



Winter Assessment Roadshow 2023

Contacts for Support

- **Stacy Holzbauer** 1% Population & Alternate Assessments
- **Beth Schiltz** Tools, Supports, and Accommodations
- Chris Booth –Science, Science-Alt, Math-Alt, ELA-Alt
- Rebecca Frerichs- SD Math & ELA Assessments;

Interim & Formative Assessments

- Shari Lord English Language Proficiency (ACCESS) Assessment
- Kasey Williams Assistant Administrator for the Office of Assessment & Accountability (Oversee the Accountability Report Cards)
- ▶ Matt Gill Administrator for the Office of Assessment & Accountability

Topics for the day

The Morning

- Background & Assessment Requirements
- Cambium Assessment Important Reminders
- Tools, Supports, and Accommodations Important Reminders

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Alternate Assessment Important Reminders

The Afternoon

Deeper Dive and Demonstrations

Keeping in Touch

Weekly communication to district assessment coordinators from Ruth Raveling on Fridays

Collection located at <u>https://doe.sd.gov/Assessment/Resources.aspx</u>

Student Response Alerts – if one of your students writes something alarming

Questions? Email <u>DOEassessment@state.sd.us</u>





Background and Requirements

Balanced Assessment



Summative

- Feedback on progress towards school goals
- Establish broader school or grade/department level focuses

Interim

- Feedback on progress towards mastery of standards
- Allows for periodic adjustments to instruction
- Grade/department/classroom level focuses (e.g. PLCs)

Formative

- Feedback on student learning during instruction
- Allows for immediate adjustments to instruction
- Classroom level focuses

Balanced Assessment

Interim Assessments

1. Math, ELA, and Science

2. Aligned to SD Content Standards

3. Interims can be used to inform where to go next

4. Use interim assessment data to improve instruction

- 5. Interims are practice and predictors for summative
- **6.** Free of charge!
- 7. Practice with Tools, Supports, and Accommodations

Interim Assessments

INTERIM ASSESSMENTS AT A GLANCE

Interim Comprehensive Assessments

Assess a broad range of targets, similar to the summative

Examples:

- Grade 3 ELA
- Grade 3 Math



Interim Assessment Blocks

Assess 3–8 targets in ELA/literacy or Math

Examples: • Grade 3 ELA, Read Literary Texts

- Grade 3 Math, Operations
- and Algebraic Thinking



Focused Interim Assessment Blocks

Assess 1–3 targets in ELA/literacy or Math

Examples:

- Grade 3 ELA, Research: Use Evidence
- Grade 3 Math, Time, Volume, and Mass



Find more information at: contentexplorer.smarterbalanced.org

Interim Assessment Windows



► IAB – August to May 5

► FIAB – August to May 5

Formative Tools

Tools for Teachers – Math & ELA lesson plans w/ formative assessment strategies built in

Gizmos – online science simulations and case studies

Tuva – Science - offers students the opportunity to learn about and practice working with data, graphing, and statistics tools using real-world scenarios and data

State-Required Summative Assessments

MUST BE ADMINISTERED BY A CERTIFIED STAFF

Required Tests to meet state and federal requirements

SD-English Language Proficiency Assessment (SD-ELP)

ACCESS 2.0 or ACCESS Alt for English learners in grades K-12 until student reaches proficiency expectation

SD-Math and SD-ELA (or SD-Math-Alt and SD-ELA-Alt (MSAA)) for students in grades 3-8 and 11 for English language arts and math

SD-Science or SD-Science-Alt for students in grades 5, 8, and 11

Test Windows

SD-ELP: January 23 - February 24, 2023

Math, ELA, Science, & Science-Alt: March 1 - May 5, 2023

Math-Alt & ELA-Alt: March 13 - April 28, 2023

DOE School Visits

- DOE staff will be visiting school districts during the test window to monitor administration and test security practices.
- Evidence of staff training and test monitoring will be collected.
- Criteria for 2023 visits is based on critical issues that emerged in 2022 that impact the reliable and valid administration of tests.
- Visits could be a surprise and in-person, if administration issues emerge during testing.

Who Needs to Test?

- All students are required to test, per federal and state law
- 12th graders who did not test as 11th yes
- 12th grader who moved from out of state as a 12th grader no
- Students who jump from 10th to 12th grade yes
- Student who repeats 11th grade no
- Students who transfer during testing window and tested at previous school/district - no
- Student who repeats 3-8 yes

Why Test?

Evaluate:

- 1. Instructional Emphasis
- 2. Curriculum Breadth & Depth
- 3. Breadth & Depth of Standards Covered
- Transparency are specific students falling behind?
- Accountability public schools need to teach the standards
- Both state and federal laws require testing students in English/language arts, mathematics and science to ensure that all students are meeting college/career ready standards by the end of high school.

Assessment Overview, Requirements, Laws, and Rules



Assessment Requirements

All students need to assess (no opt-out allowed)

Only Certified Staff can administer the assessments

► 51% enrollment rule

State Testing Law

<u>13-3-55</u>. Academic achievement tests.

Every public school district shall annually administer the same assessment to all students in grades three to eight, inclusive, and in grade eleven. The assessment shall measure the academic progress of each student. Every public school district shall annually administer to all students in at least two grade levels an achievement test to assess writing skills. The assessment instruments shall be provided by the Department of Education, and the department shall determine the two grade levels to be tested. The tests shall be administered within timelines established by the Department of Education by rules promulgated pursuant to chapter <u>1-26</u> starting in the spring of the 2002-2003 school year. Each state-designed test shall be correlated with the state's content standards. The South Dakota Board of Education Standards may promulgate rules pursuant to chapter <u>1-26</u> to provide for administration of all assessments.

State Testing Law

SDCL 13-3-84 Partially enrolled student required to take academic achievement test

If a student is partially enrolled in a school district pursuant to § <u>13-28-41</u> or <u>13-28-51</u>, and the student's enrollment is equal to or greater than fifty percent, **that student is required to take any academic achievement test administered by the school district pursuant to § <u>13-3-55</u>. If a student's partial enrollment in a school district is less than fifty percent, the student is not required to take any academic achievement test administered by academic achievement test administered by 13-3-55</u>.**

Participation Requirements

The expectation is all students will test

- In progress tests transfer with the student
- No remote testing option available, testing must be in person
- Student must be enrolled at least 51%
- Students who transfer in from out of state need to test
 - ▶ If in grades 3-8, and 11 (and grade 12 if they did not test last year)
 - Tests do not transfer between states

Track any refusals

Refusals will be documented at the end of each test window with a test irregularity form

▶ If a school or subgroup falls below 95% participation, it impacts accountability

Determine the number of students required to bring the school up to the 95 percent bar. The students represented here are given a value of zero-point value.

Infinite Campus

Infinite Campus Checks that influence testing



Process



Infinite Campus Checks that influence testing

- Type marked as "P" for Primary
- English Learner
- First Year in Country
 - Date entered US
 - Date entered US school
- Foreign Exchange Students (Citizenship drop-down box)
- ▶ 504 Plan
- ► IEP
- Participate in Alt Assessment for those who take alternate assessments
 - These students ONLY take the alternate assessments
 - Participate in the Alternate Assessment checkbox

What if students are not showing up to school?

- Work with your Infinite Campus Administrator in your district. If the student has missed 15 consecutive school days, please follow the guidance in SD Admin Rule 24:17:03:06 and drop the student from our school district. Once the student has been dropped, he will no longer show up in your testing files. If the student returns, you will re-enroll the student and he will then again be pulled into the testing file.
- 24:17:03:06: Student count for state aid purposes. No student who has an unexcused absence of 15 consecutive school days may be included in the count of the attendance center for state aid purposes, retroactive to the last day the student attended school or had an excused absence. An excused absence, for purposes of this section, includes medical illness and enrollment in a short-term group care education program for up to 90 consecutive school days. Nothing in this section supersedes the student due process requirements referenced in SDCL chapter 13-32, article 24:07, or other applicable law.



Preparing for Testing

Training Expectations



Training Mission

Your Mission

 Train your test administrators and proctors

Resources available for you:

- Proctor Certification Courses
- The Assessment Websites
- This ppt
- Checklists
- Scripts (must be read as is)
- Practice and Training Tests

Training Expectations

- Different expectations for each assessment
- SD-ELP (ACCESS) requires training for test administrators when testing online, for kindergarten, and for ACCESS alternate.
- Math-Alt & ELA-Alt (MSAA) training must be completed before test administrators can access the test directions.
- SD math, ELA, science & science-alt assessments have training for test administrators available as an online training module. This module is highly recommended for all proctors. It is updated annually.

Training Considerations

Who can test?

- Certified
- In Teacher 411
- Email must be a valid school email for being entered into admin sites

Why does it matter?

- Code of Ethics
- Currently employed
- Secure systems

An ounce of prevention is worth a pound of cure!

Can these folks offer the assessments?

- Paraprofessionals? No
- Student Teachers? No
- Long-term sub? –Yes, if certified!
- ► Alt Cert Teachers? **Depends** on how they show in Teacher 411
 - ► Alt-Cert –Yes
 - If a teacher's status is ""Active" and their type is completed or not completed alt-cert -Yes
 - ► Alternative preliminary certification –**No**, considered non-certified



Test Security

Test Security

- Training is key to maintaining test security.
- Each assessment has different training expectations for staff administering the assessment.
- No personal communication devices can be on a student's person during a test session including
 - a) cell phones,
 - b) personal tablets,
 - c) Smart watches, or
 - d) other devices that could connect to social media.

Test Security - Headphones

Required for <u>all students</u> for ELA CAT

- Required for students needing text-to-speech for all other assessments
- Must be hard-wired (No blue tooth headphones)



Test Security

- Social media is monitored by DOE and test providers
- SD is not the only state using the tests.
- Monitoring student test activity during test sessions can eliminate most issues.
- State law prohibits copying or other methods of distributing test materials.
- Handouts, physical materials, or instruction during a test session are security violations and result in invalidation of affected tests.
Test Security

State Assessment Cheating Policy

13-3-56.1. Cheating on academic achievement test-- Investigation. If the superintendent of a school district has sufficient evidence that cheating occurred on a state-required academic achievement test, the superintendent of the school district shall investigate the circumstances. For the purposes of this section, cheating is the unauthorized acquiring of knowledge of the achievement test by a student or providing unauthorized access to secure test questions or tampering or altering of student answer sheets by school district personnel. Source: SL 2007, ch 85, § 1.

Test Security

13-3-56.2. determination of cheating. Following the investigation, the superintendent shall report the results of the investigation to the secretary of the Department of Education. Upon receiving the report, the secretary shall determine whether the alleged cheating occurred and, if so, if it was severe enough to affect the results of the achievement test. If the secretary finds that the cheating did occur, the affected score sheets may not count and shall be discarded. The secretary shall also determine if the cheating was severe enough to affect the school's adequate yearly progress under the terms of the state accountability system established pursuant to § 13-3-62. If the cheating was severe enough to affect the school's adequate yearly may determine that the school does not meet adequate yearly progress for that school year. The decision of the secretary regarding adequate yearly progress may be appealed to the South Dakota Board of Education.

Source: SL 2007, ch 85, § 2.

Test Security

Testing Environment

- Cover any materials that could provide assistance to students.
- Do not allow backpacks to be under chairs.
- Collect cell phones, etc.
- Post testing in progress signs.
- Collect all scratch paper at end of a test session.
- No materials related to testing can leave the room where testing occurs.
- Interims should never be offered in the same session as a Summative.
- LAN school will interfere with secure browsers.



Security Levels of Concern

- 1. **Impropriety** Unusual circumstance that has low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity.
- Have an example to share?

Impropriety

- Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
- Student(s) leave the test room without authorization.
- Disruptions to a test session such as a fire drill, schoolwide power outage, earthquake, or other acts.

Impropriety

An impropriety should be reported to the SC and AC immediately and entered in TIDE should an appeal be required.



Security Levels of Concern

- 2. **Irregularity** an unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level.
- Have an example to share?

Irregularity

- Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
- Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
- Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, smart watches, PDAs, iPods, or electronic translators) during testing. Proctor or Coordinator leaving related instructional materials on the walls in the testing room.
- Administrator or Coordinator failing to ensure administration and supervision of the summative assessments by qualified, trained personnel.
- Administrator giving incorrect instructions that are not corrected prior to testing.
- Administrator or Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.
- Administrator allowing students to continue testing beyond the close of the testing window.

Irregularity

- Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
- Administrator providing students with non-allowable materials or devices (e.g., calculators during noncalculator sections) during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
- Administrator allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes Proctors (PRs) or other staff using student information to log in or allowing a student to log in using another student's information.
- Administrator providing a student access to another student's work/responses.

Irregularity

- These circumstances can be corrected and contained at the local level and submitted in the TIDE Appeals system for resolution.
- An irregularity must be reported to the SC and AC immediately and entered in TIDE within 24 hours of the incident should an appeal be required.



Security Levels of Concern

- 3. **Breach** a test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the Office of Assessment.
- Have an example to share?

Breach

- Administrator or Coordinator modifying student responses or records at any time.
- The live Student Interface or PR Interface being used for practice instead of the Training or Practice Tests.
- Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
- Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.

Breach

- Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
- Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.
- Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

Breach

- These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank.
- A breach incident must be reported to the SC and AC immediately and entered in TIDE should an appeal be required.

Submitting Test Irregularities

▶ The forms are now available in TIDE

Medical Emergency



Medical Exemptions

In rare instances, a student may be unable to participate in any part of the assessment due to significant and documented and fully incapacitating medical emergency that extends through the end of each testing window.

Medical Exemptions

Rule of Thumb

If the student can receive instruction; the student can participate in the statewide assessment.



Examples

- A serious car accident
- Hospitalization
- Severe emotional trauma
- Placement in hospice care
 - Medical emergencies of this kind must be identified and verified in writing by a licensed physician and kept on file by the local district
 - The incident or condition must be so severe as to prevent the student from participating in instruction offered either at school, hospital, or at home through the end of each testing window

Conditions that **DO NOT** qualify for exemption

Medical fragility

- District-provided home-based educational programs (student remain enrolled in district)
- Pregnancy
- Students with acute, short-term minor illnesses or injuries
- Students placed in correctional facilities
- Student or parent refusal
- Mental health conditions that permit the students to receive instruction

Medical Exemptions – submission process

- Medical Exemption form will be available in TIDE
- A form MUST be completed for each testing platform that an exemption is being requested.
- Complete documentation is required.
- Only accepted after test window closes.
- Due no later than May 12, 2023.

Medical Exemptions – to exempt or not...

- 1. Student is attending half days and receiving physical therapy in the afternoon for six weeks during the test window.
- 2. Student had a 4-wheeler accident and broke their arm.
- 3. Student is receiving treatment for cancer out of state.
- 4. Student is due to give birth on April 1.

What additional information would you need to make an informed decision?

Testing transparency

- Federal law that tests/testing dates are posted on school websites available for parents/guardians/families/public
- Include specific testing dates (interim and state-required assessments)
 - ► Testing Window
 - District testing dates
- Examples
 - State assessments for all content areas
 - ► NAEP
 - District benchmark assessments (SD Interim Assessments, MAP, AimsWEB, DiBELS)
 ACCESS
- Information should NOT be "buried" on website

Every Student Succeeds Act

SDDOE Sample of Meeting Requirements

Test	Grades	Test Window	
ACCESS 2.0 Screener	All grades	Within 30 days of student enrollment	
ACCESS 2.0	All ELL students grades K- 12	Last Monday in January through first Friday in March	
ELA & Math	Grades 3-8 & 11	Second Monday in March through first Friday in May	
ELA & Math Alternate	Grades 3-8 & 11	Third Monday in March through first Friday in May	
Science and Science-Alt	Grades 5,8, & 11	Second Monday in March through first Friday in May	

NWEA, SB, and DSTEP testing windows:

Required	Tentative Timeline	
testing		
NWEA pretest for all 3 subjects	September 7-14	
NWEA mid- year test for all three subjects	January 25-February 1	
DSTEP Science- 8 th gr	Week of April 8-12	
Smarter Balance- ELA and Math	April 24- April 30 7 th grade: April 24-25 8 th grade: April 24-25 6 th grade: April 29-30	
NWEA post test for all three subjects	May 3-10	

What could make this better?

Reporting Requirements

Reporting Results to Families

- Families must receive student results as soon as practicably possible.
- **SD-ELP** reports are sent to districts in May. Reports can be printed in home languages as needed through WIDA AMS.
- SD Math, ELA, Science & Science-Alt Assessment reports are posted within 3 weeks of test submission. Reports can be provided with final report cards.
- **SD-Math-Alt & SD-ELA-Alt (MSAA)** reports are provided to districts in mid-August for download.

Keeping in Touch

Questions? Contact <u>DOEAssessment@state.sd.us</u>

Weekly Assessment Updates sent to Assessment Coordinators listed on <u>Ed Directory</u>









Cambium System Assessments



State Support

Assessment Specialist

Rebecca Frerichs

- ELA Summative Assessment
- Math Summative Assessment
- ELA & Math Interim Assessments
- Tools for Teachers
- Contact
 - <u>Rebecca.Frerichs@state.sd.us</u>
 - ◆ (605) 280-4520

Assessment Specialist

Chris Booth

- Science Summative Assessment
- Science Interim Assessments
- MSAA Math and ELA Alternate Assessments
- Science Alternate Assessment
- ✤ Gizmos & Tuva

Contact

- <u>Christina.Booth@state.sd.us</u>
- ◆ (605) 773-6156

The Cambium System

-Home for *most* state assessments:

- English Language Arts (SD ELA)=Summative and Interims
- Math (SD Math)=Summative and Interims
- Science (SDSA)=Summative and Interims
- Science Alternate (SDSA-Alt)=Summative

Office of Assessment

https://doe.sd.gov/Assessment/

Office Of Assessment

South Dakota public school students participate in annual summative testing in English language arts and mathematics. The results of these tests are included in the state accountability system. South Dakota also requires annual assessment of science and writing.

South Dakota Assessment Gateway: Online portal for SD ELA and Math, Science, and Science-Alt Assessments 2022-23 Key Assessment Milestones Calendar



Name of Required Assessment	Tested Grade Level	2022-23 Test Window (all dates are tentative)
<u>SD ELA and Math Assessments</u> Subject: English language arts, Math	3-8, 11	March 1 — May 5, 2023
<u>SD ELA and Math Alternate Assessments</u> Subject: English language arts, Math	3-8, 11 Students with most severe cognitive disabilities	March 13 — April 28, 2023
<u>SD Science Assessment</u> Subject: Science	5, 8, 11	March 1 — May 5, 2023
<u>SD Science Alternate Assessment</u> Subject: Science	5, 8, 11 Students with most severe cognitive disabilities	March 1 — May 5, 2023

Resources

BOOKMARK THESE GUIDES:

-TIDE USER GUIDE -TEST ADMINISTRATION MANUAL (TAM) -TESTING SCRIPTS -TEST ADMINISTRATION CHECKLISTS -TSA GUIDE -REPORTING USER GUIDE -CHECKLISTS

Home	Students and Families	s Educati	ors Technol	logy Coordinator	s Resources			Search here	Q
south dakota DEPARTMENT OF EDUCATION Learning. Leadership. Service.									
Resou	urces	6.44		Test	-		and the		
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Looking for what a term means instead? Browse the Glossary									
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Resource	Туре	v	QUICK GUIDE						
Assessme	nt	v	South Dakota Science Interim Test Administration Manual (TAM)						
Audience		v	The South Dakota Science Interim Test Administration Manual (TAM) provides information for Proctors and Teachers administering						
Grade		v							
Language		v	QUICK GUIDE User Roles a	and Access	to South Dako	ota CAI Assessi	nent Systems		

The Gateway

Welcome to the South Dakota Gateway

This site contains information about the South Dakota Assessments

Announcements

https://sd.portal.cambiumast.com/

Find More

SYSTEM

iOS 15.1 Now Supported

12/14/2021

iOS 15.1 now supported for online testing on iPads.

Browse by User



USER

Students and Families

Access practice tests and other resources to help students prepare for testing.



USER

Educators

Access systems used before, during and after testing and review key resources.



USER

Technology Coordinators

Access secure browsers and technology documentation.

Preparing for Testing

Educators

Access systems used before, during and after testing and review key resources.



Home > Educators

Announcements

Find More

iOS 15.1 Now Supported 12/14/2021 iOS 15.1 now supported for online testing on iPads.

Preparing for Testing	Assessments and Resources	After Testing
SYSTEM (1) TIDE (Test Information Distribution Engine) Manage users and student information, order	SYSTEM (2) Interim & Summative Tests Create and manage operational test sessions	SYSTEM (2) Reporting System Access and download state assessments
	SYSTEM C	SYSTEM O
Proctor Certification Course Complete recommended training on using the PR Interface and administering tests.	Tools for Teachers Access formative assessment resources.	Data Entry Interface Enter student responses for SDSA paper tests.
SYSTEM	SYSTEM () Tools for P	


Before the Assessment



Users: For all educator roles

- Add or Edit Users
- Roles are hierarchical in nature so each person only needs one account

Students: For all assessed students

•Remember that **ALL** student's demographic information is rolled into TIDE automatically from SD-STARS, when your Infinite Campus updates

• Demographic information is greyed out and can't be changed. <u>If information is wrong, then</u> <u>it needs to be corrected in Infinite Campus</u>

Notes

• Updates to student profiles could take 24-72 hours to install properly, staying on top of this information is important to keep assessment schedules on time



More Student Information

- 1. Embedded Tools
- 2. Embedded Designated Supports
- 3. Non-embedded Designated Supports
- 4. Embedded Accommodations
- 5. Non-embedded Accommodations
- 6. Scroll bar across (for each section if screen isn't showing all the information)
- 7. Scroll bar up/down (for information not showing on the screen)



Rosters:



Use <u>ADD</u> Roster to attach students to educators

Rosters represent entire classrooms or specific classroom periods

You will need to set these up after school starts. Your students <u>must be in Infinite Campus</u> <u>before</u> you can set these up.

Rosters are only necessary if you want your scores to be organized in the Reporting system.

Monitoring Test Progress

	Administering Tests
8	Print Testing Tickets
	Monitoring Test Progress
	Plan and Manage Testing
	State Dashboard
	Test Session Status Report
	Participation Search by SSID
	Test Completion Rates
	State Participation Counts
ø	Appeals 0

In Monitoring Test Progress, you are able to:

- -Track participation
- -Track tests completions
- -See who hasn't finished

Appeals



Students in the Cambium System

- Update nightly with info from SD-STARS
- Corrections made in Infinite Campus
- Infinite Campus -> SD-STARS -> Cambium System
- Can take a minimum of 24 hours for updates to appear
 - Contact SDDOE at <u>DOEASSESSMENT@state.sd.us</u> if students are missing
- MSAA System IS NOT CONNECTED so does not update automatically

Pause Rule and Test Expiration

Tests can be paused up to 20 minutes

- After 20 minutes, students will not be able to return to already answered questions
- Computer Adaptive Test (CAT) expires 45 days after it is launched
 - Can be re-opened through appeal system unless it has been submitted
- Performance Task (PT) expires 10 days after it is launched
 - Can be re-opened through appeal system unless it has been submitted

Choosing Correct Test

SUMMATIVE AND INTERIM TESTS SHOULD <u>NEVER</u> BE IN SAME TEST SESSION

- Different colors and sections in Test Delivery System (TDS)
- Summative Test
 - Required
- Interim Test
 - Optional but highly recommended for IAB and FIAB
 - ICA should only be used if student is new to SD and academic information is needed

Appeals

- State policy determines appropriateness of appeals
 - Policy: Assessment statuses below are **NOT** appealable
 - **Completed**: Student finished and submitted
 - **Submitted**: Assessment is being processed for quality assurance and scoring
 - Reported: Scoring is completed and assessment is reported in the Reporting system
 - There are <u>five chances</u> for students to decide whether or not they have completed the assessment
 - TIDE Appeal Manual is a support resource, <u>but does not override policy</u>

Types of Appeals

• Remember: Test Status determines the type of appeal to use

Grace Period Extension

- PAUSE Rule has expired
- Allows students to review locked items

Invalidation

- Student took the wrong assessment or cheated
- Eliminates the assessment opportunity
 - No score
 - Non-reversible
 - No further attempts are allowed

Types of Appeals

• Re-open

- Re-opens an assessment or segment
- Policy: Only available for expired assessments

Reset

- Student started the wrong assessment or did not have proper accommodations in place
- Will erase all work on assessment

Test Statuses

- Expired
 - Assessment timed out
 - Can Re-open based on appropriateness and time between appeal and assessment activity

Paused

Grace Period Extension or Reset based on situation

Invalidated

• Assessment is final and policy does **not** allow for re-opening

Testing Tidbits

Students use embedded calculator

- Available in grade 6 and above.
- Appears only on items that allow the use of a calculator
- Embedded periodic table
 - Available for grades 8 and 11
- Scratch and graph paper
 - Scratch paper is required for all grades
 - Graph paper with no coordinate planes or other graphics required for gr. 6 and above
 - Can be retained for performance tasks only. Must have student's name and stored securely
 - Destroyed upon completion of that specific PT
- Checklists
- Scripts
- Proctor Certification





Tools, Supports, and Accommodations

Topics for Today

What's new

- Embedded speech-to-text
- Forms in TIDE
- Text-to-speech available in Spanish
- Reminders
 - Reading Passages
 - Marking TIDE before testing
- Resources
 - Assessment Gateway
 - Assessment website

Tools, Supports, and Accommodations

Level 1 – Tools –

- ▶ for everyone –
- already available
- Level 2 Supports
 - ▶ For some that need them such as Title I, LEP, etc.
 - Must be marked in TIDE before testing
- Level 3 Accommodation
 - For a few students on an IEP or 504 Plan
 - Must be marked in TIDE before testing

Embedded Speech-to-Text

- An accommodation
 - Student has motor or processing disability or who had a recent injury (e.g. broken arm)
 - Must need for instruction
- Mark in TIDE prior to testing (set at the state level)

Embedded Word Prediction

- An accommodation
 - For students with documented motor or orthopedic impairments which severely impairs their ability to provide written or typed responses
 - For students with moderate to severe learning disabilities that prevents them from recalling, processing, or expressing written language
 - Must need for instruction
- Must be marked in TIDE prior to testing (marked at state level)

Text-to-speech in Spanish

- Set presentation mode to Spanish
- Set text-to-speech
- For Math and Science (not ELA or ELA-PT)
- For students used to reading and speaking Spanish
 - If student receiving instruction in English, then should take the assessment in English

Reminder

Text-to-Speech vs Read Aloud

- Text-to-Speech computer reads the information
 - Must be marked in TIDE before starting the assessment
 - Student must click on the icon
- Read Aloud certified teacher reads the information on the screen
 - Must be in a separate setting
 - One-on one
 - Must be marked in TIDE before starting the assessment

Text-to-speech or Read Aloud Support vs Accommodation

- Support district can mark
 - ► ELA items
 - ELA PT everything
 - Math everything
 - Science everything
- Accommodation must be marked at the state
 - ELA passages

TIDE Forms – submit by February 1st

- Assessment Non-embedded Accommodations Request
- General Assessment Print on Demand Request
- General Assessment Reading Passage Request
- Special Accommodations Consideration Request
- Embedded Speech-to-Text/Word Prediction Request
- Must have correct permissions
 - AC Assessment Coordinator
 - DA District Administrator
 - SC School Coordinator





Reminders

- Marking TIDE before testing
 - Supports
 - Embedded
 - Non-embedded
 - Requests Accommodations that need to be marked (using the new forms in TIDE)
- Check to make sure supports and accommodations have been marked
- Calculator is an embedded tool hand-held calculator is an accommodation as these calculators are talking calculators, Braille calculator, or large calculator

IEP or 504 plan needed for Accommodations

Making sure IEP or 504 is marked in Campus

- Recorded in Infinite
 Campus
- Check the most current student enrollment record

Dix, Ch	icks			
Grade: 03	#1884782	24 DOB:	10/21/2009	Gender: F
Summary	Enrol	Iments	Flags	Assessme
Save	Delete	New	🖶 Print E	nrollment His
Alpena 36	5-1: 36001			¥
Gifted		t	504 Plan	
N: No Transporta	tion Catego	ry		
	-			•
State Exc	lude		Student in	Foster Care

Effective Date	Special Ed Program	Special Ed Category	
08/19/2019	B: Severe Disabilities	0120: Self-Contained Classroom 0-39%	
	Primary Disability	Multiple Disability 1	
	530: Multiple Disabilities	560: Autism Spectrum Disorder 💌	
	Multiple Disability 2	Multiple Disability 3	
	505: Emotional Disturbance		
	Multiple Disability 4	Multiple Disability 5	
	· · · ·	· · · · · · · · · · · · · · · · · · ·	

Tools, Supports, and Accommodations (TSA)

- South Dakota's Tools, Supports, and Accommodations (SD TSA)
- Applies to all students
- Three levels of support
- Applicable for all staff (not just Special Educators)

Includes Science

South Dakota's Tools, Supports, and Accommodations Guidelines

Updated July 2022



Portions of the materials included in this document are provided, in whole or part, by the Smarter Balanced Assessment to support the South Dakea Department of Education in implementing South Dakea's state assessment system. The original Smarter Balanced documents were aided through assistance and input from the National Centre on Educational Outcome As a member of Smarter Balanced consortium, the South Dakets Department of Education has authorization to make available all content within the document for regroduction and distribution for educational purposes without permissions.

Resources



RFFINE

Clear All

 Assessment Gateway Resource (some but not all are listed) 	Topic: Accommodations	×
TSA Guidelines Document	Resource Type	v
Multiplication Table	Assessment	v
100s Chart	Audience	v
Translated Directions	Language	v
 Assistive Technology Manual 	Subject	v
	Testing Phase	v
	Торіс	Λ
https://sd.portal.cambiumast.com/index.html	□ About the Assessments (22)	
	Accommodations (22)	
	Help Desk (1)	

Announcements

Resources

- On the DOE assessment website
- Open the Special Education – accommodations and supports section

https://doe.sd.gov/Assessment/



State Assessments (Required)

+

- Special Education- accommodations and supports
 - <u>Accommodation Memo</u>
 - Districtwide Assessment Policy Guidance
 - Reading Passages (Gr 3-5)
 - Reading Passages (Gr 6-11)
 - <u>Special Accommodation Consideration</u>
- Print on Demand

Designated Supports and Accommodation Information			
SD Accommodation Manual	SBAC Read Aloud Protocol		
South Dakota's Tools, Supports, and Accommodations (SD-TSA)	<u>SBAC Scribing</u> <u>Protocol</u>		
Reading Passages Accommodations	<u>SBAC</u> <u>Multiplication</u> <u>Table</u>		
Accommodations Summary	<u>SBAC Hundreds</u> <u>Chart</u>		
TIDE Settings Worksheet (updated)			
State Assessment Accommodations Worksheet			



Questions

- Anything you want me to talk about, go over again?
- Burning questions?



Contact

If need more information

Beth Schiltz, Special Ed Program Specialist <u>Beth.Schiltz@state.sd.us</u> 605-773-4257



Alternate Assessment Important Reminders

Role of IEP Team: Determine Eligibility (optional forms)

https://doe.sd.gov/assessment/alternate.aspx

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)?	
		Describe on Documentation	
		of Evidence Worksheet	
 The student has a 	Review of student records indicate a disability or multiple		
significant cognitive	disabilities that significantly impact intellectual		
disability.	functioning and adaptive behavior*.	Yes / No	
	*Adaptive behavior is defined as essential for someone to		
 The student is is such as 	ive independently and to junction sujery in daily lije.		
2. The student is learning	Goals and instruction listed in the IEP for this student are		
content linked to (derived	linked to the enrolled grade level Content Standards and		
from) the State Content	address knowledge and skills that are appropriate and	Yes / No	
Standards.	challenging for this student.		
3. The student requires	The student (a) requires extensive, repeated,		
extensive direct	individualized instruction and support that is not of a		
individualized instruction	temporary or transient nature and (b) uses substantially	Yes / No	
and substantial supports	adapted materials and individualized methods of	,	
to achieve measurable	accessing information in alternative ways to acquire,		
gains in the grade-and	maintain, generalize, demonstrate, and transfer skills		
age-appropriate	across multiple settings.		
curriculum.			
The student is eligible to participate in Alternate Assessment only if <u>ALL responses</u> are marked 'Yes'.			

Eligibility Criteria	Write Description of Documentation and Evidence Below	Sources of Evidence (check if used)
 Student has a disability that significantly impacts cognitive function and adaptive behavior. 		 Results of Individual Cognitive Ability Test Results of Adaptive Behavior Skills Assessment Results of individual and group administered achievement tests
YES 🔿 NO 🔾		 Results of informal assessments Results of individual reading assessments Results of district-wide alternate assessments Results of language assessments including English language learner (ELL) language assessments if applicable OTHER:
 2. The student's instruction is aligned to the South Dakota Content Standards in ELA, Math, and Science but is adapted to reflect the knowledge and skills in the Core Content Connectors. YES O NO O 		 Examples of curriculum, instructional objectives, and materials, including work samples Present levels of academic/functional performance, goals and objectives from the IEP Data from scientific research-based interventions Progress monitoring data OTHER:
 The student is unable to apply academic skills in home, school, and community without intensive, frequent, and individualized instruction in multiple settings. YES NO 		 Examples of curriculum, instructional objectives, and materials including work samples from both school and community-based instruction Teacher collected data and checklists Present levels of academic/functional performance, goals, objectives, and post school outcomes from the IEP Transition Plan for students age 14 & older, if necessary OTHER:

Role of IEP Team: Document Eligibility Decision (required in IEP document)

Assessment				
 Student will be taking state and district-wide alternate assessments (The alternate assessment is for students working 				
in the alternate achievement <u>standards) (</u> Annual goal and short term objectives required) a. Does the student meet the significant cognitive disability criteria? (If no, student is not eligible to take the				
alternate_assessment) □ Yes □ No b. Explain the reason why the student cannot participate in the regular assessment.				
c Explain the reason why the alternate assessment selected is appropriate for this student				
□ No state and/as district wide appropriate as required at this student's grade level during the source of this approal				
IEP.				

Team documents <u>Instructional and Assessment accommodations</u> (Assistive Technology, Paper Version, Scribe, Sign Language). All others will be embedded.

Test Coordinator: Infinite Campus & 1% participation

Infinite Campus:

- Check district protocol for ensuring "Participates in the Alt Assessment" is checked under the Enrollment Tab.
- This is used to pull December list of students taking the alternate assessment.

▶ 1% Participation:

- The federal requirement is that only 1% of students being tested in the state can take the alternate assessment.
- Districts with 1% overage must submit justifications.

Questions?

Questions about Alternate Assessment Eligibility?

Contact <u>Stacy.Holzbauer@state.sd.us</u>





SD English Language Arts- Alt and SD Math-Alt aka Multi-State Alternate Assessment (MSAA)

Welcome

- Training will provide overview of the Multi State Alternate Assessment (MSAA) and roles of Test Coordinator (TC) and Test Administrator (TA)
- Assesses English Language Arts (Reading and Writing) and Mathematics
 - Aligned to State Content Standards and <u>MSAA Core Content Connectors</u> (CCC)
 - Alternate test for the 1% of students identified with severe cognitive disabilities
- Grades 3-8 and 11 (once in high school)
Overview

One-to-one administration

Test Administrator must use Directions for Test Administration (DTA)

- Formats
 - Computer based
 - Paper based (downloaded from testing platform)
 - Paper version and Scribe must be in student's IEP
 - ► TA will enter student responses into online platform

Same assessment; format determined by what is appropriate for the student

Item Types

Selected Response

- ELA and Mathematics
- Constructed Response
 - Mathematics
- Writing Prompt
 - ► ELA
 - Sentence Starters
 - Blank Template

Stage Adaptive Design

Session 1 is same for all students in same grade
 Different forms with items rearranged
 Different field test items
 Session 2 varies by difficulty/complexity level
 3 versions: A, B, or C

Version assigned based on session 1 performance

Built-In Supports

Entire test read aloud

- Part of Directions for Test Administration
- Must be read exactly as written, no paraphrasing or word emphasizing to provide hints allowable
- Text to Speech also available
- Use of manipulatives
- Pictures and graphics support what is read
- Use of models and demonstrations
- Common geometric shapes and smaller numbers in math test

Accommodations

Assistive Technology

- Paper Version downloaded from MSAA system
- Scribe

Sign Language

Must be written into the IEP on the Instructional and Statewide Section

Test Coordinator Responsibilities

- Before Testing:
 - Create accounts for others in district which can start February 21
 - Ensure TAs can access MSAA system and do their required training
 - Notify DOE to add/transfer missing students (DO NOT ADD STUDENTS TO THE SYSTEM)
- During Testing:
 - Test security
 - Ensure TAs are using Directions for Test Administration while testing one-to-one
 - Following testing progress on "Test Status Summary" page
 - Closing any tests due to Early Stopping Rule
- After Testing:
 - Shred all testing materials from Test Administrators
 - Download test results when available and distribute to families

Test Administrator Responsibilities

Before Testing:

- Complete all training which goes live February 27
- Student Profile (i.e., Demographics, LCI, Accommodations, SRC)
- Notify TC of any missing students
- During Testing:
 - Test Security
 - Use Directions for Test Administration
 - Ensure student receives any accommodations
- After Testing:
 - Submit test
 - Complete After Test Accommodations
 - Complete one End of Test Survey (ETS)
 - Give Test Coordinator all testing materials to securely shred

Who Can Be A Test Administrator

Certified educator familiar with the student

- Typically the student's teacher
- Must complete TA modules and pass with at least 80%
- Long-term substitute who is certified and familiar with the student
 - Must complete TA modules and pass with at least 80%
 - Directions for Test Administration and test locked

Directions for Test Administration

- Required for administration
- Provides exact wording of the items to be read aloud by the TA
- Lists materials needed in preparation of the test
 - Session 1 contains all cut outs, manipulatives, templates, and reference sheets for both session 1 and session 2
 - Cut outs and reference sheets are printed 1 per student
- Guidelines on how to present items to the student

South Dakota Science Alternate Assessment

SDSA-ALT OR SDSAA

South Dakota Science Alternate

Science-Alt is in the Cambium system

- Students included in nightly data updates
- Cambium Secure Testing Browser is needed
- Only students in grades 5, 8, and 11
- New alternate "Proctor Certification" course will be available soon
- It is to be administered the same as MSAA
 - One-to-one
 - Test Administrator will need to start a test session on one device
 - Testing needs to be on a different device running the secure browser





When should we host virtual office hours?





LUNCH



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We value your feedback!

https://docs.google.com/for ms/d/e/1FAlpQLSf1vOKLSDrp wKgj7GIPcofBluEOUNfhbyoHSxsqli w7frjeg/viewform





Alternate Assessment: Determining Student Eligibility

Stacy Holzbauer, Alternate Assessment Coordinator DOE Special Education Programs Winter 2023

Training OVERVIEW

- Federal Requirements for Alternate Assessment (AA)
- Eligibility Determination for AA
 - Understand THREE Criteria for AA Eligibility
 - Gather Evidence and Document Decision
- Student Red Flags
- Scenarios
- Districts 1% Justifications
- Resources

Federal Requirements for AA

DOE must follow the below federal requirements:

- 1. Individuals with Disabilities Act IDEA Sec. 300.160:
 - (a) General. A State must ensure that <u>all children with disabilities are included</u> in all general state and district-wide assessment programs...with appropriate accommodations and <u>alternate assessments</u>, if necessary, as indicated in their respective IEPs.

Federal Requirements for AA

2. Every Student Succeeds Act (ESSA) Amendment to ESEA Sec.1111(b)(2)(D):

- Limits the number of students assessed using AA to no more than <u>1%</u> of the total number of students <u>in the state</u>
- States cannot prohibit districts from assessing more than 1% of their students in the AA
- If districts have 1% overage, states must require districts to submit justification, make the district justifications publicly available, and provide oversight/monitoring of state-wide AA participation
- ▶ If a state exceeds 1%, a request for federal waiver is required.

Determining AA Eligibility - Documents

- All documents to guide IEP team decision making are found at:
 - <u>https://doe.sd.gov/assessment/</u> <u>alternate.aspx</u>
- The Guidance for IEP Teams outlines the entire process for determining AA participation.
- Completion of the Eligibility Form and Evidence Worksheet is recommended for all students participating in the AA.

(Reference the Guidance for IEP Teams on Participation on the Alternate Assessment Core Content Connectors (CCCs) ELA and Math Alternate Assessment (MSAA) + Guidance Documents for Participation in the Alternate Assessment Guidance for IEP Teams on Participation on the Alternate Assessment Alternate Assessment - Eligibility Form Alternate Assessment - Evidence Worksheet Science Alternate Assessment Instructional Resources Review



Determining AA Eligibility

- For each of the THREE criteria, follow the below steps to Determine Eligibility for the Alternate Assessment:
 - Understand each Criteria
 - Gather Evidence on each Criteria
 - Document Decision on each Criteria

Participation Criteria

1. The student has a significant cognitive disability.

2. he student is learning content linked to (derived from) the State Content Standards.

 3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.

<u>Understand</u> Criteria 1:

1. The student has a	Review of student records indicate a disability or multiple	
significant cognitive	disabilities that significantly impact intellectual	
disability.	functioning and adaptive behavior*.	
	*Adaptive behavior is defined as essential for someone to	
	live independently and to function safely in daily life.	

- ▶ IEP category of "Cognitive Disability" does NOT automatically meet this criteria!
- Multiple sources of significant impact on both intellectual AND adaptive functioning are needed.
 - 1. Intellectual functioning: Typically scores less than 60.
 - 2. Adaptive functioning: Scores and functional ability to navigate in the school and community.
- Student's disability prevents meaningful participation in grade-level curriculum.

Gather Evidence on Evidence Worksheet

(multiple sources over multiple years)

Document Decision on both forms

(YES/NO)



<u>Understand</u> Criteria 2:

2. The student is learning
content linked to (derived
from) the State ContentGoals and instruction listed in the IEP for this student are
linked to the enrolled grade level Content Standards and
address knowledge and skills that are appropriate and
challenging for this student.

- Instruction is significantly lower than grade level peers.
- ▶ Instruction and IEP goals DO NOT match grade level State Content Standards.
- ▶ Instruction and IEP goals DO reflect the grade level Core Content Connectors (CCCs).
- ▶ IEP goals include <u>short-term objectives</u> that address skills appropriate for the student.

Core Content Connectors (CCCs)

CCCs are found at: <u>https://doe.sd.gov/assessment/alternate.aspx</u>

<u>Core Content Connectors (CCCs)</u>

Core Content Connectors (CCCs) are used for students with significant cognitive disabilities who participate in the alternate assessment. CCCs guide the development of appropriate academic goals that allow maximum engagement with the general curriculum and typical peers, with appropriate adaptations and modifications to grade-level materials and content.

ELA K-5 6-8 9-12 Math K-5 6-8 9-12 Science K-5 6-8 9-12				
Math K-5 6-8 9-12 Science K-5 6-8 9-12	ELA	<u>K-5</u>	<u>6-8</u>	<u>9-12</u>
Science K-5 6-8 9-12	Math	<u>K-5</u>	<u>6-8</u>	<u>9-12</u>
	Science	<u>K-5</u>	<u>6-8</u>	<u>9-12</u>

Gather Evidence on Evidence Worksheet

(multiple sources over multiple years)

Document Decision on both forms

(YES/NO)



2. The student is learning	Goals and instruction listed in the IEP for this student are	\frown	
content linked to (derived	linked to the enrolled grade level Content Standards and		
from) the State Content	address knowledge and skills that are appropriate and	Yes / No	
Standards.	challenging for this student.		

Understand Criteria 3:

3. The student requires	The student (a) requires extensive, repeated,
extensive direct	individualized instruction and support that is not of a
individualized instruction	temporary or transient nature and (b) uses substantially
and substantial supports	adapted materials and individualized methods of
to achieve measurable	accessing information in alternative ways to acquire,
gains in the grade-and	maintain, generalize, demonstrate, and transfer skills
age-appropriate	across multiple settings.
curriculum.	

- Extensive, adapted, individualized instruction has been attempted over multiple years in multiple subjects and skill areas.
- Academic functioning across settings is significantly below grade level.
- Cognitive functioning limits ability to acquire, maintain, generalize academic skills.

age-appropriate curriculum.

Gather Evidence on Evidence Worksheet

(multiple sources over multiple years)

Document Decision on both forms

(YES/NO)



Yes / No

temporary or transient nature and (b) uses substan adapted materials and individualized methods of and substantial supports to achieve measurable accessing information in alternative ways to acquire, gains in the grade-and maintain, generalize, demonstrate, and transfer skills across multiple settings.

Determining AA Eligibility

- If the answers are YES to all THREE criteria on the Eligibility Form, then the student is eligible for participation in the AA.
- A student who participates in the AA will participate in all content areas for their grade level:
 - ELA and Math Multi-State Alternate Assessment (MSAA)
 - Science South Dakota Science Assessment Alternate (SDSAA)

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Describe on Documentation of Evidence Worksheet	
 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*.	Yes No	
	*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.		
2. The student is learning content linked to (derived from) the State Content Standards. Goals and instruction listed in the IEP for this student are inked to the enrolled grade level Content Standards and address knowledge and skills that are appropriate and challenging for this student. Yes No			
3. The student requires extensive direct individualized instruction and support that is not of a 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 age-appropriate curriculum.			
The student is eligible to participate in Alternate Assessment only if <u>ALL responses</u> are marked 'Yes'.			

Document Decision on IEP - REQUIRED

- <u>Recommended</u>: Attach the Evidence Worksheet and Eligibility Form to the student's IEP.
- <u>Required</u>: Document the AA decision in the student's IEP. This is a <u>compliance requirement</u>.



Document Decision in Infinite Campus

- Under "Enrollments" Tab, mark "Participates in Alt Assessment"
- DOE Assessment Office will pull AA list from Infinite Campus in early December
- If a district adds a student AFTER early December, the district needs to mark the box AND e-mail the student's name directly to <u>DOEassessment@state.sd.us</u>



AA Eligibility is <u>NOT</u> based on:

Eligibility in the Alternate Assessment is <u>NOT</u> based on:

- 1. A disability category or label
- 2. Poor attendance or extended absences
- 3. Expected poor performance on the general education assessment
- 4. Academic and other services student receives
- 5. Educational environment or instructional setting
- 6. Percent of time receiving special education services
- 7. English Language Learner (ELL) status
- 8. Low reading level/achievement level
- 9. Anticipated disruptive behavior
- 10. Impact of student scores on accountability system
- 11. Administrator decision
- 12. Anticipated emotional duress
- 13. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

<u>RED FLAGS</u> on Student AA Participation

- **Disability Category of SLD, OHI, ED**: Does the student meet "significant cognitive disability" Criteria 1?
- ▶ <u>IQ around 70</u>: Does the student meet "significant cognitive disability" Criteria 1?
- LRE Placement of 0100: General Classroom: Is this student working on grade level standards and should be taking the regular assessment instead?
- Grade level goals instead of Core Content Connectors: Is this student working on grade level standards and should be taking the regular assessment instead?
- Highest score (4) on MSAA: Should the student be more appropriately challenged with the regular state assessment?
- Previously took regular state assessment: Why the change now?

Determine AA Eligibility Annually

- The decision of the alternate assessment versus the regular state assessment is important because the decision guides the student's instruction, curriculum, and IEP goals. Students should be given the maximum amount of general education curriculum as possible and the opportunity to access and show their fullest potential.
- IEP teams should review AA criteria and eligibility at each annual IEP meeting. Do not automatically accept the prior AA eligibility.
- IEP teams should discuss and notify parents that student participation in the AA impacts the student graduating with a diploma. Students not achieving general education standards requirements typically do not obtain a diploma.

Scenario #1 – "Sara"

Sara is in the 3rd grade. Receptively, Sara correctly identifies (points to) 15 of 26 letters, 10 letter sounds, and about half of the numbers 1-10. Expressively, Sara attempts to label letters and numbers, and produce letter sounds, however the answers are not consistent; she often appears to be guessing. She counts rote to 12 and counts objects to 8. Sara writes her first and last name from memory and can copy words. Sara's LRE is Resource Room, where she works on academic, social, and adaptive goals. Sara has a happy disposition. Sara is eager to play with classmates, however she struggles greatly with physical boundaries and turn taking. A 1:1 para assists Sara in the 3rd grade classroom with academics, transitions, and routines. Her IQ is 58.
UNDERSTAND CRITERIA GATHER EVIDENCE

Does Sara meet Criteria 1?

A	1. The student has a significant cognitive disability.		Review of student records in disabilities that significantly functioning and adaptive be *Adaptive behavior is define live independently and to fu	indicate a disability or multiple ity impact intellectual behavior*. Yes / No ined as essential for someone to function safely in daily life.	
1. Student has a disability that significantly impacts cognitive function and adaptive behavior. IQ Scot Adaptive Adaptive Adaptive Adaptive Adaptive Adaptive TEMA: TEMA: TEWL: YES NO (Result AIMSV)		IQ Sco Adapt TEMA: TERA: 4 TEWL: 4 (Result AIMSW	re: 58 ive Scores: 52 41 43 40 s/scores of KTEA, /EB, DIBELS)	 Results of Individual Cognitive Ability Test Results of Adaptive Behavior Skills Assessment Results of individual and group administered achievement tests Results of informal assessments Results of individual reading assessments Results of district-wide alternate assessments Results of language assessments including English language learner (ELL) language assessments if applicable OTHER: 	

Does Sara meet Criteria 1' YES DOCUMENT DECISION

eria 1? DN	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*. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.		Yes No
 Student has a disability that significantly in cognitive funct adaptive behavior YESON NO 	mpacts ction and avior.	IQ Sco Adapt TEMA: TERA: 4 TEWL: 4 (Result AIMSW	re: 58 ive Scores: 52 41 43 40 s/scores of KTEA, /EB, DIBELS)	 Results of Individual Results of Adaptive I Assessment Results of individual administered achiev Results of informal a Results of individual Results of district-wi assessments Results of language a English language lea assessments if applic 	Cognitive Ability Test Behavior Skills and group ement tests issessments reading assessments de alternate assessments including rner (ELL) language cable

UNDERSTAND CRITERIA GATHER EVIDENCE Does Sara meet		2. The student is learning content linked to (derived from) the State Content Standards.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Content Standards and address knowledge and skills that are appropriate and challenging for this student.		Yes / No
Criteria 2?	 The sturnstruction to the struction Conterned Conterned Conterned to refletion knowletion the structure Conned YES () 	ident's tion is aligned South Dakota it Standards in ath, and but is adapted ect the edge and skills Core Content ctors.	-Sara's gen ed classroom materials are modified to oreschool level. -Sara identifies 15 letters, 10 letter sounds, counts rote to 12, counts objects to 8. -Her IEP academic goals are adapted to be appropriate for her preschool level skills. -Reading Mastery/Blast Off ntervention level is XX.	 Examples of objectives, a samples Present level performance the IEP Data from sc interventions Progress mod OTHER: 	curriculum, instructional nd materials, including work ls of academic/functional e, goals and objectives from ientific research-based s nitoring data

Does Sara meet Criteria 2? YES **DOCUMENT DECISION**

2.

content linked to (derived from) the State Content Standards.		linked to the enrolled grade level Co address knowledge and skills that a challenging for this student.	Yes No		
2. The student's instruction is ali to the South Da Content Standa ELA, Math, and Science but is all to reflect the knowledge and in the Core Conrectors.	igned kota rds in dapted skills tent	-Sara's materic prescho -Sara ic sounds, objects -Her IEP adapte her pre -Readir interver	gen ed classroom als are modified to col level. lentifies 15 letters, 10 letter counts rote to 12, counts to 8. academic goals are ed to be appropriate for school level skills. ng Mastery/Blast Off ntion level is XX.	 Examples of curobjectives, and samples Present levels of performance, get the IEP Data from scient interventions Progress monit OTHER: 	arriculum, instructional I materials, including work of academic/functional goals and objectives from ntific research-based toring data

2. The student is learning Goals and instruction listed in the IEP for this student are

UNDERSTAND CRITER GATHER EVIDENCE Does Sara meet Criteria 3?	IA	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 exter individualized instruction and temporary or transient natur adapted materials and individ accessing information in alter maintain, generalize, demons across multiple settings.	nsive, repeated, I support that is not of a e and (b) uses substantially dualized methods of mative ways to acquire, strate, and transfer skills	Yes / No
 3. The student is unable to apply academic skills in home, school, and community without intensive, frequent, and individualized instruction in multiple settings. YES O NO O 		-Sara has receive in the resource re years, included r interventions and practice. -Despite these e Sara's academic preschool level v grade. -Sara struggles to academic skills of adaptive skills ac	ed direct instruction oom for four school research-based d repeated xtensive efforts, c skills are at the while she is in the 3 rd o acquire and to generalize cross settings.	 Examples of curriculobjectives, and males amples from both based instruction Teacher collected of Present levels of acceptormance, goals school outcomes from Transition Plan for older, if necessary OTHER: 	ulum, instructional terials including work school and community- data and checklists cademic/functional s, objectives, and post rom the IEP students age 14 &

Does Sara meet Criteria 3? YES DOCUMENT DECISION	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 externation individualized instruction and temporary or transient nature adapted materials and indiviaccessing information in alternation, generalize, demonacross multiple settings.	ensive, repeated, d support that is not of a re and (b) uses substantially dualized methods of rnative ways to acquire, strate, and transfer skills	Yes No
 3. The student is unable to apply academic skills in home, school, and community without intensive, frequent, and individualized instruction in multiple settings. YES NO O 	-Sara has receive in the resource re years, included r interventions and practice. -Despite these e Sara's academic preschool level v grade. -Sara struggles to academic skills of adaptive skills a	ed direct instruction oom for four school research-based d repeated xtensive efforts, c skills are at the while she is in the 3 rd o acquire and to generalize cross settings.	 Examples of curricle objectives, and marked samples from both based instruction Teacher collected of Present levels of ad performance, goals school outcomes from older, if necessary OTHER: 	ulum, instructional aterials including work a school and community- data and checklists cademic/functional s, objectives, and post rom the IEP students age 14 &

"Sara" Scenario – IEP Documentation

Attach completed Eligibility Form and Evidence Worksheet to Sara's IEP.

Document team decision on the IEP.

- a) From Criteria 1
- **b)** From Criteria 2 & 3

Ensure student has short term objectives.

Explain Rejection of regular assessment in section 'b' of Prior Written Notice.

State/District-wide Assessment Accommodations
Assessment
Student will be taking state and district-wide assessments with or without accommodations.
Student will be taking state and district-wide alternate assessments (The alternate assessment is for students working in the
alternate achievement standards) (Annual goal and short-term objectives required)
a. Does the student meet the significant cognitive disability criteria? (If no, student is not eligible to take the alternate
assessment) 🛛 🖾 Yes) 🗆 No
(b.) Explain the reason why the student cannot participate in the regular assessment.
Sara cannot participate in the regular assessment because her academic ability is significantly below grade level
Her IEP goals, objectives, and instruction reflect Core Content Connectors. Despite extensive, repeated,
individualized instruction over multiple years, Sara struggles to acquire, maintain, and demonstrate academic
and adaptive skills across settings.
(c.) Explain the reason why the alternate assessment selected is appropriate for this student.
State and district-wide alternate assessment is appropriate for Sara because it will more accurately measure her
academic skill level and academic progress.

□ No state and/or district-wide assessments are required at this student's grade level during the course of this annual IEP.

Scenario #2 – "Frank"

▶ Frank is in 8th grade. Frank's disability category is Cognitive Disability; his IQ is 68. Staff know that at home, Frank is often the caretaker of his two elementary siblings. He cooks for them, gets them ready, and walks them to school in time every morning. Frank has accommodations on his IEP. His LRE is Resource Room, plus the special education teacher checks in with him during core classes throughout his day. The first two quarters of this school year, Frank started refusing to do his work and having outbursts when tasks became difficult. This quarter he is close to failing two core classes. He took the regular state assessment in prior years, however his general education teachers all agree that with the added state science assessment in 8th grade, and with his escalated behaviors, that Frank should take the alternate assessment this year.

UNDERSTAND CRITERIA GATHER EVIDENCE

Does Frank meet Criteria 1?

ERIA	1. The student has a significant cognitive disability.		Review of student records india disabilities that significantly im functioning and adaptive behave *Adaptive behavior is defined of live independently and to funct	Yes / No	
 Student has disability tha significantly cognitive fur adaptive beh YES O NC 	1. Student has a disability that significantly impacts cognitive function and adaptive behavior. IQ Score Adaptive Reading Reading Math C Written YES NO Frank's compression of the sector		e: 68 re Scores: 70 g Comprehension: 71 omputation: 79 Expression: 72 reading thension is 5 th grade hile he is in 8 th grade. hally, Frank shows ge-appropriate re skills.	 Results of Individua Results of Adaptive Assessment Results of individua administered achiev Results of informal Results of individua Results of district-w assessments Results of language English language lea assessments if appli OTHER: 	I Cognitive Ability Test Behavior Skills I and group vement tests assessments I reading assessments ride alternate assessments including arner (ELL) language icable

Does Frank meet Criteria 1 NO DOCUMENT DECISION

N	1. The student has significant cognitive disability.	aReview of student records indicate disabilities that significantly impart functioning and adaptive behavior *Adaptive behavior is defined as live independently and to function	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior*. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.	
 Student has a disability that significantly in cognitive fund adaptive behavior YES NO 	in pacts Rection and Mavior. From Cool In the Section	Q Score: 68 daptive Scores: 70 eading Comprehension: 71 Nath Computation: 79 Aritten Expression: 72 rank's reading omprehension is 5 th grade evel while he is in 8 th grade. Unctionally, Frank shows many ge-appropriate adaptive kills.	 Results of Individual Results of Adaptive I Assessment Results of individual administered achiev Results of informal a Results of individual Results of district-wi assessments Results of language a English language lea assessments if applie OTHER: 	Cognitive Ability Test Behavior Skills and group vement tests assessments reading assessments ide alternate assessments including orner (ELL) language cable

UNDERSTAND CRITERIA GATHER EVIDENCE Does Frank meet	2. The student is learning content linked to (derive from) the State Content Standards.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Content Standards and address knowledge and skills that are appropriate and challenging for this student.		Yes / No
Criteria 2? 2. The insti- to th Con ELA, Scie to re know in th Con YES (student's fuction is aligned the South Dakota tent Standards in Math, and fuce but is adapted effect the wledge and skills the Core Content functors.	-Frank receives 8 th grade instruction in the general education classroom with accommodations. -Frank's IEP goals match 8 th grade-level SD Content Standards.	 Examples of objectives, a samples Present level performance the IEP Data from sc interventions Progress mod OTHER: 	curriculum, instructional nd materials, including work ls of academic/functional e, goals and objectives from cientific research-based s nitoring data

Does Frank meet Criteria 2? NO **DOCUMENT DECISION**

2.

N	2. The student is learning content linked to (derived from) the State Content Standards.		Goals and instruction listed in the IE linked to the enrolled grade level Co address knowledge and skills that an challenging for this student.	P for this student are ontent Standards and re appropriate and	Yes No
 The student's instruction is ali to the South Da Content Standa ELA, Math, and Science but is actoreflect the knowledge and in the Core Conrectors. YES O NO 	igned kota rds in dapted skills tent	-Frank r instructi educat accom -Frank's grade-l Standa	eceives 8 th grade ion in the general ion classroom with modations. IEP goals match 8 th evel SD Content rds.	 Examples of curobjectives, and samples Present levels of performance, gethe IEP Data from scient interventions Progress monit OTHER: 	rriculum, instructional materials, including work of academic/functional goals and objectives from ntific research-based coring data

UNDERSTAND CRITERIA GATHER EVIDENCE Does Frank meet Criteria 3?		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 externation individualized instruction and temporary or transient naturadapted materials and indiviaccessing information in alternation, generalize, demonacross multiple settings.	he student (a) requires extensive, repeated, individualized instruction and support that is not of a emporary or transient nature and (b) uses substantially dapted materials and individualized methods of ccessing information in alternative ways to acquire, naintain, generalize, demonstrate, and transfer skills cross multiple settings.	
		 -Frank has rece the resource ro kindergarten, in based interven repeated prace -Frank has show progress in his co -Frank demonstant acquire, mainto academic and across settings. 	ived support in om since included research- tions and tice. In slow but steady academics. trates the ability to ain, and transfer adaptive skills	 Examples of curriculo bjectives, and main samples from both based instruction Teacher collected of Present levels of acceptormance, goals school outcomes from Transition Plan for older, if necessary OTHER: 	ulum, instructional terials including work school and community- data and checklists cademic/functional s, objectives, and post rom the IEP students age 14 &

Does Frank meet Criteria 3 **NO** DOCUMENT DECISION

eria 3? I	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 external individualized instruction and temporary or transient nature adapted materials and indiviaccessing information in alternalitain, generalize, demonacross multiple settings.	ensive, repeated, d support that is not of a re and (b) uses substantially idualized methods of ernative ways to acquire, astrate, and transfer skills	Yes No
 The student is unable to apply academic skills in home, school, and community without intensive, frequent, and individualized instruction in multiple settings. YES O NO O 	-Frank has rece the resource ro kindergarten, ir based interven repeated prac -Frank has show progress in his c -Frank demonst acquire, mainte academic and across settings.	ived support in om since ncluded research- tions and tice. wn slow but steady academics. trates the ability to ain, and transfer I adaptive skills	 Examples of curric objectives, and ma samples from both based instruction Teacher collected of Present levels of a performance, goal school outcomes for Other, if necessary OTHER: 	ulum, instructional aterials including work a school and community- data and checklists cademic/functional s, objectives, and post rom the IEP students age 14 &

"Frank" Scenario – IEP Documentation

- Attach completed Eligibility Form and Evidence Worksheet to Frank's IEP.
- Document team decision on the IEP.
- List any approved accommodations.
- Explain Rejection of AA in section 'b' of Prior Written Notice.

State/District-wide	Assessment	Accommodations
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Assessment

- Student will be taking state and district-wide assessments with or without accommodations.
- Student will be taking state and district-wide alternate assessments (The alternate assessment is for students working in the alternate achievement standards) (Annual goal and short-term objectives required)
 - a. Does the student meet the significant cognitive disability criteria? (If no, student is not eligible to take the alternate assessment)

 Yes
 No
 - b. Explain the reason why the student cannot participate in the regular assessment.
 - c. Explain the reason why the alternate assessment selected is appropriate for this student.

□ No state and/or district-wide assessments are required at this student's grade level during the course of this annual IEP.

*Teams must consider if the accommodations are approved for the applicable test administration.

*List the accommodations the student will be taking for each test/test area. (Only those accommodations identified for instruction on the goal pages can be considered for state and district-wide testing. The accommodations selected for use must relate to the student's disability.)

District 1% Justifications/Monitoring

- DOE cannot limit districts to 1% participation. Alternate Assessment participation decisions are made by local IEP teams in the best interest of each student.
- For districts exceeding 1% participation, DOE notifies SPED Directors of their district level (Universal, Targeted, Intensive), their Red Flag students, and their requirement to submit a 1% Justification.
- The district's 1% Justification should explain the district procedure for determining AA participation and justify why the district exceeded 1%.
- 1% Justifications will be made publicly available on the DOE website. District names are redacted for any districts with less than 10 students participating in the AA.

Resources

▶ Visit the DOE Alternate Assessment website for further resources:

https://doe.sd.gov/assessment/alternate.aspx



Questions?

- Questions about Alternate Assessment eligibility or instruction of students with significant disabilities?
- To request a recorded webinar of this training, please contact:



Stacy Holzbauer, Alternate Assessment Coordinator DOE Special Education Programs <u>Stacy.Holzbauer@state.sd.us</u> 605-295-3441



Infinite Campus

Infinite Campus Checks

► Type marked as "P" for Primary

- Participate in Alt Assessment for those who take alternate assessments
 - These students ONLY take the alternate assessments
- English Learner
- First Year in Country
 - Date entered US
 - Date entered US school
- Foreign Exchange Students (Citizenship dropdown box)
- ▶ 504 Plan



English Learners

- Students identified as English learners are required to be assessed to determine progress in acquiring English skills so they can participate with their peers in the general classroom.
- ACCESS 2.0 is the language proficiency test
- Students who are first year in country will not take SD-ELA assessment.

First Year in Country

- First year in country students are exempt from taking SD-ELA or SD-ELA-Alt Assessments
- Date must be correct in Campus to get credit for being 1st year in country.
- Students must take SD-ELP (ACCESS) Assessment in place of the SD-ELA Assessment
- Students must take Math and Science (gr. 5, 8, 11) in order to be a participant.

First Year in Country

- Math and Science are available in Spanish for 1st year in country students.
- Considerations for use:
 - Did the student have significant instructional opportunities in math and/or science in Spanish prior to coming to South Dakota?
 - Is the student Spanish literate?
 - Is the student receiving Spanish instruction for math and/or science?
 - ► How are supports addressed in the student's LAP?

EL Data Elements in IC

<u>https://doe.sd.gov/title/documents/22-IC-EL.pdf</u>

FYIC Window – May 3, 2022 to May 1, 2023

Infinite Campus demo

<u>https://sdse.ddncampus.net/campus/sdse.jsp?status=login</u>



Diving into Tools, Supports, & Accommodations

Tools, Supports, and Accommodations (TSA)

- South Dakota's Tools, Supports, and Accommodations (SD TSA)
- Applies to all students
- Three levels of support
- Applicable for all staff (not just Special Educators)
- Includes Science

South Dakota's Tools, Supports, and Accommodations Guidelines

Updated July 2022



Portions of the materials included in this document are provided, in whole or pan, by the Smarter Balanced Assessment to support the South Dakes Department of Education in implementing South Dakes's state assessment system. The original Smarter Balanced documents were aided through assistance and input from the National Center on Educational Outcomes. As a member of Smarter Balanced consortium, the South Dakets Department of Education has authorization to make available all content within the document for regroduction and distribution for educational purposes without permissions.

Three levels of Support

Three levels of support both embedded and nonembedded

- Level 1 Universal Tools
 - For ALL students
- Level 2 Designated Supports
 - For SOME students
- Level 3 Documented Accommodations
 - ► For a FEW students

Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages and/or Items, Global Notes, Highlighter, Keyboard Navigation, Line Reader, Mark for Review, Math Tools, Reference Guides, Spell Check, Strikethrough, Thesaurus, Tutorials, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Reference Guides, Scratch Paper, Thesaurus

Supports

Embedded

Color Contrast, Illustration Glossaries, Masking, Mouse Pointer, Streamline, Text-to-Speech, Text-to-Speech in Spanish Translated Test Directions, Translations (Glossary), Translations (Dual Language), Tum off any Tools, Zoom (Fixed to 1.5X-20X)

Non-embedded

Amplification, Bilingual Dictionary, Color Contrast, Color Overlay, Illustration Glossaries, Magnification, Medical Supports, Noise Buffers, Read Aloud, Read Aloud in Spanish, Separate Setting, Simplified Test Directions, Translated Test Directions, Translations (Glossary)

Accommodations

Embedded

American Sign Language, Braille, Braille Transcript, Closed Captioning, Speechto-Text, Text-to-Speech, Word Prediction

Non-embedded

100s Number Table, Abacus, Alternate Response Options, Braille, Calculator, Large Print, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text, Word Prediction

Embedded vs Non-embedded

Embedded (within the testing platform)

- Highlighter
- Line Reader
- Masking
- •Text-to-Speech

Non-embedded (outside of the testing platform)

- Scratch paper
- Separate setting
- Multiplication table
- 100s chart

IEP or 504 plan needed for Accommodations

How do we know if student is on an IEP or 504 plan?

- Recorded in Infinite Campus
- Check the most current student enrollment record

Dix. Ch	icks				
irade: 03	#1884782	24 DOB:	10/21/2009	Gender: F	
ummary	Enrol	Iments	Flags	Assessme	
Save	Delete	New	🖶 Print E	Enrollment His	
Alpena 36	5-1: 36001			· ·	
Gifted		ł	504 Plan		
Transporta	tion Catego	ry		_	
				-	
				·	
State Exc	lude		Student in	Foster Care	

Effective Date	Special Ed Program	Special Ed Category		
08/19/2019	B: Severe Disabilities	0120: Self-Contained Classroom 0-39%		
	Primary Disability	Multiple Disability 1 560: Autism Spectrum Disorder 💌		
	530: Multiple Disabilities			
	Multiple Disability 2	Multiple Disability 3		
	505: Emotional Disturbance 🔻	· · · · · · · · · · · · · · · · · · ·		
	Multiple Disability 4	Multiple Disability 5		
	•	· · · · · · · · · · · · · · · · · · ·		

How to know what to mark in TIDE

► TIDE Settings Worksheet

- Need to use the word format as has drop down boxes and check boxes
- State Assessment Accommodations Worksheet
 - PDF document so can print and use in paper form

Can use these but don't have to – may have your own way of collecting the information –

Do not send to the state

District: Click her	e to enter text.	School: 🖸	lick here to enter text.	School Year: Click here to enter text.	
Student Name: Click here to enter text.		SIMS: Click here to enter text.	Grade: Choose an item.		
Special Ed Teacher: Click here to enter text.			Classroom Teacher: Click here to enter text.		
🗆 IEP	504 Plan		LAP Plan	Other Supports Process	
IEP Date: Click here to enter text.		Disability: Click here to enter text.			

SD ELA. Math. & Science Assessment Supports and Accommodations Test Settings

Mark the following tools, supports, and/or accommodations in TIDE (Test Information Distribution Engine) for this student for the English Language Arts (ELA), ELA-PT (Performance Task), mathematics, & science state assessment: (click on the text in each box to enable the <u>drop down</u> feature or mark the checkbox.)

Tools Embedded (UT)						
	ELA	ELA-PT	Mathematics	Science		
Zoom	1X	1X	1X	1X		
English Glossary	🗆 On 🖾 Off	🗆 On 🖾 Off	🗆 On 🛛 Off			
	Embedded Designated Supports (DS)					
	ELA	ELA-PT	Mathematics	Science		
Color Contrast	Black on White (UT)	Black on White (UT)	Black on White (UT)	Black on White (UT)		
Illustration Glossary			🗆 On 🖾 Off			
Masking	🗆 On 🖾 Off	🗆 On 🖾 Off	🗆 On 🖾 Off	🗆 On 🖾 Off		
Mouse Pointer	System Default	System Default	System Default	System Default		
Streamlined Mode	🗆 On 🖾 Off	🗆 On 🖾 Off	□ On ⊠ Off	🗆 On 🖾 Off		
Text To Speech	None	None	None	None		
Translation Glossaries			No Translation			
	Non-Embedded Designated Supports (DS)					
	ELA	ELA-PT	Mathematics	Science		
	🖾 None	🖾 None	🖾 None	🖾 None		
	Amplification	Amplification	Amplification	Amplification		
	Color Contrast	Bilingual Dictionary	Color Contrast	Color Contrast		
	Color Overlay	Color Contrast	Color Overlay	Color Overlay		



Demonstration



TIDE Logon Link

0

Preparing for Testing

SYSTEM

\$

TIDE (Test Information Distribution Engine)

Manage users and student information, order paper materials and monitor test progress.

Login



- How many know what these are?
- How many have access?
- Are you responsible for updating TIDE?
- Who in your district updates TIDE?

Student Information

In TIDE

- Preparing for Testing
- Students
- View/Edit/Export Students



Search by Student

- Select the school or schools (can select one or more)
 - Then select one or more of the following criteria
- 2. Student's last name
- 3. Student's first name
- 4. Student's SSID (state ID)
- 5. Grade
- 6. Finally select search

View/Edit/Export Students

O Use this page to view, edit, or export students. more info -



Student Search results

This is what you will see when you select view results (minus the colored arrows)

- Purple arrow plus button expands to enable a new or modified search
- Green arrow print icon leads to options for printing
- Red arrow box with an arrow the export option
- Yellow arrow blank white box allows you to select all or some of the students
- Blue arrow pencil icon opens to specific student information


Student Information

Notice all areas are greyed out – these are pulled from Infinite Campus so any changes must be made there.

- 1. Student SSID number
- 2. Grade
- 3. IDEA Indicator (is yes, student is on an IEP)
- 4. Primary Disability (if on an IEP should be a disability type here)
- 5. Section 504 Indicator

ent Demographics			
District	69301 - Polo Training District - 69301	*IDEA Indicator:	🔍 Yes 🔿 No
School	69301_69301-01 - Polo High School -01	*LEP Status:	Yes No
Reporting ID	SD1234580	3 *Section 504:	
Student's Last Name	Jones		
Student's First Name	Sara	Language Code.	
		English Language Proficiency Level:	
Student's Middle Name.	6	Migrant Status:	Yes No
*Gender	🔿 Male 🔍 Female	First Fails, Onto July a U.S. Sahari (1910000000)	
BirthDate (MMDDYYYY)	03291997	First Entry Date into a US School (MMDDTTTT).	
*SSID	SD1234580	ALT Tester:	Ves No
000		Limited English Proficiency Entry Date	
*Confirmation Code	Sara	(MMDDYYYY):	
*Grade	11 🗸	Temporary State Accommodation Override:	Yes No
Paper Tester	No ~ 2	Limited English Proficiency Exit Date	
District assigned student identifier		(MMDDYYYY):	
		Title III Language Instruction Program Type:	- Select -
		Primary Disability Type:	- Select - 4

Cancel

More Student Information

- 1. Embedded Tools
- 2. Embedded Designated Supports
- 3. Non-embedded Designated Supports
- 4. Embedded Accommodations
- 5. Non-embedded Accommodations
- 6. Scroll bar across (for each section if screen isn't showing all the information)
- Scroll bar up/down (for information not showing on the screen)



Non-embedded supports

- 1. Drop down arrow
- 2. Select as many as needed
- 3. None is the default
- 4. Scroll bar if more options are available



Adding a group of supports for students

District:

- Can use this method
- Do not have to use this method
 - ▶ May be easier to go student by student if only a few students need supports or accommodations
- Some bigger districts prefer this method

Adding supports and/or accommodations for a group of students

- Use the Upload Student Settings (can be found in either the Students section or the Test Settings and Tools section)
- Find the Download Template icon
- Make sure to see where that document goes – mine is usually in the lower left-hand corner







Filling out the spreadsheet

Must have a separate line for each support or accommodation needed for each subject area.

- 1. Must type in the student's SSID number (student state ID must be 9 digits)
- 2. Drop down box for subject area this generates which supports and accommodations are appropriate for that subject
- 3. Drop down box for tools name that is appropriate for that subject area
- 4. Scroll bar to see all that are available
- 5. Value for that support or accommodations

 could be something as simple as on or off; or it could be the name of the support

Make sure to save the document with a name you will remember and a place you can find it.

Fi	ile Hom	ne Insert	Draw	Page Layout	Formula	as Dat	a Revie	ew View
[X cut <u></u> cop 1 [™] _2	v Painter ⊡ : ►	alibri 3 <i>f</i> x	~ 11 ~ - I II ~ Font	A^ A` A_ ~	= = =	e ≫r~ F≣ Đ≣ Align	eb Wrap Te ∰ Merge ment
1	SSID	Subject	Tool N	ame			Value	
2	123456789	ELA	Non-E	mbedded Desig	nated Sur	oports	Separate	Setting
3	123456789	Mathematics	Non-E	mbedded Desig	nated Sur	oports	Separate	Setting
4	123456789	Science			,		-	
5			Masking				~	
6			Non-Embe	inter edded Accommoda	tions			
7			Non-Embe	edded Designated	Supports			
8			Presentati	on/Language			15	
9			Print on D Streamline	emand			V 1	
10				-				
11								
12							4	
13								
14								

Upload Document

 Go back to the Students section– Select 'Upload Test Settings and Tools

OR

- Go to the Test Settings and Tools section – Click on 'Upload Test Settings and Tools
- Both take you to the same place





TIDE Forms

TIDE Forms – submit by February 1st

- Assessment Non-embedded Accommodations Request
- General Assessment Print on Demand Request
- General Assessment Reading Passage Request
- Special Accommodations Consideration Requestion
- Embedded Speech-to-Text/Word Prediction Request





Who can submit a form?

- ► AC Assessment Coordinator
- ► DA District Administrator
- SC School Coordinator

Non-embedded Accommodation

- Fill out sections
 - District/School
 - Submitter Information
 - Student Information
 - ELA Accommodations (if needed)
 - ELA-PT Accommodations (if needed)
 - Math (if needed)
 - Science (if needed)
- Click on submit button

Type of Form to Submit	
------------------------	--

+

General Assessment Non-Embedded Accommodations Request

Mark all the non-embedded accommodations students use for classroom instruction a

District/School		
*District:	Polo Training District - 69: 🗸	Alternate Respon
*School:	Polo Elementary -03 - 69301_69301-03	Large Print
Submitter Information		Read Aloud Pass
*Submitter Name:		Scribe
*Submitter Email:		Speech-to-Text
*Submitter Phone:		Word Prediction
		- ELA-PT Ac
*Submission Date:		more info ·
 Student Information 		Please mark all
more info ·		the state genera
The SSID is the State Student ID and should	I match the SSID found in TIDE for the st	more info -
*Student First Name:		For ELA-PT , pl
*Student Last Name:		Alternate Respon
*Student SSID:		.

more	info -
P th	lease mark all the non-embedded accommodations students use for clas
more	s info -
F	or ELA, please select all that apply
	Alternate Response Options (Acc)
	Large Print
	Read Aloud Passages (Stimuli/Passages)
	Scribe
	Speech-to-Text
	Word Prediction
-	ELA-PT Accommodations
more	s info +
P th	lease mark all the non-embedded accommodations students use for clas le state general assessment.
more	s info -
F	or ELA-PT, please select all that apply
	Alternate Response Options (Acc)
	Large Print

ELAAccommodations

Reading Passages

Submit Forms

0 Use this page to submit applicable form. Entering the following special characters may result in errors: <> more info -



- Type of form to submit select General Assessment Reading Passages
 - District/School Information
 - Submitter Information
 - Student Information
 - General Assessment Reading Passages: Aloud/Text-to-Speech
 - Brief Explanation/summary
 - Assurances

General Accessment	Populing	Passages	Poquoet
Ocheral Assessment	ricaulity	i assayes	ricquesi

The text-to-speech or human read aloud accommodations are intended to provide acce: otherwise would be unable to participate in the state assessment. This accommodation is N accommodation decisions.





Other Forms

General Assessment Print on Demand

- To print portions or all of the assessment (one question at a time)
- For students with a particular need for a print version
- Special Accommodations Consideration Request
 - ► For accommodations not already provided for
- Embedded Speech-to-Text/Word Prediction
 - Need to choose one or both
 - Brief explanation



Question about Tools, Supports, Accommodations and/or Forms?



What should I prepare before testing begins?

Preparing for Testing

Educators

Access systems used before, during and after testing and review key resources.



Home > Educators

Announcements

Find More

iOS 15.1 Now Supported 12/14/2021 iOS 15.1 now supported for online testing on iPads.

Preparing for Testing	Assessments and Resources	After Testing
SYSTEM (1) TIDE (Test Information Distribution Engine) Manage users and student information, order paper materials and monitor test progress.	SYSTEM (C) Interim & Summative Tests Create and manage operational test sessions from any web browser.	SYSTEM (C) SYSTEM Peporting System Access and download state assessments results and view reports on student performance.
SYSTEM C FOR Certification Course Complete recommended training on using the PR Interface and administering tests.	SYSTEM Tools for Tools for Teachers Access formative assessment resources.	SYSTEM O Data Entry Interface Enter student responses for SDSA paper tests.
SYSTEM	SYSTEM C	

Have an account??

Let's make sure everyone has an account and can log on

https://sd.portal.cambiumast.com/

Does anyone need an account?

Login

Please Log In

Enter your username and password to log into CAI online systems. Once you log in, you will automatically be directed to your selected system.

Need More Help?

If you forgot your password or need a new password, please use the Forgot Your Password link to reset it.

For assistance, contact the South Dakota CAI Help Desk at 1-855-838-8378 | <u>sdhelpdesk@cambiumassessment.com</u>



First Time Login This School Year?

The password you used during the previous school year has expired.

Request a new one for this school year.





-Make sure that if any of the staff moved districts/schools that they are moved, and the correct ones are listed under your current district.

-You can also check your staff's roles and clean those up too.



View/Edit/Export Users



Roles in TIDE

- Assessment Coordinator (AC)- Created by the State
- District Administrator (DA) Created by the State
- School Coordinator (SC) Created by AC or DA
- Teacher (TE)- Access to the Reporting System
- **Proctor (PR)** Can give an exam, but does not have access to the Reporting System. They need to be a certified staff member.
- Tools for Teachers (TFT_ST)- Has access only to Tools for Teachers (State managed)
- Gizmos and Tuva only (TE w/TE-Science) Has access only to these products (District managed)
- Paraprofessional (PARA)- Needs to sign the NDA if in the room during an assessment

	Edit	Role 🗘	District	School 🔶	Email Address 🔶	First Name	Last Name 🕴	Phone 🗘	Trained Proctor 🔶	Signed NDA
		TE	69301-Polo Training District - 69301	69301_69301-03-Polo Elementary -03	Teresa.Berndt@state.sd.us	Teresa	Berndt			
0	ľ	DA	69301-Polo Training District - 69301		christina.booth@state.sd.us	Chris	Booth		Y	Y
	/	TE-SCIENCE	69301-Polo Training District - 69301	69301_69301-01-Polo High School -01	christina.booth@state.sd.us	Chris	Booth		Y	Y
0	ľ	TE	69301-Polo Training District - 69301	69301_69301-01-Polo High School -01	alison.bowers@northern.edu	Alison	Bowers		Ν	N
	/	DA	69301-Polo Training District - 69301		JENPATCHOU@HOTMAIL.COM	Jen	Chou			
		TE-SCIENCE	69301-Polo Training District - 69301	69301_69301-03-Polo Elementary -03	Marcie.dierks@northern.edu	Marcie	Dierks		Ν	N
	Í	TE-SCIENCE	69301-Polo Training District - 69301	69301_69301-01-Polo High School -01	cevans@nciea.org	Carla	Evans			

Editing a User

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Add New Users/Roles

Preparing for Testing J Administering Test	After Testing			
Users ✓ Students ✓ Test Settings and Tools ✓ F	Rosters 🗸 🛛 Paper Ordering 🗸 🛛 Test Windows 🗸			
Add Users				
0 Use this page to add users to assessment system	IS. more info →			
		Save	Cancel	
- PERSONNEL				
*Email A	ddress: beccy.deh@state.sd.us			*Last Name:
*Firs	t Name:			Phone:
- Add Role				
*Role: - Select a role - - Select a role - District Administrator (DA) School Coordinator (SC) School Teacher (TE) Proctor (PR)				
Science Resource Tools (TE-Science)		+ Add Mo	re Roles	
		Save	Cancel	

Before the Assessment

Students: For **all** assessed students

•Remember that **ALL** the student's demographic information is rolled into TIDE automatically from SD-STARS, when your Infinite Campus updates

• Demographic information is greyed out and can't be changed. <u>If information is wrong, then it</u> <u>needs to be corrected in Infinite Campus</u>

Note:

*Updates to student profiles can take 24-72 hours to install properly, so staying on top of this information is important to staying on track with the assessment schedule



Rosters

- Rosters are groups of students associated with a specific teacher
- They can represent entire classrooms or specific classroom periods
- Create your rosters to have an organized reporting system
 - They are usually around 25-30 students
 - Have a clear and consistent name for your rosters



Before the Assessment

The Process

1. Select



2. Login

ogin					
Email Address	5				
Password					
Forgot Your Pass	word?				
Secure Log	jin				
First Time Login This School Year?					
The password you used during the previous school year has expired.					
Request a new one for this school year.					

3. Choose the appropriate assessment or group of assessments

Interim - IAB Choose which tests to add to your session from the tree, and then start your session.	Interim - IAB S Grade 4 MATH	- Number and
 Math Interim IAB Grade 3 Grade 4 Grade 4 MATH - Measurement and Data (IAB) Grade 4 MATH - Number and Operations - Fractions (IAB) Grade 4 MATH - Number and Operations in Base Ten (IAB) Grade 4 MATH - Operations and Algebraic Thinking (IAB) Grade 4 MATH - Performance Task - Animal Jumping (IAB) Grade 5 Grade 6 Grade 7 Grade 8 Grade 11 	Session Settings Select Test Read	s son None selected ≎
Back	Start Opera	ational Session

The Process continued

4. Provide students theSession ID



6. Action button appearsafter approve is selectedCheck supports!

5. Follow TAM/Approve students

Approvals and Student Test Settings			prove All Students	$\mathcal{C}^{ ext{Refre}}$	sh 🚫 Done	
1 students awaiting approval					e = Interim - ICA	
Interim Grade 3 ELA ICA						
Student Name	Student ID	Opp #	See Details		Action	
Jones, Sandy	SD1234699	1	Standard	۲	××	

Student's Secure Browser



south dakota DEPARIMENT OF EDUCATION Learning: Learning: Service.		\$
	Please Sign In	
	To listen to the instructions, click the + button. +	
	First Name:	
	EX: JORDAN	
This is the	SSID:	
Operational Test Site	EX: 123456789	
f you want to go to		A
click the button below		
	Session ID:	
Go to the Practice	SD	
Test one		
Operational Test Site	Sign In	



During the Test



Scripts

- How to submit an appeal?
- How to check student progress and participation
- How to submit irregularities?
- How to view results, once they start populating?

Test Irregularity Form

Submit Forms	If this form is for a whole test session, leave student information blank.	Please indicate the assessment(s) in which the testing irregularity occurred. Select all that apply
Use this page to submit applicable form. Entering the following special characters may result in errors: <> more info -	The SSID is the State Student ID and should match the SSID found in TIDE for the student.	
- Type of Form to Submit	Test Session Code:	
*Select a Form: Testing Irregularity Form V	"Student First Name:	SDSAAIT
Testing Irregularity Form	*Student Last Name:	L SD Matri
Assessment Non-Embedded General Assessment Print on	SSID:	SD ELA
General Assessment Reading	Grade: -Select-	*Description of
Testing Irregularity Form Embedded Speech-to-Text/W	Submitter Information	ntegunany.
Use this form to report testing irregularities.	*Submitter Name:	
District/School	*Submitter Email:	<i>h</i>
*District: Select 🗸	*Submitter Phone:	*Action take to correct:
*School: Nana aslantad	*Submission Date:	
	Description of Irregularity	
*Is this form for a student or a test session?: -Select-	more info -	
Test Session or Student Information	Please indicate the assessment(s) in which the testing irregularity occurred. Select all that apply	*Does the test need to be invalidated?: Select-
more info -	SDSA	If yes, give reason why:
	SDSA Alt	
If this form is for a whole test session, leave student information blank.	SD Math	
The SSID is the State Student ID and should match the SSID found in TIDE for the student.		
Test Session Code:	tDanninting of	



After the Test



How to view results?

Results can take some time to populate

SD Assessments Online System Trainings

Training Title	Description	Link
South Dakota Alternate Assessment Proctor Training	As part of the online training series for the South Dakota Assessments Program, this training provides an overview for Proctors of the South Dakota Science Alternate Assessment (SDSAA). After viewing this presentation, you should be able to understand how to identify students eligible to take the SDSAA, start test sessions, monitor test sessions, and understand how to use the Early Stopping Rule and Paper Response Cards. This training is for District and School users administering the SDSAA.	February 7, 2023, 11am-12pm CT https://attendee.gotowebinar.com/register/3034660217825369184
Test Information Distribution Engine (TIDE) System Training	As part of the online training series for the South Dakota Assessments Program, this training provides an overview of the Test Information Distribution Engine (TIDE) system. After viewing this training, you should become familiar with managing user accounts, managing student test settings, creating rosters that are required to view test data in the Reporting system, and monitoring test progress.	February 8, 2023, 11am-12pm CT https://attendee.gotowebinar.com/register/1008070072323535702
Training Title	Description	Link
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Test Delivery System (TDS) Proctor Training	As part of the online training series for the South Dakota Assessments Program, this training provides an overview of the Test Delivery System (TDS) for proctors. After viewing this training, you should become familiar with starting, pausing, and stopping an online test session, viewing/editing student accommodations, and monitoring students during the session. This training is intended for proctors or other school administrators who will be administering the ELA, Math, and Science Summative Assessments.	February 15, 2023, 11am-12pm CT https://attendee.gotowebinar.com/register/6288606606113276762
Data Entry Interface (DEI) System Training for South Dakota Science Assessment (SDSA) Paper	As part of the online training series for the South Dakota Assessments Program, this training provides an overview of the Data Entry Interface (DEI) system. The DEI is a component of the Test Delivery System that allows authorized users to enter student assessment responses for the SDSA paper assessment. After viewing this presentation, you should be able to understand what the Data Entry Interface is and how to access it, enter student responses into the DEI, and use the different features available in the DEI. This training is for district users who will be entering student responses for the SDSA paper assessment.	February 16, 2023, 11am-12pm CT https://attendee.gotowebinar.com/register/1972511094673999966

Training Title	Description	Link
Reporting System Webinar	As part of the online training series for the South Dakota Assessments Program, this training provides an overview of the Reporting System. After viewing this training, you should become familiar with navigating the system to view Interim and Summative Assessment performance reports. This training is intended for district or school users.	March 28, 2023, 11am-12pm CT https://attendee.gotowebinar.com/register/1774476955883669340

We value your feedback!

https://docs.google.com/for ms/d/e/1FAIpQLSf1vOKLSDrp wKgj7GIPcofBluEOUNfhbyoHSxsqli w7frjeg/viewform

