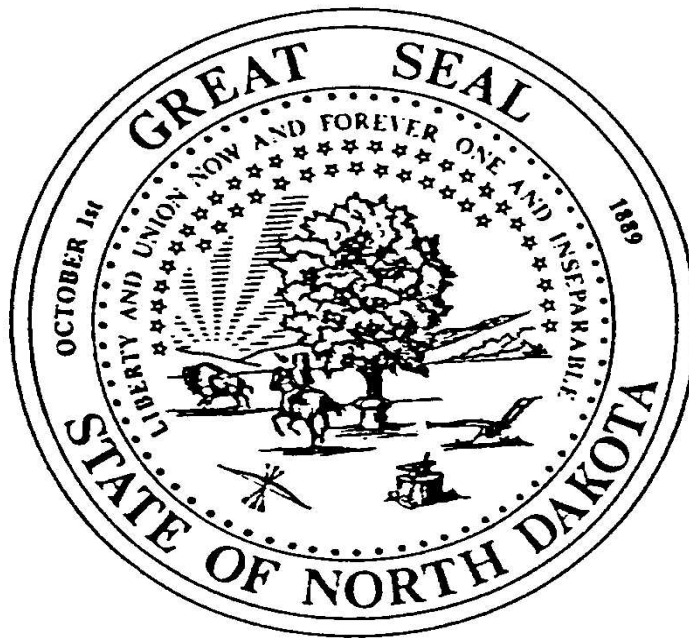


North Dakota Alternate Assessment 1 2009-10 Test Directions Manual

The North Dakota Alternate Assessment 1 (NDAA) is used for assessing the academic achievement of students with significant cognitive disabilities who are served under IDEA. The assessment is based on alternate achievement standards.



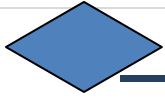
NORTH DAKOTA STATE ASSESSMENT PROGRAM

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

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Important Dates:

- The NDAA1 testing window for the fall of 2009 is November 16th, 2009 to January 15th, 2010 at 5:00 pm (CST).
- IEP documentation on the NDAA1 should to be in place by **November 15, 2009**.

Important Resources

Internet Resources: There are two web addresses you will need.

1. The North Dakota Alternate Assessment webpage includes all of the information and materials you will need to carry out the NDAA1.

The NDAA1 webpage is located at:

- www.dpi.state.nd.gov
- then click on Special Education or Testing
- then click on ND Alternate Assessment

Or go directly to: www.dpi.state.nd.us/speced/resource/alternate/index.shtm

2. The website you will logon, manage students, and submit the final data at:

www.datadrivenenterprises.com/ndaa

Training Materials

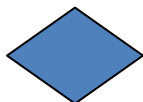
- For a Power Point Presentation: 2009-10 NDAA1 Training
- The NDAA1 Test Directions Manual
- Power Point: Standards Based IEPs

Technical Assistance

- If you have any computer-related or technical problems with the NDAA1 online assessment system call **Emily Stine at 303-255-5607** or email questions to EmilyS@datadrivenenterprises.com
- For questions regarding the NDAA1 or the NDAA2 call Doreen Strode at 701-591-0232 or email questions to dstrode@nd.gov
- For general questions related to assessment call Heidi Bergland at 701-328-2317 or email questions to hbergland@nd.gov
- For questions specific to the North Dakota State Assessment (NDSA) call Connie Kudrna at 701-328-2755 or email questions to ckudrna@nd.gov

Log-On Assistance to the NDAA test site

You will need a log-on password in order to access the NDAA1 online. To get your log-on password contact your local Special Education Director.



Guidelines on 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)**

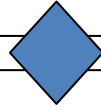
If it is not appropriate for the student to participate in the NDSA (with or without accommodations) or the NDAA2 and the student meets all three criteria listed below, the student will use the NDAA1, the State's assessment for students with significant cognitive disabilities. Only a small number of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



? How is participation in a specific assessment determined for students with disabilities?

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

Important Documents to Use 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.

NOTE: All documents related to the NDAA1 are located on the NDAA webpage at: <http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm>

1. The 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. The *Flowchart for IEP Team Decisions* provides a flowchart of questions for the IEP team to follow in making decisions about different options (see pages 6-7).
3. The *NDAA1 and NDAA2 Side-By-Side* comparison document provides important information on both assessments (see pages 8-9).

Assessment 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

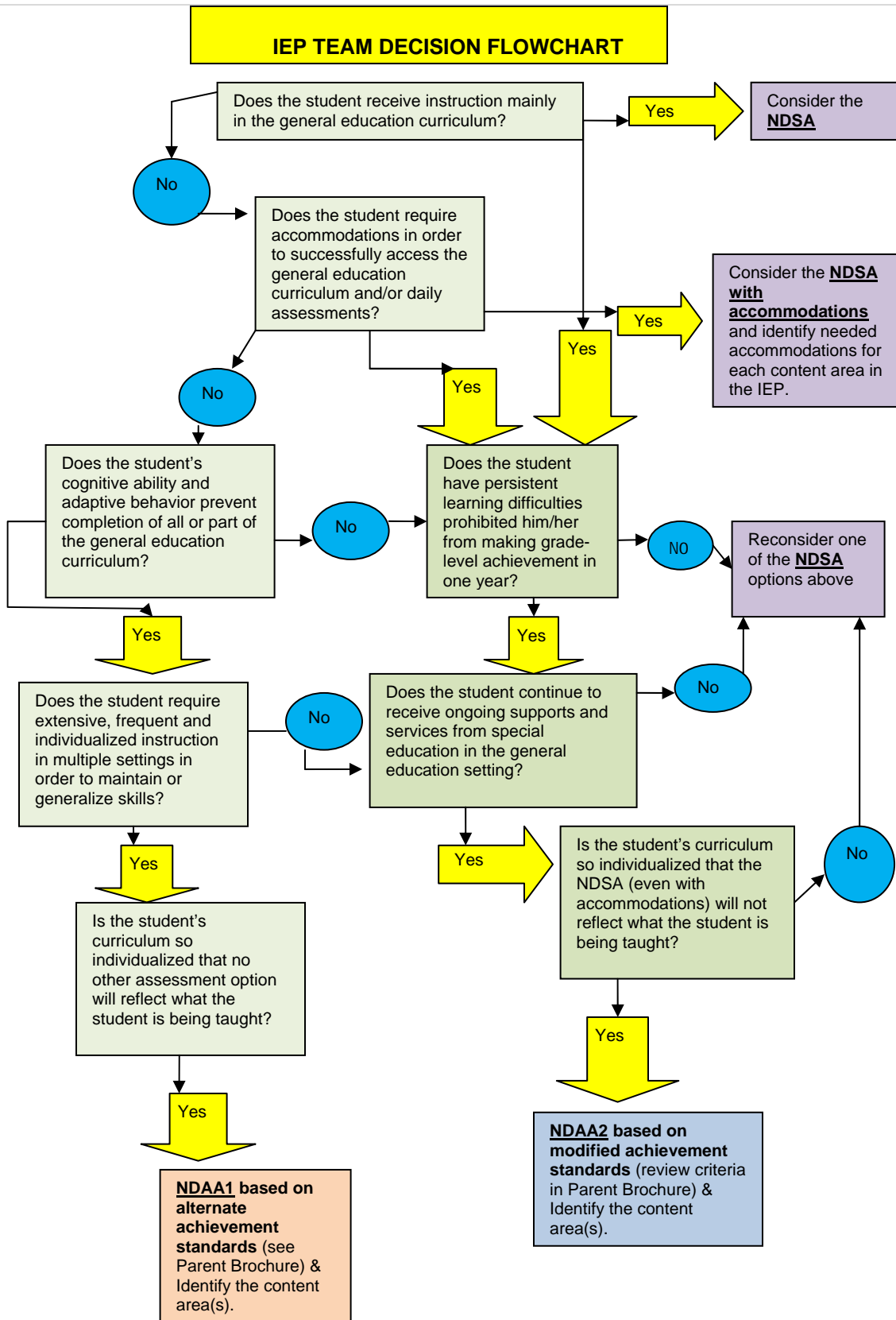
North Dakota State Assessment Options:

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
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)



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: 

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.

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).

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

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.

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

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 deems 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:

November 16th, 2009 through January 15th, 2010 by 5:00 pm (seven-week window).

Where to find the latest updates:



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



When will the 2009-10 assessment be available on the web?

By November 16th, 2009

Changes for 2009-10:



- Added prescribed anchor items in science in grades 4, 8, and 11.
- Student Reports will be able to be downloaded by teacher when the reports are ready.
- Test procedures will be available in a comprehensive "NDAA Test Directions Manual" (available on the NDAA website prior to testing).

achievement tests, classroom tests, and other pertinent information.

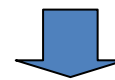
- Accommodations needed (must be allowable on state assessment).
- Specific documentation of which assessment options are chosen for what subjects (example; NDAA 2 for mathematics; NDSA for reading and science).



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:

November 16th, 2009 through December 22nd, 2009 by 5:00 pm (five-week window).

Where to find the latest updates:



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



When will the 2009-10 assessment be available on the web?

By November 16th, 2009

Changes for 2009-10:

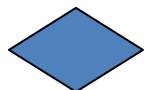


- Removal of "Teacher-Initiated Items".
- All items are multiple-choice.
- Increased number of test items.
- Increased difficulty of some items.
- Student Reports will be able to be downloaded by teacher when the reports are ready.
- Test procedures will be available in a comprehensive "NDAA Test Directions Manual" (available on the NDAA website prior to testing).

The NDAA1 is designed for students with significant cognitive disabilities and is based on alternate achievement standards. Once the IEP team identifies the NDAA1 as the appropriate assessment option, the IEP team is required to write goals and objectives 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 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.



The remainder of this document will specifically address the NDAA1.

Once the IEP team has determined which assessment option(s) a student with disabilities will participate (in this case the NDAA1) there are some things that educators must be mindful of. **Test Security and Confidentiality Policies that apply to all state assessments (including the NDAA1) 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

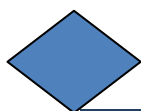
Test Directions, the *Test Coordinator's Manual*, and other communications from the Department of Public Instruction.

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 NDAA1.

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.

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



How Does Reporting Work for students taking the NDAA1 or 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.

The NDAA1 and NDAA2 tests are scored and the data is then merged with NDSA data. NDAA student reports are then issued by the Department of Public Instruction to the schools and parent(s). 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 NDAA1?

NO, The North Dakota State Assessment System **sets no limits on the number of students who can be assessed with the NDAA1; however, there are consequences when the percentages of NDAA1 students who score proficient or better exceeds 1% 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. These rates are calculated at the state level first; then if at the state level the %age goes above 3% combined; then the rates are calculated at the district level; and then (if %age exceeds 3% at the district level) at the school level.

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.

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).



Are accommodations used on the NDAA1?

No, the NDAA1 is considered an accommodation in and of itself.



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.

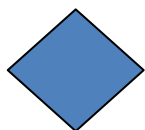
By design, *the North Dakota State Assessments (NDSA, NDAA1, and NDAA2) are not timed*, thereby allowing students and administrators the benefit of a more relaxed testing schedule. NDDPI does not consider any of these conditions to be accommodations, but rather good assessment practices.



Make sure you have all of the NDAA1 Materials You Will Need

All Materials are on the NDAA Website and include:

- **Parent brochure**
- **Side by Side Comparison of NDAA1 and NDAA2**
- **IEP Flowchart for Decisions on Assessment Options**
- **NDAA1 Grade Level Activities Documents (by grade)**
- **NDAA1 Test Directions Manual (Includes checklist, directions, and online instructions)**
- **NDAA1 Data Chart for Teachers**
- **NDAA1 Training for Teachers Power Point**
- **Standards Based IEPs Power Point Training**
- **Parent Validation Survey**
- **NDAA1 Teacher Feedback Survey-Online**



North Dakota Alternate Assessment 1 (NDAA1): General Test Administration Directions

The North Dakota Alternate Assessment 1 (NDAA1) is the state assessment for students with significant cognitive disabilities assessed using alternate achievement standards.

The NDAA 1 is a web-based alternate assessment. The NDAA1 final test information and data will be submitted online at: www.datadrivenenterprises.com/ndaa

- **To log onto the web-based assessment you must have a login name and password.**
- **The login name and password will be issued to you (the teacher) by your local Special Education Director.**

NOTE: You will need to access the online assessment through Data Driven Enterprises for the following two reasons.

- 1. To input your students and/or verify students whose information has been pre-populated from last year, and**
- 2. To input the data that you have collected on student performance on all test items.**

You DO NOT need to access the web version to begin the assessment - only to submit the final assessment information.

The Test~ you (the teacher) are required to:

- 1. Access the NDAA1 Grade- level Activities from the NDAA1 website.**
(You may print a copy of the grade document as long as you keep it confidential.)
For instance, if you are assessing a third grader you will go to the third grade activities document. The document will include all subjects needed to be assessed (i.e. grade three will have math and reading/language arts; fourth grade will have math, reading/language arts, and science is posted right below it).
- 2. Choose one activity per standard. This means that you will have a total of three reading /language arts activities, five math activities, and six science activities (science - grades 4, 8, and 11 only).**
 1. There is one "Prescribed Anchor Item" in reading, one in math, and one in science -which are required. All others may be chosen from the list of activities under the standard.
- 3. Print the Data Chart of the NDAA1 from the NDAA1 website and make photocopies (See page 18 for example).**
Use one copy of the Data Chart for the NDAA1 for each standard/activity assessed

4. **Collect data on four separate trials (using *Data Chart for NDAA1*).**
5. **Collect information on eight Secondary Indicators of student performance (using same *Data Chart*). Note: You do not need to collect data on secondary indicators for science "Prescribed Anchor Items" (only).**

Secondary Indicators measure levels of student participation in the activity beyond the measure of the academic standard. They allow the student to gain some points by having more responsibility in the process. The more the student does, or interacts within the environment, the more points can be earned. The student performance earns the most points, but the secondary indicators can help.

These measures are as follows:

1. Number of settings in which student performed this behavior: 1 2 3 4
More settings equal more points. These can be different settings within the school building, home, or community (for example: library, cafeteria, classroom, within the school environment.)
2. How many settings were integrated with same age peers? 1 2 3 4
More settings that are integrated equal more points.
Integrated would be in a regular education setting with general ed. class peers.

Did the student demonstrate any of these behaviors?

Yes (on any of these) equals an extra point for each

3. Select any part of the activity- yes no
As in made choices at any time regarding the activity-choosing it or making choices during the activity.
4. Plan any part of the activity- yes no
Participate in any planning before the activity started as in indicating supplies needed, location, times, etc.
5. Self evaluate (decide for themselves how they are doing)- yes no
Determined how he/she thought he/she was doing on the activity-can be a response to having been asked, "How do you think you are doing?"
6. Adjust own performance as needed- yes no
Student made changes in own behavior without being told to do so.
7. Use human supports: adult peer natural supports
Less reliance on others is better. In this case natural supports will earn more than adult staff support
Adult = teachers or people who are hired to assist; peers = students who are same age helping more naturally; natural supports = people who are available in the environment for everyone, such as the grocery store checker, cooks in the kitchen, etc.
8. Assistive Technology- was used was not needed
This does not add points but is rather a reminder to use any technology the student requires. AT = any device or assistance that the student needs as listed in student's IEP.

6. **Indicate the settings and peers who the interacted with student (first names only).**
7. **Answer Teacher Validation questions (11 and 12)**
8. **Review the *Data Charts* with the student's parent to assist with completing the *Parent Validation Survey*.**
9. **When you have completed all of the data collection, answered the teacher validation questions, had the parent answer the *Parent Validation Survey*, then you can enter all final data from the “*Data Charts for the NDAA 1*” into the online NDAA 1 via the website provided above. Follow the instructions provided in the NDAA 1 Online Submission Instructions (see page 23.)**
10. **File all hard copies of the NDAA1 in the student's school file.**
11. **Mail the original *Parent Validation Survey* to NDDPI (address on Checklist p. 22.)**

Data Chart for NDAA 1

Use one Data Chart for each subject

Fall 2009

Student Name: **SAMPLE STUDENT**Content Area: **MATH**Standard #: **1-Students use concepts and tools of measurement to describe and quantify the world.**Benchmark: **4.1 Tell time to the nearest quarter hour and five minute interval using digital and analog clocks.**Activity: **2. Given different clock faces and a specific time to the half hour, TSW identify the clock showing the matching time over five trials.**

	Day/Week 1	Day/Week 2	Day/Week 3	Day/Week 4
Item 1 2:30	-	+	-	+
Item 2 4:00	-	+	+	+
Item 3 9:30	-	-	+	+
Item 4 11:00	+	+	+	+
Item 5 8:00	+	+	+	+
Item 6				
Item 7				
Item 8				
Item 9				
Item 10				
# correct	2	4	4	5
# possible	5	5	5	5

indicate with a **+** or **-** if student answered a given item correctly

1. In how many settings did the student perform this task? (Up to 2 settings per environment.)	0	1	2	3+
2. Of these settings, how many were integrated with age-level peers?	0	1	2	3+
3. Did the student select (make choices about all or part of task)?	0 No	1 Yes		
4. Did the student plan (prepare for all or part of task)?	0 No	1 Yes		
5. Did the student evaluate (rate/judge his/her own performance)?	0 No	1 Yes		
6. Did the student adjust performance (adjust performance as he/she sees need)?	0 No	1 Yes		
7. What human support(s) were used?	1 Adult/teacher	2 Adult/teacher and peer	3 Community supports/peer and natural	4 Natural supports only or no supports needed

8. Was assistive technology or modifications necessary and used (high or low tech)?	0 Needed but not used	1 Needed and used in some cases	2 Needed and used in most cases	3 Needed and used in all cases or not needed at all
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9. List the settings in which the task was performed:

School settings:	1. Resource Room	2. General Ed. 3rd grade class
Community:	1.	2.
Home settings:	1.	2.
Other	1.	2.

10. List the peers who interact with student in activity or write "none" if none are used:

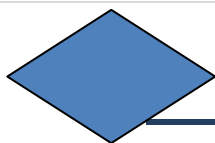
Sandy, Jeff, Cory, Ted, Mary

11. How accurately do you (the teacher) think the results on this activity reflect the student's typical performance on this particular skill?

- 1 The portfolio accurately reflects the student's skill level.
- 2 The student typically performs better on this skill than the portfolio indicates.
- 3 The student typically performs worse on these skills than the portfolio indicates.

12. Please read again the benchmark you chose to assess this student on (see the benchmark cell at the top of the page). What would you, as the teacher, estimate the student's performance on this benchmark to be (based on the student's performance on this particular skill being assessed and the student's performance on other skills related to this benchmark)? Please note that you are not estimating the student's performance on this activity, but on this benchmark as a whole.

- 1 Advanced Proficient
- 2 Proficient
- 3 Partially Proficient
- 4 Novice



Questions and Answers

The NDAA1 is a grade level performance-based assessment based on alternate achievement standards. It is intended for a student with significant cognitive disabilities whose IEP Team has determined that the NDAA1 is the most appropriate assessment option for the student to participate in the annual state assessment which measures achievement against state content standards.

The NDAA1 is given to students over a period of time within a seven week testing window. Students demonstrate what they know and are able to do on activities over four separate trials. Secondary indicators (based on best practices for students with severe disabilities) are also identified via a secure online web-based system. The NDAA1 consists of four sub-tests which can be taken in any order during the NDAA1 assessment window.

This section describes factors to consider when planning for testing, test administration, and transferring the completed test data to the online test template. Test security is a primary consideration.

WHAT does the NDAA1 include?

The NDAA1 has three subtests including:

- **Reading/language arts:** three activities (including one anchor)
- **Mathematics:** five activities (including one anchor)
- **Science:** six activities for grades 4, 8, and 11 (including one anchor)

WHERE should the test be carried out?

The NDAA1 needs to be carried out in a quiet, secure area free of distractions.

WHO needs to be there?

The student and the teacher.

HOW is it carried out?

Follow the directions

WHEN should the test be given?

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 NDAA1 is seven 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
- avoid scheduling testing immediately after the weekend.

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 23.

NDAA1 CHECKLIST FOR TEACHERS (Student: _____)

Use this checklist for each student taking the NDAA1 to keep track of the steps

Decision Making Materials:

- Reviewed the *Parent Brochure* with parents and educators at student's IEP
- Used the *IEP Decision Making Flowchart* to assist team in making assessment option decisions
- Understand who students with Significant Cognitive Difficulties are
- Document decisions in IEP
- Wrote goals and objectives based on the grade level the student is enrolled on state content standards for all subjects covered in the NDAA1

Training Materials:

- Read the *NDAA1 Test Directions Manual*
- Viewed the *NDAA1 Training Power Point*
- Know the dates of the NDAA1 testing window
- Understand the Security and Confidentiality Rules for ND State Assessments
- Assembled folder for materials and keep information confidential
- Made copies of NDAA1 Checklist for each student being assessed

Test Materials:

- Accessed the NDAA1 Grade Level Activities documents on the NDAA webpage
- Made copies of Data Sheets for each standard and subject tested
- Copied materials and directions for the "Prescribed Anchor Items" for each subject
- Determined the best location(s) for testing
- Determined the optimal schedule for testing
- Located the numbers and email addresses for technical support
- Received a secure login name and password from my local Sped. Director
- Verified and entered online the students on my caseload taking the NDAA1
- Understand the implications of helping a student answer test questions
- Gave test activities and documented results on Data Sheets
- Completed teacher validation questions
- Reviewed the finished data sheets with parent and completed Parent Validation Survey with parent
- Go to the NDAA1 Online Assessment site and enter data from all Data Sheets
- 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 ___ Reading/language arts ___ Science
- File Completed Data Sheets and Parent Validation Survey in student's school file

To Finish the Process:

- Mail a copy of the Parent Validation Survey to: NDDPI, 600 East Boulevard Avenue, Bismarck, ND 58505, attention: Heidi Bergland
- Completed the online *Teacher Feedback Survey...and you are done!!*



NDAA Online Assessment Directions for Teachers

Go To:

The NDAA secure website: 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 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 some where 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 current grade 4-8 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) Deadlines:
 - a) NDAA 1: January 15, 2010 at 5:00 pm central time
- 2) Only ONE student can be tested at a time.
Do Not Influence the student in any way when taking the test.

For Technical Support

- 1) Contact your Special Ed Director if you have any questions regarding login requirements.
- 2) Your contact person at Data Driven Enterprises is: **Emily Stine**
If you have any computer related- technical problems call **Emily at 303-255-5607** or email questions to EmilyS@datadrivenenterprises.com