

# South Dakota Science Assessment

Alternate

2018

# BEFORE WE BEGIN

# Science Core Content Connectors

- <http://doe.sd.gov/oess/instructionalSCD.aspx>

## Science Content Standard with Core Content Connectors (CCCs)

High School Science with CCC (2017)

Grades 6-8 Science with CCC (2017)

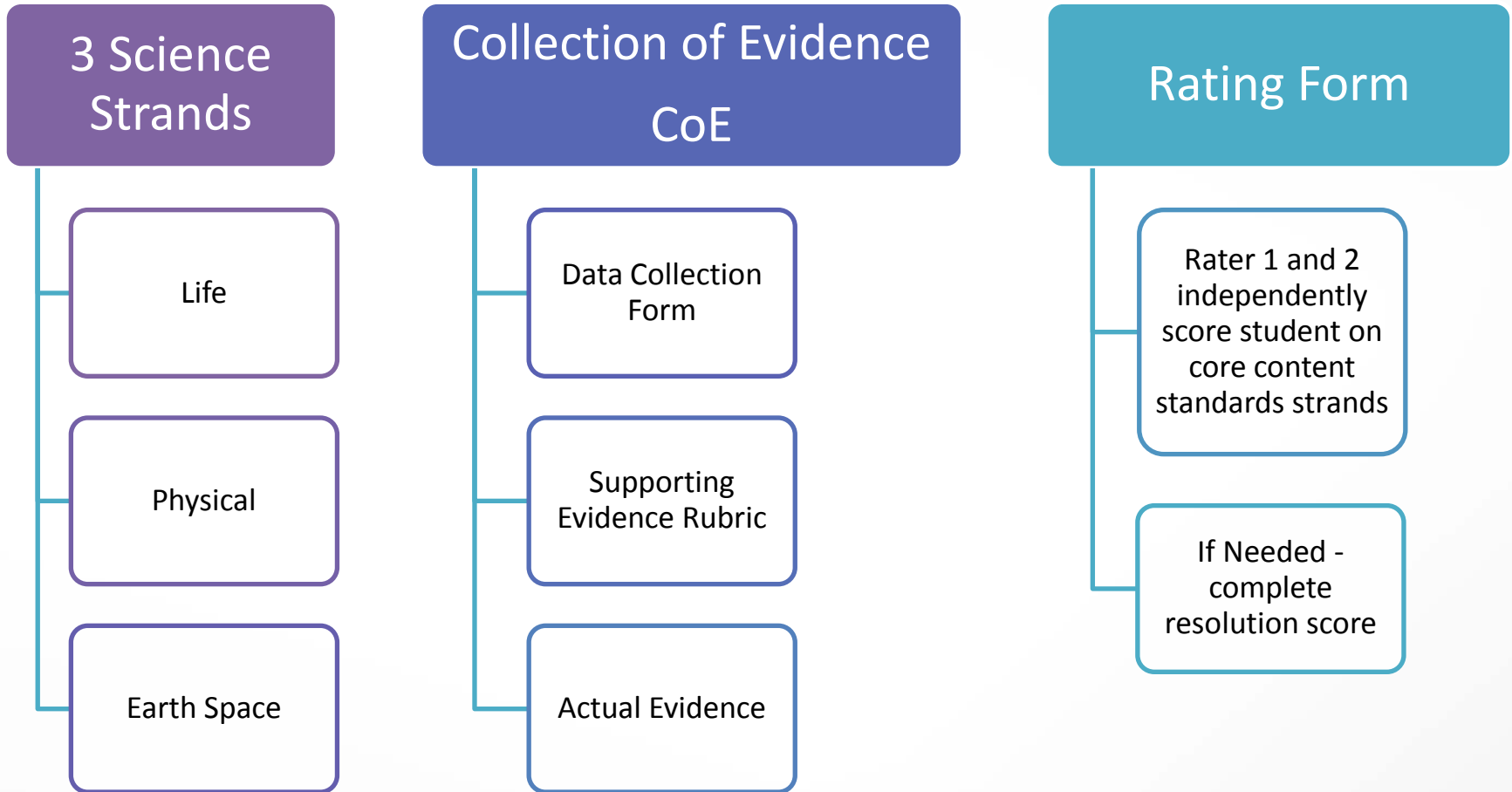
Grade K-5 Science with CCC (2017)

### Grade. Title

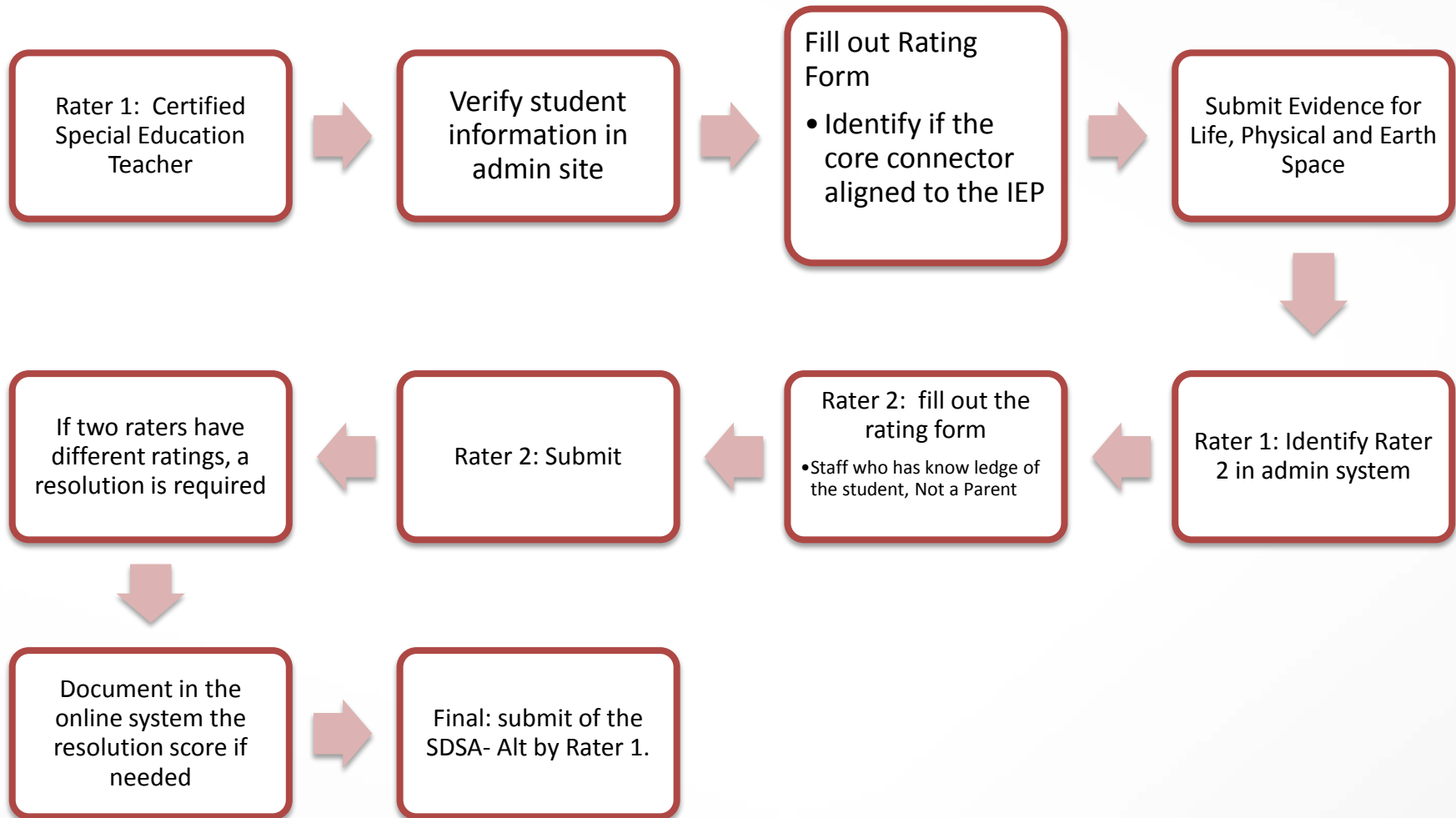
**South Dakota Science Standard Code.** South Dakota science standard descriptor.

Science and Engineering Practices Core Content Connectors	Disciplinary Core Ideas Core Content Connectors	Crosscutting Concepts Core Content Connectors
<b>Planning and Carrying Out Investigations</b> With guidance and support from peers and adults, investigate ...	<b>PS2.A: Forces and Motion</b> <ul style="list-style-type: none"> <li>Recognize that ...</li> </ul>	<b>Cause and Effect</b> With guidance and support from peers and adults, compare the effect ...

# Terms



# Process



# Rater 1

- Student's Certified Special Education Teacher
- Duties:
  - Verify student information
  - Complete rating form on the 3 science content standards strands
    - Earth/Space
    - Physical
    - Life

# Rater 1 Duties

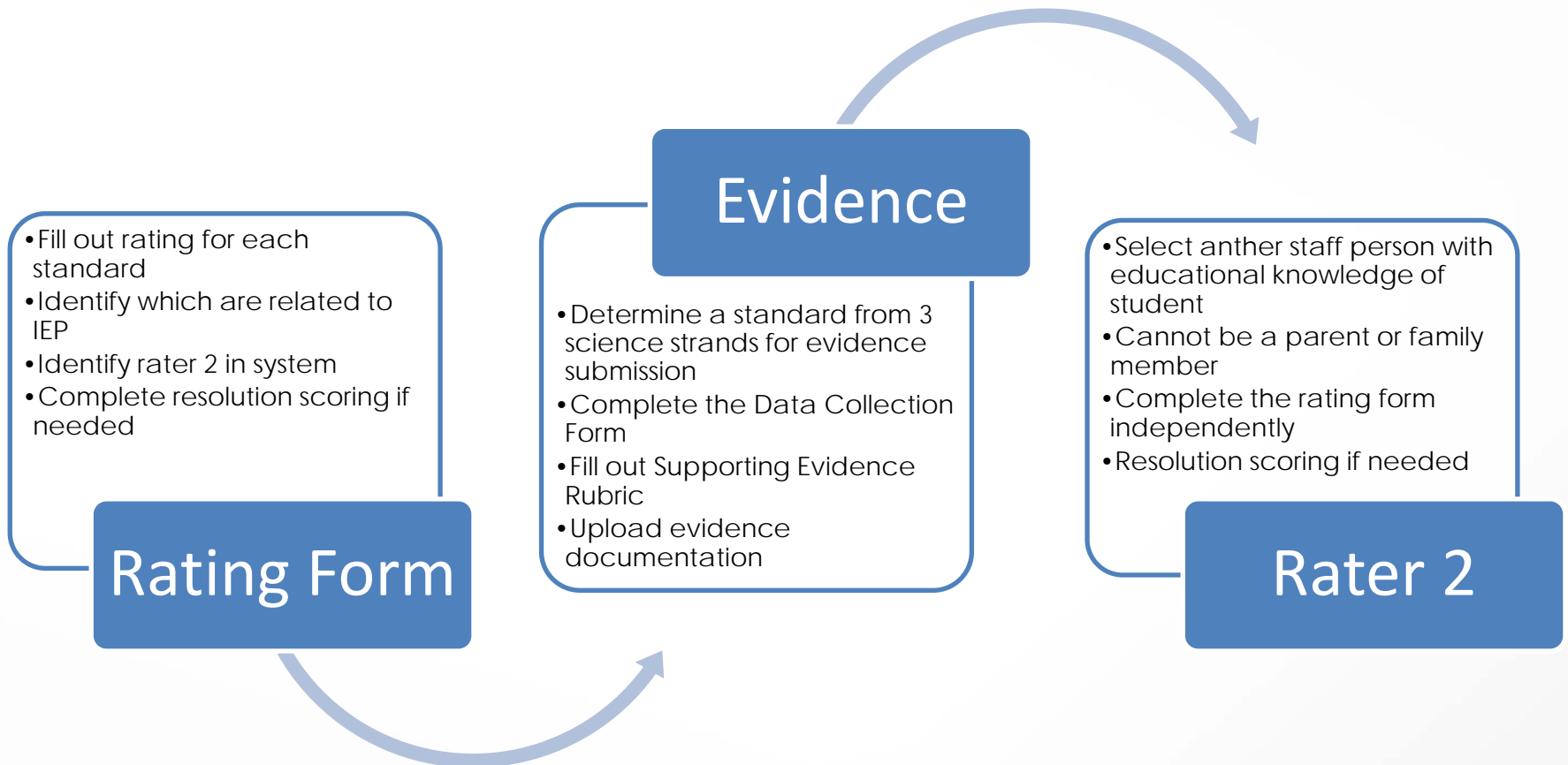
- ✓ Mark on rating form standards related to IEP
- ✓ Determine which standards to collect and submit supporting evidence
- ✓ Upload supporting evidence
- ✓ Identify Rater 2 in the system
- ✓ Complete resolution session if needed
- ✓ Submit

# Rater 2

- Any staff member familiar with the student
  - Can be a paraprofessional
  - Cannot be a parent or family member
- Independently complete the rating form online
- If needed, resolution scoring session with Rater 1



# Process Revisited



Data Collection and Supporting Evidence

# FORMS

## *SDSA-Alt* Data Collection Form for Supporting Evidence

Student: \_\_\_\_\_ State Student ID (SSID): \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_ District: \_\_\_\_\_

Content Area: \_\_\_\_\_ Rating Form Item Number: \_\_\_\_\_

Dates Assessed and Number of Trials: \_\_\_\_\_

Range of Scores Obtained: \_\_\_\_\_

Setting and Personnel:  One setting (specify) \_\_\_\_\_  Multiple settings (specify) \_\_\_\_\_

**Type of Evidence Included:**

- Work sample  Media—photo, video, audio  
 Data Collection Form  Other: \_\_\_\_\_

**Purpose of the Task and the Expected Student Performance:**

Include or attach a narrative addressing each of the following for the attached piece of evidence:

- |  |             |
|--|-------------|
| ① Description of activity                        | ④ Frequency |
| ② Student response                               | ⑤ Accuracy  |
| ③ Type and level of support (prompts/cues) _____ |             |
| _____  |             |
| _____  |             |
| _____  |             |
| _____  |             |
| _____  |             |
| _____  |             |

# Completing the Data Collection Form (continued)

- Content Area
- Rating Form Item Number (only one item per form)
- Dates Assessed and Number of Trials (must have at least three)
- Range of Scores Obtained
- Setting and Personnel

Content Area: \_\_\_\_\_ Rating Form Item Number: \_\_\_\_\_

Dates Assessed and Number of Trials: \_\_\_\_\_

\_\_\_\_\_

Range of Scores Obtained: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Setting and Personnel:  One setting (specify) \_\_\_\_\_  Multiple settings (specify) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Completing the Data Collection Form

## (continued)

- Should document student performance throughout the testing window
- Provides the overall picture of student performance
- Must have at least three trials documented

Content Area: \_\_\_\_\_ Rating Form Item Number: \_\_\_\_\_

Dates Assessed and Number of Trials: \_\_\_\_\_  
 \_\_\_\_\_

Range of Scores Obtained: \_\_\_\_\_  
 \_\_\_\_\_

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Setting and Personnel:  One setting (specify) \_\_\_\_\_  Multiple settings (specify) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Completing the Data Collection Form (continued)

## One Setting

- Same location
- Same materials
- Same personnel

## Multiple Settings

- Multiple locations
  - Different areas in classroom
  - Gen ed./community setting
- Variety of personnel

Content Area: _____	Rating Form Item Number: _____
Dates Assessed and Number of Trials: _____	
_____	
Range of Scores Obtained: _____	
_____	
_____	
Setting and Personnel: <input type="checkbox"/> One setting (specify) _____ <input type="checkbox"/> Multiple settings (specify) _____	
_____	
_____	

# Completing the Data Collection Form (continued)

## Type of Evidence Included:

- Work sample
- Data Collection Form
- Media-photo, video, audio
- Other

*Dakota STEP-A*  
**Data Collection Form for Supporting Evidence**

Student: \_\_\_\_\_ Student Information Number (SDMS): \_\_\_\_\_  
 Grade: \_\_\_\_\_ School: \_\_\_\_\_  
 Date: \_\_\_\_\_ District: \_\_\_\_\_  
 Content Area: \_\_\_\_\_ Rating Form Item Number: \_\_\_\_\_  
 Dates Assessed and Number of Trials: \_\_\_\_\_  
 Range of Scores Obtained: \_\_\_\_\_  
 Setting and Personnel:  One setting (specify) \_\_\_\_\_  Multiple settings (specify) \_\_\_\_\_

**Type of Evidence Included:**

Work sample  Media – photo, video, audio  
 Data Collection Form  Other: \_\_\_\_\_

**Purpose of the Task and the Expected Student Performance:**

Include or attach a narrative addressing each of the following for the attached piece of evidence:

Description of activity  Frequency  
 Student response  Accuracy  
 Type and level of support (prompts/cues)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Completing the Data Collection Form (continued)

- Purpose of the Task and the Expected Student Performance:
- Need to include or attach a **NARRATIVE** addressing each performance of the piece of evidence.

## Type of Evidence Included:

Work sample

Media—photo, video, audio

Data Collection Form

Other: \_\_\_\_\_

## Purpose of the Task and the Expected Student Performance:

Include or attach a narrative addressing each of the following for the attached piece of evidence:

❶ Description of activity

❷ Frequency

❸ Student response

❹ Accuracy

❺ Type and level of support (prompts/cues) \_\_\_\_\_

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# Completing the Rating Form

Evaluate each student's performance according to the following performance levels:

- Nonexistent
- Minimal
- Emerging
- Progressing
- Accomplished

PERFORMANCE LEVEL				
Nonexistent	Minimal	Emerging	Progressing	Accomplished




# Rubric for Performance Levels and Descriptors

<b>Nonexistent</b>	The student may be aware of or attend to the task in a highly structured setting, but he/she is currently unable to perform any part of the skill or demonstrate any knowledge and consequently unable to attempt without full physical prompting.
<b>Minimal</b>	The student attends to a task and can respond to some part of the knowledge and skills in at least one setting when given significant physical, verbal, visual, or other prompting. The student may take a long time to respond but will indicate some attempt, either correct or incorrect, with accuracy up to 25%.
<b>Emerging</b>	After instruction and/or modeling, the student's performance may be somewhat inconsistent in terms of accuracy, but he/she can respond to most or all of the task in at least one setting with moderate prompting, if necessary, with accuracy generally ranging from 25–49%.
<b>Progressing</b>	The student consistently performs the task in more than one setting with minimal prompting (repeat directions no more than 5 times or repeat directions in the middle of the task) with an accuracy level generally ranging from 50–79% if performed independently or 50–100% with minimal prompting.
<b>Accomplished</b>	The student consistently and independently performs the task across multiple settings with an accuracy level generally ranging from 80–100%.

# Performance Descriptions Regarding Prompting

“Nonexistent” Performance Level	Full Physical Prompting	Requires the teacher to use “hand-over-hand” prompting throughout the entire task.
“Minimal” Performance Level	Significant Prompting	Involves prompts throughout the task. The student attends to what he or she is doing by looking at the task and will attempt the task by reaching, making a verbal response, or through the use of assistive technology.
“Emerging” Performance Level	Moderate Prompting	Includes touching the student’s elbow to begin or continue the task; modeling may be done by the teacher or may be a model that the student follows, such as an alphabet strip used in order to alphabetize.
“Progressing” Performance Level	Minimal Prompting	Includes providing verbal cues or touch cues to initiate or redirect the student.

# Support Evidence

	Nonexistent	Minimal	Emerging	Progressing	Accomplished
<p><b>Response (Engagement)</b></p> <p>Mark the highest level achieved.</p>	<p><i>May or may not be aware, but:</i></p> <ul style="list-style-type: none"> <li>• Unable to perform any part</li> <li>• Unable to demonstrate any knowledge</li> </ul>	<p><i>Attends and can respond:</i></p> <ul style="list-style-type: none"> <li>• Indicates some attempt</li> <li>• Attends and can respond to task</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to most or all of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Engaged in task</li> <li>• Performing task relatively independently</li> </ul>	<ul style="list-style-type: none"> <li>• Engaged in task</li> <li>• Performing task independently</li> </ul>
<p><b>Support (Independent)</b></p> <p>Mark the highest level achieved.</p>	<ul style="list-style-type: none"> <li>• Requires full physical prompting – teacher assistance required otherwise there would be no response</li> </ul>	<ul style="list-style-type: none"> <li>• Requires prompts related to concept throughout the task</li> <li>• Physical – teacher assisting through touch</li> <li>• Verbal – repetition of the concept to instruct</li> <li>• Visual – providing a model or demonstration</li> <li>• Other prompting</li> </ul>	<ul style="list-style-type: none"> <li>• Prompt student to initiate task</li> <li>• Modeling by teacher</li> <li>• Model to follow</li> <li>• Cueing student to accurate response</li> </ul>	<p><i>Prompting at this level does not involve instruction relating to concept or skill</i></p> <ul style="list-style-type: none"> <li>• Prompt to initiate task</li> <li>• Prompt to redirect student to task</li> <li>• Repeat directions</li> </ul>	<ul style="list-style-type: none"> <li>• No prompting other than providing initial instructions</li> </ul>
<p><b>Accuracy</b></p> <p>Mark the highest level achieved.</p>	<p><i>No independent response to activity:</i></p> <ul style="list-style-type: none"> <li>• 0% without full assistance</li> </ul>	<p><i>Responses may be correct or incorrect:</i></p> <ul style="list-style-type: none"> <li>• 0-25% if done independently</li> <li>• 0-100% with prompting</li> </ul>	<p><i>Performance may be inconsistent:</i></p> <ul style="list-style-type: none"> <li>• 25-49% if done independently</li> <li>• 25-100% with prompting</li> </ul>	<p><i>Performance is consistent:</i></p> <ul style="list-style-type: none"> <li>• 50-79% if done independently</li> <li>• 50-100% with prompting</li> </ul>	<p><i>Performance is consistent:</i></p> <ul style="list-style-type: none"> <li>• 80-100%</li> <li>• independently</li> </ul>
<p><b>Setting</b></p>	<ul style="list-style-type: none"> <li>• One Setting </li> </ul>			<ul style="list-style-type: none"> <li>• Multiple settings </li> </ul>	
<p><b>Frequency</b></p>	<ul style="list-style-type: none"> <li>• Minimum of three trials during the testing window </li> </ul>				

# Supporting Evidence Rubric



# The Score Resolution Process

Raters #1 and #2 should review the ratings and Supporting Evidence in order to reach consensus on a score.

Ratings must **NOT** be changed on the Rating Forms.

A Score Resolution must be completed to document the agreed-upon score.

2018 SDSA-Alt | District Name | School Name | Subject [Change](#) | R. Langdon | [Sign Out](#)

## South Dakota: Science and Science Alternate Assessments

HOME STUDENTS CLASSES ASSESSMENTS ▾ ACCOUNTS ▾ REPORTS ADMINISTRATION ▾ HELP ▾

[Back to tests](#) [Sample Rater 2 List View >>](#)

### Viewing Students for R. Langdon: Physical Science II

Filter by rating status Show all ▾ Search

First Name	Last Name	SSID	Rater #	Rater name	Rating status	Score	Status	Unlock test
Abigail	Johnson	19791019	1	R. Langdon	In Progress	<a href="#">Resume</a>	<a href="#">Set</a>	
			2	<a href="#">Add</a>	Not Started			
Daniel	Potter	19800731	1	R. Langdon	Resolution needed	<a href="#">Resolve</a>		
			2	P. Sprout	Resolution needed			
Thomas	Rasmussen	19800730	1	R. Langdon	Not Started	<a href="#">Start</a>	<a href="#">Set</a>	
			2	<a href="#">Add</a>	Not Started			

showing 1 to 3 of 3 students

- Any student who has any items that need a resolution score will show “Resolution Needed” in the “Rating Status” column.
- Rater 1 only: Click “Resolve” button to enter final score

# Resolution Process

- ❖ Only the items needing a resolution are displayed.
- ❖ Rater 1 is responsible entered a final score.
- ❖ Displayed are Rater 1 and Rater 2 original ratings for reference.
- ❖ Evidence loaded for items needed a resolution score can be viewed but cannot be edited.
- ❖ Once final resolution is updated for all items and final scores have been "Submitted", "Rating Status" updated to "Resolved"
- ❖ Once resolved, and submitted, Rater 1 has access to "View". They will see all the items that needed a resolution, original scores and final score but they cannot make changes.



▼ Life Science

Resolved

Uploaded evidence

Evidence type

Task

[evidence for student.png](#)

Media (photo, video, audio)

Life Science, #2

View

1. Uses senses to identify physical properties of plants.

Rater 1 Score:  Nonexistant  Minimal  Emerging  Progressing  Accomplished

Aligned with IEP

Rater 2 Score:  Nonexistant  Minimal  Emerging  Progressing  Accomplished

Final Score:  Nonexistant  Minimal  Emerging  Progressing  Accomplished

2. Identifies a plant that needs watering. (Evidence provided)

Rater 1 Score:  Nonexistant  Minimal  Emerging  Progressing  Accomplished

Aligned with IEP

Rater 2 Score:  Nonexistant  Minimal  Emerging  Progressing  Accomplished

Final Score:  Nonexistant  Minimal  Emerging  Progressing  Accomplished

3. Explains what happens to a plant that recieves food.

Aligned with IEP

Nonexistant  Minimal  Emerging  Progressing  Accomplished

# South Dakota Science Alt

- Things to Remember
  - Test window opens April 2, closes May 4
  - Rater 1 and Rater 2 must have test administrator accounts in Science Alt administration site
  - Students need to be assigned to a class under Rater 1 in Science Alt administration site
  - Rater 1 selects Rater 2 after done scoring
    - 2 scores must be exact or resolution scoring needed
  - Rater 1 submits students assessment by clicking “Finished”. Questar is Rater 3

# SD Science and Science Alt

- Help Tab in Admin has information for both assessments
  - Software Installation and Systems Testing guides
  - Test Coordinator’s Handbooks
  - Directions for Administrations
  - Recorded Trainings

# SDSA-Alt Training

- System layout
  - Screen shots on the system go to
    - <http://doe.sd.gov/Assessment/presentations.aspx>
  - Questar Science Webinars training in March
    - <http://doe.sd.gov/Assessment/presentations.aspx>

# Contact

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