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# The Need for Adequate Scoring Systems in Alternate Assessments to Reflect Growth

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## An Assumption: Standardization

- Test administration of tests –most public and visible aspect of testing.
- Much of the standardization of testing conditions relates to the quality of test administration...
- Standardization is a common method of experimental control for all tests.
- Every test (and each question or stimulus within each test) can be considered a mini experiment (van der Linden & Hambleton, 1997).
- The test administration conditions – standard time limits, procedures to ensure no irregularities, environmental conditions conducive to test taking, and so on – all seek to control extraneous variables in the "experiment" and make conditions uniform and identical for all examinees.
- Without adequate control of all relevant variables affecting test performance, it would be difficult to interpret examinee test scores uniformly and meaningfully (Downing, 2006, p.15).

# Oregon's Current Extended Assessment

## System Overview

- Performance assessment
- Four subject areas (Reading, Writing, Mathematics, Science)
- Three grade bands (Elementary, Middle, High) \* (Math)
- ✓ Two administration options (Standard, Scaffold)
- ✓ Access score based on an evaluation of Prerequisite skills



**NCAASE** National Center on Assessment and  
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Advancing research on growth measures, models, and policies for improved practice

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## Standard Administration

**I will read a story to you and then ask you questions about the story. (Read the passage and the questions/prompts but not the answer choices. Leave the story on display as the student answers each question.)**

### Item 1

Why did Mindy write this story?

tell how to  
swim fast

tell how to  
write notes

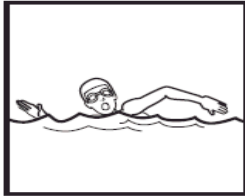
tell how to be  
a good friend

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## Scaffold Administration

**I will read a story to you and then ask you questions about the story.**  
**(Read the passage and the questions/prompts but not the answer choices.**  
Leave the story on display as the student answers each question.)

Why did Mindy write this story?



tell how to swim fast



tell how to  
write notes



tell how to be  
a good friend

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## Unique Feature: Assessment of Prerequisite Skills

- Intended to answer the question: What level of support does it take?
- Do not represent the direct construct being assessed but represent the prerequisite communication skills the student will need in order to display what he/she knows and can do within the content construct.
- Not a component of the final score

**Task 1: Prerequisite Skills**

Levels of Independence				
A - Student already has this skill	1 - Full Physical Contact for response (e.g., hand over hand)	2 - Partial Physical Contact for response (e.g., nudge or adjust body)	3 - Visual: Materials Movement (e.g., move into line of vision) - Verbal: Auditory Statement (e.g., more than repeat prompt) - Gesture: Hand Signal (e.g., tap table, pick up card)	4 - Independent: No contact and no prompting
I - Inappropriate/ Inaccessible based on the nature of the student's disability				
R - Refusal: Student does not complete or participate with or without assistance				

Prerequisite Skills	Independence for Success							
1. Attention: Hello or Hi _____ (student's name). Student responds to assessor.	A	I	R	1	2	3	4	
2. Interaction: Touch a piece of paper. (Tell/Show me when I touch a piece of paper.)	A	I	R	1	2	3	4	
3. Letter: Where is a letter? (Tell/Show me when I touch a letter.)	A	I	R	1	2	3	4	
4. Word: Where is a word? (Tell/Show me when I touch a word.)	A	I	R	1	2	3	4	
5. Word: Where is a word that starts with the letter M? (Tell/Show me when I touch a word that starts with the letter M.)	A	I	R	1	2	3	4	
6. Letter Sound: What is the sound of this letter? (while pointing to the letter b). (Tell/Show me the letter that makes the "ba" sound.)	A	I	R	1	2	3	4	
7. Sentence: Where is a sentence? (Tell/Show me when I touch a sentence.)	A	I	R	1	2	3	4	
8. Story: Where is a story? (Tell/Show me when I touch a story.)	A	I	R	1	2	3	4	
9. Story: Where is the title of a story? (Tell/Show me when I touch the title of a story.)	A	I	R	1	2	3	4	
10. Paragraph: Where is the beginning of a paragraph? (Tell/Show me when I touch the end of a paragraph.)	A	I	R	1	2	3	4	
<b>TOTAL</b>								

<b>Independence for Access</b> (circle the most frequently occurring level from above)	1	2	3	4
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# Prerequisite Skill Codes

Entry Code	Administration note	Definition
A	Already (has this skill)	Student already has this skill. (Assessor/teacher judgment).
I	Inappropriate item	Item is inappropriate for administration due to the design of the item and the (sensory) nature of the student's disability.
R	Refusal	Student does not complete or participate.
1	Full Physical	Full physical contact is necessary for the student to respond to this item. E.g. hand over hand.
2	Partial Physical	Student requires some physical contact in order to respond to this item.
3	Verbal, visual, or gestural	A statement, adjustment, or movement is necessary in order for the student to respond to this item.
4	Independent	Student responds to this item without assistance of any sort.

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## Providing supports

- The assessor selects the most commonly occurring Access score (the mode) from the student's Prerequisite Skills responses and now has "permission" to provide up to this level of support during the administration of the content prompts.

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## Content Prompt Codes

Entry Code	Administration note	Definition
D	Too Difficult	Item is determined too difficult and is not administered to the student based on assessor/teacher judgment.
I	Inappropriate item	Item is inappropriate for administration due to the design of the item and the (sensory) nature of the student's disability.
0	No credit	Student response is incorrect.
1	Partial credit	Student response is partially correct based on rubric. Student response demonstrates partial understanding but is incomplete.
2	Full credit	Student response is correct based on rubric.

# Purpose of Training Website

- Train administrators in Alternate Assessment
- Test administrator's knowledge of the assessment
- Collect data on administrator proficiencies
- Maintain a database of current administrators

A screenshot of the Oregon Extended website interface. The top navigation bar is dark green with white text for "Home", "Training", "Proficiency", "Materials", "Admin", and "Account". The user is logged in as "geraldt@uoregon.edu" on "4/29/2011 6:06 am". The main content area has a grey background and displays a welcome message: "Welcome Gerald Tindal! You are a Super Admin (Last login was on 11/24/2010 at 3:29 pm. [View History](#))". Below this, it says "Click on one of the following links." and lists five options with blue underlined links and brief descriptions: "Training" (Learn to administer and score the Oregon Extended Assessments), "Materials" (Access training materials and other QT files, as well as practice tests for each subject), "Proficiency" (Test your proficiency and become a Qualified Assessor), "Account" (Change your password and edit other account information), and "Admin" (Certify other users, view login history, and access other restricted functions). At the bottom, a white box with a headphones icon contains a note: "Note: It is highly recommended that you use headphones when viewing and listening to the videos in both the Training section and the Proficiency section of this web site."

## Oregon Extended

[Home](#)[Training](#)[Proficiency](#)[Materials](#)

### [Training](#) > Reading Practice 1

[Previous](#)

### Reading Practice 1



- [Scoring Protocol](#)
- [Student Materials pg. 1](#)
- [Student Materials pg. 2](#)
- [Answers](#)
- [Explanation of Answers](#)
- [Transcript of all Reading Training Videos](#)
- [All Reading Practice Supporting Documents](#)

Oregon Extended peral@oregon.edu Legal Name 4/28/2011 6:58 am

[Home](#) [Training](#) [Proficiency](#) [Materials](#) [Admin](#) [Account](#)

[Proficiency Tests](#) > Take Administration Proficiency Test

**Test your Proficiency - Administration, Attempt 1**

Answer all of the questions below and then click the Submit Test button at the bottom of the page.

1. Oregon Extended Assessments are available for which students?

A. any student that a teacher feels would benefit from taking it

B. only those students who are functioning at least two grade levels below their enrolled grade

C. students who have an IEP or a 504 plan

D. those students whose IEP team decides that the Extended Assessment is the most appropriate

Correct Answer

2. Which list best describes the statewide assessment option(s) currently available for students with IEPs?

A. Extended Assessment (Scaffold and Standard Administrations)

B. Extended Assessment and Scaffold Assessment

C. General Assessment (OAKS online) with or without accommodations, Extended Assessment (Standard and Scaffold Administration)


















D. Extended Assessment (Scaffold and Standard Administration), Juried Assessment, General Assessment (OAKS online) with or without accommodations, CLEAS, challenging down

Correct Answer





**Materials to Download**

To access a document, click on the title. Documents can take up to several minutes to download depending on your network connection.

**Practice Tests**

 <a href="#">All Practice Tests.zip</a>	2/15/2011	4.24 MB
 <a href="#">Practice_Test_Math_Scaf_SM.pdf</a>	10/13/2010	367.38 KB
 <a href="#">Practice_Test_Math_Scaf_SP.pdf</a>	10/13/2010	175.27 KB
 <a href="#">Practice_Test_Math_Std_SM.pdf</a>	2/10/2011	363.01 KB
 <a href="#">Practice_Test_Math_Std_SP.pdf</a>	2/10/2011	161.46 KB
 <a href="#">Practice_Test_Reading_Scaf_SM.pdf</a>	10/13/2010	670.75 KB
 <a href="#">Practice_Test_Reading_Scaf_SP.pdf</a>	10/13/2010	187.46 KB
 <a href="#">Practice_Test_Reading_Std_SM.pdf</a>	2/15/2011	142.05 KB
 <a href="#">Practice_Test_Reading_Std_SP.pdf</a>	2/15/2011	181.61 KB
 <a href="#">Practice_Test_Science_Scaf_SM.pdf</a>	10/13/2010	694.08 KB
 <a href="#">Practice_Test_Science_Scaf_SP.pdf</a>	10/13/2010	182.65 KB
 <a href="#">Practice_Test_Science_Std_SM.pdf</a>	2/15/2011	678.17 KB
 <a href="#">Practice_Test_Science_Std_SP.pdf</a>	2/15/2011	177.7 KB
 <a href="#">Practice_Test_Writing_Scaf_SM.pdf</a>	10/13/2010	123.47 KB
 <a href="#">Practice_Test_Writing_Scaf_SP.pdf</a>	10/13/2010	199.38 KB
 <a href="#">Practice_Test_Writing_Std_SM.pdf</a>	10/13/2010	120.82 KB
 <a href="#">Practice_Test_Writing_Std_SP.pdf</a>	10/13/2010	191.27 KB

**General Files**

 <a href="#">All Supporting Materials.zip</a>	9/29/2010	7.52 MB
 <a href="#">All Video Transcripts - Proficiency Section.zip</a>	9/28/2010	410.88 KB
 <a href="#">All Video Transcripts - Training Section.zip</a>	9/28/2010	353.12 KB
 <a href="#">Proficiency_Math_supporting_materials.pdf</a>	9/28/2010	1006.42 KB

## Is the Training on the website validated by Proficiency results?

- Training effectiveness
- Number of attempts to pass proficiencies
- Average passing scores
- Comparison of scores on attempt 1 to passing attempt scores



## Sample Results from Proficiency Assessment

Subject	Set/Attempt	Question Number	Total Times Answered	Total Times Correct	Percentage
administration	1	1	415	406	98%
administration	1	2	414	398	96%
administration	1	3	414	390	94%
administration	1	4	414	332	80%
administration	1	5	414	371	90%
administration	1	6	414	332	80%
administration	1	7	414	412	100%
administration	1	8	414	328	79%
administration	1	9	414	386	93%
administration	1	10	414	383	93%
administration	1	11	414	349	84%
administration	1	12	414	177	43%
administration	1	13	414	243	59%

## Test Results – Interpreting Scores

Back to...

Assessment of Pre-requisite Skills

Standard and Scaffold Administration

## Levels of Independence x Disability

Code- Disability	Level of Independence				Total
	LOI-1	LOI-2	LOI-3	LOI-4	
82-ASD	98	37	116	533	784
50-CD	2	3	18	463	486
60-ED	1	0	4	117	122
10-ID <sup>1</sup>	120	27	171	1030	1348
80-OHI <sup>2</sup>	39	7	35	419	500
70-OI	64	8	17	86	175
90-SLD <sup>3</sup>	1	1	22	1135	1159
20-HI	5	1	8	53	67
40-VI	27	0	3	12	42
74-TBI	2	1	5	33	41
Total	359	85	399	3881	4724

## Proficiency Rates-Reading

Grade	Does not meet (%)	Nearly meets (%)	Meets (%)	Exceeds (%)	Meets/exceeds (%)
3	13	21	41	25	66
4	26	15	35	24	59
5	26	20	37	17	54
6	23	15	38	24	62
7	25	20	41	14	55
8	33	22	32	13	45
10	35	28	23	14	37

## Proficiency Rates-Math

Grade	Does not meet (%)	Nearly meets (%)	Meets (%)	Exceeds (%)	Meets/exceeds (%)
3	22	42	23	13	36
4	51	14	15	20	35
5	54	15	19	12	31
6	56	28	13	3	16
7	65	18	14	3	17
8	77	12	9	2	11
10	73	16	10	1	11

Model	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Semi-Partial
		B	Std. Error	Beta			
	(Constant)	73.555	1.143		64.376	<.001	
	LOI (centered)	2.145	.042	.541	51.036	<.001	.455
	ADM	-16.448	.694	-.254	-23.705	<.001	-.211
	ELEM	5.370	1.033	.084	5.199	<.001	.046
	MID	2.906	1.056	.044	2.751	<.001	.025
	ASD	-12.886	.955	-.152	-13.495	<.001	-.120
	CD	-3.612	1.048	-.035	-3.447	.001	-.031
	ED	-1.194	1.843	-.006	-.648	.517	-.006
	ID	-13.087	.854	-.187	-15.320	<.001	-.137
	OHI	-6.636	1.048	-.065	-6.330	<.001	-.056
	OI	-12.559	1.670	-.075	-7.523	<.001	-.067
	HI	-10.015	2.444	-.038	-4.097	<.001	-.037
	VI	-9.729	3.136	-.029	-3.102	.002	-.028

## Variance Accounted

- Pre-requisite Skills: 45.5%
- Administration: 21.1%
- Elementary: 4.6%
- Middle: 2.5%
- ID: 13.7%
- ASD: 12.0%

$$R = .79; R^2 = .623$$

## Standards and Reporting – Elem

### Elementary School Grades

#### CUTSCORES (set by panel)

Grade	Does Not Meet	Nearly Meets	Meets	Exceeds
3	—	97.2	104.4	111.6
4	—	97.7	106.3	114.3
5	—	100.6	109.9	118.4

#### CLASSIFICATION IMPACT (count)

Grade	Does Not Meet	Nearly Meets	Meets	Exceeds	Total	Meets or Exceeds
3	260	271	147	32	710	179
4	195	319	149	29	692	178
5	206	277	138	29	650	167

#### CLASSIFICATION IMPACT (%)

Grade	Does Not Meet	Nearly Meets	Meets	Exceeds	Total	Meets or Exceeds
3	37%	38%	21%	5%	100%	25%
4	28%	46%	22%	4%	100%	26%
5	32%	43%	21%	4%	100%	26%



# Standards and Reporting – Mid

**CUTSCORES (set by panel)**

Grade	Does Not Meet	Nearly Meets	Meets	Exceeds
6	—	98.7	103.7	110
7	—	100.6	101.3	106.9
8	—	101	104.5	110.1

**CLASSIFICATION IMPACT (count)**

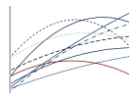
Grade	Does Not Meet	Nearly Meets	Meets	Exceeds	Total	Meets or Exceeds
6	308	163	62	16	549	78
7	319	28	108	45	500	153
8	249	100	56	21	426	77

**CLASSIFICATION IMPACT (%)**

Grade	Does Not Meet	Nearly Meets	Meets	Exceeds	Total	Meets or Exceeds
6	56.10%	29.69%	11.29%	2.91%	100.00%	14.21%
7	63.80%	5.60%	21.60%	9.00%	100.00%	30.60%
8	58.45%	23.47%	13.15%	4.93%	100.00%	18.08%



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