

PEARSON

**State Services  
Management  
Information**

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Pearson

Senior Account Program Manager

# Critical Dates for Spring 2012 Administration

Nov. 14– Dec. 9, 2011

DSTEP-A enrollment collection via  
NCS SchoolHouse

Jan. 9–12, 2012

DSTEP-A pre-test workshops

Jan. 16-20, 2012

Material Delivered to Districts

Jan. 23– Feb. 3, 2012

DSTEP-A Additional Order window  
via NCS SchoolHouse

Feb. 6–March 16, 2012

Test administration

March 21, 2012

All scorables must be picked up

March 23, 2012

All scorables due back at Pearson's  
Scoring Center

# AGENDA

9:00 a.m.-12:30 p.m.

- Welcome and Opening Remarks
- *Dakota STEP-A* Overview and Administration
- Collecting Supporting Evidence
  - Completing the Rating Forms
- Completing the Resolution Worksheet
- Pearson Assessment Program Management Information
- Evaluation and Adjourn

The Pearson logo consists of the word "PEARSON" in a bold, blue, sans-serif font. A yellow swoosh underline is positioned beneath the letters "A", "R", and "S".

# Learning Outcomes

Participants will:

- Identify the roles and responsibilities of each rater in completing the Rating Forms.
- Understand the process of identifying and documenting tasks for supporting evidence.
- Understand how to complete a Score Resolution Worksheet.
- Be informed on the distribution and packaging/returning of test materials.

# SPRING 2012

- The *Dakota STEP-A* tests
  - Reading at grades 3-8 & 11
  - Math at grades 3-8 & 11
  - Science at grades 5, 8 & 11

# What is the Dakota STEP–A

Designed to measure the skills of students with **significant cognitive disabilities** who are enrolled in Special Education programs and are unable to participate in the DSTEP, even with necessary accommodations.

- Aligned with grade level South Dakota Content Standards to measure student progress on grade level skills

# Eligibility Criteria: Significant Cognitive Disability

**The identification of students to be assessed with the Dakota STEP-A assessment must be identified at a minimum of 5 weeks prior to testing.**

1. The student has an active IEP with annual goals and short-term objectives which focus on extended content.
2. The student's cognitive abilities are 2.0 standard deviations or more below the mean.

# Eligibility Criteria: Significant Cognitive Disability (continued)

3. The student primarily requires **direct** and **extensive** instruction to

- acquire
- maintain
- generalize
- transfer skills

which are done in naturally occurring settings of his or her life

# Responsibilities

- Receive training
- Receive Materials
- Sign test security agreement/affidavit

# Contents of Student Assessment Package

- Grade Specific Rating Forms (2) -
  - grade-specific tasks/skills
- Data Collection Forms (15) - Documents the supporting evidence collected for identified tasks (this form can be found online for those that wish to type up the information)
- Directions for Administering
- Score Resolution Worksheet -
  - Resolve the ratings of tasks with Supporting Evidence that are not rated identically by both Raters
- Supporting Evidence Envelope (3) - student work samples and documents to demonstrate the student's abilities relative to specific Rating Form task/skills
- Manila Bubble Envelope (to return student assessment materials)
- Your district testing coordinator will receive the Student Name Labels and will provide them to you

# Security of Materials

- Test security agreement/affidavits must be completed prior to receiving *STEP-A* materials. This form must be completed online see either the TCH or DFA for URL
- Keep all materials in a secure location except when being utilized
- Utilize the *Test Irregularity Form* available online to document and resolve ANY irregularities occurring during testing

# Beginning the Assessment

- Identify Raters
  - Rater #1
    - **Required** to be:
      - Student's primary Special Education teacher
  - Rater #2
    - Colleague who knows and works with the student on a regular basis
    - **Cannot** be the parent

# Dakota DSTEP-A Rating Forms

- The Rating Form measures **academic skills** or **tasks** in:
  - Reading - Gr. 3-8 & 11
  - Mathematics - Gr. 3-8 & 11
  - Science - Gr. 5, 8 & 11
- Ratings indicate the **degree** to which a student is **able** to perform **each** skill.
- Rate **EVERY** task, even if some skills or activities do not seem to apply to the student or are too difficult to rate.

# Completing the Demographic Page

- Rater 1 - completes this page on both Rating forms for each student
  - If you have student labels place in the box identified for student label -
  - If no labels you will need to fill in all information in the top box, see Directions for Administering for completing
  - Write Students name on the top of the form in the event the label comes off
  - If the student is being tested outside the district indicate the testing site
  - Teachers use only box - this is only use if a student is not assessed for some reason, see the directions for administering.

# Completing the Demographic Page Continued

- Complete Rater 1 – Special Education Teacher
  - Printed name
  - Date Rating Form completed
  - Training
  - E-Mail
  - Phone
  - Signature

# Completing the Demographic Page Continued

- Rater 2 - completes the Rater 2 box on the Rating form they are using
  - Printed Name
  - Date Rating Form Completed
  - Training
  - Position - (select one)
  - Signature



## Raters roles

- The two raters **independently** complete a Rating Form for each student.

### Why 2 Raters

- To ensure that assessment results provide the **most accurate** possible profile of the student's achievement as observed and evaluated by **educational professionals** across **multiple settings** throughout the assessment time period.

Where do we start?

Where do we start?



PEARSON

# Beginning the Process

- Rater 1
  - Thoroughly **review** the DFA (Directions for Administration)
  - **Review** the Rating Forms for each content area and grade level
    - Mark skills that are aligned to IEP
    - Mark skills that supporting evidence will be collected on

# Supporting Evidence Requirements

- Required for students in grades 3-8 and 11 in reading, math, and science.
- Must be provided in a format that allows an independent evaluator to understand the student's performance of a particular skill identified on the Rating Form.
- Collection must occur during the testing window (February 6-March 16, 2012).

# Supporting Evidence Requirements

- When possible, items/tasks/activities that are **aligned** to the student's **IEP** may be best choice for Supporting Evidence.
  - Ensures student has had instruction in the skill.
  - May best represent student's performance.

# Purpose of Supporting Evidence

- Make an informed rating of student performance
- Documents actual student performance.
- Is a reliability check to ensure evidence clearly articulates student performance
- Is a validity check to ensure skills are on grade level

# Purpose of Supporting Evidence

- Reliability – the consistency or repeatability of the rating.
  - Do they get the same rating when looking at the same evidence?
- Validity – degree the rating accurately reflects the concept the assessor is trying to measure
  - Did the evidence and rating reflect what the item intended to be measured?
  - Provides evidence that student evaluation is aligned to standards and on grade level

# Selecting Items for Supporting Evidence

- Select **ONE** item for each Indicator in **Reading** for Supporting Evidence. (5 total)

## Reading Indicators

- Recognize and analyze words.
- Comprehend and fluently read text.
- Apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.
- Interpret and respond to diverse, multicultural, and time period texts.
- Access, analyze, synthesize, and evaluate informational texts.

# Reading ← Content Area for Reading

## Apply various reading strategies to comprehend and interpret text.

Items/Tasks

1. Explores and responds to a book (e.g., holds a book, turns pages).	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2. Attends to pictures, functional symbols, and objects that are pertinent to a story.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
3. Initiates either verbal or nonverbal communication that requires a response.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4. Indicates the sound of a letter when shown the letter.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
5. Follows with a pointer or finger as letters are read.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
6. Locates vocabulary words in bold print.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
7. Develops questions when looking at a picture.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Indicator

## Evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Items/Tasks

8. Imitates "real" sound effects (e.g., "What does the pig say?").	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
9. Attends to a story.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10. When given two pictures, identifies the one that shows a real person, object, or situation.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
11. Identifies the setting of a story.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12. Recalls two events from a story (e.g., who, where, what happened).	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
13. Identifies differences between characters.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14. Recalls and sequences 2–3 events from a story.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Indicator

# Selecting Items for Supporting Evidence

- Select **ONE** item for each Indicator in **Mathematics** for Supporting Evidence. (5 total)

## Mathematics Indicators

- Algebra
- Geometry
- Measurement
- Number Sense
- Statistics and Probability

# Content Area

# Strand for Mathematics

## Mathematics: Number Sense

Nonaxi    Minim    Emergi    Progre    Accum    |    Aligna IEP go    Suppo: submit

**Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concepts of value, magnitude, and relative magnitude of real numbers.**

Items/Tasks

85. Reads numbers up to 1000.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
86. Recognizes the term "factors" as two numbers multiplied by each other.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
87. Locates zero on a thermometer.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
88. Recognizes when the temperature is above/below zero.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
89. Labels numerals to 1000.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
90. Labels numerals to 100.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
91. Recalls multiplication facts (0–9).	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Items/Tasks

<b>Apply operations within the set of real numbers.</b>							
92. Recognizes that multiplication and division are opposite operations.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
93. Creates a whole unit from 2 halves (e.g., uses a 2-part puzzle).	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
94. Demonstrates division as sharing equally.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
95. Divides a whole unit into quarters (e.g., folds a piece of paper).	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
96. Demonstrates equal fractions (e.g., 2/4 of a pizza is the same as 1/2).	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
97. Using a single-digit divisor, demonstrates the use of correct steps to find the quotient of a simple division problem.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
98. Labels equivalent fractions on number lines.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				

# Selecting Items for Supporting Evidence

Supporting Evidence is **REQUIRED** for one of the skills listed in each science strand:

1. Nature of Science (grades 8 & 11 only)
2. Physical Science (grades 5, 8, & 11)
3. Life Science (grades 5 & 11 only)
4. Earth/Space Science (grades 5, 8, & 11)
5. Science, Technology, Environment & Society (grades 5, 8, & 11)

## Strand for Science

## Content Area

### Physical Science

Items/Tasks

Items/Tasks

	None	Mini	Emerg	Progre	Accom	Aligne IEP go	Suppo/ submit
<b>Analyze forces, their forms, and their effects on motions.</b>							
127. Identifies a simple machine by using "yes" or "no" questions given by the teacher.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
128. Matches a simple machine to a similar simple machine.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
129. With assistance, creates a list of simple machines found within his/her environment.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
130. Compares stopping distances by experimenting with objects on ramps.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
131. Compares stopping distances by experimenting with objects and different surfaces.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
132. When rolling two identical balls on two different surfaces, identifies which ball will stop first.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
133. When given different surfaces and objects, matches how each object will move when rolled on each surface.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>Analyze interactions of energy and matter.</b>							
134. Categorizes representations related to hot and cold.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
135. Identifies a thermometer from a group of objects.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
136. By verbal or technological response, identifies where the line or mark is on a thermometer to indicate temperature.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
137. Experiments with light using tools that adjust the amount of light (e.g., wears sunglasses, pulls up a shade).	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
138. Participates in experiments that demonstrate the effects of light and heat from the sun.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
139. Participates in experiments to recognize that the spectrum of light contains colors.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
140. Identifies or labels the colors found in the spectrum of light.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				

# Summary of Required Data Collection

Grade Level	Reading Indicators	Math Strands	Science Strands	Total # Supporting Evidence	Total # Data Collection Forms
3 <sup>rd</sup>	5	5	0	10	10
4 <sup>th</sup>	5	5	0	10	10
5 <sup>th</sup>	5	5	4	14	14
6 <sup>th</sup>	5	5	0	10	10
7 <sup>th</sup>	5	5	0	10	10
8 <sup>th</sup>	5	5	4	14	14
11 <sup>th</sup>	5	5	5	15	15

# Collecting Supporting Evidence

- Plan instruction and lessons on the skills identified
  - Must document at least three trials of skill
- Determine how the skill will be documented
  - Must have one Data Collection Form
  - Must have one piece of evidence from one of the trials
    - Should represent **overall** performance
- Prepare materials for instruction and documentation

# Sample of Student Work

- The sample of student work submitted should be in a format that provides **EVIDENCE** of the student's performance of an **entire task** (or as much of the task as the student accomplished).

# Formats for Supporting Evidence

- A **work sample** (a worksheet, an essay, a model, etc.).
- **Annotated photographs** that show the student accomplishing the entire task.
- **Videos** of the student with an **explanation** of the task.
- **Audiotapes** with **scripts** of oral tasks, etc.

# Data Collection Form for Supporting Evidence

- Rater #1 completes **one** Data Collection Form for **each** submission of Supporting Evidence.
- The Data Collection Form is used to summarize and provide documentation of the student work sample and includes a **narrative**.
- Once completed, the Data Collection Form must be submitted with the Supporting Evidence.

# Completing the Data Collection Form

- Demographic information
- Most students will have preprinted labels that can be affixed in this section
- Form is available online if preference is to type

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Completing the Data Collection Form (cont)

- 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

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

Student: \_\_\_\_\_ Student Information Number (SIS): \_\_\_\_\_  
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 (cont)

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

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

Student: \_\_\_\_\_ Student Information Number (SIS): \_\_\_\_\_  
Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Date: \_\_\_\_\_ District: \_\_\_\_\_

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

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

Range of Score 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 (cont)

- One Setting
  - Same location
  - Same materials
  - Same personnel
- Multiple Settings
  - Multiple locations
    - Different areas in classroom
    - Gen ed./community setting
  - Variety of personnel

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

Student: \_\_\_\_\_ Student Information Number (SIS): \_\_\_\_\_  
Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Date: \_\_\_\_\_ District: \_\_\_\_\_

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

Dates Administered 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)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Section of Data Collection Form Completed (cont)

**Content Area:** Math – Statistics and probability

**Rating Form Item Number:** # 101 – Displays data using graphic representations on a graph.

**Dates Assessed and Number of Trials:** March 3, 2009 – 5 trials, March 4, 2009 – 5 trials, March 9, 2009 – 5 trials.

**Range of Scores Obtained:** 20%, 20%, and 40%

**Setting and Personnel:**       One setting (specify)       Multiple settings (specify)

Testing was done in the classroom setting with the teacher or classroom teacher assistant and

# Completing the Data Collection Form (cont)

- 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 (SIMS): \_\_\_\_\_  
Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Date: \_\_\_\_\_ District: \_\_\_\_\_  
Content Area: \_\_\_\_\_ Rating Form Item Number: \_\_\_\_\_  
Dates Assessed and Number of Trials: \_\_\_\_\_  
Range of Score 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 (cont)

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

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

Student: \_\_\_\_\_ Student Information Number (SIMS): \_\_\_\_\_  
Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Date: \_\_\_\_\_ District: \_\_\_\_\_  
Content Area: \_\_\_\_\_ Rating Form Item Number: \_\_\_\_\_  
Date Assessed and Number of Trials: \_\_\_\_\_  
Range of Score 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
- ② Student response
- ③ Frequency
- ④ Accuracy
- ⑤ Type and level of support (prompts/cues)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Completing the Narrative

- Must address **each** of the following for the piece of evidence:
  - Description of Activity...
  - Student Response...
  - Type and Level of Support...
  - Frequency...
  - Accuracy...

# Example of a Narrative

Math #101: Displays data using graphic representations on a graph.

## **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
- ② Student response
- ③ Type and level of support (prompts/cues)
- ④ Frequency
- ⑤ Accuracy

When presented with the weekly weather graph [REDACTED] was asked questions about the weather. [REDACTED] was asked to use her number page on her communication device to display the correct number of the findings on the chart. [REDACTED] would activate her communication device by pressing a micro light switch with her thumb. The questions consisted of how many days were cloudy, sunny, rainy or snowy. [REDACTED] required many verbal prompts to answer the questions and indicated that she did not like this activity. [REDACTED] participated in 5 trials with 20% accuracy.

## Example of a Narrative (cont)

- Frequency
  - May or may not describe depending on how much support or how many times activity was performed with the attached piece of evidence.
- Examples of frequency statements:
  - Required prompting two separate times.
  - Matched set of words to pictures three separate times during the lesson.

# STUDENT WORK SAMPLES

- Label evidence in case separated with:
  - Name
  - School
  - Grade
  - Subject
  - Rating Form Item corresponding to
- Need to submit one trial documented in narrative, but enough information to convey student performance

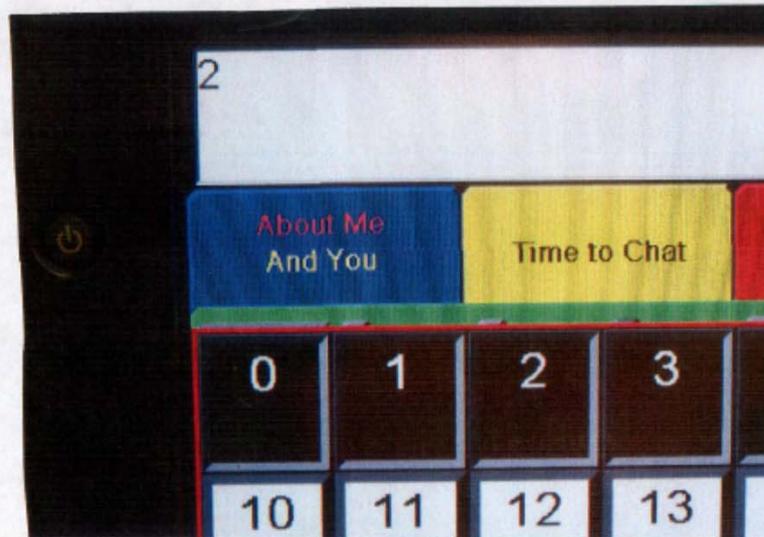
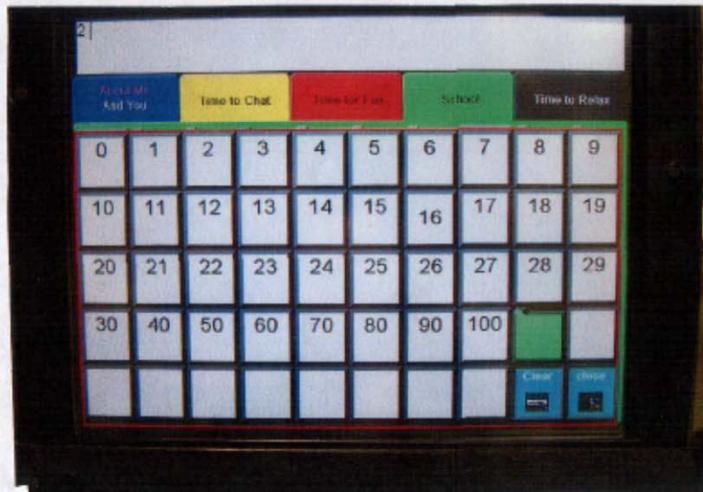
# STUDENT WORK SAMPLES

- Send one or more of the following:
  - 2-4 Annotated photos showing student performing task
  - Work sample that shows what student completed
  - Data gathered during work session
  - Media: video, audio of session
    - Use sparingly, only if best way to convey student performance
  - Original work samples and photos are easiest to review

# STUDENT WORK SAMPLES

- Avoid Sending:
  - Photo copy of entire story or text used
  - Manipulatives from classroom (take a picture)
  - Entire PowerPoint presentations
  - Original work that is cumbersome (large posters, models...)

Katie Math #101 Statistics and Probability  
Displays data using graphic representations on a graph.



# Marking the rating form

Mark each task/item that is aligned to students IEP

For each content-based task (item), Rater #1 determines the **performance level** at which the student is observed performing each **task** or **skill (item)**.

	PERFORMANCE LEVEL					Aligned with student's IEP goals and objectives	Supporting evidence submitted
	Nonexistent	Minimal	Emerging	Progressing	Accomplished		
1. Participates in story or teacher-led presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Indicates preference for a book or story.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Participates in action songs or finger plays.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicate one task/item per indicator for reading and one strand for Mathematics and Science

## Basis of Ratings

- Rating is based on each rater's **knowledge** of the student's **current performance level** based on evidence collected, direct observation, and professional judgment.



# 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

**rubric is located in the  
ctions for Administering  
(DFA)**

Nonexistent	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.
Minimal	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%.
Emerging	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%.
Progressing	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.
Accomplished	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	<b>Full Physical Prompting</b>	Requires the teacher to use “hand-over-hand” prompting throughout the entire task.
“Minimal” Performance Level	<b>Significant Prompting</b>	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	<b>Moderate Prompting</b>	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	<b>Minimal Prompting</b>	Includes providing verbal cues or touch cues to initiate or redirect the student.

# Systematic Prompting

- Use a hierarchy of prompting for each trial
  - **QUESTION:** What animal was Elaine's pet?
    - Wait 5 seconds, if correct praise, if no response, then
  - **PROMPT:** "Dog...show me the dog."
    - Wait 5 seconds, if correct, praise, if no response, then
  - **MODEL:** "Dog...point like this...you do it."
    - Wait 5 seconds, if correct, praise, no response, then
  - **GUIDE:** "Let me help you point to the dog."
    - Physically guide and end trial.

# Rating Student Performance

- If performance falls among several levels, use the level that meets most of the criteria; **however**
  - To perform at the higher level in the range, the student **must meet all** the criteria
  - Accuracy should be considered in conjunction with independence if falling in multiple categories

## Supporting Evidence Rubric

Does the evidence align to selected skill at the complexity level intended to measure? *Yes (continue) No (can't score)*

	Nonexistent	Minimal	Emerging	Progressing	Accomplished
<b>Response Engagement)</b> Mark the highest level achieved.	<i>May or may not be aware, but:</i> <ul style="list-style-type: none"> <li>Unable to perform any part</li> <li>Unable to demonstrate any knowledge</li> </ul>	<i>Attends and can respond:</i> <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>
<b>Support dependent)</b> Mark the highest level achieved.	<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>	<i>Prompting at this level does not involve instruction relating to concept or skill</i> <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>
<b>Accuracy</b> Mark the highest level achieved.	<i>No independent response to activity:</i> <ul style="list-style-type: none"> <li>0% without full assistance</li> </ul>	<i>Responses may be correct or incorrect:</i> <ul style="list-style-type: none"> <li>0-25% if done independently</li> <li>0-100% with prompting</li> </ul>	<i>Performance may be inconsistent:</i> <ul style="list-style-type: none"> <li>25-49% if done independently</li> <li>25-100% with prompting</li> </ul>	<i>Performance is consistent:</i> <ul style="list-style-type: none"> <li>50-79% if done independently</li> <li>50-100% with prompting</li> </ul>	<i>Performance is consistent:</i> <ul style="list-style-type: none"> <li>80-100% independently</li> </ul>
<b>Setting</b>	<ul style="list-style-type: none"> <li>One Setting <math>\longrightarrow</math></li> </ul>			<ul style="list-style-type: none"> <li>Multiple settings <math>\longrightarrow</math></li> </ul>	
<b>Frequency</b>	<ul style="list-style-type: none"> <li>Minimum of three trials during the testing window <math>\longrightarrow</math></li> </ul>				

For each category is marked, determine the category at which the student demonstrated the lowest achievement.



## Rater 1 Completing the Rating Form

- Complete rating for all remaining items
- Complete Student Characteristics Survey



# Student Characteristics Survey

**Dakota STEP-A Student Survey**

In each category, select one or more of the following statements that best describe the student being evaluated.

<p><b>Language</b></p> <p>Symbolic language to communicate intentional communication, but not at a functional language level</p> <p>Communicates primarily through cries, facial expressions, gestures, changes in muscle tone, etc.</p> <p><b>Communication System</b></p> <p>Uses an augmentative communication system in place of oral speech.</p> <p><b>Language</b></p> <p>Independently follows 1–2 step directions and through words; does not need additional cues to follow 1–2 step directions</p> <p>Requires sensory input from another person, but does not require actual physical assistance to follow simple directions in response to sensory stimuli</p> <p><b>Vision</b></p> <p>Within normal limits</p> <p>Has functional vision within normal limits for some daily activities</p> <p>Requires functional use of vision for daily activities</p> <p><b>Hearing</b></p> <p>Within normal limits</p> <p>Has functional hearing within normal limits for some daily activities</p> <p>Requires hearing aids, but still with significant loss of hearing, even with aids</p> <p>Requires hearing aids to determine functional loss of hearing</p> <p><b>Physical Function</b></p> <p>Has significant motor dysfunction that requires adaptations to support motor function</p> <p>Requires wheelchair, positioning equipment, and/or other devices for most activities</p> <p>Requires personal assistance for most/all activities</p>	<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Initiates and sustains social interactions</li> <li><input type="radio"/> Responds with social interaction, but does not initiate or sustain social interaction</li> <li><input type="radio"/> Alerts to others</li> <li><input type="radio"/> Does not alert to others</li> </ul> <p><b>Health Issues/Attendance</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Attends at least 90% of school days</li> <li><input type="radio"/> Attends approximately 75% of school days; absences due primarily to health issues</li> <li><input type="radio"/> Attends approximately 50% or less of school days; absences due primarily to health issues</li> <li><input type="radio"/> Receives homebound instruction due to health issues</li> <li><input type="radio"/> Highly irregular attendance or homebound instruction due to issues other than health</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Reads fluently with critical understanding in print or Braille</li> <li><input type="radio"/> Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille</li> <li><input type="radio"/> Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille</li> <li><input type="radio"/> Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from pictures not linked to text</li> <li><input type="radio"/> No observable awareness of print or Braille</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Applies conceptual procedures to solve real-life or routine word problems from a variety of contexts</li> <li><input type="radio"/> Performs computational procedures with or without a calculator</li> <li><input type="radio"/> Counts with 1:1 correspondence to at least 10 and/or makes numbered sets of items</li> <li><input type="radio"/> Rote counts by 5</li> <li><input type="radio"/> No observable awareness of or use of numbers</li> </ul>
---	--

**Only Rater #1  
completes the *Dakota  
STEP-A Student Survey.***

**Only **one** survey  
completed for each student**

## Rater 1

- Once ALL the Supporting Evidence for **each item** has been COLLECTED, appropriately DOCUMENTED, placed in the appropriate Supporting Evidence Envelope and the Rating Forms for each content area are completed,
    - Provide Rater #2 the second Rating Form to complete on same student
    - Be sure to provide all Supporting Evidence Envelopes with documentation to Rater #2 for scoring.
- 

**Next:  
Rater #2**



## Rater 2 Requirements

- Rater 2 must be familiar with the student and their academic performance
- Examples:
  - Paraprofessional
  - Speech therapist
  - General Education teacher
- Rater 2 can not be parent



## Rater 2 Requirements

- Rater 2 must receive and sign that he/she has been trained
  - Training can be completed by:
    - Attending assessment workshops by state
    - Receiving training by district representative who attended the state workshop
    - By viewing Rater 2 presentation available on the web
- 

# Rater #2: Steps to Complete the Assessment

- Rater 2 **independently** completes the second Rating Form for each student.



Rater #2

Only Rater #1 marks these boxes

	PERFORMANCE LEVEL					Rater #1 Rater #2	Rater #3
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard	Does Not Meet Standard		
1. Attends to a story or teacher-led presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Indicates preference for a book or story.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participates in action songs or finger plays.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Rater #2: Steps to Complete the Assessment

Rater #2 determines the performance level of ALL items on each Rating Form based on supporting evidence documentation and knowledge of the student's abilities.

- Rater 2 MUST rate independently, can not have Rater 1 form to reference
  - Supporting Evidence Work MUST not reflect rater #1 rating.
- 

## Rater #2: Steps to Complete the Assessment

Rater #2 submits the completed Rating Forms to Rater #1.

Rater #2 returns the Supporting Evidence to Rater #1.

- After rating is completed, Rater 2 may discuss anything that may have been unclear in Supporting Evidence
- 

# Score Resolution



## Rater #1 Final Steps

- Rater #1 will review Rating Forms from **both** raters and determine which, if any, items require a **score resolution**.
    - Any item with Supporting Evidence that was NOT rated identically **requires** a resolution.
    - For all other items it is up to the discretion of Rater #1 as to whether a resolution should be made.
      - Recommended if rating is not same or adjacent
- 

## 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 Worksheet must be completed to document the agreed-upon score.
- 



# Lessons Learned Do's and Don'ts

## Lessons Learned from Developing Anchor Sets

<b>Do:</b>	<b>Ways to improve:</b>
<p><i>Formatting:</i></p> <p>Make sure each supporting evidence submission for each student is together securely: best to use staples or butterfly clips. Avoid paper clips.</p> <p>To make it easier to read, type form or use blue ink if handwriting</p> <p><i>Types of Evidence:</i></p> <p>Use age appropriate materials</p> <p>Pictures or copies are the easiest to review</p>	<p><i>Filling out the Evidence Form:</i></p> <ul style="list-style-type: none"><li>• Make sure student response refers to the student's performance on the task, not the student's emotional response</li><li>• Instead of writing "minimal prompting", write what was said or done and how many times. The rater will decide what is minimal or significant.</li><li>• Indicate whether prompting is instructional or focusing</li></ul>

# Lessons Learned Do's and Don'ts

- Pictures
  - Easy to review
  - Best if accompany a detailed narrative and/or a work sample
  - Need to be captioned
  - Make sure picture demonstrates what the student can do
    - Posed pictures are not very descriptive
  - Angle photo from back or shoulders down when possible



# Lessons Learned Do's and Don'ts

- Prompting

- Be specific about the type and amount of prompting
  - If student performance is 100% due to prompting, give indication of what their independent level would be
  - Initial instructions on a task are not prompting unless they need to be repeated
  - Be clear whether prompting involves refocusing student to task or instruction on the skill
  - Avoid using prompting levels from rubric: *minimal, moderate, significant, and full physical*
- 

# Lessons Learned Do's and Don'ts

to explain range of scores if there are inconsistencies.

Range of Scores: 67%, 34%, 0%

- Why did scores decrease, was prompting phased out?

Range of Scores: 0%, 80%, 100%

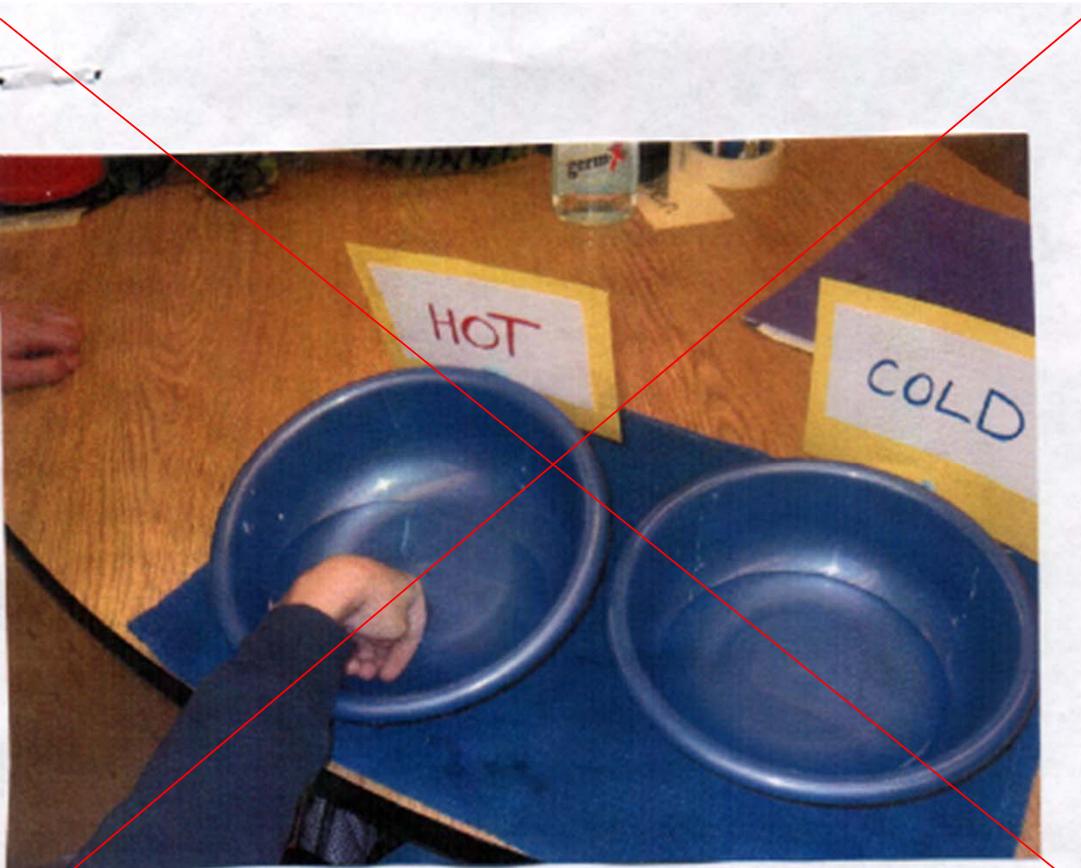
- Why did scores increase, was it a new skill?
- Good practice to try again and see if scores may be consistent.

Range of Scores: 100%, 100%, 100% with full physical prompting

- Was student engaged and aware of task?
  - Can they do any part independently, what would be that score?
- 

# Lessons Learned Do's and Don'ts

Do make sure task aligns to skill being measured.



March 3, 2009

Math- measurement  
# 71

Associates temperature  
with degrees

**This is not an accurate  
piece of supporting  
evidence for the task  
identified**

# Lessons Learned Do's and Don'ts

Do make sure task aligns to skill being measured.

- Make sure the academic focus is clear to the student
  - Folding towels to demonstrate symmetry
  - Sorting recycling to demonstrate a solution to social problem
  - Using a dolly to deliver materials to demonstrate a lever

# Test Coordinator Handbook

- The Test Coordinator Handbook (TCH) contains information for both programs in one manual. (DSTEP-A and DSTEP)
  - All general information that applies to both programs can be found in the front of the manual
  - Individual sections are identified towards the back of the manual.

# MATERIALS RETURN

- Listed below are the addresses that will be on the labels for the return of the testing materials

## DSTEP-A Scorable material ship to location:

Pearson  
2510 North Dodge  
Iowa City, Iowa 52245

## DSTEP-A Non Scorable material ship to location:

Pearson  
7405 Irish Drive SW  
Cedar Rapids, Iowa 52404

PEARSON

# Additional Orders

- NCS Schoolhouse will be used for additional orders
- User names and passwords have been provided (if you have misplaced or do not remember contact customer support at 1-888-827-1089)
- SchoolHouse additional order window is **January 23 – February 3, 2012**
- If additional materials are needed visit [www.ncsschoolhouse.com](http://www.ncsschoolhouse.com) to place your order
- If you require additional Directions for Administration (DFA)/TCH you can find them posted on the DOE web-site

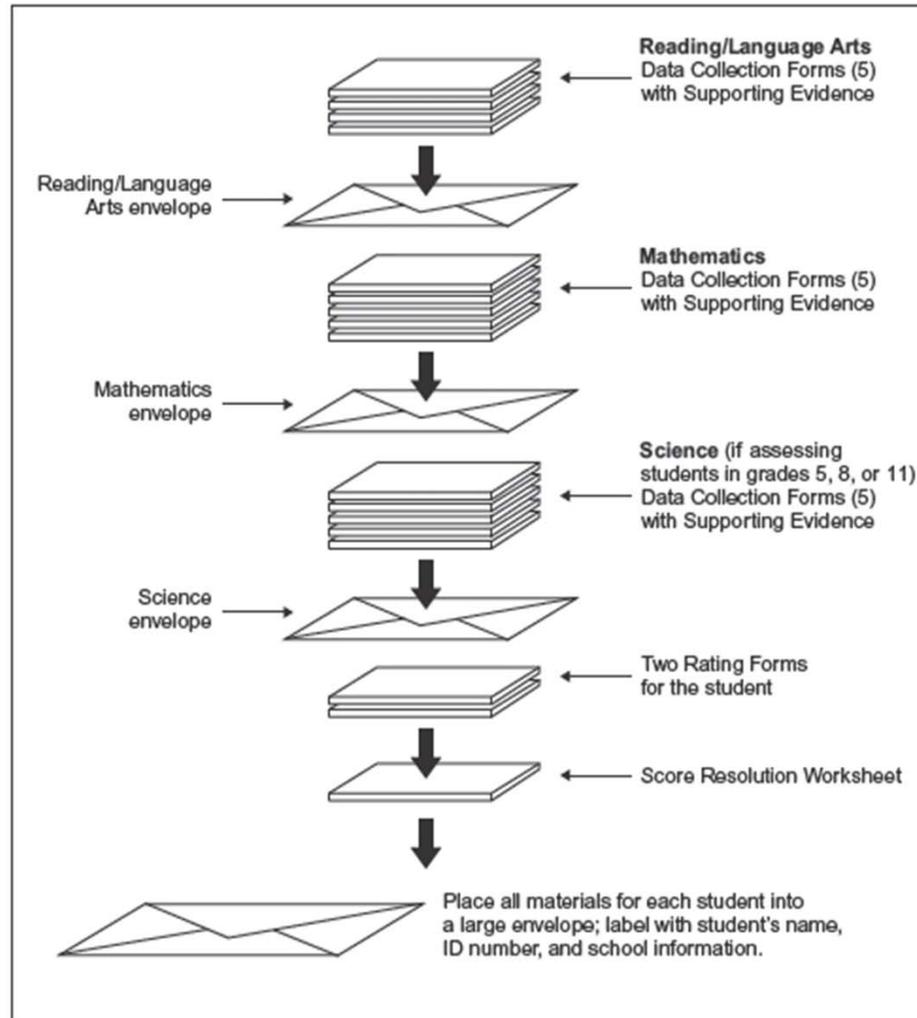
# DSTEP-A Test Coordinator Kit Includes:

- *Test Coordinator Handbook* (TCH)
- Packing List
- District Coordinator Cover Letter
- UPS Return Information & Labels
- Pink Peel-&-Stick Labels (for SCORABLE materials)
- Green Peel-&-Stick Labels (for NONSCORABLE materials)
- Student Name Labels (20 per student) if provided by the state (infinite campus)

# Student Materials: Activities After Administration

- Special Education teachers are responsible for packaging the assessment materials for each student.
  - See the diagrams for complete description of the proper way to return materials
  - Items to be returned as **scorable material**:
    - Completed Rating Forms
    - Completed Data Collection Forms
    - Scoring Resolution Worksheet (if used)
    - Supporting Evidence in provided envelopes

## Packing Diagram for *DSTEP-A* Student Materials



PEARSON

# Supporting Evidence Envelope

- Complete the information on the front of the Supporting Evidence Envelope.
  - Circle to show subject of materials enclosed
  - Utilize supplied student label, or fill out the student information. Ensure information on each envelope matches.
  - Complete the Teacher and Rater information
  - Circle the appropriate media type that is enclosed.

# Envelope Sample

SOUTH DAKOTA

DSTEP-A

Scorable Materials Envelope

CIRCLE TO SHOW SUBJECT OF MATERIALS ENCLOSED:

**READING    MATH    SCIENCE**

## 1. STUDENT INFORMATION

Student: \_\_\_\_\_

Student ID#: \_\_\_\_\_ Grade: \_\_\_\_\_

School (Testing Site): \_\_\_\_\_

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

## 2. TEACHER/TEST ADMINISTRATOR INFORMATION

Name of Special Education Teacher: \_\_\_\_\_

Name of Second Rater: \_\_\_\_\_

**If Media is enclosed circle which format.**

VHS tape

DVD

Micro-cassette tapes

CD

Photographs

Audio Cassettes

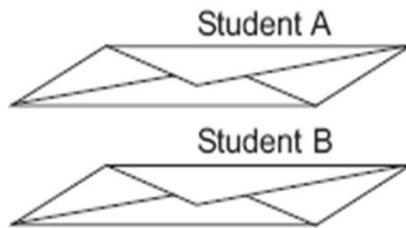
Other please specify: \_\_\_\_\_

**PEARSON**

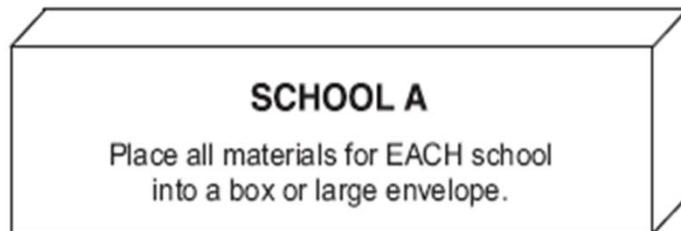
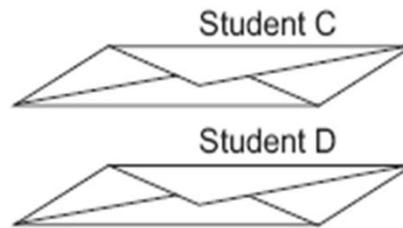
# Packing Diagram for School Materials

Group student materials together by grade.

**GRADE 3**



**GRADE 5**

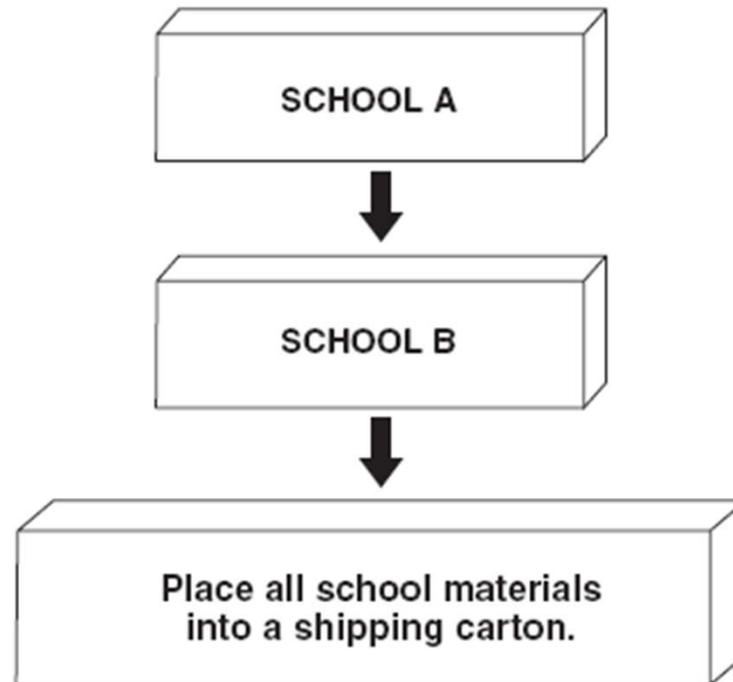


Special Education Teachers/test coordinators are to group student materials by grade within each building.

Organize the materials for each school as shown in the diagram.

# Packing Diagram for District Materials

Package all school material as indicated below



# Scorable Assessment Materials

- **Do not use shipping labels from previous administrations or the DSTEP assessment as the labels are different**
- Test coordinators must ensure ALL DSTEP-A Scorable Materials are ready for return to Pearson no later than **March 21, 2012. PEARSON HAS SCHEDULED THE PICK UP OF THE MATERIALS.**
- Scorable assessment materials must be returned to the Pearson Scoring Center using the UPS "2nd Day Air and Hot Pink "South Dakota - DSTEP-A Scorable Materials" return labels) affixed to each box. Complete all information on the Hot Pink label. If more than one box is needed, label the boxes serially. For example, a shipment of 4 boxes would be labeled "Box 1 of 4", "Box 2 of 4", "Box 3 of 4" and "Box 4 of 4."

# Contact Information

Carol Sekinger, Program Manager	210·339·5679 210-364-7359 (cell) <a href="mailto:Carol.sekinger@pearson.com">Carol.sekinger@pearson.com</a>
Martha Lopez, Project Manager	210·339·5616 210·452·0912 (cell) <a href="mailto:Martha.lopez@pearson.com">Martha.lopez@pearson.com</a>

Pearson Customer Support Center: 1-888-827-1089

or

[southdakotateam@support.pearson.com](mailto:southdakotateam@support.pearson.com)

The Pearson logo consists of the word "PEARSON" in a bold, blue, sans-serif font. Below the text is a stylized yellow and blue wave graphic that curves under the letters.

# Wrap-Up