

2011-12 North Dakota Alternate Assessment 2 (NDAA 2)

Power Point Training for Teachers

See slide #2 for items you will need for this presentation. **Please print all items before you begin.**



Go to the NDAA website:

- <http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm>
- Find: **NDAA1 and NDAA2 Companion Documents** Header
- Print off documents 1, 2, and 6 (note: 3, 4, & 5 are included in the NDAA2 Test Directions Manual)...
 1. **2010-2012 Parent Brochure**
 2. **NDAA2 Teacher Checklist**
 3. ***IEP Flowchart for Decisions on Assessment Options**
 4. ***NDAA2 Accommodations Worksheet**
 5. ***NDAA1 and NDAA2 Side-By-Side Comparison**, and
 6. Then find: **North Dakota Alternate Assessment 2** Heading
Print the **NDAA2 Test Directions Manual**

*These documents are included in the
NDAA2 Test Directions Manual



There are two main documents you will need for this presentation:

1. NDAA2 Test Directions Manual (NDAA2 TDM)

- **IMPORTANT:** Before beginning the process of testing with the NDAA2 please read the **NDAA2 Test Directions Manual thoroughly-**
- **The manual must be for the current year.**

2. NDAA2 Checklist for Teachers

- This checklist is meant to serve as a reminder for the steps necessary to complete the NDAA2.
- Use one copy of the checklist per student.



Teacher Checklist: Let's walk through the Checklist for the NDAA2.

It is meant to cover the steps needed from the IEP decision process for the state assessment to the completion of the NDAA2.

Look at the first section- **IEP Related Steps**



The Parent Brochure must be reviewed with parents and educators at each student's annual IEP meeting.

- Including students with disabilities in the North Dakota State Assessment system is required by both state and federal law.
- Informing parents is part of the process.
- This needs to be done annually as part of the IEP process.
- The brochure is updated annually as changes can and do occur.



Use the IEP Decision Making Flowchart to assist the Team in making assessment option decisions.

- Using the Flowchart allows everyone on the IEP Team to understand the decision making process as well as all of the options.
- Understanding the criteria for participation in the different options is important in order to make informed decisions



Understand who students with Persistent Learning Difficulties are:

- Students with persistent learning difficulties are generally recognized as students who have:
 - ongoing difficulty achieving a level of expected performance in general education without intervention and modification of the learning environment, instructional delivery, or scholastic content.
- Some or all of the following criteria relate to students with persistent learning difficulties.
 - Student demonstrates persistent and long-lasting learning impairments.
 - Student demonstrates an enduring learning deficit rather than just a developmental lag.
 - Student typically does not make grade-level progress in a chronological year.



Student requires intervention programs of greater duration and intensity than those normally offered in the regular classroom.

Student is served under IDEA and has an Individual Education Program (IEP) plan.

Student may be eligible to take an alternate assessment based on modified achievement standards if the IEP team makes that determination based on the prescribed criteria for the North Dakota Alternate Assessment 2 (NDAA 2).

The student may also need accommodations in order to successfully demonstrate his/her ability on daily work and for assessments.



How do we determine what accommodations are appropriate? Ask:

- What accommodations are necessary for the student to succeed in the day to day educational setting?
- Are the same accommodations needed for testing?
- What accommodations are allowed on the NDAA2 ?

See pages 14-17 in NDAA2 Test Directions Manual

- Full Accommodations policy is available in *Appendix C* of the "ND Test Coordinators Manual" located at:
<http://www.dpi.state.nd.us/testing/assess/index.shtm>



Document accommodations in the IEP:

- Accommodations need to be documented in the student's IEP.
- Every educator who serves the student needs to be aware of what accommodations the student is in need of, so that the student gets the needed accommodations.
- The accommodations need to be communicated to educators involved in the assessment process.
- How can the accommodations needs be communicated to the "people who need to know" before the assessment begins?



The *NDAA2 Accommodations Worksheet*:

- If the student has accommodations in order to successfully complete academics, the student will need those same accommodations for the NDAA2.
- Use the *NDAA2 Accommodations Worksheet* to identify appropriate accommodations. It is different than the Accommodations Worksheet used for the general state assessment (NDSA).



Give a copy of the *NDAA2 Accommodations Worksheet* to the building test coordinator to record in the *STARS* system.

- Each school district has its own plan for carrying out assessment and reports to the State on each student.
- Talk to your building Test Coordinator so that the people who need to know what accommodations are required for each student get that information.
- Also: Make sure that the Test Coordinator, teacher, and student know which test the student is to take (according to the IEP) for each subject. Students should only be taking the test(s) that are identified in their current IEP.



File a copy of the *NDAA2 Accommodations Worksheet in the student's school file.*

- It is important to have a record of accommodations.
- Remember, these accommodations are the same as those used in the general education settings and as such, each educator on the student's team needs to be aware of them.
- Accommodations are reported to the State by each school building through the online reporting system (this Worksheet allows for consistency from IEP to education, to assessment, and to reporting).



Write goals based on current grade level state content standards for all subjects covered in the NDAA2:

Goals must be written for all subjects covered on the NDAA2.

- If the student is taking math via the NDAA2, you need a math goal.
- If the student is taking reading via the NDAA2, you need a reading goal.
- If the student is taking science via the NDAA2, you need a science goal.

All Goals must be:

At the Grade level the student is enrolled, and

Based on State Content Standards.



Test Related Steps:

- Read the *NDAA2 Test Directions Manual (NDAA2 TDM)*.
- It is important to know what is in the manual and where to find it.



See the Table of Contents...

- **Definition: Who are students with persistent learning difficulties who will be assessed against modified achievement standards? (page 2)**
- **What are ND State guidelines on assessment options for students with disabilities? (page 3)**
- **What tools are helpful to IEP Teams in making assessment decisions? (pages 6-10)**

Parent Brochure

Teacher Checklist

Flowchart for IEP Team Decisions

Side-By-Side Comparison of NDAA1 & NDAA2

NDAA2 Accommodations Worksheet

Standards Based IEP Power Point and TCM (p. 11)



Table of Contents continued...

- Test Security and Confidentiality (pp. 11-13)
- How the State accounts for all students through the use of the NDSA test booklet (p. 13)
- Accommodations (pp. 14-15)
- Good Test Practices for all students(p. 16)
- Do's and Don't about accommodations (p. 17)
- The NDAA2 Accommodations Worksheet (p. 18-20)
- Reporting accommodations from the school level (p. 21)
- Test Directions-the how to prepare before the online testing (pp. 22-23)
- Online Directions for Teachers (on the Data Driven Enterprises Site)-these are the directions for accessing, populating, and testing for each student (pp. 24-25)
- Questions and Answers section (pp. 26-29)
- Finally: Who to go to for what support (p. 27).



Now that you are familiar with the manual...

Let's talk about who to ask for what support:

To avoid getting passed around to different people when you have questions or are experiencing difficulty with the computer part of the test, please follow these directions.

If you are having problems in the computer program such as:

- You submitted the test but it still says "take test", or
- The program quit half-way through and you need to know what to do, or
- You would like to know if the test you submitted is "there", or
- Not all of the students on your caseload appear on your management page, what do you do?
- These kinds of problems are best handled by Kris or Susan at 303-255-5607
- If you have questions about students who should take a certain NDAA, or what to do in a situation where a student has moved, or anything related to state policy, or anything other than the computer part of the test regarding an AA- call Doreen at 701-298-4637 (this is a NEW permanent number).
- If you have questions regarding the NDSA (general assessment) call Heidi at 701-328-2317 or Rob at 701-328-2224.



Testing Window for the NDAA2

- It is on the DPI website and in the Side-by-Side Comparison document
- **The NDAA2 begins November 14th, 2011.**
- **The NDAA2 ends December 16th, 2011 at 5:00 pm CST.**



Test scheduling for individual students:

- **Start with the Teacher Checklist and a folder for each student.**
- Plan to test during the best part of the day for the student.
- Provide a quiet and distraction free environment for testing.
- Avoid testing at a time when another activity is taking place that the student enjoys (such as music or gym).
- Subtests can be taken in any order.
- Provide breaks as needed.
- Provide necessary accommodations if student requires them.
- Make testing a positive experience.



Receive a secure login name and password from my local Sp. Ed. Director

- The only person who can give you the secure login and password is your local Special Education Director.
- Directions for how to access the secure site are on page 24 of your NDAA2 TDM.
- You will access the site to manage your student case load and to administer the NDAA2 subtests.



Verify and enter online - the students on your caseload taking the NDAA2 .

- Follow the directions on page 24.
- The site is pre-populated based on the enrollment from last year for your classroom or caseload.
- You will need to add or delete students according to your caseload.
- You have to manage the student lists on the Student Management Page before you can begin any NDAA2.



REMEMBER:

- If any of the teacher or student information is not correct please change it,
- and remember to always **SAVE YOUR CHANGES.**
- No matter what you are working on...management page...test...**SAVE your changes.**



What Do you as a teacher need to understand?

- Your role as a teacher in supervising the NDAA2 (pages 22-23)

It is your role to supervise the student during testing sessions and to ensure that the student is able to take the test in a quiet and secure setting.

You must also make sure that the student receives any accommodations listed in the student's IEP.

The student must enter the answer choices unless use of a "scribe" is indicated as an accommodation for this student.



Your role is also to...

- Understand the Security and Confidentiality Rules for ND State Assessments (pages 11-13)
- Understand the implications of using modifications with the NDAA2 (pages 15-16)
- Understand the implications of helping a student answer test questions (page 13)



Supervise the testing...

- Keep the test environment free from distractions or interference from other students or staff
- Remembered to verify that tests were submitted by observing the student click on "submit test" for each subtest (or assisted student in doing so)

Math

Language Arts

Reading

Science

The subtests can be taken in any order and at any time during the testing window.



Features of the test...

- **Student should finish a content area subtest once it has been started.**
- **However:** The NDAA2 is set up to record each answer as it is selected. This means that if the power goes out during a subtest, or there is a fire drill, or internet service is interrupted, the items that the student has selected have been recorded and it is possible to go back into the subtest and start where the student left off. This also allows for students who either cannot tolerate a full subtest, for health or behavioral reasons, could take the subtest in smaller segments.
- **During the Test:**
 - When the student clicks on an answer choice, the screen will come up again showing the answer choice selected.
 - To Go to the next item, the student must select "next item."
 - To return to the previous question, select "previous question."
 - The student may move back and forth until he/she submits the test.
 - The program tracks every move made from beginning to end.



When the student finishes a subtest...

- Student must click the "Submit Test" button.
- The student line will indicate that the particular content area test is "completed".
- Go on to the next content area test when you are ready (it need not be the same day).
- When all tests are completed, the student line will indicate "completed" on all tests for that grade.

NOTE: You will not receive any verification other than the word "completed" on the student line.



Connecting the Dots:

- Accounting for all student in the state assessment system requires that all steps be completed. These include:
 - **Filling out the cover of the NDSA** (even though the student is taking the NDAA2) p.13
 - **Make sure that the cover is the only part of the NDSA being filled out.** If any part of the test booklet is answered (other than the cover) the student will be credited with taking the NDSA. If an NDSA is credited, it will be determined the final assessment for purposes of calculating AYP even if the student takes an NDAA. This occurs because the testing window for the NDSA has closed by the time the NDAA window opens and it is inappropriate for students to take more than one assessment in a content area.
 - **Reporting on the online assessment reporting system** for the student's particular school building (STARS) all pertinent information regarding the assessment option, use of accommodations, etc. (TDM p.21)
 - **Make sure that the assessment option matches what is documented in the student's IEP**



Teacher Feedback Survey:

Please fill out the survey
when you have completed
all of the tests on your
caseload.

Thank you!

PS.....



The future of the NDAA2:

- You may have heard that the NDAA2 is going away in the future-according to some sources...
- We do not know what the plans are regarding the Reauthorization of the Elementary and Secondary Education Act (NCLB) or Alternate Assessments based on modified achievement standards (under that Act), but we do know that the NDAA2 will continue to be in place in ND through 2013-14 school year.

