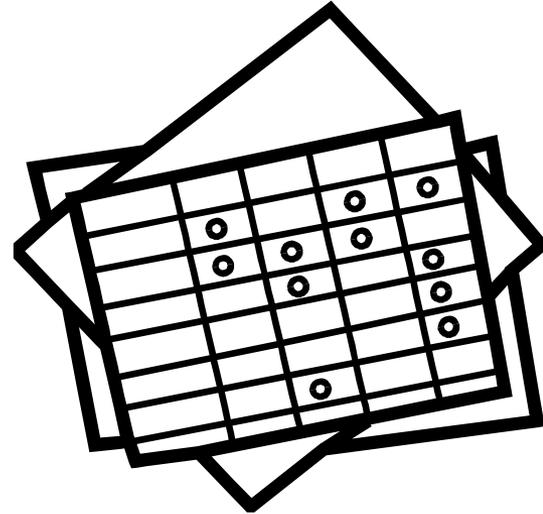
Contact your LEA DC CAS-Alt Coordinator for additional binders as needed in Spring 2016.

**NOTE: Do not use staples on any portfolio entry contents.**



# Data Collection

A data chart/graph/table is required for each entry (samples in Appendix B).



## Protocol:

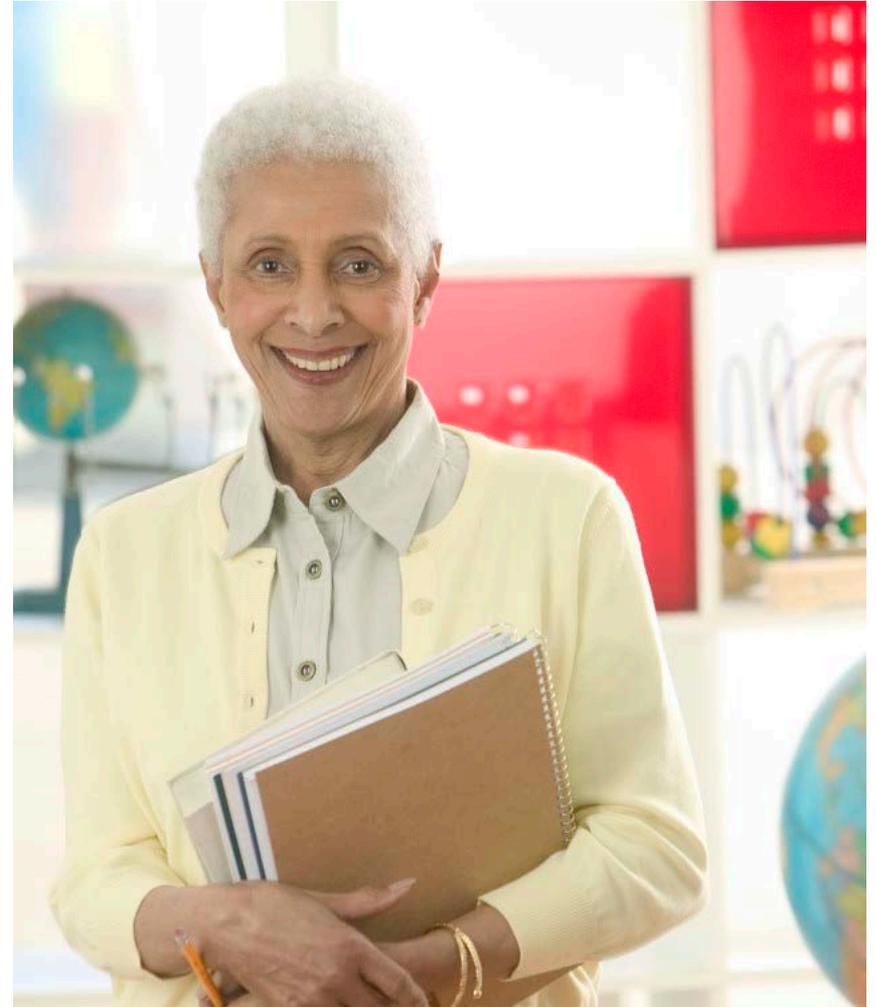
- **Collect one data point prior to instruction** (without prompts) to establish a baseline or starting point. The baseline data point must be at or below 50% for all students
- **Collect at least 6 additional data points over time** (each conducted on a different date).

# Data Collection Procedures

DO	DON'T
Use supports, setting events, and verbal redirection (e.g., “Think about what we practiced,” “Check your answer.”).	Conduct multiple probes on the same day.
Provide assessment task direction (i.e., “point to the _____”; “read the _____.”	Score responses as correct if they are not performed independently.
Provide the student with the instructional and assessment materials (e.g., book, math manipulatives) necessary to demonstrate the targeted skill.	Exclude incorrect responses from the session.
Provide a minimum of <b>three</b> possible answers if the student is responding to multiple choice [i.e., 2 distracters (incorrect answers) along with the correct choice].	Provide any supports that will tell, show or physically guide the student to the correct response.
Observe the student at a different time if the session is interrupted with medical or behavioral issues.	Provide the student the answer in the assessment/test condition.

# Additional Data Protocols

- Tailor activities and worksheets to the needs of each student
- Correctly score the work being submitted
- Use the correct date that the activity was completed and make sure it matches the data sheet
- Only submit portfolio evidence completed by the student



## All student work evidence must include



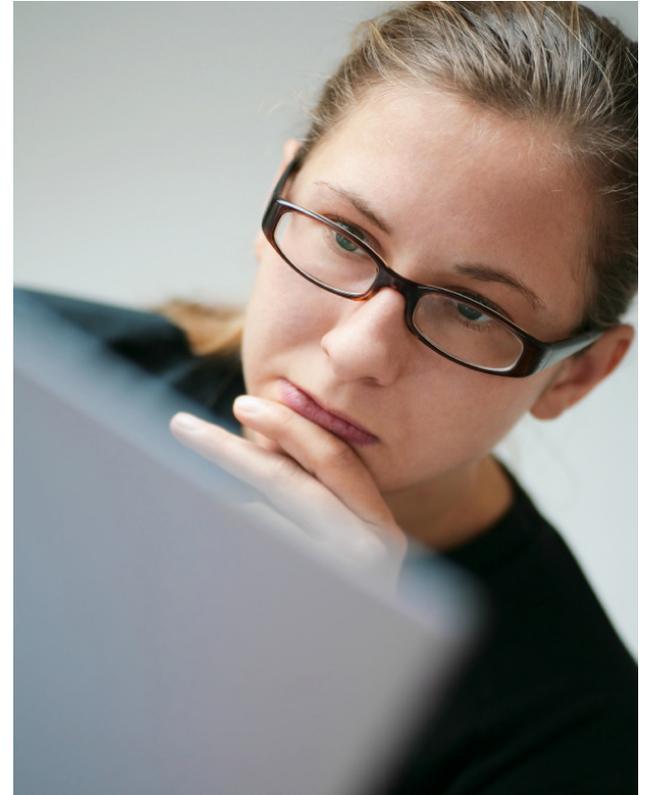
- Student name – first and last
- Dates (month/day/year)
- Targeted skill
- The alpha-numeric code for the standard
- A score representing the student's performance of the targeted skill expressed as a percentage

# Condition Codes

# Condition Codes

The technical adequacy of the portfolio is as important as the quality of work and effort students bring to school every day.

Having even one of three required entries receive a condition code during scoring has a significant and adverse effect on the proficiency rating for science.



# DC Science Alt Portfolios Receiving Condition Codes in 2015

Grade Level	Total Number of Portfolios	Total Number of Portfolios Entries	Number of Entries with Condition Codes	Percentage of Entries with Condition Codes
5	60	180	84	47%
8	57	171	56	38%
Biology	26	78	56	72%

# Condition Codes

How codes are scored for an entry:

Code	Perf	Com	Sup
N1	0	0	0
N2	0	0	0
N3	0	0	0
N4	0	0	0
CA	1	Score	Score
CB	1	Score	Score
CC	1	1	1

## Code Descriptions

- N1 Security Breach
- N2 Missing Entry
- N3 Insufficient Evidence
  - No name/date on the data chart or student work
- N4 Insufficient Evidence
  - Missing Entry Cover Sheet
  - Entry Cover Sheet incomplete
- CA Missing/Incomplete LCP
- CB Wrong performance dimension chosen
- CC Standard not one the student's identified grade level

# Condition Codes

How codes are scored for an entry:

Code	Perf	Com	Sup
CD	1	1	1
CE	1	1	1
CF	1	1	1

## Code Descriptions: Insufficient Data

- CD - No data chart
  - Not enough data on the data chart
- CE - Not enough scoreable work evidence
- CF - No percentage score recorded
  - Scores/dates do not match data
  - No alphanumeric code on work evidence
  - Targeted skill not listed on work evidence

# Condition Code CD

Data collected on 3/9 and 3/10 are not counted as they are beyond the data collection window. This leaves only 5 data collections that can be scored.

Data Sheet SY 2014-2015

Student Name:  Standard Code: 5.12.4

Targeted Skill: Explain survival and inherited characteristics.

**Dates (M/D/Y)**

Steps or Trials	Baseline						↓	↓	
	02/20/15	02/25/15	02/27/15	03/2/15	03/03/15	03/04/15	03/09/15	03/10/15	
1 desert/rattlesnake	-	+	-	+	+	+	+	+	
2 ocean/killer whale	-	-	+	+	+	+	+	+	
3 polar/arctic fox	-	-	+	+	+	+	+	+	
4 rainforest/jaguar	-	-	-	+	+	+	+	+	
5 farm/cow	+	+	+	+	+	+	+	+	
6 river/alligator	-	-	-	+	+	+	+	+	
<b>Total Correct</b>	1	2	3	6	6	6	6	6	
<b>Performance Summary (% of correct answers)</b>	16.66%	16.66%	66.66%	83.33%	100%	100%	100%	100%	
<b>Comments</b>									

Accuracy  
+ Correct  
-Incorrect or Prompted

# Condition Code CD

Not enough data points on the Data collection chart. There are only 4 data collection points after the baseline data collection. There must be 6.

**Data Collection Sheet**

Student Name: \_\_\_\_\_ Standard Code: 5.5.1

Targeted Skill: Student will identify the order of the planets in the solar system.

Specific Skill to be Measured		Dates (M/D/Y)				
		BASELINE 01/27/15	01/28/15	02/02/15	02/03/15	02/19/15
<b>Targeted Skill:</b> Student will identify the order of the planets in the solar system.	#1	-	+	+	+	+
	#2	-	+	+	+	+
	#3	-	+	-	+	+
	#4	-	+	-	-	+
	#5	-	+	-	-	+
	#6	-	+	+	-	+
	#7	-	+	-	-	+
	#8	-	+	-	-	+
<b>Performance Summary (%)</b>		0%	100%	36%	36%	100%

**Key: Accuracy**  
 [+] Correct and independent [-] Incorrect

# Condition Code CF

Targeted skill is not specified on the evidence.

Name: \_\_\_\_\_ Date: 2/25/15

Science and Technology 5.2.1: Recognize and describe how results of similar scientific investigations may turn out differently because of inconsistencies in methods, materials, and observations, or because of limitations of the precision of the instruments used.

Directions: Fill in the missing steps of the scientific method. Cut and paste the correct answer.

**Scientific Method**

1 **Experiment**  
Test your question by doing an experiment.

2 **Question**  
What do you want to learn?

3 **Conclusion**  
Discuss your findings and answer your question.

4 **Results**  
What happened during the experiment?

5 **Materials**  
List the materials you will need to complete the experiment.

6

$\frac{0}{4} = 0!$

# Condition Codes

How codes are scored for an entry:

<b>Code</b>	<b>Perf</b>	<b>Com</b>	<b>Sup</b>
<b>CG</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CH</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CI</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CJ</b>	<b>Score</b>	<b>Score</b>	<b>1</b>
<b>CK</b>	<b>1</b>	<b>Score</b>	<b>Score</b>

## Code Descriptions

- CG Strand used more than once
- CH Standard not one of the possible standards
- CI Student work is not aligned to the targeted skill, strand, OR the standard
- CJ Missing Activity Description Sheet
- CK Baseline over 50%

# Condition Codes: Successes and Continuing Challenges

## **Successes:**

Entry Cover Sheets were filled out completely and correctly (Code N4).

## **Challenges:**

Missing or incorrect information on the data charts (Code CD) and the student work evidence (Code CF) continue to have a significant adverse impact on student proficiency ratings. These codes result in scores of 1 for all dimensions in the entry.

# Change for 2015-2016

The rule that required a two-day waiting period before introducing and collecting data on a different strand has been discontinued.

# DC Science Alt Timeline 2015-2016



DATE	ACTIVITY
By October 30, 2015	Complete Alternate Assessment Eligibility Application
By December 8, 2015	Enter Student Data into SEDS
By January 15, 2016	Complete the Learner Characteristics Profile Complete Participation Determination Form Send Parent Acknowledgement Form
TBA January 2016	Assessment window closes
Spring 2016	Portfolio submission instructions made available Return shipping packets received in schools

# For more information

## Local Contacts:

**Your Building DC Science Alt Coordinator**

**Your LEA DC Science Alt Coordinator**

## OSSE Contact:

**Nikki Stewart**

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**[Nikki.Stewart@dc.gov](mailto:Nikki.Stewart@dc.gov)**

Questions?

