

# Dakota STEP-A Science

Rater 2 Training  
2016



Questar™



# What's NEW for 2016

## Spring 2016 Administration

March 28 – April 22, 2016      *DSTEP-A* Test Administration

- The entire *Dakota STEP-A* will be online.
- This means that teachers will rate the students online.
- Supporting Evidence review and rating for all items will occur in the Collection of Evidence tool online.
- The *Dakota STEP-A* test will only be administered for Science in grades 5, 8 & 11.

# This Training Module

This training module is meant to supplement the Directions for Administering manual (DFA).

Please refer to the Directions for Administering manual for detailed instruction concerning the *DSTEP-A* Science test administration.

# Focus of this module

- Identify the roles and responsibilities of each rater in completing the Rating Forms.
- Understand the process of rating Supporting Evidence.
- Understand how to complete the Rating Form.
- Understand Score Resolution.
- Submitting the test.

# Rater 2 Responsibilities

- Receive training
- Sign test security agreement
- Rate each student according to instruction
- Complete Score Resolution with Rater 1 as required

# Security of Materials

- Test security agreement **must** be completed **prior** to viewing/rating *STEP-A* materials.
- Any printed materials must be returned to Rater 1 for secure destruction.
- Keep all materials secure.
- Utilize the *Test Irregularity Form* to document and resolve ANY irregularities occurring during testing.

# Raters Roles

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

## Why 2 Raters

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

# Rater 2 Requirements

Rater 2 must be familiar with the student and their academic performance.

Examples:

- Paraprofessional
- Speech therapist
- General Education teacher

**Rater 2 can not be the student's parent.**

# Rater 2 Training

## Training can be completed by:

- Receiving training by Rater 1 or a district representative
- Viewing Rater 2 training module
- Referring to the Directions for Administering (DFA) as needed

# Beginning the Process

- Rater 1 will ensure that Rater 2 has been trained.
- Rater 1 will provide Directions for Administering.
- Rater 1 will assign Rater 2 in the online rating tool once Rater 1 has completed rating the student.
- Rater 2 will rate each student in the online tool, according to instruction given.

# Summary of Required Data Collection

<b>Grade Level</b>	<b>Science Strands</b>	<b>Total # Supporting Evidence</b>	<b>Total # Data Collection Forms</b>
Grade 5	4	4	4
Grade 8	4	4	4
Grade 11	5	5	5

# Sample of Student Work

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

# Formats for Supporting Evidence

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

All Supporting Evidence can be reviewed online in the Collection of Evidence Tool.

# Purpose of Supporting Evidence

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

# Data Collection Form for Supporting Evidence

- Rater 1 completes one Data Collection Form for each submission of Supporting Evidence. This will be typed directly into the online form in the Collection of Evidence Tool.
- The Data Collection Form is used to summarize and provide documentation of the student work sample and includes a **narrative**.
- Once completed, the Data Collection Form will be reviewable along with the uploaded Supporting Evidence.

# The Data Collection Form

## ONLINE DATA COLLECTION FORM

Form is completed online. Data should be entered directly online in the CoE Tool.



It may look a little different online than the paper form (below), but the same categories and line items will have been completed.

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

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

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

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

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

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

Type of Evidence Included:  
 Work sample  Media - photo, video, audio  
 Data Collection Form  Other: \_\_\_\_\_

Purpose of the Task and the Expected Student Performance:  
Include or attach a narrative addressing each of the following for the attached piece of evidence:  
 Description of activity  Frequency  
 Student response  Accuracy  
 Type and level of support (prompts/cues)

Evidence and Rationale Collection

Student Name  
PreIDONE Z AALastName

Question  
Item Example

-----

Dates Assessed, Number of Trials and Range of Scores Obtained

Date	Score	Notes
<input type="text"/>	<input type="text"/>	<input type="text"/>

Notes

One Settings (specify)

Multiple Settings (specify)

Purpose of the Task and the Expected Student Performance  
Address each of the following for the attached piece of evidence.

Description of activity

Student Response

Type and level of support (prompts/cues)

Frequency

Accuracy

Evidence

Type of Evidence Included  
 Work Sample  Media - photo, video, audio  
 Data Collection Form  Other:

Evidence

# The Data Collection Form (online version)

- Rating Form Item Number
- Dates Assessed, Number of Trials and Range of Scores Obtained (need three dates)
- Settings and Personnel
- Purpose of Task and Expected Student Performance
- Type of Evidence

The screenshot shows the 'Evidence and Rationale Collection' form. It includes fields for Student Name, Question, and a table for 'Dates Assessed, Number of Trials and Range of Scores Obtained'. Below the table are sections for 'Notes', 'Purpose of the Task and the Expected Student Performance', and 'Evidence' type selection. Red arrows from the list on the left point to the 'Rating Form Item Number' field, the table, the 'Settings and Personnel' section, the 'Purpose of Task' section, and the 'Evidence' type selection area.

**Evidence and Rationale Collection**

Student Name  
PrsIDONE Z AALastName

Question  
Item Example

---

Dates Assessed, Number of Trials and Range of Scores Obtained

Date	Score	Notes
<input type="text"/>	<input type="text"/>	<input type="text"/>

Notes

One Settings (specify)

Multiple Settings (specify)

Purpose of the Task and the Expected Student Performance  
Address each of the following for the attached piece of evidence.

Description of activity

Student Response

Type and level of support (prompts/cues)

Frequency

Accuracy

Evidence

Type of Evidence Included

Work Sample  Media - photo, video, audio

Data Collection Form  Other:

Evidence

# Section of Completed Data Collection Form

**Content Area:** Science

**Rating Form Item Number:** 123: When given two objects of different weights, identifies the heavier object

**Dates Assessed and Number of Trials:** One trial each on the following dates: 02/24/2014; 02/25/2014 and 02/26/2014

**Range of Scores Obtained:** 100%, 100% and 100%

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

[redacted] took this test in three different locations with the elementary special education teacher. She took the test in Room 275, the special education classroom, Room 271, the computer lab and the back room of the special education classroom.

# The Data Collection Form: Settings and Personnel

## One Setting

- Same location
- Same materials
- Same personnel

## Multiple Settings

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



Evidence and Rationale Collection

Student Name  
PrsIDONE Z AALastName

Question  
Item Example

---

Dates Assessed, Number of Trials and Range of Scores Obtained

Date	Score	Notes	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="ADD +"/>

Notes

One Settings (specify)

Multiple Settings (specify)

Purpose of the Task and the Expected Student Performance  
Address each of the following for the attached piece of evidence.

Description of activity

Student Response

Type and level of support (prompts/cues)

Frequency

Accuracy

Evidence

Type of Evidence Included

Work Sample  Media - photo, video, audio

Data Collection Form  Other:

Evidence

# The Data Collection Form

## Acceptable Types of Evidence Include:

- Work Samples
- Media
  - photos
  - video
  - Audio (with script)
- Other (might include work samples and photos)

**Note: The paper Data Collection Form is not a type of evidence. All data collection information will be entered online.**



The screenshot shows the 'Evidence and Rationale Collection' form. It includes fields for Student Name, Question, and a table for 'Dates Assessed, Number of Trials and Range of Scores Obtained'. Below the table are sections for Notes, Purpose of the Task and the Expected Student Performance, Description of activity, Student Response, Type and level of support (prompts/cues), Frequency, Accuracy, and Evidence. The Evidence section has radio buttons for 'Work Sample', 'Data Collection Form', 'Media - photo, video, audio', and 'Other:'. At the bottom are 'SELECT EVIDENCE' and 'SAVE EVIDENCE' buttons.

# The Data Collection Form

- Purpose of the Task and the Expected Student Performance
- Includes a **NARRATIVE** addressing each performance of the piece of evidence

Evidence and Rationale Collection

Student Name  
PrsIDONE Z AALastName

Question  
Item Example

---

Dates Assessed, Number of Trials and Range of Scores Obtained

Date	Score	Notes	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="ADD +"/>

Notes

One Settings (specify)

Multiple Settings (specify)

Purpose of the Task and the Expected Student Performance  
Address each of the following for the attached piece of evidence.

Description of activity

Student Response

Type and level of support (prompts/cues)

Frequency

Accuracy

Evidence

Type of Evidence Included

Work Sample  Media - photo, video, audio

Data Collection Form  Other:

Evidence

# Example of a Narrative

Grade 5 Rating Form Item #123: When given two objects of different weights, identifies the heavier object.

**Type of Evidence Included:**

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

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

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

- ❶ Description of activity
- ❷ Student response
- ❸ Type and level of support (prompts/cues)
- ❹ Frequency
- ❺ Accuracy

The special education gave the student two different objects and she had to place them under the correct heading (Lighter object and Heavier object). The item sets were as follows: stapler and highlighter; tape dispenser and scissors; book and calculator; and iPad and lotion. She did not require any prompting. She did this testing activity on three separate occasions in three different locations. She received the following percentages: 100%, 100% and 100%

# Captioned Photos



D-Step A 2013-2014

Science Item Number 123: When given two objects of different weights, identifies the heavier object



This is  placing the stapler and highlighter under the correct headings.



This is  placing the tape dispenser and scissors under the correct headings.



This is  placing the book and calculator under the correct headings.



This is  placing the iPad and lotion under the correct headings.



# Example of a Narrative (continued)

## Frequency

- How many times the activity was performed with the attached piece of evidence.
- Examples of frequency statements:
  - Repeated directions three separate times.
  - Matched set of words to pictures three separate times during the lesson.
  - The student completed the three trials in three days:  
3/30, 3/31, 4/1

# Rater 2: Steps to Complete the Assessment

Rater 2 **INDEPENDENTLY** completes the Rater 2 Rating Form for every item for each student.

Only Rater 1 marks the boxes for IEP and Supporting Evidence

Only Rater #1 marks these boxes

The diagram shows a portion of a rating form. At the top, a header reads 'PERFORMANCE LEVELS'. Below this are five columns: 'None Exceeded', 'Met', 'Exceeded', 'Exceeded +', and 'Exceeded +'. To the right of these columns are two additional columns: 'IEP' and 'Supporting Evidence'. A blue arrow points from the text 'Only Rater #1 marks these boxes' to a yellow dashed oval that encircles the 'IEP' and 'Supporting Evidence' columns. Below the header, three rows of items are shown, each with five radio buttons corresponding to the performance levels and two checkboxes corresponding to the IEP and Supporting Evidence columns. The first row is '1. Attends to a story or teacher-led presentation.', the second is '2. Indicates preference for a book or story', and the third is '3. Participates in action songs or finger plays.'

	None Exceeded	Met	Exceeded	Exceeded +	Exceeded +	IEP	Supporting Evidence
1. Attends to a story or teacher-led presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Indicates preference for a book or story	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participates in action songs or finger plays.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Rating Form for Science

**Strand for Science**

**Content Area**

**Physical Science**

	Numerical	Multiple Choice	Energy	Page	Answer	Aligns with EP	Supports standard
<b>Analyze forces, their forms, and their effects on motions.</b>							
<b>Items/Tasks</b> 127. Identifies a simple machine by using "yes" or "no" questions given by the teacher.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
128. Matches a simple machine to a similar simple machine.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
129. With assistance, creates a list of simple machines found within his/her environment.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
130. Compares stopping distances by experimenting with objects on ramps.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
131. Compares stopping distances by experimenting with objects and different surfaces.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
132. When rolling two identical balls on two different surfaces, identifies which ball will stop first.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
133. When given different surfaces and objects, matches how each object will move when rolled on each surface.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>Analyze interactions of energy and matter.</b>							
134. Categorizes representations related to hot and cold.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
135. Identifies a thermometer from a group of objects.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
136. By verbal or technological response, identifies where the line or mark is on a thermometer to indicate temperature.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
137. Experiments with light using tools that adjust the amount of light (e.g., wears sunglasses, pulls up a shade).	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
138. Participates in experiments that demonstrate the effects of light and heat from the sun.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
139. Participates in experiments to recognize that the spectrum of light contains colors.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
140. Identifies or labels the colors found in the spectrum of light.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				

## Rater 2: Steps to Complete the Assessment

Rater 2 determines the performance level of ALL items on each Rating Form based on knowledge of the student's abilities and based on Supporting Evidence that was uploaded to the Collection of Evidence Tool.

- Rater 2 **MUST** rate independently, can not have Rater 1 assistance or any notes for reference.
- Supporting Evidence work must not include any indication of the Rater 1 rating.

# Basis of Ratings

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

# Completing the Rating Form

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

- Nonexistent
- Minimal
- Emerging
- Progressing
- Accomplished



# Rubric for Performance Levels and Descriptors

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

# Performance Descriptions Regarding Prompting

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

# Rating Student Performance

If performance falls among several levels, use the level that meets most of the criteria; however

- To perform at the higher level in the range, the student must meet all the criteria in the level
- Accuracy should be considered in conjunction with independence if falling in multiple categories
- Use the Supporting Evidence Rubric (follows) for scoring items with Supporting Evidence.

# Supporting Evidence Rubric

## Supporting Evidence Rubric

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

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

After each category is marked, determine the category at which the student demonstrated the lowest achievement. This is the performance level for the evidence.

South Dakota Department of Education 1/2009

## Rater 2: Steps to Complete the Assessment

- Rater 2 completes rating each item in the online scoring tool, then submits scores when complete.
- After rating 2 is completed, Rater 1 checks the online form to see if any Resolution of scores is required.
- The online form will indicate which items require a resolution. The test will not be final until this step has been completed.
- After rating is completed, Rater 2 may discuss with Rater 1 anything that may have been unclear in the Supporting Evidence.

Special Education teachers are responsible for collecting any assessment materials that were printed and arranging for secure destruction or returning to your Test Coordinator.

Click to add title

Practice  
Rating

# Example 1 — Grade 5: Section of Data Collection Form

Content Area: Science Rating Form Item Number: 170

Dates Assessed and Number of Trials: 2/19, 2/21, 3/3

Range of Scores Obtained: 12.5%, 12.5%, 12.5%

Setting and Personnel:  One setting (specify)  Multiple settings (specify)  
1:1, small group, large group with Special Education teacher and Educational Assistant

Type of Evidence Included:

Work sample

Media – photo, video, audio

Data Collection Form

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

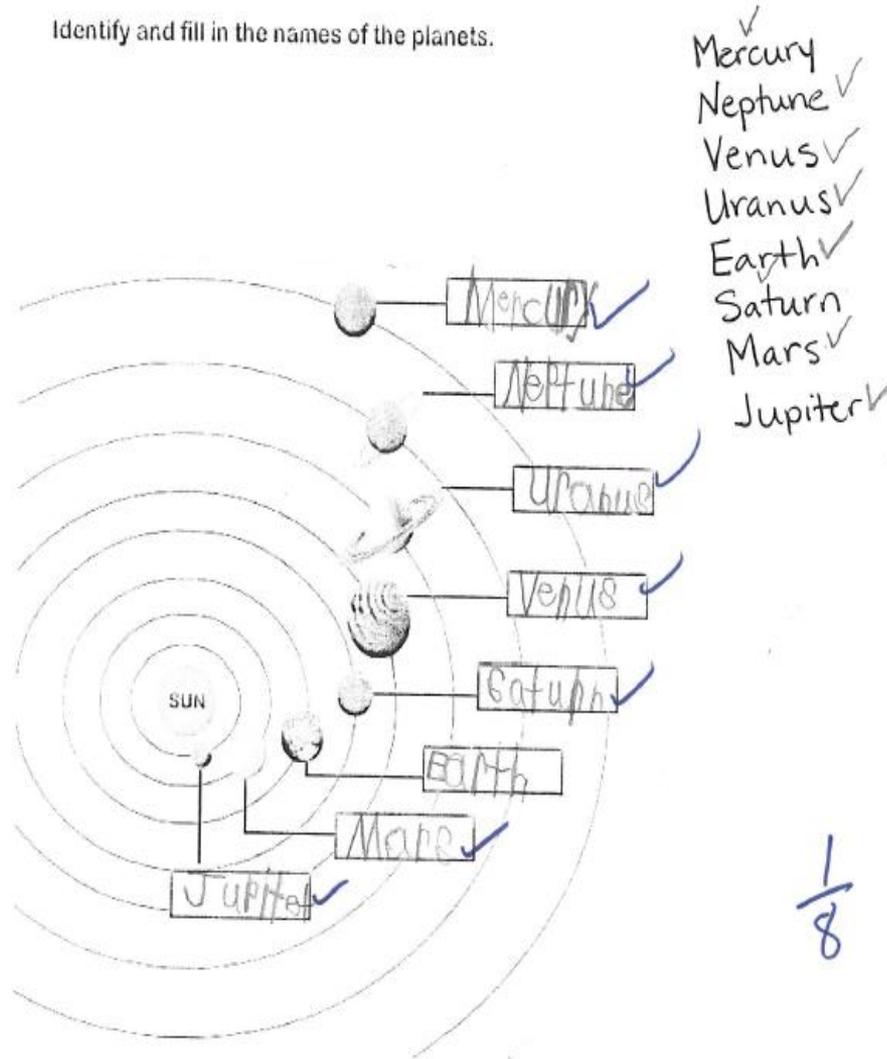
# Grade 5: Section of Data Collection Form

For this task, [redacted] was asked to identify three planets of the solar system. He was given a page with the planets aligned to the sun and was asked to label each planet. The names of the planets in random order were also listed on the page. [redacted] did not need any prompting to complete this task independently, but he was only able to correctly label Earth on the three trials.

[redacted] completed 3 trials in multiple settings and scored 12.5% each of the trials..

# Grade 5 Student Work

Identify and fill in the names of the planets.



View Answer

# Rating Student Performance Using Supporting Evidence

Statements that relate performance on the evidence to overall performance will help second rater and independent rater to see the full picture.

- Multiple Settings
- Accuracy across trials – 12.5%, 12.5%, 12.5%
- Did not need prompting to complete task independently

# Minimal

## Supporting Evidence Rubric

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

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

After each category is marked, determine the category at which the student demonstrated the **lowest achievement**. This is the performance level for the evidence.

South Dakota Department of Education 1/2009

# Example 2 - Grade 8: Section of Data Collection Form

Grade 8

Identifies solids, liquids, or gases in his/her environment.

Content Area: Physical Science Rating Form Item Number: #144

Dates Assessed and Number of Trials: 2/27, 3/3, 3/4, 3/5, 3/6  
5 trials

Range of Scores Obtained: 33%<sup>on own</sup>, (100%<sup>with support</sup>), 100%, 100%, 100%<sup>on own</sup>

Setting and Personnel:

One setting (specify)

Multiple settings (specify)

Setting: 1<sup>st</sup> trial: Kidney bean shaped table, 2<sup>nd</sup> trial: round table, 3<sup>rd</sup> trial: computer desk, 4<sup>th</sup> trial: group of desks, 5<sup>th</sup> trial: single desk Personnel: Special Education Teacher

Type of Evidence Included:

Work sample

Media – photo, video, audio

Data Collection Form

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

# Grade 8: Section of Data Collection Form

## **Physical Science #144: Identifies solids, liquids, or gases in his/her environment.**

1. The student was shown pictures of water in its three states of matter. The student was asked to determine if the water was a solid, liquid, or gas in each picture.
2. The student had trouble with the first trial, but after some redirecting during the second trial the student understood the three states of matter.
3. The student was redirected during the second trial and succeeded in completing the remaining three trials individually.
4. One set of pictures was used for this artifact (4<sup>th</sup> Trial).
5. Received 100% with support, accuracy would have been 83% on own.

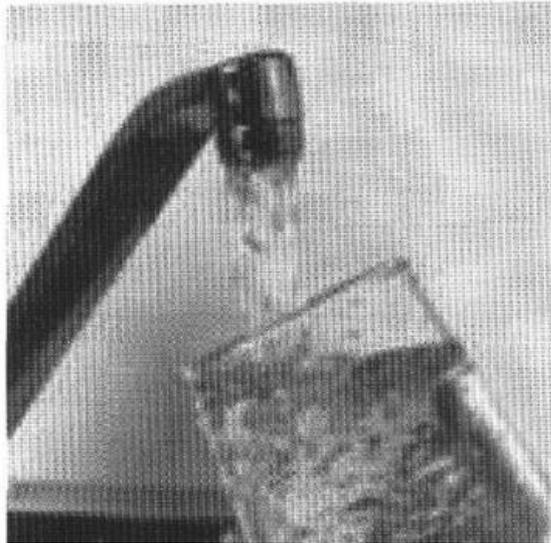
# Grade 8: Student Work

Solids, Liquids and Gases

100% Done Individually  
 $\frac{+3}{3}$

Is the water a solid, liquid or gas? Circle your choice below:

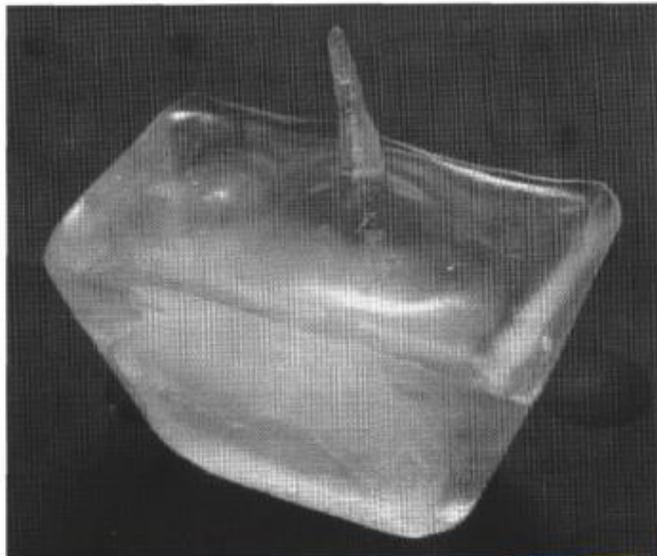
- Solid
- Liquid
- Gas



# Grade 8: Student Work

Is the water a solid, liquid or gas? Circle your choice below:

- Solid
- Liquid
- Gas



# Grade 8: Student Work

Is the water a solid, liquid or gas? Circle your choice below:

- Solid
- Liquid
- Gas



# Rating Student Performance Using Supporting Evidence

Statements that relate performance on the evidence to overall performance will help second rater and independent rater see the full picture.

- Multiple settings
- Accuracy across trials:
  - 33% on own,
  - 100% with support
  - 100%, 100%, 100% independent
- Responded to task
- Needed support in first two trials, then independent

# Accomplished

## Supporting Evidence Rubric

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

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

After each category is marked, determine the category at which the student demonstrated the lowest achievement. This is the performance level for the evidence.

# Example 3 - Grade 11: Section of Data Collection Form

**Content Area: Nature of Science**

**Rating Form Item Number: 125**

**Dates Assessed and Number of Trials:** \_ Trial 1 on 2/20, Trial 2 on 2/24, Trial 3 on 2/27

**Range of Scores Obtained:** 75%, 63%, 75%

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**Setting and Personnel:**

One setting (specify)

Multiple settings

(specify) Front room with special education teacher, back table with special education teacher

**Type of Evidence Included:**

Work sample

Media – photo, video, audio

Data Collection Form

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

# Grade 11: Section of Data Collection Form

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

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

- ❶ Description of activity
- ❷ Student response
- ❸ Type and level of support (prompts/cues)
- ❹ Frequency
- ❺ Accuracy

Student was given pictures of items that an individual would and would not have in a science lab class for safety purposes. [redacted] needed the prompt of, “Would this be safe in a science classroom?” when he picked up each picture. He was asked to independently glue the eight pictures on sheets of paper labeled YES or NO. He was able to perform this task with 75% accuracy.

# Grade 11: Student Work

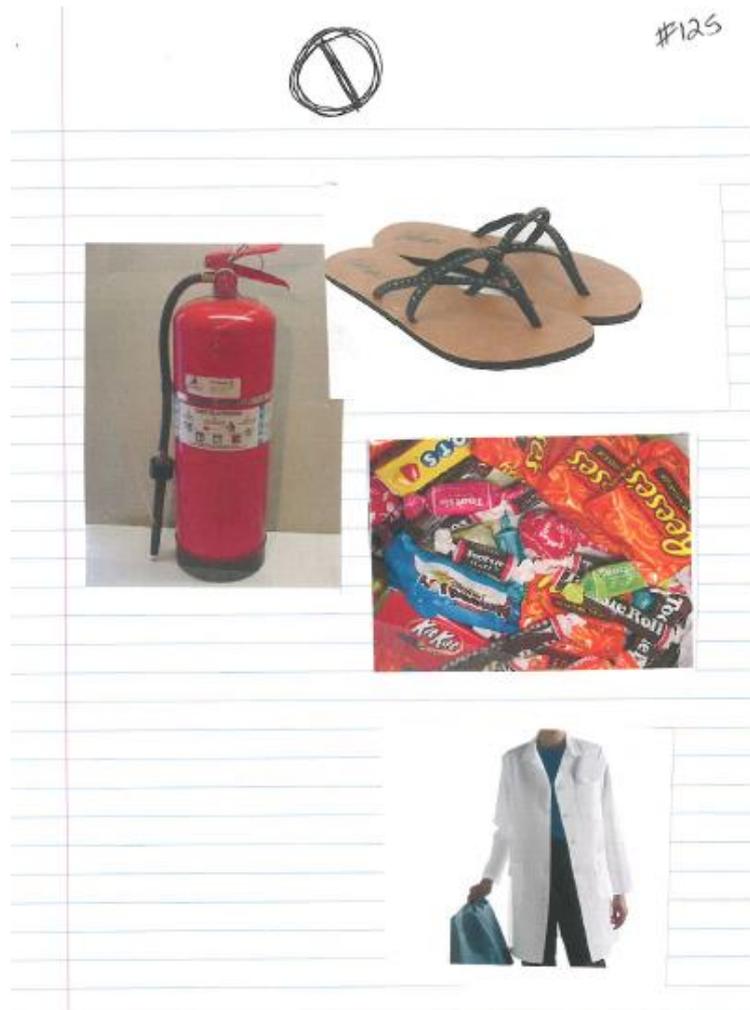
Yes #125



#125

[Redacted]

# Grade 11: Student Work



# Rating Student Performance Using Supporting Evidence

Statements that relate performance on the evidence to overall performance will help second rater and independent rater see the full picture.

- Multiple settings
- Accuracy across trials: 75%, 63%, 75%
- Responded to task, “he picked up each picture.”
- Relatively Independent
- Needed repeated prompt to initiate each task

# Progressing

## Supporting Evidence Rubric

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

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

After each category is marked, determine the category at which the student demonstrated the **lowest achievement**. This is the performance level for the evidence.

South Dakota Department of Education 1/2009

# Contact Information

For general information and policy questions about the *DSTEP-A* Science, contact the South Dakota Department of Education (SDDOE) Assessment Office.

1. Consult the SDDOE website at <http://doe.sd.gov>
2. Contact the District Test Coordinator

## Contact Information

- Jan Martin, Director of Assessment
  - Office Number: 605-773-3246
  - Fax Number: 605-773-3782
  - Email Address: [jan.martin@state.sd.us](mailto:jan.martin@state.sd.us)
- Ben Morrison, Education Specialist
  - Office Number: 605-773-6119
  - Fax Number: 605-773-3782
  - Email Address: [ben.morrison@state.sd.us](mailto:ben.morrison@state.sd.us)
- Questar Assessment, Inc.
  - *DSTEP-A* Customer Support
  - Office Number: 866-644-6648
  - Email Address: [SDcustomersupport@questarai.com](mailto:SDcustomersupport@questarai.com)