ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Report Interpretation Guide

Arkansas Alternate Portfolio Assessment for Students with Disabilities Grade 10 Science

2011–2012

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Arkansas Department of Education

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Introduction

The purpose of this Report Interpretation Guide is to provide district and school personnel with information on how to interpret and use reports related to the 2011–2012 administration of the *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 10 Science*. This Report Interpretation Guide provides general information about the components of the Arkansas Alternate Portfolio Assessment, describes the purpose of the program, and provides answers to commonly asked questions regarding the program. This guide contains report samples that illustrate student-, school-, and district-level information and gives detailed explanations of the report content. This guide also provides an overview of the performance levels associated with the *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 10 Science*. School and district staff can use the results listed as one measure of student ability.

Note: Students whose Student Demographic Information Form had the "First Year in the U.S. LEP Student" bubble filled in will receive Individual Student Reports and will be included on the roster reports but will not be included in any class or school averages or in summary data. Additionally, these students will not be counted in the Adequate Yearly Progress (AYP) calculations for 2012. However, if the "First Year in the U.S. LEP Student" bubble was not properly marked on the Student Demographic Information Form, the student's scores **will be included** in AYP calculations and will appear on all reports.

Overview of the ACTAAP

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** is authorized under Arkansas Legislative Act 35 to promote the development of the Arkansas Curriculum Frameworks as well as the development and use of assessment in accordance with the statewide educational goals. The ACTAAP includes ongoing norm-referenced testing. The ACTAAP also includes criterion-referenced tests specifically developed to measure thinking skills and problem-solving strategies associated with real-life performance expectations for school or work.

All students are expected to participate in state assessments. The Arkansas Alternate Portfolio Assessment is designed to evaluate the performance of students with disabilities for whom the ACTAAP Augmented Benchmark Examinations, End-of-Course Examinations, and *Grade 11 Literacy Examination* are not appropriate.

The *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 10 Science* allows for a collection of student work as evidence of student performance on tasks aligned to the Arkansas Curriculum Frameworks in the area of Science. As such, student performance on the Arkansas Alternate Portfolio Assessment is directly aligned with the statewide frameworks and statewide curriculum goals.

The goals for the ACTAAP are to

- improve classroom instruction and learning;
- support public accountability;
- provide program evaluation data; and
- assist policy makers in decision-making.

As the ACTAAP continues to evolve, it will offer

- performance assessment of the core concepts, thinking skills, and problem-solving skills defined by the Arkansas Curriculum Frameworks; and
- a variety of testing models, including portfolio assessment and performance tasks, which should encourage greater teacher involvement in the assessment process.

FREQUENTLY ASKED QUESTIONS

The following are commonly asked questions regarding the *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 10 Science* and associated answers to these questions. This list of questions has been compiled based on feedback from district staff (e.g., teachers, school and district test coordinators, principals, superintendents). This list is not exhaustive, but the questions listed have been selected due to the number of times they have been asked by a broad cross-section of the Arkansas education community.

1. **Who is required to take the *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 10 Science*?**

   The *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 10 Science* should be administered to all students with disabilities in grade 10 who are not enrolled in Biology and will not be assessed with the ACTAAP *Biology End-of-Course Examination*.

2. **There is too much time required for doing the alternate portfolio. How are teachers supposed to have time for instruction?**

   No Child Left Behind (NCLB) requires an alternate assessment for students with disabilities in Grade 10 Science who are not enrolled in Biology and will not be assessed with the ACTAAP *Biology End-of-Course Examination*. Developing the assessment items for the portfolio should be part of the regular instructional practice for each day. Research has shown that instruction is actually enhanced if there is focused, content-specific assessment at regular intervals with accurate and timely feedback.

3. **Why can't students just take some other test (or use other test results) to demonstrate performance?**

   The Arkansas Alternate Portfolio Assessment for Students with Disabilities has been developed to specifically align with the Arkansas Curriculum Frameworks in order to evaluate student learning relative to the curriculum being taught within the state. Teachers can show, by the use of a portfolio assessment, how students with disabilities are accessing the curriculum frameworks using multiple methods of response as well as multiple types of presentation to the students. Student responses can be captured in multiple ways (such as use of video or audio, projects, captioned photographs, and/or paper and pencil, when appropriate) that could not be done with an on-demand, timed paper-and-pencil test. Each portfolio should be uniquely designed to meet the needs of the student based on the goals in the student's Individualized Education Program and the linkage of these goals to the Arkansas Curriculum Frameworks. A student with severe cognitive disabilities is able to demonstrate proficiency of the standards within the limitations of their disability.

For answers to other questions regarding the Arkansas Alternate Portfolio Assessment for Students with Disabilities, please contact:

Office of Student Assessment
Arkansas Department of Education
Four Capitol Mall, Room 106A
Little Rock, AR 72201-1071
Telephone: 501-682-4558

Using the Arkansas Alternate Portfolio Assessment Results

The reports for the Arkansas Alternate Portfolio Assessment provide students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the Arkansas Curriculum Frameworks. The most important use of these data is to identify students who need remediation in specific areas. The following are suggestions for school and district personnel who are responsible for the assessment and for any school remediation programs:

- Analyze the reports to determine in which skill areas students did not perform well.
- Develop and implement remediation strategies and goals for individuals and groups of students. Analyze previous remediation strategies used with students to determine necessary curricular additions or changes.
- Analyze instructional and curricular approaches to ensure that students are receiving instruction that is in direct alignment with the educational goals and competencies outlined within the Arkansas Curriculum Frameworks.

Disseminating the Arkansas Alternate Portfolio Assessment Results

Make a complete and thorough analysis of the results as soon as possible. After the report forms have been received and the results have been reviewed by school and district staff, disseminate the results to students, parents, teachers, counselors, and others who may play a role in individual student education. Make certain that the appropriate teachers and administrators receive the appropriate Student Report(s), Class Roster Report(s), School Roster Report, and School Profile as soon as possible.

Conclusion

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program** is the result of ongoing curriculum and instruction implementation within the state, culminating in the development of criterion-referenced testing instruments that are directly linked with the Arkansas Curriculum Frameworks. Improving student performance on the Arkansas Alternate Portfolio Assessment is contingent upon the curricular and instructional approaches applied within a specific school and district setting. In order to move toward more effective education models, Arkansas has adopted performance standards that promote the success of all citizens. The sort of statewide implementation this undertaking implies is monumental. It requires the concerted effort of schools, districts, and thousands of educators. Moreover, all of this effort will be for nothing without the support of students, parents, and other affected members of the education community. The reports described within this guide are one step toward disseminating information to the community and beginning this concerted effort.

Overview of the Arkansas Alternate Portfolio Assessment Reports

Reports of results for the Arkansas Alternate Portfolio Assessment are sent to districts to provide information about student performance. Samples of the Student Report, Class Roster Report, School Roster Report, and School Profile are provided in this guide. A description of each report immediately precedes the report samples.

Note: The data in the sample reports are for display purposes only and do not represent actual results. Each sample has been prepared independently and is not meant to be tied to any other sample in this Report Interpretation Guide. All student names on the samples are fictitious, and any similarity to actual student names is purely coincidental.

Student Report

Each school will receive two copies of the Student Report, a student (home) copy in color and a school copy in black and white.

The Student Report for Grade 10 Science is a one-page, double-sided report. Page 1 provides information specific to the student listed. Page 2 provides nonscoreable codes, information on how to help the student achieve, and a description of the additional informational resources that are available. A sample of page 1 of the Student Report is provided on page 5.

The Student Report provides individual student feedback on how the student performed on the Arkansas Alternate Portfolio Assessment. The following information is provided in the Student Report:

- Student information reflects what was coded on the Student Demographic Information Form or provided from the student's APSCN record for student name, birth date, school name, and district name.
- A letter from Dr. Tom W. Kimbrell, Commissioner of Education, to introduce the report.
- Overall Test Results/Science Scale Score
  - The five performance levels (independent, functional independence, supported independence, emergent, and not evident) and the associated cut scores are provided. The general definition of each performance level is also provided. These definitions are especially helpful for parents in understanding the level at which their student is performing.
  - The student's scale score and performance level are shown under the performance levels with an arrow indicating where the student falls in the scale score range.
- The Science Results by strand are located on the lower right side of the page. The strands and skill areas directly align with the *Arkansas Biology Science Curriculum Frameworks*. The raw points for each scoring domain (performance, context, and level of assistance) are listed with points earned out of the total points possible.
  - Performance points are a measure of the student's demonstration of skill while attempting a given task.
  - Context is the degree to which the tasks are age-appropriate and allow the student to use age-appropriate materials, provide a challenge for the student, and reflect meaningful, real-world activities.
  - Level of assistance is the degree of independence demonstrated in the student's performance and is determined after the introduction of the lesson activity.
- The list of performance, context, and level of assistance points earned may provide important clues to the student's needs.
- An asterisk next to a score indicates a nonscoreable entry. The last column lists the nonscoreable code(s) for the specific skill area. A list of nonscoreable code explanations can be found on page 2 of the Student Report.

STUDENT REPORT (PAGE 1)

ARKANSAS DEPARTMENT OF EDUCATION

GRADE 10 – ALTERNATE PORTFOLIO ASSESSMENT
IEP STUDENT REPORT – SCIENCE

For the Family of
JONATHAN JENSEN

Test Date:	***March 2012***
Birth Date:	***07-21-1994***
School Name:	***DeWitt High School (01-01-004)***
District Name:	***DeWitt School District (01-01)***

Dear Family,

Recently, Jonathan participated in the Arkansas Alternate Portfolio Assessment for Grade 10 Science. Skills assessed on this test are based on the Arkansas Curriculum Framework for Science and are required to be part of any Arkansas instructional program. The Curriculum Framework describes what Jonathan is expected to know and be able to do in Science.

This report summarizes Jonathan's test results. These results are used by the school to make important educational decisions for Jonathan. **Please review these results with Jonathan and Jonathan's teachers.** Using these test results to guide Jonathan in the right academic direction is an important step for ensuring future success.

Sincerely,

Tom W. Kimbrell, Ed.D.
Commissioner of Education

Jonathan's Overall Test Results

Science Scale Score

	Independent—Students demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established science skills to real-world situations. They can generalize learned skills to solve new challenges. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.
716	
	Functional Independence—Students demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established science skills to real-world situations but may require minimal prompting. They perform these skills accurately in most instances but make occasional errors. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.
693	
	Supported Independence—Students demonstrate a partial or minimal ability to apply science skills and require frequent prompting. They make errors but occasionally perform these skills accurately. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.
665	
	Emergent—Students are just beginning to show understanding or use of science skills and may require continuous prompting. In addition, the student may be unable to perform these skills without extensive support and assistance due to physical disabilities.
601	
	Not Evident—Students demonstrate no evidence of performance towards the science skills being assessed.

Jonathan's score of **655**
is at the **Emergent** Level

Science Results

The table below shows the number of points Jonathan scored in each of the Science skill areas.	**Performance Points**	**Context Points**	**Level of Assistance Points**	*** NS Entries Max=2**
Molecules and Cells Students shall demonstrate an understanding of the role of chemistry in life processes, the structure and function of cells, and how cells obtain and use energy.	**56 of 96**	**48 of 48**	**12 of 24**	
Heredity and Evolution Students shall demonstrate an understanding of heredity, investigate the molecular basis of genetics, and examine the development of the theory of biological evolution.	**52 of 96**	**32 of 48**	**14 of 24**	
Classification and the Diversity of Life Students shall demonstrate an understanding that organisms are diverse.	**4 of 32 ***	**9 of 16 ***	**4 of 8 ***	**NS-C**
Ecology and Behavioral Relationships Students shall demonstrate an understanding of ecological and behavioral relationships among organisms and of the ecological impact of global issues.	**56 of 64**	**31 of 32**	**14 of 16**	
	*** Nonscoreable entry for this skill area. See back of this report for definitions.**			

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 4.

Class Roster Report

Two copies of the Class Roster Report will be produced—one copy for the school and one copy for the district. The Class Roster Report is a one-sided, single-page or multi-page report depending on the number of students, which provides a list of students and the results for those students who participated in the Arkansas Alternate Portfolio Assessment for Grade 10 Science. The class name printed on the report reflects the teacher name coded on the Student Demographic Information Forms. A sample of this report is provided on page 7.

The Class Roster Report provides school and district staff with information on how students with a specific teacher performed on the Arkansas Alternate Portfolio Assessment for Grade 10 Science. The following information is included on the Class Roster Report:

- The mean scale scores for the school, district, region, and state are provided and can be used as comparative data.
- The five performance levels (not evident, emergent, supported independence, functional independence, and independent) are shown below the mean scale scores with the associated range of scale scores.
- All students within the classroom/group are listed in alphabetical order by last name with their respective State Reporting Identification Numbers (Student ID #) in the left column, with the Arkansas Alternate Portfolio Assessment results for each student provided in the columns that follow. All information provided on the Individual Student Report is also provided for each student on the Class Roster Report (e.g., performance levels, scale scores, etc.) with the exception of nonscoreable entries.
- An LEP student who has been in the U.S. less than one year is designated with an "L" following the student's identification number.
- Following the listing of students, the class averages are provided. Class averages do not include 1st Year LEP student scores.

Class Roster Report

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

Grade 10 Science Alternate Portfolio Assessment
IEP CLASS ROSTER REPORT

Date of Test: March 2012
Page: 1

	Mean Scale Score for School/District/Region/State			
	School	District	Region	State
Science	**713**	**713**	**706**	**703**

District Number: **99-99**
District Name: **Arkansas School District**
School Number: **99-99-999**
School Name: **Arkansas School**
Class Name: **Smith**

	Performance Level Scale Scores				
	Not Evident (NE)	Emergent (E)	Supported Independence (SI)	Functional Independence (FI)	Independent (I)
Science	600 and below	601–664	665–692	693–715	716 and above

Student Information		SCIENCE				
		PERFORMANCE LEVEL	SCIENCE SCALE SCORE	Performance	Context	Level of Assistance
Points Possible				**288**	**144**	**72**
Name	Student ID #					
AMWAY, JOHN Q	**8060251995**	**FI**	**693**	**259**	**132**	**63**
BIYDREAM, JEAN	**8060251994**	**I**	**727**	**272**	**136**	**63**
CANCRON, MARV	**8060241923**	**I**	**724**	**283**	**130**	**65**
DUNKIRK, BLINEY	**8060231855**	**FI**	**706**	**256**	**133**	**69**
CLASS AVERAGE:			**713**	**268**	**133**	**66**

Averages do not include 1st Year LEP Students

L = 1st Year LEP Student

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 4.

School Roster Report

Two copies of the School Roster Report will be produced—one copy for the school and one copy for the district. The School Roster Report is a one-sided, single-page or multi-page report depending on the number of students, which provides a list of students and the results for those students who participated in the Arkansas Alternate Portfolio Assessment for Grade 10 Science. The school information printed on the report reflects what was coded on the Student Demographic Information Forms or provided in the student label barcode for district name, school name, and district/school LEA number. A sample of this report is provided on page 9.

The School Roster Report provides school and district staff with information on how all students within a school performed on the Arkansas Alternate Portfolio Assessment for Grade 10 Science. The following information is provided on the School Roster Report:

- The mean scale scores for the school, district, region, and state are provided and can be used as comparative data.
- The five performance levels (not evident, emergent, supported independence, functional independence, and independent) are shown below the mean scale scores with the associated range of scale scores.
- All students in the school are listed in alphabetical order by last name with their respective State Reporting Identification Numbers (Student ID #) in the left column, with the Arkansas Alternate Portfolio Assessment results for each student provided in the columns that follow. All information provided on the Individual Student Report is also provided for each student on the School Roster Report (e.g., performance levels, scale scores, etc.) with the exception of nonscoreable entries.
- An LEP student who has been in the U.S. less than one year is designated with an “L” following the student’s identification number.
- Following the listing of students, the school averages are provided. School averages do not include 1st Year LEP student scores.

SCHOOL ROSTER REPORT

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

Grade 10 Science Alternate Portfolio Assessment
IEP SCHOOL ROSTER REPORT

Date of Test: March 2012
Page: 1

District Number: **99-99**
District Name: **Arkansas School District**
School Number: **99-99-999**
School Name: **Arkansas School**

Mean Scale Score for School/District/Region/State

Science	School	District	Region	State
	713	**713**	**706**	**703**

Performance Level Scale Scores

Science	Not Evident (NE)	Emergent (E)	Supported Independence (SI)	Functional Independence (FI)	Independent (I)
	600 and below	601–664	665–692	693–715	716 and above

Student Information		SCIENCE				
		PERFORMANCE LEVEL	SCIENCE SCALE SCORE	Performance	Context	Level of Assistance
Points Possible				**288**	**144**	**72**
Name	Student ID #					
AMWAY, JOHN Q	**8060251995**	**FI**	**693**	**259**	**132**	**63**
BIYDREAM, JEAN	**8060251994**	**I**	**727**	**272**	**136**	**63**
CANCRON, MARV	**8060241923**	**I**	**724**	**283**	**130**	**65**
DUNKIRK, BLINEY	**8060231855**	**FI**	**706**	**256**	**133**	**69**
SCHOOL AVERAGE:			**713**	**268**	**133**	**66**

Averages do not include 1st Year LEP Students

L = 1st Year LEP Student

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 4.

School Profile

Each school will receive two copies of the School Profile, and each district will receive one copy of the School Profile. The School Profile is a one-page, two-sided report, which provides an overview of the school's results for the Arkansas Alternate Portfolio Assessment for Grade 10 Science. District- and state-level data are included so that student performance within the school can be compared with the performance of students at the district and state levels.

A sample of a School Profile is provided on pages 11 and 12.

The following information is provided on the School Profile:

- District and school information that reflects what was coded on the Student Demographic Information Forms or provided in the student label barcode.
- Overall Summary
  - The Overall Summary is located on page 1 of the School Profile.
  - The "Percent of Student Scores in Performance Levels" bar graph shows the percent of students who scored at each of the five performance levels (not evident, emergent, supported independence, functional independence, and independent) at the school, district, and state levels. The associated scale score range for each performance level is also provided.
- Average Points Scored
  - The "Average Points Scored" table is located at the bottom of page 1 of the School Profile.
  - The first columns in the "Average Points Scored" table provides possible raw score points for each domain by strand. The second columns provide the average raw score points by strand for the school.
- Performance Summary
  - The "Number and Percent of Students at Each Performance Level" table is located on page 2 of the School Profile and provides a summary of the number and percent of students at each of the five performance levels (independent, functional independence, supported independence, emergent, and not evident).
  - The total number of students tested and the average scale scores by school, district, and state are provided in the last two rows of the table.

Note: Each district will receive one copy of the School and District Profiles. The District Profile provides an overview of the district's results for the 2011–2012 Arkansas Alternate Portfolio Assessment for Grade 10 Science. The School and District Profiles are set up identically to one another except that the district report does not include school data.

SCHOOL PROFILE (PAGE 1)

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ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

SCHOOL PROFILE – GRADE 10

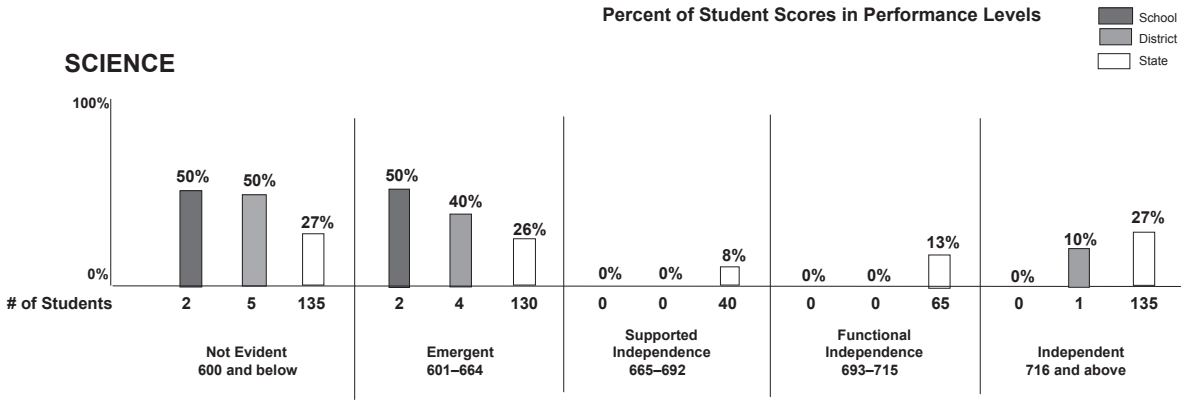
District: **Arkansas School District (99-99)**
School: **Arkansas School (99-99-999)**
Test Date: **March 2012**

ALTERNATE PORTFOLIO ASSESSMENT
Grade 10 Science

The Alternate Portfolio Assessment for Students with Disabilities at Grade 10 was administered earlier this year and allows for a collection of student work as evidence of student performance on tasks aligned to the Arkansas Curriculum Framework in Science. This School Profile provides a summary of your School's overall performance on this assessment for Grade 10 students in Science. Data for 1st Year LEP students are not included unless specifically noted. Additional detail is provided in the accompanying roster reports.

Overall Summary

The following graphs represent the percent of student scores at each of the performance levels in Science for your School, District, and the State.



Average Points Scored

The following tables provide a summary of the number of possible points and average points scored for each Science strand.

SCIENCE	Molecules and Cells		Heredity and Evolution		Classification and the Diversity of Life		Ecology and Behavioral Relationships	
	Possible Points	Average Points	Possible Points	Average Points	Possible Points	Average Points	Possible Points	Average Points
Performance	96	90	96	89	32	27	64	55
Context	48	43	48	42	16	12	32	27
Level of Assistance	24	20	24	21	8	6	16	12

Page 1

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 4.

School Profile (Page 2)

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SCHOOL PROFILE – GRADE 10

Performance Summary

The following table provides a summary of the number and percent of students at each performance level in Grade 10 Science in your School, District, and the State.

Number and Percent of Students at Each Performance Level

Performance Level	School	District	State
Independent	0	1	135
	0%	**10%**	**27%**
Functional Independence	0	0	65
	0%	**0%**	**13%**
Supported Independence	0	0	40
	0%	**0%**	**8%**
Emergent	2	4	130
	50%	**40%**	**26%**
Not Evident	2	5	135
	50%	**50%**	**27%**
Number of Students Tested	4	10	500
Average Scale Score	**702**	**703**	**719**

Page 2

The data in the sample reports are for display purposes only and do not represent actual results. Please see note on page 4.

Definitions of Alternate Portfolio Assessment Performance Levels

Because students with significant disabilities are working toward standards through performance of alternate student learning expectations, their work will be judged through the following alternate performance levels:

Independent

Students at the independent level demonstrate performance well beyond the functional independence level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established science skills to real-world situations. They can generalize learned skills to solve new challenges. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

Functional Independence

Students at the functional independence level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established science skills to real-world situations but may require minimal prompting. They perform these skills accurately in most instances but make occasional errors. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

Supported Independence

Students at the supported independence level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply science skills and require frequent prompting. They make errors but occasionally perform these skills accurately. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

Emergent

Students at the emergent level do not sufficiently demonstrate the science skills needed to attain the supported independence level. They are just beginning to show understanding or use of these skills and may require continuous prompting. In addition, the student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

Not Evident

Students at the not evident level demonstrate no evidence of performance toward the science skills being assessed.

Note: Performance level descriptors for each grade and subject can be found at the following url:
http://arkansased.org/testing/pdf/assessment/alt_pld_2007.pdf

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201

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