

# *North Dakota Alternate Assessment 2 2011-12 Test Directions Manual*

The North Dakota Alternate Assessment 2 (NDAA2) is used for assessing the academic achievement of students with persistent learning difficulties, who are served under IDEA. This assessment is based on modified achievement standards.



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*NORTH DAKOTA STATE ASSESSMENT PROGRAM*

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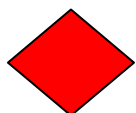
*North Dakota Department of Public Instruction*

*Dr. Wayne G. Sanstead, State Superintendent*

# NDAA2 Test Directions Manual

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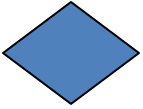
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This symbol means the information is of **VERY HIGH IMPORTANCE**.



This symbol means that there is something you need to **DO**.



## Who Is This Assessment For?

The North Dakota Alternate Assessment 2 (NDAA2) is for students with persistent cognitive difficulties who will be assessed against modified achievement standards.

### **What is considered "persistent learning difficulties"?**

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 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).

See also: Assessment Flowchart for IEP Team Decisions at <http://www.dpi.state.nd.us/speced/resource/alternate/IEPflowchart.pdf>

Guidelines: Individual Educational Program Planning Process at <http://www.dpi.state.nd.us/speced/guide/iep/index.shtm>

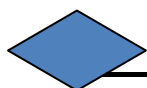
## **Training: Use the following power point in combination with this manual to understand the requirements of the NDAA2**



For a Power Point Presentation of information regarding the NDAA2 go to the DPI website at [www.dpi.state.nd.us/speced/resource/alternate/index.shtm](http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm) and download the Power Point for use locally.

## **Who makes the determination on which assessment option is right for a student?**

All decisions regarding which assessment option a student with disabilities participates are the responsibility of each individual student's IEP team. The decision must be made annually and documented appropriately in the student's IEP.



## **Guidelines on Assessment Participation Options**

School districts in North Dakota will administer achievement tests annually to all students in grades 3–8 and 11 in mathematics and reading, and in grades 4, 8, and 11 in science. The results of the assessment will provide useful information about instructional strengths and weaknesses relative to the North Dakota content standards. Test results will be used by the State of North Dakota for accountability purposes under the *No Child Left Behind Act of 2001*.

### **North Dakota State Assessment System Participation Options:**

Federal and State law require that all students participate in the state assessment system. In North Dakota, students will participate under five general options described below.

1. **North Dakota State Assessment (NDSA)** under standard conditions

Most students will participate in the NDSA under standard conditions, following instructions read to them by the test administrator from the *Test Directions* document.

2. **North Dakota State Assessment (NDSA) with accommodations**

Some students will participate in the NDSA with the aid of accommodations. Accommodations are allowed for a student with disabilities who is served on an individualized education program (IEP) or on a Section 504 plan when the accommodations are documented in the student's education plan, used in the course of his or her educational program, and permitted by the state's assessment system.

These accommodations allow a student to access and complete the paper-based NDSA in a manner that provides consistent accessibility and allows the student to demonstrate what he or she knows and is able to do.

3. **North Dakota Alternate Assessment 2 (NDAA2)**

If it is not appropriate for the student to participate in the NDSA (with or without accommodations) or in the NDAA1, and the student meets all three criteria listed below, the student will use the NDAA2, the State's assessment for students with persistent learning difficulties.

**Criteria for NDAA2:**

- The student has persistent learning difficulties that prohibit

him or her from making grade-level academic achievement in the time frame covered by the annual IEP; **and**

- The student participates in the general education curriculum with ongoing supports and services from special education; **and**
- The student's curriculum is so individualized that the NDSA (even with accommodations) will not reflect what the student is being taught.

4. **North Dakota Alternate Assessment 2 (NDAA2) with appropriate accommodations**, as permitted by the State for large scale assessment. If the IEP team determines that all three criteria for the NDAA2 are met and the student's IEP identifies a specific accommodation for use in the general education curriculum, the accommodation will be used when the student participates in the NDAA2, unless that accommodation is not permitted by the State.

See *ND Test Coordinator's Manual -Appendix E*. (located at: <http://www.dpi.state.nd.us/testing/assess/manual09.pdf>)

for requirements regarding \*valid assessment accommodations, a discussion of accommodations and modifications, and consequences to the school for allowing the student to use modifications that are not permitted by the State.

\*The same assessment accommodation rules apply whether the student is taking the NDSA or the NDAA2.

5. **North Dakota Alternate Assessment 1 (NDAA1)**

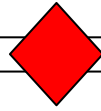
If it is not appropriate for the student to participate in the NDSA (with or without accommodations) or the NDAA2 and the student meets all three criteria listed below, the student will use the NDAA1, the State's assessment for students with significant cognitive disabilities. Only a small number of students will use the NDAA1.

Because of the nature of this instrument, no accommodations are used with the NDAA1. That is to say that the NDAA1 is in and of itself considered an accommodation.

**Criteria for NDAA1:**

- The student's cognitive ability and adaptive behavior prevent completion of part or all of the general curriculum, course of study, and/or content standards; **and**
- The student requires extensive, frequent, and individualized instruction in multiple settings in order to maintain or generalize skills necessary to function at home, in the community, and during recreation/leisure and vocational activities; **and**
- The student's curriculum is so individualized that neither the NDSA nor the NDAA 2 will reflect what the student is being taught.

**Note:** One participation option may be appropriate for assessing all content areas. However, as deemed appropriate by the student's IEP team, the student may be assessed using more than one participation option. That is, one of the above participation options may be appropriate for assessment of one content area, and a different participation option may be appropriate for the other content area(s). For example, the NDSA with accommodations may be appropriate for reading, the NDAA2 for math, and the NDAA2 with accommodations for science.



## Important Documents for the Decision Process

The state provides tools to assist IEP Teams in making these decisions. The following three documents should be used by teams for this purpose.

**DO**

Download these five documents and use them to guide the IEP decision making process. View the sixth document.

**NOTE:** All documents related to the NDAA2 are located on the NDAA webpage at: <http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm>

1. **2010-2012 Parent Brochure: Students with Disabilities and the North Dakota State Assessments- Information for Parents and Educators** is updated yearly and needs to be handed out at each annual IEP meeting and used as a tool for discussion between parent(s) and educators (see above web address for this brochure).
2. **NDAA2 Teachers Checklist:** this checklist will help the teacher walk through the process and not miss any steps along the way. Download one per student taking the NDAA2.
3. The **Flowchart for IEP Team Decisions** provides a flowchart of questions for the IEP team to follow in making decisions about different options.
4. **Side-By-Side** Comparison of the NDAA1 and NDAA2: this document compares the NDAA1 and NDAA2 point by point in a side-by-side fashion.
5. **NDAA2 Accommodations Worksheet:** this worksheet is used only for students taking the NDAA2.
6. **Standards-Based IEP Power Point:** View this power point before writing IEP goals. Standards based goals are required for all students taking the NDAA2.

## Flowchart for IEP Team Decisions

Each year a student's IEP Team is required to make annual-informed decisions concerning participation in the ND state assessment. This flow chart was created to assist teams in this process.

**It is very important to keep parents informed.** The "Students with Disabilities and the North Dakota State Assessments" **parent brochure** should be handed out to parents and educators at every student's annual IEP meeting. This brochure is updated yearly and can be found on the NDDPI website at: [www.dpi.state.nd.us/speced/resource/alternate/index.shtm](http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm)

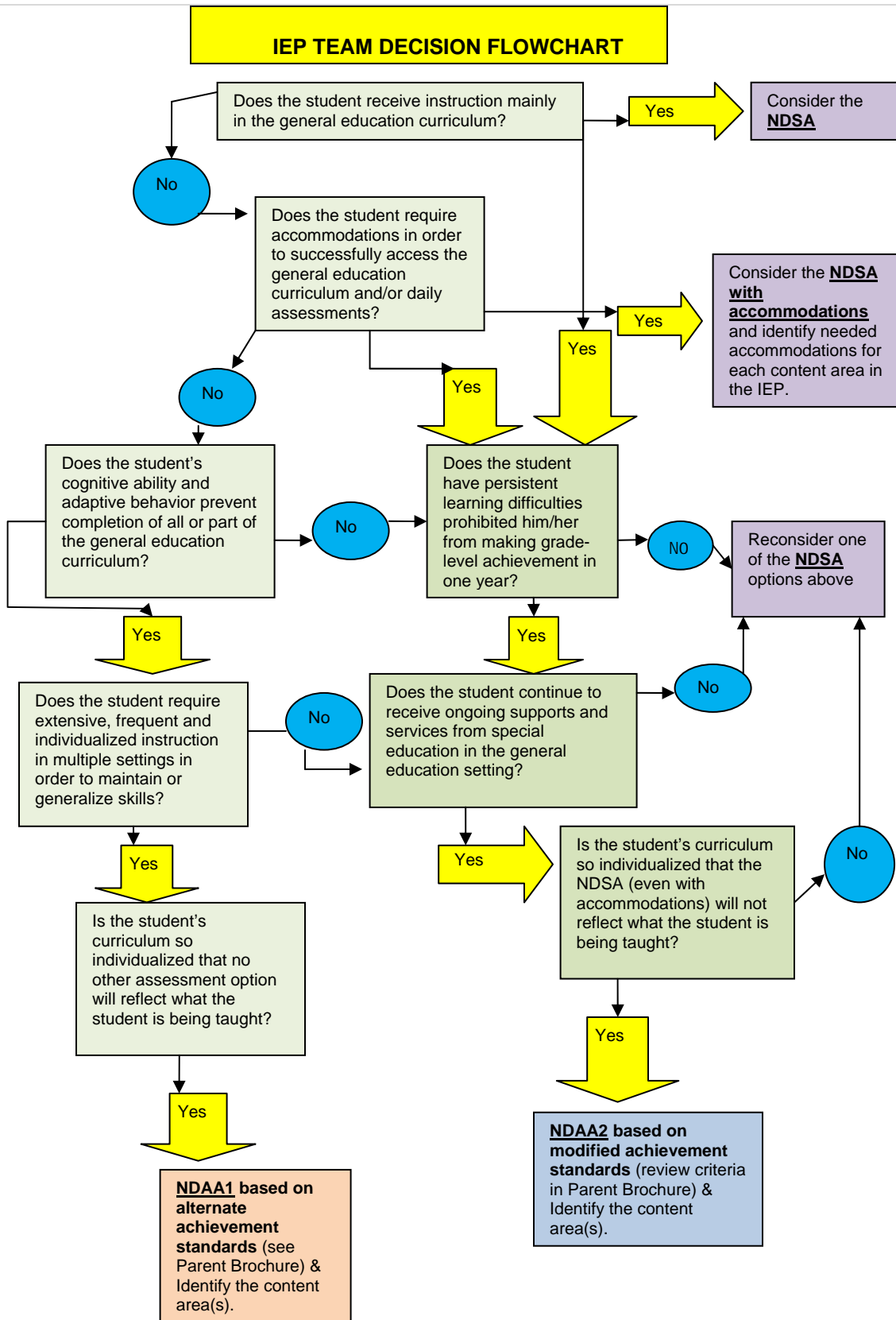
### North Dakota State Assessment Options:

1. ND State Assessment with no accommodations
2. ND State Assessment with assessment accommodations documented in the student's IEP, LEP, or 504 Plan (these must be allowable accommodations)
3. The ND Alternate Assessment 1 (NDAA1) for students with severe cognitive disabilities served under IDEA
4. The ND Alternate Assessment 2 (NDAA2) for students with persistent learning difficulties served under IDEA
5. A combination of the above in different content areas

**Note:** Students with limited English proficiency should use allowable accommodations (see ND Assessment Accommodations manual) at [www.dpi.state.nd.us/testing/assess/AppendE.pdf](http://www.dpi.state.nd.us/testing/assess/AppendE.pdf)  
Students on 504 Plans should follow the accommodations identified in their 504 Plan regarding testing (see ND Accommodations manual - section two).

When making annual determinations regarding the state assessment it is necessary to ask some questions. Please follow the attached "IEP Decision Flowchart" as you answer these questions for each content area being assessed on the State Assessment.

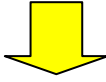
1. Does the student receive instruction mainly in the general education setting?  Yes  No  
(See flowchart)
2. Does the student require accommodations in order to successfully access the general curriculum and/or daily assessments?  Yes  No  
(See flowchart)
3. Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum?  Yes  No  
(See flowchart)
4. Does the student require extensive, frequent and individualized instruction in multiple settings in order to maintain or generalize skills?  Yes  No  
(See flowchart)
5. Is the student's curriculum so individualized that no general assessment will reflect what the student is being taught?  Yes  No  
(See flowchart)
6. Have persistent learning difficulties prohibited him/her from making grade level achievement in one year?  Yes  No  
(See flowchart)
7. Does the student continue to receive ongoing supports and services from special education in the general education setting?  Yes  No  
(See flowchart)
8. Is the student's curriculum so individualized that the NDSA (even with accommodations) will not reflect what the student is being taught?  Yes  No  
(See flowchart)



## Side By Side - NDAA1

**Appropriate population:** Students with severe cognitive disabilities (served under IDEA) and assessed against alternate achievement standards.

### Criteria for participation:



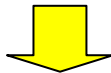
1. Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum?  
AND
2. Does the student require extensive, frequent and individualized instruction in multiple settings, in order to maintain or generalize skills necessary to function in school, at home, in the community, and during recreation/leisure and vocational activities? AND
3. Is the students' curriculum so individualized, that neither the general assessment or the NDAA2, will reflect what the student is being taught (even with accommodations)?
  - If the answer to all three questions is yes, then the student should take the NDAA1.
  - If the IEP Team is not sure which option is most appropriate for the student, refer to the *IEP Flowchart for Decisions on Assessment Options* at <http://www.dpi.state.nd.us/speced/resource/alternate/index.shtml>



### Decision for participation:

This is the responsibility of the student's IEP team. It must be determined yearly and properly documented in the student's IEP.

### Type of assessment:



Math and Reading\*: Teacher selected items and anchor items requiring data on student performance and secondary-situational indicators based on best practices for students with severe disabilities. Parent Validation and Teacher Validation surveys are included.  
\*See specific type and directions in Science Activities Documents.



### Can accommodations be used with this assessment?

No, the NDAA1 is in itself an accommodation by the individualized nature of the assessment.

### IEP Documentation needed:

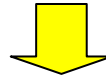


- Goals and objectives (based on grade-level content standards) are required on the student's annual IEP.
- Documentation on why this assessment option was chosen and why the general state assessment was not chosen.
- Specific documentation of which assessments are selected for what subjects (\*if applicable).

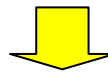
## Side By Side - NDAA2 Page | 9

**Appropriate population:** Students with persistent learning problems (served under IDEA) and assessed against modified achievement standards.

### Criteria for participation:



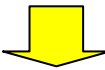
1. Does the student have persistent learning problems that prohibit him/her from making grade-level academic achievement in the general education curriculum in the time frame covered by their IEP? AND
2. Does the student participate in the general education curriculum with ongoing supports and services from special education? AND
3. Is the students' curriculum so individualized that the general state assessment will not reflect what the student is being taught (even with accommodations)?
  - If the answer to all three questions is yes, then the student should take the NDAA2.
  - If the IEP Team is not sure which option is most appropriate for the student, refer to the *IEP Flowchart for Decisions on Assessment Options* at <http://www.dpi.state.nd.us/speced/resource/alternate/index.shtml>



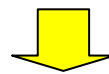
### Decision for participation:

This is the responsibility of the student's IEP team. It must be determined yearly and properly documented in the student's IEP.

### Type of assessment:



50 multiple-choice grade-level questions in math and reading for grades 3, 4, 5, 6, 7, 8, and 11. 50 multiple choice grade-level questions for science in grades 4, 8, and 11.  
25 multiple-choice grade level questions in language arts.



### Can accommodations be used with this assessment?

Yes. The accommodations must be documented in the student's IEP, used during general education, and allowable in the state assessment system. See NDAA2 Accommodations Worksheet.

### IEP Documentation needed:



- IEP goals (based on grade-level content standards) required, objectives are recommended.
- Documentation on why this option was chosen and why the general state assessment was not chosen.
- Other data that supports the need for "modified achievement standards" such as performance on

## NDAA1 Cont.

Example: NDAA 2 for mathematics; NDAA 1 for reading and science.

\* It is unlikely that students with significant cognitive disabilities will participate in the NDAA2, but there may be a rare circumstance where the IEP team may deem it appropriate.



### **Standards based IEP:**

It is **required** that students that participate in the NDAA1 have standards based IEPs' (at the appropriate grade level) that allow the student to work on academic standards prior to assessment. This is particularly important in the subjects of math, reading, language arts, and science at the grade levels assessed.

### **Subjects and grades covered:**



- reading/language arts 3-8 & 11
- mathematics 3-8 & 11
- science 4, 8, & 11



### **Testing Window:**

**The testing window for the NDAA1 begins on November 14, 2011 and ends on January 20th, 2012 at 5:00 pm CST.**

### **Where to find the latest updates:**



Visit the NDDPI alternate assessment website at:  
<http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm>

### **Changes for 2011-2012:**



- There are not changes for the 2011-12 school year.

## NDAA2 Cont.

achievement tests, classroom tests, and other pertinent information.

- Accommodations needed (must be allowable on state assessment).
- Specific documentation of which assessment options are chosen for what subjects (example; NDAA 2 for mathematics; NDAA 1 for reading and science).



### **Standards based IEP:**

It is **required** that students that participate in the NDAA2 have standards based IEPs' (at the appropriate grade level) that allow the student to work on academic standards prior to assessment. This is particularly important in the subjects of math, reading, language arts, and science at the grade levels assessed.

### **Subjects and grades covered:**



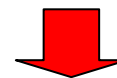
- reading/language arts 3-8 & 11
- mathematics 3-8 & 11
- science 4, 8, & 11



### **Testing Window:**

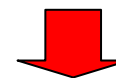
**The testing window for the NDAA2 begins November 14th, 2011 and ends December 16th, 2011.**

### **Where to find the latest updates:**



Visit the NDDPI alternate assessment website at:  
<http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm>

### **Changes for 2011-2012:**



- There are no changes in the NDAA2 assessment (other than some new test items).

**REMEMBER: Goals Must Be Standards-Based and must be documented in the IEP BEFORE the testing window starts.**

The NDAA2 is designed for students with persistent learning difficulties and is based on modified achievement standards. Once the IEP team identifies the NDAA2 as the appropriate assessment option, the IEP team is required to write goals based on content standards (at the student's current grade level) in math, reading/language arts, and science (if applicable), thus the IEP becomes standards - based.

**Standards based IEPs are necessary to insure general education academic achievement measured against state content standards. See the following resources on Standards-Based IEPs:**

- **Standards-Based IEPs** Power Point) at: <http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm>
- Refer to the **North Dakota State Content Standards** at [www.dpi.nd.gov](http://www.dpi.nd.gov) and
- the **North Dakota Special Education Guidelines** at <http://www.dpi.state.nd.us/speced/guide/iep/index.shtm> for additional guidance on standards based IEPs.

Once the IEP team has determined which assessment option(s) a student with disabilities will participate (in this case the NDAA2) there are some things that educators must be mindful of. **Test Security and Confidentiality Policies that apply to the NDAA2 are highlighted below in yellow.** These include but are not limited to:



## **Test Security and Confidentiality**

**The North Dakota Education Standards and Practices Board has adopted Administrative Rule 67.1-03-01-03, which includes the following statement:**

**“Principle II — Commitment to the Profession. ‘**

**In fulfilling obligations to the profession, the North Dakota educator . . .**

**“ ‘13. Shall exhibit professional conduct in safeguarding and maintaining the confidentiality of test materials and information.’ ”**

State test materials are maintained in a confidential manner so that the test results at all levels are credible and meaningful to the student, parent, educators, citizens, and elected officials. To be credible, test scores must represent the student's knowledge and skill within the academic content domain. If the student has been provided unauthorized assistance while taking the test or if someone has corrected the student's incorrect answers, the score does not reflect his/her knowledge and skill. In other words, the score would lack validity.

The following guidelines shall apply:

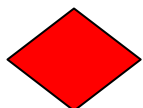
1. The statewide assessments are secure documents and must be maintained in a secure manner at all times. No student, educator, or other person may be provided unauthorized access to the tests prior to, during, or after the designated test administration time periods.
2. The assessments shall not be copied or duplicated, nor shall anyone make any unauthorized disclosure of the test questions or stimulus material.
3. No individual shall provide, directly or indirectly, assistance to a student who is taking the statewide assessment so that the correct answer to a test question is revealed or suggested.
4. No individual shall change a student's incorrect answer to a correct answer.
5. Test administrators must know and implement for the North Dakota State Assessment only those assessment accommodations that are approved for students with disabilities and students with limited English proficiency. Test modifications and non-approved assessment accommodations are not permitted.
6. No individual shall encourage, aid, or assist another individual in conduct that will be in violation of these guidelines.
7. Test administrators and proctors will account for all test books and *Test Directions* at all times and follow Department of Public Instruction directives for the secure and prompt return of these materials. School districts that fail to return secure test materials will be required to submit a written Report of Missing Test Materials, as described in Appendix H.  
The State may impose sanctions based on demonstrated negligence in test security on the part of the school or school district.
8. Educators are responsible for teaching the academic content standards adopted for North Dakota public schools. Instruction shall be targeted to these standards but shall not be inappropriately directed to specific questions that are used on the statewide assessments. This practice is not permitted.
9. Test administrators, proctors, and other district and school staff members shall follow the test administration procedures as specified in the *Test Directions*, the *Test Coordinator's Manual*, and other communications from the Department of Public Instruction.
10. As authorized by the Department of Public Instruction for grade 3, test administrators may be required to read partial or complete test questions to students, consistent with the *Test Directions*. In grade 4, test administrators may be

required to read scripted directions that may include parts of some test questions, consistent with the *Test Directions*.

These individuals are given access to the test questions for the specific purpose of an appropriate administration for younger students. The test administrators are required to adhere to all test security policies and procedures in all other respects.

11. Following test administration, the process of reviewing the physical condition of student test books for extraneous materials, stray or light marks, or physical damage, as well as transcribing student responses from Braille format or from damaged student test books (as described in Step 5), must be supervised by the school's principal or his/her designee.

12. Persons who observe or have knowledge of violations of these principles shall report said observations or knowledge to the district and/or state assessment director. Any individual who violates the principles described herein, assists in a violation, or solicits another person to do so shall be subject to an appropriate investigation by the North Dakota Department of Public Instruction (NDDPI), the Education Standards and Practices Board, or other authorized agency. An educator who knowingly violates the test security requirements may be subject to revocation of his or her teaching license.



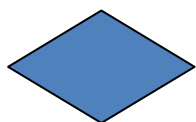
## Accounting for All Students

**CTB/McGraw Hill is the current vendor for the NDSA. In order for all students to be accounted for in the combined assessment system, a test book cover must be completed for every student enrolled in ND schools. This includes students taking the NDAA2.**

**Even if a student does not use the NDSA for any content area, an NDSA test book cover must be completed for that student and submitted to CTB with the rest of the NDSA test booklets from your school. This allows the district to account for every student.**

**There must be a test book for every student enrolled, even if the student will take the NDAA1 and/or NDAA2.**

**A Word of Caution: Double check the student's IEP before the State Assessment window begins to make sure your local Test Coordinator and teachers know which assessment a student is to take for each subject. If a student takes the NDSA by mistake, or fills out any of the answer items, that test result will be valid and will be used for that student.**



## Accommodations

Accommodations (in general) are practices and procedures in the areas of presentation, response, and setting/location that provide equitable access during assessments for students with disabilities who are eligible under IDEA, students on Section 504 plans, and students with limited English proficiency.

These accommodations:

- provide equitable access during assessments
- mitigate effects of a student's disability or limited English proficiency
- do not reduce learning or achievement expectations
- do not change the construct being assessed
- do not compromise the integrity or validity of the test
- result in valid, meaningful test results

See:

Guidance on assigning accommodations and a listing of accommodations approved by NDDPI for use with students with disabilities who are eligible under IDEA is located in **Appendix C of the North Dakota State Test Coordinators Manual** at:

<http://www.dpi.state.nd.us/testing/assess/manual09.pdf>

### Allowable accommodations:

It is the policy of the North Dakota Department of Public Instruction (NDDPI) that students be granted the full entitlement of any appropriate accommodations in the administration of the North Dakota State Assessment (NDSA) and the North Dakota Alternate Assessment 2 (NDAA2).

Any accommodations provided to a student during testing are to be consistent with the instructional supports received by the student during the usual delivery of instruction. *It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on the North Dakota State Assessment (NDSA) and the North Dakota Alternate Assessment 2 (NDAA 2), the state's academic achievement tests used for accountability purposes under the No Child Left Behind Act.* It is very important for educators to become familiar with state policies regarding accommodations for the NDSA and NDAA2, as well as the documentation and reporting requirements for the use of accommodations.

## **The difference between an Accommodation and a Modification:**

The Department of Public Instruction distinguishes between assessment *accommodations* and assessment *modifications*, as presented in the table below.

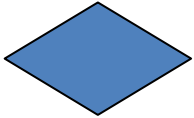
<b>Accommodations (allowed)</b>	<b>Modifications (not allowed)</b>
<p><b>Provide equitable access during assessments by mitigating the effects of a student's disability</b></p>	<p><b>Provide unfair advantage by altering the proficiency or nature of the test</b></p>
<p><b>Do not reduce learning or achievement expectations for a student</b></p>	<p><b>Reduce the learning or achievement expectations for a student</b></p>
<p><b>Do not change the construct being assessed.</b></p>	<p><b>Change the construct being assessed</b></p>
<p><b>Do not compromise the integrity or validity of the test</b></p>	<p><b>Compromises the integrity or validity of the test</b></p>

Use of a modification will invalidate the student's test and the student will be identified as a non-participant.

The following are identified as *modifications* that will invalidate a student's NDAA 2 test score.

- **reducing the number of test items** in any of the content area tests (i.e., Reading and Language Arts, Mathematics, Science)  
 The NDAA2 has 50 multiple choice questions in reading, math, and science and 25 items in language arts. You must test all items.
- **reducing the number of answer choices for test items** (e.g., reducing the number of answer choices from three or two on the NDAA2), thereby making the item less difficult in any of the content area tests.  
 The NDAA2 is comprised of multiple choice items with three answer choices each. You must test using all three answer choices.
- **reading aloud to a student the reading passage within the Reading test** (**NOTE:** Reading aloud the *test item*, i.e., the test item question and answer choices, is a permissible accommodation.)
- **paraphrasing, clarifying, or simplifying test item**, i.e., the test *item stem and/or answer choices*, in any of the content area tests (i.e., Reading and Language Arts, Mathematics, Science).  
 (**NOTE:** Test item stem and answer choices must be read *verbatim*.)

- **allowing a student to use a calculator** for math items that state "without a calculator".
- **Helping the student with any answers in any manner will invalidate the test and result in nonparticipation status as well as the possibility of loss of teaching professional licensure (see Test Security and Confidentiality, pages 11-12).**



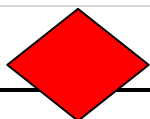
## Good General Assessment Practices for All Students

As a rule, every student is entitled to receive the full benefit of a comfortable, educationally appropriate setting that allows him/her the opportunity to concentrate and perform optimally during the state assessment.

All students are entitled to complete the assessment in a setting that is familiar to them, well-lighted, and quiet. Students should be provided comfortable workstations, a relaxed testing schedule, frequent breaks, and the presence of a competent test administrator.

By design, ***the North Dakota State Assessments (NDSA, NDAA1, and NDAA2) are not timed***, thereby allowing students and administrators the benefit of a more relaxed testing schedule. NDDPI does not consider any of these conditions to be accommodations, but rather good assessment practices.

- Plan to assess when you know the student is likely to be more alert. Avoid periods of the day when the student may typically be more fatigued, restless, or less focused.
- Avoid scheduling a student for testing at a time when he/she might be participating in an activity that he/she particularly likes (such as music or gym).
- Schedule short testing periods.



## Do's and Don'ts When Selecting Accommodations

**Do...**make accommodation decisions based on individualized needs.

**Do...**make sure you know which accommodations are allowed.

**Do...**select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.

**Do...**be certain to document instructional and assessment accommodation(s) on the IEP

**Do...**be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

**Do...**decide on the “Where, When, Who, and How” of providing Accommodations and document specifics in the Student's IEP.

**Do...**refer to state accommodations policies and understand implications of selections.

**Do...**know the modifications not permitted for administration of the NDAA 2, and implications for their use.

**Do...**evaluate accommodations used by the student.

**Do...**get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP team, Section 504, or LEP team meetings.

**Do...**provide accommodations for assessments routinely used for classroom instruction.

**Don't...**make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).

**Don't...**assume that you know what is allowable as changes occur from year to year.

**Don't...**select accommodations unrelated to documented student learning needs or that are intended to give students an unfair advantage.

**Don't...**use an accommodation that has not been documented on the IEP.

**Don't...**assume that all instructional accommodations are appropriate for use on assessments.

**Don't...**simply indicate an accommodation will be provided “as appropriate” or “as necessary.”

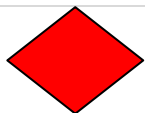
**Don't...**check every accommodation possible on a checklist simply to be “safe”.

**Don't...**assume that any practice selected by the student's team for instruction or classroom assessment will automatically be acceptable for administration of the state assessment.

**Don't...**assume the same accommodations remain appropriate year after year.

**Don't...**make decisions about instructional and assessment accommodations alone.

**Don't...**provide an assessment accommodation for the first time on the day of a test.



## **Using Assessment Accommodations/Modifications Worksheets**

The Department of Public Instruction requires that specific assessment accommodations and Modifications (if used), be reported on the Assessment Report using *State-Automated Reporting System (STARS)*. Local schools are responsible to ensure the accurate reporting of participation options utilized by each student, including use or non-use of accommodations and modifications. To aid educators and test coordinators in this documentation and reporting task, the Department of Public Instruction has prepared two Assessment Accommodations/Modifications Worksheets.

### **There are two accommodations worksheets:**

1. *The Assessment Accommodations/Modifications Worksheets (IEP, Section 504) for the NDSA.*  
and
2. *The NDAA2 Assessment Accommodations Worksheet to be used only for the NDAA2.*

### **Which one should be used for the NDAA2?**

Use the **NDAA2 Assessment Accommodations Worksheet** for students taking the NDAA2 (See pages 19-20).

### **Who needs to complete the worksheet?**

The student's case manager or teacher should indicate specific accommodations and modifications on the worksheet by checking or circling the correct information. This information must come from the accommodations documented in the student's current IEP.

### **What should be done with the information on the worksheet?**

1. Use the information to provide appropriate accommodations for the student during the administration of the NDAA2.
2. A copy of the completed worksheet should be forwarded to the test coordinator for the school or district that is responsible for completing the Assessment Report so that the accommodations and modifications can be reported to the Department of Public Instruction.
3. The completed worksheet or a copy of it should be placed in the student's file. This will provide documentation of the specific assessment accommodations and modifications that were implemented, and be available for monitoring purposes.

**Reminder:** The information recorded on the *Assessment Accommodations/Modifications Worksheet* is **confidential**. Requirements of FERPA must be followed.

Use this NDAA2 Accommodations Worksheet **only** for students who will take the NDAA2.

## NDAA2 Assessment Accommodations Worksheet

Page 1 of 2

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

- No Additional Accommodations were used for the NDAA2
- No Modifications were used for the NDAA2

The NDAA2 is done on computer and as that is the case, special care needs to be used to insure that student's are given the most optimal conditions in taking the test.

**Setting/Location:** The setting should be a location where the student can take the NDAA2 in a secluded, quiet, environment where testing will not be interrupted and the security of the test session is not breached.

- General education with reduced distractions (includes):  
A computer area in the classroom where and when the environment is quiet enough for successful testing;  
Individual testing with only the test administrator (teacher) present.
- Outside general education setting (includes):  
A computer area or lab where individual testing can occur without interruption and where the test on the computer screen is not accessible to other students for viewing.
- Environmental adjustments (includes):  
Special lighting, adaptive or special furniture, modified acoustics, noise buffers, background music

**Presentation:** The presentation of the NDAA2 is via the computer program provided. Accommodations to the standard presentation are as follows:

- Visual presentation (includes):  
Visual magnifying devices,  
sign language, including that typically used by the student (e.g. ASL, cued speech) for presenting direction, questions, answer choices, and text (except for reading test).
- Presentation with additional technology (includes):  
Auditory amplification device, hearing aid, visual organizers (compatible with computer)
- Read aloud test directions (verbatim), test items (verbatim), and answer choices (verbatim)
- Reader paraphrases test directions.
- Read aloud text (verbatim) on science, math, or language arts test (**not reading test**).

**NOTE: Paraphrasing, clarifying, and simplifying test items and answer choices are not permitted. Reading aloud the text or story passages of the reading test is not permitted.**

**Response by Student:** Student responses on the NDAA2 are done by the student choosing from three answer choices (a, b, or c) and is done by clicking on the answer choice.

- Response with additional technology (includes):  
Augmentative communication device, personal keyboards such as Alpha Smart, or switches.
- Calculation devices such as calculator (except when the test indicates "without the use of a calculator"), counting math manipulatives, or scratch paper.
- Use of a scribe to enter the choices the student dictates using an adaptive communication device, pointing, sign language, or speech (or in the case where student is unable to stay on task or displays behavioral problems which interfere with answering the computer test questions).

**NOTE: Identify any Modifications used for the student's NDAA2 on page 2.**

**NDAA2 Assessment Accommodations Worksheet** Page 2 of 2

**Modifications** are considered test practices and procedures which **are not approved** by the ND Department of Public Instruction for use with students eligible for services under IDEA and will result in a test score that is not valid or meaningful.

Consistent with IDEA regulations, and under NCLB accountability rules, the student using any of the modifications listed will be counted as a non-participant, and that student's score will be deleted from the numerator and the denominator when percentage of students who are proficient is calculated for accountability (adequate yearly progress) reports for the school, district, and the State of North Dakota.

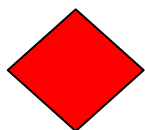
If no modifications are used, check the box at the top of page one. If any are used, indicate that below.

**Modifications:**

- Read aloud reading text passages
- Paraphrasing, clarifying, or simplifying test items and/or answer choices on any test
- Reduce number of math test items
- Reduce number of reading test items
- Reduce number of science test items
- Reduce number of language arts test items
  
- Reduce number of answer choices in math
- Reduce number of answer choices in reading
- Reduce number of answer choices in science
- Reduce number of answer choices in language arts
  
- Using calculator on any math problem that states "without using a calculator"

**Provide a copy of this worksheet to the district or building test coordinator for entry on the NDDPI - STARS Assessment Report (See page 22 for reporting instructions).**

**Place a copy of this worksheet in the student's IEP or school education file for documentation purposes.**



## Reporting Accommodations and Modifications for Students with Disabilities Using the STARS Assessment Report

Assessment accommodations used in the state assessment must be reported with care. This section provides guidance in how to report for each student the accommodations and modifications implemented during administration of the North Dakota Alternate Assessment 2 (NDAA2).

The Department of Public Instruction uses the State Automated Reporting System (STARS) to collect data for the Assessment Report, including data on the specific accommodations and modifications used by each student. If none are used, this must be reported as well.

Record **all** the assessment accommodations used by each student during the administration of the NDSA and NDAA2. In addition, record **all** assessment modifications (i.e., unapproved test administration practices and procedures) used by each student during the administration of the NDSA and NDAA2.

Remember that **modifications will invalidate a student's test score**. On the school's accountability report, that student will be counted as a non-participant, and his/her score will be deleted from both the numerator and the denominator when calculations are done to determine the percentage of students who are proficient.

The illustration below shows a model of the computer screen on which accommodations and modifications data are recorded for students with disabilities. Reference the *Assessment Accommodations/Modifications Worksheet (IEP/504)* as the source of information for entering data on the Assessment Report.

<b>Accommodations-IEP/504</b>	No accommodations Environ adjustments Present w/technology Scribe	Gen Ed w/reduced distractions Visual Read aloud directions only Calculating device	Outside Gen Ed setting Braille Read aloud test item verbatim Respond w/technology
<b>Modifications-IEP/504</b>	Read aloud RLA reading passage Reduce # of Math test items Reduce # of RLA answer choices Reduce # of Science answer choices Use calculator w/Part 1 of Math test (grade 4, 5, 6, 7, 8, 11)	<b>Reduce # of RLA test items</b> Reduce # of Science test items Reduce # of Math answer choices Use calculator w/Grade 3 Math test Paraphrase, clarify, simplify test items, answer choices	

See also *Instructions for Completing the Assessment Report Using the State-Automated Reporting System (STARS)* for guidance in importing accommodations and modifications data from the school district's data management system.

DO

## **NDAA2 TEST ADMINISTRATION DIRECTIONS:**

The NDAA2 is a grade level multiple-choice assessment based on modified achievement standards. It is intended for a student with persistent learning difficulties whose IEP Team has determined that the NDAA2 is the most appropriate assessment option for the student to participate in the annual state assessment which measures achievement against state content standards.

1. Make sure you have all of the NDAA2 materials before you start the online assessment.
2. Follow the Teacher Checklist (you should have finished all steps including reading the NDAA2 Test Directions Manual).
3. Set up locations and schedule of the different subtests.
4. Logon and enter students in your management system (See page 24 steps A - F).
5. Understand the rules of administering the multiple choice subtest before beginning the subtest including:
  - The NDAA2 is a test which is given on a computer via a secure online web-based system. The NDAA2 consists of four sub-tests which can be taken in any order during the NDAA2 assessment window.
  - The subtest, once begun, will save any answers entered. This means that in the event that a power shortage occurs, the internet goes down, or something occurs in the environment such as a fire drill, what has been entered on the subtest is saved.
  - The teacher needs to oversee the student taking the test. This means that the teacher needs to stay in close proximity to the student to make sure that the equipment and program are working well; observe the testing session; supervise the student during testing; provide needed accommodations during the testing; keep outside distractions from interfering with the testing; keep the student on task during the test.
  - The student takes the test on the computer and answers the questions using the computer mouse to select the correct choice from three answer options and moving from page to page on the assessment.
  - If the student is unable to use the mouse or make the answer choices alone, the teacher must assist by selecting the choices that the student makes. This should be recorded as an accommodation of using a **scribe**. As a scribe, the teacher may not help the student answer the questions or give any hints. A

scribe can only provide the answers given by the student. (See **NDAA2 Accommodations Worksheet**).

- The subtests can be taken in any order and at any time during the day inside of the test window.
- Test security is important and must be followed.

6. Follow the online assessment directions on page 24 to begin the online assessment in any subtest. Start with step G to administer the test.

## Getting Online - Directions for Teachers



**Go To:**

The NDAA2 secure website: [www.datadrivenenterprises.com/ndaa](http://www.datadrivenenterprises.com/ndaa)

- Access to the site is available only through a secure login name and password.
- Contact your local Special Education Unit Director for your login name and default password.
- Your login name and password is available only through your local Special Education Unit director.
- Difficulties related to login or passwords should be directed to your local Special Education Unit director.

Once you have successfully enter your login name and default password:

- The site will prompt you to change your password. When you change your password – write it down somewhere so that you will **remember it!**

### **Follow these directions:**

#### **A) Add Your Teacher License #**

- 1) Enter your Teacher License # at the top of the page (below your name).
- 2) Click "**Save Changes**" at the bottom of the page.

#### **B) Review the Pre-populated Student Management Table**

- 1) The Student Management table has been pre-populated with students who took the test last year. You can delete any of these students who are no longer at your school and/or won't be taking the NDAA this year.
- 2) Please verify that the correct grade level has been assigned to these pre-populated students.
- 3) Follow the directions to add, change, or delete the students accordingly in the Student Management table.

#### **C) To Add Students**

- 1) Add any of your students who will be taking the NDAA1 or NDAA2 but are not on the pre-populated list.
- 2) In the Student Management table, there are eight items which you must enter for each of your students (Last Name, First Name, State ID, Gender, Grade, School, Birth-date, and Primary Disability).
- 3) Click in the box below "Last Name" and enter the student's last name.
- 4) Click in the box below "First Name" and enter the student's first name.
- 5) Click in the box below "State ID" and enter the student's 10 digit state ID.
- 6) Click in the box below "Gender" and select the student's gender from the drop-down menu.
- 7) Click in the box below "Grade" and select the student's grade from the drop-down menu.
- 8) Click in the box below "School" and select the student's school from the drop-down menu.
- 9) Click in the box below "DOB " and enter the student's birth-date (example: 06/14/2000).
- 10) Click in the box below "Primary Disability" and select the student's primary disability from the drop-down menu.
- 11) Click "**Save Changes**" at the bottom of the screen.

### **Important Notes on Adding Students:**

- 1) The “Language Arts,” “Reading,” “Math,” and “Science” columns will update automatically when you click “**Save Changes**” at the bottom of the page. You will know that you’ve successfully added a student when you see the phrase “Take Test” under the content areas.
- 2) It is recommended that you enter one student and click “**Save Changes**” at the bottom of the page to ensure that your entries are being saved. .
- 3) Please note that there are only 5 blank rows. Once you enter 5 students, click “**Save Changes**” at the bottom of the page and 5 more blank rows will appear for you to continue entering students.

#### **D) To Change Any Incorrect Student Information**

- 1) Click in the cell that you want to change for a particular student.
- 2) Type the new information.
- 3) Click “**Save Changes**” at the bottom of the page.

#### **E) To Delete Students**

- 1) Delete any student who is in the Student Management Table but is no longer enrolled at your school or who will not be completing the NDAA1 or NDAA2.
- 2) The far left column in the Student Management table is labeled “Delete.”
- 3) Check the box next to the student you want to delete.
- 4) Click “**Save Changes**” at the bottom of the page.

#### **F) To Take the Sample 2% Test**

- 1) Click on “Sample 2% Test” to get a feel for how the test will work. This sample test will take you through a three-item test.
- 2) When you are shown a question, click the button for the correct answer.
- 3) Then click “Next Question.”
- 4) After answering the three test questions, click “Finish Test.”
- 5) Click “Review Test” to review all of the test questions starting with question one.
- 6) Click “Submit Test” after reviewing the completed test.
- 7) You will then be directed back to the Student Management table.

#### **G) To Administer the Tests**

- 1) When you are ready to administer a test to a particular student, click “Take Test” below the subject for which the student will be testing.
  - a) Click the “NDAA – 1%” button if the student is taking the 1% test for the subject.
  - b) Click the “NDAA – 2%” button if the student is taking the 2% test for the subject.
  - c) Click the “NDSA” button if the student is taking the NDSA test for the subject.
  - d) Then, if you’ve clicked the 2% button, have the student complete the test!

### **Important Notes on Taking the Tests:**

- 1) Deadline for the NDAA2 submission:  
See NDAA website for test window
- 2) Only ONE student can be tested at a time.
- 3) Do Not Influence the student in any way when taking the NDAA 2 test. The job of the teacher is to schedule test sessions; supervise the student during each subtest session; provide allowable accommodations if needed; and verify the submission of the sub-test when it is completed.

## Questions and Answers:

### WHAT does the NDAA2 include?

The NDAA2 has four subtests including:

- **Reading:** 50 multiple-choice questions
- **Mathematics:** 50 multiple-choice questions
- **Language arts:** 25 multiple-choice questions
- **Science:** 50 multiple choice-questions (grades 4, 8, and 11 only)

Each question is presented on the full computer screen.

Answer choices are presented at the bottom of the screen and require that the student select one of the choices using the computer mouse.

The next page/question is reached by using the mouse to toggle forward using the arrow at the bottom of the page.

The student is able to go back and forth using the mouse to review answers and make changes if desired.

Each sub-test is submitted by clicking on "submit" at the end of the test.

Each answer is recorded as the student answers it. This is a default mechanism to guard against lost data in the event of a computer malfunction or loss of power or internet service. Should this happen, the student will be able to start again, with the last question answered before the event occurred.

### WHERE should the test be carried out?

The NDAA2 needs to be taken on a computer in a quiet, secure area free of distractions, with direct supervision.

### WHO needs to be there?

The student and the teacher need to be there.

### HOW is it carried out?

The student is required to take the online test. The teacher is required to supervise the assessment.

### WHEN should each test be given?

There is no set order for the subtests. There are two main considerations for when each sub-test should be taken. The first thing to consider is what part of the day is best for the student (i.e., does the student work better in the morning or in the afternoon?). It is good practice to identify the best part of the day and plan for testing at that time.

The second consideration is to identify where a quiet and secure testing environment can be accessed. Plan ahead and schedule for optimum success.

### **DOES it matter in which order the subtests are taken?**

No, it does not matter at all as each subtest is accessed separately in order to make the test easier to administer and allow for rest in between test sessions. A good rule of thumb is to start with the subject that the student is strongest in, so that the student is more likely to experience success early in the testing cycle.

### **WHAT is the best way to Plan for Testing?**

The testing window for the NDAA2 is five weeks long. That means that the test can be scheduled at any time and in any combination during that testing window.

There are some common sense things that can be done to increase the possibility of success in testing.

- Requesting that the student get sufficient rest during the testing period;
- providing nutritional snacks prior to testing;
- avoiding scheduling testing after a big meal when the student may tire more easily;
- test when the student typically functions better; and
- **How do I get access to the online NDAA2?**
- 
- **Your local Special Education Director has been given the directions on how to enter teachers from your local unit, and has been given a default password to enter the web site.**
- **Once your local Special Education Director has entered you as a teacher, he/she will issue you a \*secure login name and password to enter the NDAA website. This precaution is necessary in order to keep the NDAA2 secure on the World-Wide Web.**
- 
- **\*Login and password are *only* available through your Local Special Education Director.**
- 
- ***Follow the NDAA Web Assessment Directions for Teachers on page 24.***

### **Technical Support - Who Do I Contact To Get Answers To My Questions?**

- If you have **computer-related or technical problems with the NDAA2 online** assessment system call **Kris at 303-255-5607** (Data Driven Enterprises).
- For **questions regarding the NDAA2 or the NDAA1** call **Doreen Strode at 701-298-4637** or email questions to [dstrode@nd.gov](mailto:dstrode@nd.gov) (NDDPI)
- For **general questions** related to assessment call **Heidi Bergland at 701-328-2317** or email questions to [hbergland@nd.gov](mailto:hbergland@nd.gov) (NDDPI)
- For questions **specific to the North Dakota State Assessment (NDSA)** call **Rob Bauer at 701-328-2224** or email questions to [rbauer@nd.gov](mailto:rbauer@nd.gov) (NDDPI)

### **Where do I get my login and password to access the online NDAA2?**

- You will need a log-on password in order to access the NDAA2 online.  
To get your log-on password contact your local Special Education Director.

### **What kind of report will be issued for students who take the NDAA2?**

For a student who participates in the NDAA1 or NDAA2 for one or more content areas, CTB will produce and provide to the school district an individual Student Report; **however**, the report will state “No valid attempt” and have no score. Similarly, CTB reports that summarize the results of students by classroom, across grades, by school, and by school district will state “No valid attempt” and provide no score. **This is not the student's final report and will not penalize the school or district.** It is a tool for managing data from several sources into a cohesive system.

#### **NDAA Individual Student Reports:**

The NDAA1 and NDAA2 tests are scored and the data is then merged with NDSA data.

**NDAA student reports are then placed on the online site for teachers to download at the local level.** The NDDPI will notify teachers when those reports are ready to be downloaded.

### **Are NDAA test results included in AYP calculations?**

**Yes**, the test results of students using the NDAA1 and NDAA2 **are** included in adequate yearly progress (AYP) calculations and reports generated for the school building, school district, and State.

### **Are there limits to the number or percent of students who can take the NDAA2?**

**NO**, The North Dakota State Assessment System **sets no limits on the number of students who can be assessed with the NDAA2; however, there are consequences when the percentages of NDAA2 students who score proficient or better exceeds 2% of the tested population.**

Federal accountability regulations set limits on the proficiency rates generated through the use of alternate assessments to determine adequate yearly progress. These limitations are set to ensure the proper use of the alternate assessments and to remove the prospect of their inappropriate overuse for students who might properly be assessed with the State's standard assessment (NDSA) with accommodations.

Any proficiency rates (i.e., the combination of proficient and advanced rates) generated from alternate assessments may not exceed the anticipated disability incidence rates of students with significant cognitive (1%) or persistent learning (2%) disabilities.

If the State's aggregate proficiency rate on the NDAA1 exceeds 1% or the NDAA 2 exceeds 2% of all assessed students statewide, the Department of Public Instruction is required to initiate a rule-driven process to remove excess proficient scores from districts that exceed the acceptable rates.

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Federal non-regulatory guidance, dated July 20, 2007, regarding this issue can be accessed at the following Web site:

<http://www.ed.gov/policy/speced/guid/nclb/twopercent.doc> (refer to Parts G and H).