ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Report Interpretation Guide

Arkansas Alternate Portfolio Assessment for Students with Disabilities Grades 3–8 and 11

2013–2014

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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 2013–2014 administration of the *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grades 3–8 and 11*. 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 Grades 3–8 and 11*. School and district staff can use the results listed as one measure of student ability in the development of educational improvement plans to enhance student performance in the future.

Note: Students coded as "LEP student less than one year in the U.S." on the Student Demographic Information Form 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.

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 Grades 3–8 and 11* allows for a collection of student work as evidence of student performance on tasks aligned to the Arkansas Curriculum Frameworks in the areas of English Language Arts, Mathematics, and Science (grades 5 and 7).

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.

Frequently Asked Questions

The following are commonly asked questions regarding the *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grades 3–8 and 11* 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 Grades 3–8 and 11*?**

   The *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grades 3–8 and 11* should be administered to all students with disabilities for whom the ACTAAP Augmented Benchmark Examinations or *Grade 11 Literacy Examination* are not appropriate.

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 grades 3–8 and 11 for whom the ACTAAP Augmented Benchmark Examinations and *Grade 11 Literacy Examination* are not appropriate because of a student's disabling condition. 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 305B
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 provided 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 grades 3–8 is a four-page booklet. Pages 1–3 provide information specific to the student listed. Page 4 provides nonscoreable codes, information on how to help the student to achieve, and a description of the additional informational resources that are available. A sample of pages 1–3 of the Student Report is provided on pages 6–8.

The Student Report for grade 11 is a one-page, two-sided report. Page 1 provides information specific to the student listed. Page 2 provides nonscoreable codes, information on how to help the student to achieve, and a description of the additional informational resources that are available.

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:

Page 1

- 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, introduces the report.
- Overall Test Results
  - The five performance levels (independent, functional independence, supported independence, emergent, and not evident) and the general definition of each are 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 for each subject (Mathematics for grades 3–8, Literacy for grades 3–8 and 11, and Science for grades 5 and 7) are shown under the performance level definitions with an arrow showing where the student falls in the scale score range.

Pages 2 and 3

- The Mathematics Results (grades 3–8) are on page 2, and the Literacy (grades 3–8 and 11*) and Science Results (grades 5 and 7) are on page 3. On each page, the raw points for each scoring domain (performance, context, level of assistance, and settings) 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.
  - A setting is the observed setting or environment in which tasks are administered or performed.
- The list of performance, context, and level of assistance points earned may provide important clues to the student's needs.
- A table with each strand (Mathematics Results) or skill area (Literacy and Science Results) listed in the left column is provided. The strands and skill areas directly align with the *Arkansas Mathematics, English Language Arts,* or *Science Curriculum Frameworks*.
- An asterisk next to a score indicates a nonscoreable entry. Column 5 lists the nonscoreable code(s) for the specific skill area. A list of nonscoreable code explanations can be found on page 4 of the Student Report for grades 3–8 and on page 2 for grade 11.

*Literacy results for grade 11 are provided on page 1.

Student Report (Page 1)

ARKANSAS DEPARTMENT OF EDUCATION

GRADE 5 – ALTERNATE PORTFOLIO ASSESSMENT
IEP STUDENT REPORT – MATHEMATICS, LITERACY, & SCIENCE

For the Family of
BENJAMIN KOWALSKI

Test Date:	*March 2014*
Birth Date:	*07-21-2003*
School Name:	*Arkansas School (99-99-999)*
District Name:	*Arkansas School District (99-99)*

Dear Family,

Recently, Benjamin participated in the Arkansas Alternate Portfolio Assessment for IEP Students in Mathematics, Literacy (Oral and Visual Communication, Writing, and Reading), and Science. Skills assessed on these tests are based on the Arkansas Curriculum Frameworks.

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

Sincerely,

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

Benjamin's Overall Test Results

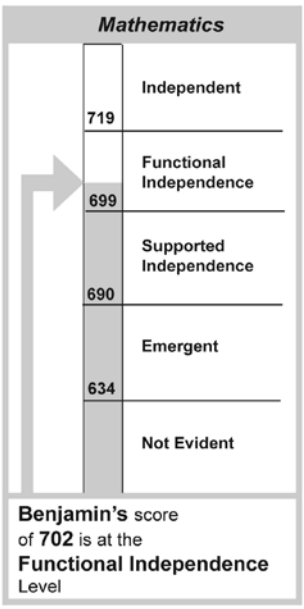
Independent—Students demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established literacy, mathematics, or science skills to real-world situations. They can generalize learned skills to solve new challenges. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

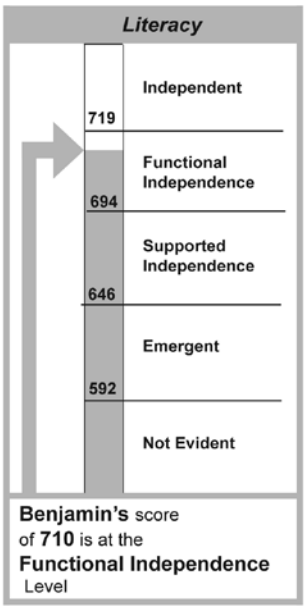
Functional Independence—Students frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established literacy, mathematics, or science skills to real-world situations but may require 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.

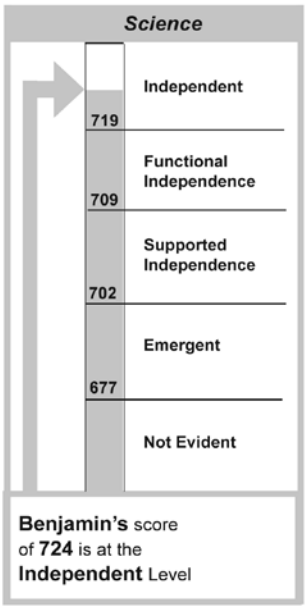
Supported Independence—Students are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply literacy, mathematics, or science skills and require frequent prompting. They make errors but occasionally perform these skills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

Emergent—Students are just beginning to show understanding or use of literacy, mathematics, or 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.

Not Evident—Students demonstrate no evidence of performance towards the literacy, mathematics, or science skills being assessed.







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

STUDENT REPORT (PAGE 2)

STUDENT REPORT

MATHEMATICS RESULTS — **Benjamin's Score = 702 (Functional Independence)**

The table below shows the number of points Benjamin scored in each of the Mathematics skill areas.	Performance Points	Context Points	Level of Assistance Points	* NS Entries Max=2
Number and Operations Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems; understand meanings of operations and how they relate to one another; and compute fluently and make reasonable estimates.	40 of 64	26 of 32	14 of 16	
Algebra Students shall recognize, describe and develop patterns, relations, and functions; represent and analyze mathematical situations and structures using algebraic symbols; develop and apply mathematical models to represent and understand quantitative relationships; and analyze change in various contexts.	52 of 64	28 of 32	16 of 16	
Geometry Students shall analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships; apply transformations and the use of symmetry to analyze mathematical situations; specify locations and describe spatial relationships using coordinate geometry and other representational systems; and use visualization, spatial reasoning, and geometry modeling.	60 of 64	32 of 32	14 of 16	
Measurement Students shall use attributes of measurement to describe and compare mathematical and real-world objects; and identify and use units, systems and processes of measurement.	32 of 64 *	12 of 32 *	4 of 16 *	NS-A MP-A
Data Analysis and Probability Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability.	52 of 64	30 of 32	12 of 16	
Settings (Scored Once): 40 of 40	* Nonscorable entry for this skill area. See back of this report for definitions.			

MATHEMATICS

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

STUDENT REPORT (PAGE 3)

STUDENT REPORT

LITERACY RESULTS — **Benjamin's Score = 710 (Functional Independence)**

The table below shows the number of points Benjamin scored in each of the Literacy skill areas.	Performance Points	Context Points	Level of Assistance Points	* NS Entries Max=3
LITERACY — **Oral and Visual Communication** Students shall demonstrate effective oral communication skills to express ideas and to present information; effective listening skills in formal and informal settings to facilitate communication; and knowledge and understanding of media as a mode of communication.	76 of 96	48 of 48	18 of 24	
Writing Students shall employ a wide range of strategies as they write and use different writing process elements appropriately; demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms; apply knowledge of Standard English conventions in written work; and develop personal style and voice as they approach the craftsmanship of writing.	76 of 96	48 of 48	22 of 24	
Reading Students shall apply a variety of strategies to read and comprehend printed material; read, examine, and respond to a wide range of texts for a variety of purposes; and acquire and apply skills in vocabulary development and word analysis to be able to read fluently.	80 of 96	48 of 48	21 of 24	
Settings (Scored Once): 36 of 36	* Nonscorable entry for this skill area. See back of this report for definitions.			

SCIENCE RESULTS — **Benjamin's Score = 724 (Independent)**

The table below shows the number of points Benjamin scored in each of the Science skill areas.	Performance Points	Context Points	Level of Assistance Points	* NS Entries Max=2
SCIENCE — **Life Science** Students shall demonstrate and apply knowledge of living systems, life cycles, reproduction and heredity, and populations and ecosystems using appropriate safety procedures, equipment, and technology.	56 of 64	32 of 32	12 of 16	
Physical Science Students shall demonstrate and apply knowledge of matter, including properties and changes, motions and forces, and energy and transfer of energy using appropriate safety procedures, equipment, and technology.	52 of 64	32 of 32	14 of 16	
Earth and Space Science Students shall demonstrate and apply knowledge of Earth's structure and properties, Earth's history, and objects in the universe using appropriate safety procedures, equipment, and technology.	57 of 64 *	32 of 32 *	13 of 16 *	MP-B
Settings (Scored Once): 20 of 24	* Nonscorable 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

The Class Roster Report is a one-sided, single-page or multi-page report depending on the number of students, providing a list of students and the results for those students who participated in the Arkansas Alternate Portfolio Assessment. A separate Class Roster Report is provided for each grade level. An additional Class Roster Report with science scores is also provided at grades 5 and 7. The class name appearing on the report reflects the teacher name coded on the Student Demographic Information Forms. A sample of this report is provided on pages 10 and 11.

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. The following information is included on the Class Roster Report:

- The mean scale scores for the school, district, region, and state in mathematics and literacy or in science 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 for each subject.
- All students within the classroom/group are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the Arkansas Alternate Portfolio Assessment results for each student provided by subject in the columns that follow. All of the 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 ID number.
- Following the listing of students, the class averages for each subject are provided. Class averages do not include 1st Year LEP student scores.

Class Roster Report (Mathematics and Literacy)

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

Grade 7 Alternate Portfolio Assessment
IEP CLASS ROSTER REPORT

Date of Test: March 2014
Page: 1

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

Mean Scale Score for School/District/Region/State

	School	District	Region	State
Mathematics	**713**	**713**	**720**	**715**
Literacy	**712**	**712**	**710**	**706**

Performance Level Scale Scores

	Not Evident (NE)	Emergent (E)	Supported Independence (SI)	Functional Independence (FI)	Independent (I)
Mathematics	674 and below	675–704	705–711	712–719	720 and above
Literacy	604 and below	605–662	663–697	698–712	713 and above

Student Information		MATHEMATICS						LITERACY											
		PERFORMANCE LEVEL	MATHEMATICS SCLAE SCORE	Performance	Context	Level of Assiistance	Settings	PERFORMANCE LEVEL	LITERACY SCALE SCORE	ORAL AND VISUAL COMMUNICATION			WRITING			READING			Settings
										Performance	Context	Level of Assistance	Performance	Context	Level of Assistance	Performance	Context	Level of Assitance	
Points Possible				**320**	**160**	**80**	**40**			**96**	**48**	**24**	**96**	**48**	**24**	**96**	**48**	**24**	**36**
Name	Student ID #																		
AMWAY, JOHN Q	**8060251995**	**E**	**693**	**232**	**132**	**70**	**20**	**I**	**716**	**76**	**48**	**18**	**76**	**46**	**22**	**80**	**48**	**21**	**36**
BIYDREAM, JEAN	**8060251994**	**I**	**727**	**308**	**160**	**42**	**35**	**FI**	**708**	**56**	**32**	**14**	**96**	**48**	**16**	**88**	**48**	**16**	**36**
CANCRON, MARV	**8060241923**	**I**	**724**	**320**	**158**	**26**	**35**	**FI**	**708**	**64**	**32**	**14**	**96**	**48**	**24**	**76**	**48**	**14**	**36**
DUNKIRK, BLINEY	**8060231855**	**SI**	**706**	**252**	**142**	**72**	**22**	**I**	**714**	**72**	**48**	**16**	**84**	**48**	**16**	**80**	**48**	**18**	**36**
CLASS AVERAGE:			**713**	**278**	**148**	**53**	**28**		**711**	**67**	**40**	**16**	**88**	**48**	**20**	**81**	**48**	**17**	**36**

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.

Class Roster Report (Science)

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

Grade 7 Alternate Portfolio Assessment
IEP CLASS ROSTER REPORT

Date of Test: March 2014
Page: 1

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

Mean Scale Score for School/District/Region/State

	School	District	Region	State
Science	**713**	**713**	**716**	**713**

Performance Level Scale Scores

	Not Evident (NE)	Emergent (E)	Supported Independence (SI)	Functional Independence (FI)	Independent (I)
Science	670 and below	671–687	688–702	703–716	717 and above

Student Information		SCIENCE					
		PERFORMANCE LEVEL	SCIENCE SCALE SCORE	Performance	Context	Level of Assistance	Settings
Points Possible				**192**	**96**	**48**	**24**
Name	Student ID #						
AMWAY, JOHN Q	**8060251995**	**SI**	**693**	**150**	**82**	**38**	**20**
BIYDREAM, JEAN	**8060251994**	**I**	**727**	**172**	**86**	**43**	**21**
CANCRON, MARV	**8060241923**	**I**	**724**	**123**	**60**	**35**	**12**
DUNKIRK, BLINEY	**8060231855**	**FI**	**706**	**156**	**63**	**39**	**17**
CLASS AVERAGE:			**713**	**150**	**73**	**39**	**18**

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

The School Roster Report is a one-sided, single-page or multi-page report depending on the number of students, providing a list of students and the results for those students who participated in the Arkansas Alternate Portfolio Assessment. An additional School Roster Report with science scores is provided at grades 5 and 7. The school information appearing 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 pages 13 and 14.

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. The following information is provided on the School Roster Report:

- The mean scale scores for the school, district, region, and state in mathematics and literacy or in science 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 for each subject.
- All students in the school are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the Arkansas Alternate Portfolio Assessment results for each student provided by subject in the columns that follow. All of the 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 ID number.
- Following the listing of students, the school averages for each subject are provided. School averages do not include 1st Year LEP student scores.

School Roster Report (Mathematics and Literacy)

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

Grade 7 Alternate Portfolio Assessment
IEP SCHOOL ROSTER REPORT

Date of Test: March 2014
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

	School	District	Region	State
Mathematics	**713**	**713**	**720**	**715**
Literacy	**712**	**712**	**710**	**706**

Performance Level Scale Scores

	Not Evident (NE)	Emergent (E)	Supported Independence (SI)	Functional Independence (FI)	Independent (I)
Mathematics	674 and below	675–704	705–711	712–719	720 and above
Literacy	604 and below	605–662	663–697	698–712	713 and above

Student Information		MATHEMATICS						LITERACY												
										ORAL AND VISUAL COMMUNICATION			WRITING			READING			
		PERFORMANCE LEVEL	MATHEMATICS SCLAE SCORE	Performance	Context	Level of Assistance	Settings	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Performance	Context	Level of Assistance	Performance	Context	Level of Assistance	Performance	Context	Level of Assitance	Settings
Points Possible				**320**	**160**	**80**	**40**			**96**	**48**	**24**	**96**	**48**	**24**	**96**	**48**	**24**	**36**
Name	Student ID #																		
AMWAY, JOHN Q	**8060251995**	**E**	**693**	**232**	**132**	**70**	**20**	**I**	**716**	**76**	**48**	**18**	**76**	**46**	**22**	**80**	**48**	**21**	**36**
BIYDREAM, JEAN	**8060251994**	**I**	**727**	**308**	**160**	**42**	**35**	**FI**	**708**	**56**	**32**	**14**	**96**	**48**	**16**	**88**	**48**	**16**	**36**
CANCRON, MARV	**8060241923**	**I**	**724**	**320**	**158**	**26**	**35**	**FI**	**708**	**64**	**32**	**14**	**96**	**48**	**24**	**76**	**48**	**14**	**36**
DUNKIRK, BLINEY	**8060231855**	**SI**	**706**	**252**	**142**	**72**	**22**	**I**	**714**	**72**	**48**	**16**	**84**	**48**	**16**	**80**	**48**	**18**	**36**
SCHOOL AVERAGE:			**713**	**278**	**148**	**53**	**28**		**711**	**67**	**40**	**16**	**88**	**48**	**20**	**81**	**48**	**17**	**36**

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 (SCIENCE)

ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

Grade 7 Alternate Portfolio Assessment
IEP SCHOOL ROSTER REPORT

Date of Test: March 2014
Page: 1

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

Science

Mean Scale Score for School/District/Region/State

School	District	Region	State
713	**713**	**716**	**713**

Performance Level Scale Scores

Not Evident (NE)	Emergent (E)	Supported Independence (SI)	Functional Independence (FI)	Independent (I)
670 and below	671–687	688–702	703–716	717 and above

Science

Student Information		SCIENCE					
		PERFORMANCE LEVEL	SCIENCE SCALE SCORE	Performance	Context	Level of Assistance	Settings
Points Possible				192	96	48	24
Name	Student ID #						
AMWAY, JOHN Q	8060251995	SI	693	150	82	38	20
BIYDREAM, JEAN	8060251994	I	727	172	86	43	21
CANCRON, MARV	8060241923	I	724	123	60	35	12
DUNKIRK, BLINEY	8060231855	FI	706	156	63	39	17
SCHOOL AVERAGE:			713	150	73	39	18

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

The School Profile is a one-page, two-sided report, providing an overview of the school's results for the Arkansas Alternate Portfolio Assessment. 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 separate School Profile will be provided for each subject by grade level. A combined School Profile for all subjects at grades 3–8 will also be provided as a four-page booklet.

A sample of a School Profile is provided on pages 17 and 18. A sample of the combined School Profile for all subjects at grades 3–8 is provided on pages 19–21.

The following information is provided on the School Profile (separated by grade and subject):

- 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.
  - Each line (row) identifies the scoring domain and the points possible and average points earned within each strand.
  - The first column under each strand in the "Average Points Scored" table provides possible raw score points for each domain. The second column under each strand provides the average raw score points 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 School and District Profiles. The District Profile provides an overview of the district's results for the 2013–2014 Arkansas Alternate Portfolio Assessment. The School and District Profiles are set up identically to one another, except that the district report does not contain data specific to each school.

The following information is provided on the School Profile (grades 3–8, all subjects):

- Performance Summary
  - The "Performance Level Score Ranges" tables are located on page 1 of the School Profile and identify the performance level score ranges for each subject (mathematics, literacy, and science) by grade level.
  - The "Number and Percent of Students" tables are located on page 2 (mathematics and literacy) and page 3 (science).
  - The "Number and Percent of Students" tables provide the number and percent of students in each grade and subject within the school participating in the Arkansas Alternate Portfolio Assessment who scored at each performance level. The number of students tested and mean scale score for each grade and subject are also provided.
  - The "Average Points Scored" table is located at the bottom of page 3 and is separated by subject. The table provides the possible points and average points scored by grade within each scoring domain.

School Profile (separated by grade and subject, page 1)

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ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

SCHOOL PROFILE – GRADE 11

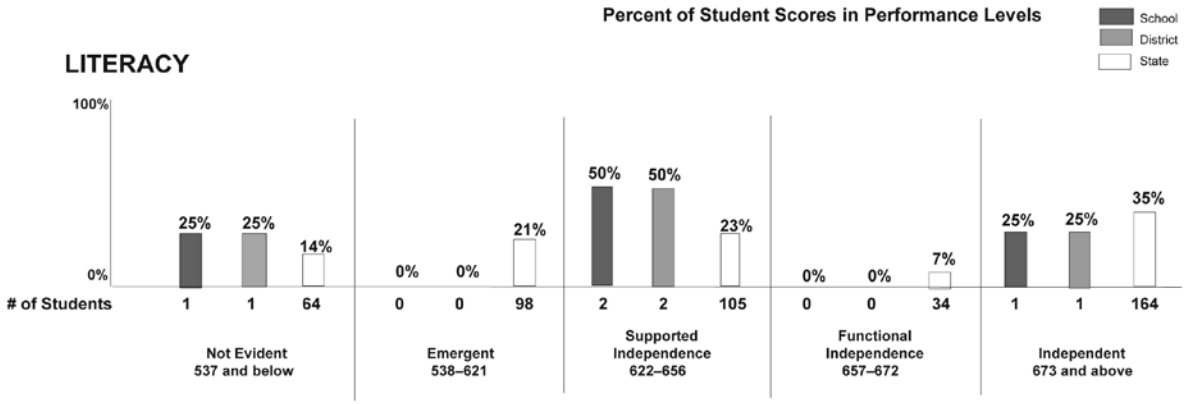
District: **Arkansas School District (99-99)**
School: **Arkansas School (99-99-999)**
Test Date: **March 2014**

ALTERNATE PORTFOLIO ASSESSMENT
Grade 11 Literacy

The Alternate Portfolio Assessment for Students with Disabilities at Grade 11 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 the area of English Language Arts. This School Profile provides a summary of your School's overall performance on this assessment for Grade 11 students in Literacy. 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 Literacy 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 Literacy strand.

LITERACY	Oral & Visual Communication		Writing		Reading	
	Possible Points	Average Points	Possible Points	Average Points	Possible Points	Average Points
Performance	96	80	96	63	96	85
Context	48	48	48	31	48	45
Level of Assistance	24	24	24	16	24	23

Settings (Scored once) Possible Points: 36 Average Points: 36

Page 1

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School Profile (separated by grade and subject, page 2)

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SCHOOL PROFILE – GRADE 11

Performance Summary

The following table provides a summary of the number and percent of students at each performance level in Grade 11 Literacy in your School, District, and the State.

Number and Percent of Students at Each Performance Level

Performance Level	School	District	State
Independent	1	1	164
	25%	**25%**	**35%**
Functional Independence	0	0	34
	0%	**0%**	**7%**
Supported Independence	2	2	105
	50%	**50%**	**23%**
Emergent	0	0	98
	0%	**0%**	**21%**
Not Evident	1	1	64
	25%	**25%**	**14%**
Number of Students Tested	4	4	465
Average Scale Score	**705**	**705**	**700**

Page 2

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School Profile (grades 3–8, all subjects, page 1)

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ACTAAP
Arkansas Comprehensive Testing, Assessment, and Accountability Program

SCHOOL PROFILE

District: **Arkansas School District (99-99)**
School: **Arkansas Middle School (99-99-999)**
Test Date: **March 2014**

ALTERNATE PORTFOLIO ASSESSMENT
Grades 3–8, All Subjects

The Alternate Portfolio Assessment for Students with Disabilities at Grades 3–8 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 Frameworks in the areas of Mathematics, English Language Arts, and Science. This School Profile provides a summary of your School's overall performance on this assessment. Data for 1st Year LEP students are not included unless specifically noted. Additional detail is provided in the accompanying roster reports.

Performance Summary

The following tables show the Performance Level Score Ranges and number and percent of students in each grade and subject in your School participating in the Alternate Portfolio Assessment who scored at each performance level. The Mean Scale Score for each grade and subject is also provided.

PERFORMANCE LEVEL SCORE RANGES

	MATHEMATICS					LITERACY				
Level ----- Grade	Not Evident	Emergent	Supported Indepen-dence	Functional Indepen-dence	Independent	Not Evident	Emergent	Supported Indepen-dence	Functional Indepen-dence	Independent
3	633 & below	634–681	682–688	689–712	713 & above	619 & below	620–654	655–693	694–725	726 & above
4	637 & below	638–685	686–693	694–705	706 & above	641 & below	642–669	670–696	697–717	718 & above
5	633 & below	634–689	690–698	699–718	719 & above	591 & below	592–645	646–693	694–718	719 & above
6	655 & below	656–696	697–704	705–715	716 & above	592 & below	593–658	659–693	694–709	710 & above
7	674 & below	675–704	705–711	712–719	720 & above	604 & below	605–662	663–697	698–712	713 & above
8	689 & below	690–710	711–719	720–721	722 & above	587 & below	588–668	669–703	704–711	712 & above

	SCIENCE				
Level ----- Grade	Not Evident	Emergent	Supported Indepen-dence	Functional Indepen-dence	Independent
5	676 & below	677–701	702–708	709–718	719 & above
7	670 & below	671–687	688–702	703–716	717 & above

Page 1

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SCHOOL PROFILE (GRADES 3–8, ALL SUBJECTS, PAGE 2)

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SCHOOL PROFILE

Performance Summary - (continued)

MATHEMATICS

Grade	Number Tested/ Mean Scale Score	Number and Percent of Students														
		Not Evident			Emergent			Supported Independence			Functional Independence			Independent		
		School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
3																
4																
5																
6	2	0	0	65	0	0	99	0	0	35	0	0	60	2	2	212
	729	**0%**	**0%**	**14%**	**0%**	**0%**	**21%**	**0%**	**0%**	**7%**	**0%**	**0%**	**13%**	**100%**	**100%**	**45%**
7	1	0	0	104	0	0	102	0	0	45	0	0	43	1	1	161
	732	**0%**	**0%**	**23%**	**0%**	**0%**	**22%**	**0%**	**0%**	**10%**	**0%**	**0%**	**9%**	**100%**	**100%**	**35%**
8	4	2	2	162	0	0	79	0	0	35	1	1	16	1	1	173
	699	**50%**	**50%**	**35%**	**0%**	**0%**	**17%**	**0%**	**0%**	**8%**	**25%**	**25%**	**3%**	**25%**	**25%**	**37%**

LITERACY

Grade	Number Tested/ Mean Scale Score	Number and Percent of Students														
		Not Evident			Emergent			Supported Independence			Functional Independence			Independent		
		School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
3																
4																
5																
6	2	0	0	27	0	0	50	0	0	117	0	0	61	2	2	216
	731	**0%**	**0%**	**6%**	**0%**	**0%**	**11%**	**0%**	**0%**	**25%**	**0%**	**0%**	**13%**	**100%**	**100%**	**46%**
7	1	0	0	36	0	0	61	1	1	121	0	0	65	0	0	172
	699	**0%**	**0%**	**8%**	**0%**	**0%**	**13%**	**100%**	**10%**	**27%**	**0%**	**0%**	**14%**	**0%**	**0%**	**36%**
8	4	1	1	64	0	0	98	2	2	105	0	0	34	1	1	164
	705	**25%**	**25%**	**14%**	**0%**	**0%**	**21%**	**50%**	**50%**	**23%**	**0%**	**0%**	**7%**	**25%**	**25%**	**35%**

Page 2

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School Profile (grades 3–8, all subjects, page 3)

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SCHOOL PROFILE

Performance Summary - (continued)

SCIENCE

Grade	Number Tested/ Mean Scale Score	Number and Percent of Students														
		Not Evident			Emergent			Supported Independence			Functional Independence			Independent		
		School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
5																
7	1	0	0	104	0	0	102	0	0	45	0	0	43	1	1	161
	723	**0%**	**0%**	**23%**	**0%**	**0%**	**22%**	**0%**	**0%**	**10%**	**0%**	**0%**	**9%**	**100%**	**100%**	**35%**

Average Points Scored

	Possible Points	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
MATHEMATICS							
Performance	320	N/A	N/A	N/A	316	320	246
Context	160	N/A	N/A	N/A	158	152	132
Level of Assistance	80	N/A	N/A	N/A	77	70	70
Settings	40	N/A	N/A	N/A	35	40	35
LITERACY							
Oral & Visual Communication							
Performance	96	N/A	N/A	N/A	96	60	80
Context	48	N/A	N/A	N/A	48	30	48
Level of Assistance	24	N/A	N/A	N/A	24	12	24
Writing							
Performance	96	N/A	N/A	N/A	96	92	63
Context	48	N/A	N/A	N/A	47	40	31
Level of Assistance	24	N/A	N/A	N/A	23	24	16
Reading							
Performance	96	N/A	N/A	N/A	94	96	85
Context	48	N/A	N/A	N/A	44	42	45
Level of Assistance	24	N/A	N/A	N/A	24	24	23
Settings	36	N/A	N/A	N/A	36	36	36
SCIENCE							
Performance	192	N/A	N/A	190	N/A	192	N/A
Context	96	N/A	N/A	90	N/A	94	N/A
Level of Assistance	48	N/A	N/A	40	N/A	42	N/A
Settings	24	N/A	N/A	24	N/A	24	N/A

N/A = not assessed at this grade

Page 3

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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 literacy, mathematics, or 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 literacy, mathematics, or 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 literacy, mathematics, or 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 literacy, mathematics, or 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 literacy, mathematics, or science skills being assessed.

Note: The specific performance level descriptors for each grade and content can be found on the ADE website.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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