ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Report Interpretation Guide

Arkansas Alternate Portfolio Assessment for Students with Disabilities Grade 9 Mathematics

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 Grade 9 Mathematics*. 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 9 Mathematics*. 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 Grade 9 Mathematics* allows for a collection of student work as evidence of student performance on tasks aligned to the Arkansas Curriculum Frameworks in the area of Mathematics. 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.

Frequently Asked Questions

The following are commonly asked questions regarding the *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 9 Mathematics* 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 9 Mathematics*?**

   The *Arkansas Alternate Portfolio Assessment for Students with Disabilities in Grade 9 Mathematics* should be administered to all students with disabilities in grade 9 who are not enrolled in Algebra I or Geometry (or equivalent courses) and will not be assessed with the ACTAAP *Algebra I* or *Geometry End-of-Course Examinations*.

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 9 Mathematics who are not enrolled in Algebra I or Geometry (or equivalent courses) and will not be assessed with the ACTAAP *Algebra I* or *Geometry End-of-Course Examinations*. 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 Grade 9 Mathematics 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, introduces the report.
- Overall Test Results/Mathematics 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 Mathematics Results by strand are located on the lower right side of the page. The strands and skill areas directly align with the *Arkansas Algebra I* and *Geometry Mathematics 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 9 – ALTERNATE PORTFOLIO ASSESSMENT
IEP STUDENT REPORT – MATHEMATICS

For the Family of
JOHN A OLSEN

Test Date:	*March 2014*
Birth Date:	*07-21-1998*
School Name:	*Arkansas School (99-99-999)*
District Name:	*Arkansas School District (99-99)*

Dear Family,

Recently, John participated in the Arkansas Alternate Portfolio Assessment for Grade 9 Mathematics. Skills assessed on this test are based on the Arkansas Curriculum Framework for Mathematics.

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

Sincerely,

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

John's Overall Test Results

Mathematics Scale Score

250	**Independent**—Students demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematics 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.
200	**Functional Independence**—Students demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematics 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.
150	**Supported Independence**—Students demonstrate a partial or minimal ability to apply mathematics 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.
100	**Emergent**—Students are just beginning to show understanding or use of mathematics 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 mathematics skills being assessed.

John's score of **160**
is at the **Supported Independence** Level

Mathematics Results

	The table below shows the number of points John scored in each of the Mathematics (Algebra I and Geometry) skill areas.	Performance Points	Context Points	Level of Assistance Points	* NS Entries Max = 2
ALGEBRA I STRANDS	Language of Algebra	24 of 32	10 of 16	7 of 8	
	Solving Equations and Inequalities	20 of 32	12 of 16	5 of 8	
	Linear Functions	26 of 32	8 of 16	4 of 8	
	Non-linear Functions	16 of 32	11 of 16	4 of 8	
	Data Interpretation and Probability	25 of 32	9 of 16	6 of 8	
GEOMETRY STRANDS	Language of Geometry	24 of 32	10 of 16	6 of 8	
	Triangles	20 of 32	11 of 16	4 of 8	
	Measurement	26 of 32	9 of 16	5 of 8	
	Relationships between Two and Three Dimensions	18 of 32 *	12 of 16 *	4 of 8 *	NS-A
	Coordinate Geometry and Transformations	25 of 32	8 of 16	7 of 8	

* 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

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 for Grade 9 Mathematics. 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 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 9 Mathematics. 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) in the left column with the Arkansas Alternate Portfolio Assessment results for each student provided 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 are provided. Class averages do not include 1st Year LEP student scores.

Class Roster Report

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Arkansas Comprehensive Testing, Assessment, and Accountability Program

Grade 9 Mathematics Alternate Portfolio Assessment
IEP CLASS ROSTER REPORT

Date of Test: March 2014

Page: 1

	Mean Scale Score for School/District/Region/State			
	School	District	Region	State
Mathematics	**202**	**202**	**189**	**192**

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)
Mathematics	99 and below	100–149	150–199	200–249	250 and above

Student Information		MATHEMATICS				
		PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Performance	Context	Level of Assistance
Points Possible				**320**	**160**	**80**
Name	Student ID #					
AMWAY, JOHN Q	**8060251995**	**I**	**280**	**300**	**150**	**70**
BIYDREAM, JEAN	**8060251994**	**SI**	**173**	**175**	**130**	**42**
CANCRON, MARV	**8060241923**	**NE**	**068**	**65**	**86**	**26**
DUNKIRK, BLINEY	**8060231855**	**I**	**285**	**305**	**151**	**72**
CLASS AVERAGE:			**202**	**211**	**129**	**53**

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 for Grade 9 Mathematics. 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 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 9 Mathematics. 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) in the left column with the Arkansas Alternate Portfolio Assessment results for each student provided 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 are provided. School averages do not include 1st Year LEP student scores.

School Roster Report

Grade 9 Mathematics 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	**202**	**202**	**189**	**192**

Performance Level Scale Scores

	Not Evident (NE)	Emergent (E)	Supported Independence (SI)	Functional Independence (FI)	Independent (I)
Mathematics	99 and below	100–149	150–199	200–249	250 and above

Student Information		MATHEMATICS				
		PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Performance	Context	Level of Assistance
Points Possible				**320**	**160**	**80**
Name	Student ID #					
AMWAY, JOHN Q	**8060251995**	**I**	**280**	**300**	**150**	**70**
BIYDREAM, JEAN	**8060251994**	**SI**	**173**	**175**	**130**	**42**
CANCRON, MARV	**8060241923**	**NE**	**068**	**65**	**86**	**26**
DUNKIRK, BLINEY	**8060231855**	**I**	**285**	**305**	**151**	**72**
SCHOOL AVERAGE:			**202**	**211**	**129**	**53**

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 for Grade 9 Mathematics. 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 column in the "Average Points Scored" table provides possible raw score points for each domain. The following 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 School and District Profiles. The District Profile provides an overview of the district's results for the 2013–2014 Arkansas Alternate Portfolio Assessment for Grade 9 Mathematics. 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.

SCHOOL PROFILE (PAGE 1)

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Arkansas Comprehensive Testing, Assessment, and Accountability Program

SCHOOL PROFILE – GRADE 9

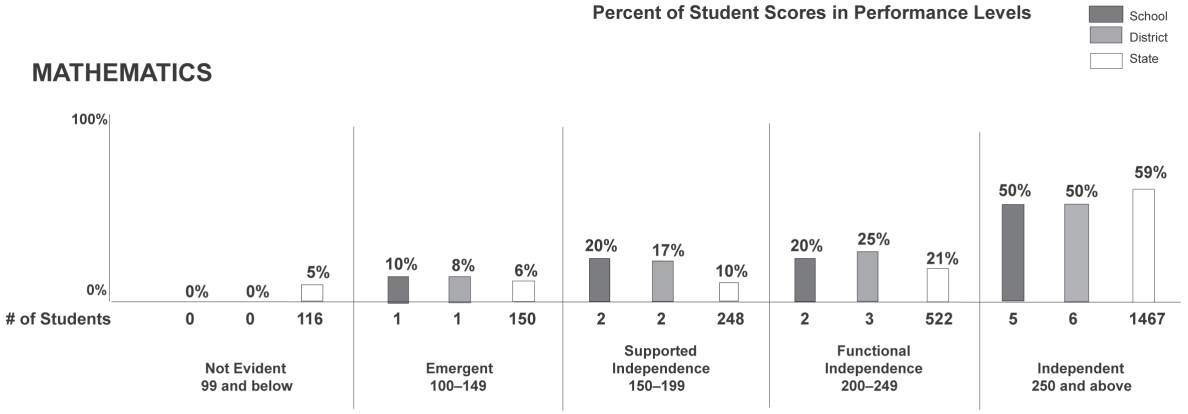
District: **Arkansas School District (99-99)**
School: **Arkansas School (99-99-999)**
Test Date: **March 2014**

ALTERNATE PORTFOLIO ASSESSMENT
Grade 9 Mathematics

The Alternate Portfolio Assessment for Students with Disabilities at Grade 9 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 Mathematics. This School Profile provides a summary of your School's overall performance on this assessment for Grade 9 students in Mathematics. 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 Grade 9 Mathematics for your School, District, and the State.



Average Points Scored

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

GRADE 9 MATHEMATICS	Possible Points	ALGEBRA I STRANDS					GEOMETRY STRANDS				
		Language of Algebra	Solving Equations and Inequalities	Linear Functions	Non-linear Functions	Data Interpretation and Probability	Language of Geometry	Triangles	Measurement	Relationships between Two and Three Dimensions	Coordinate Geometry and Transformations
Performance	320	26	29	25	25	20	24	25	23	23	26
Context	160	16	16	16	16	11	16	16	14	15	16
Level of Assistance	80	7	7	7	7	5	7	7	6	7	7

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 9

Performance Summary

The following table provides a summary of the number and percent of students at each performance level in Grade 9 Mathematics in your School, District, and the State.

Number and Percent of Students at Each Performance Level

Performance Level	School	District	State
Independent	5	6	1467
	50%	**50%**	**59%**
Functional Independence	2	3	522
	20%	**25%**	**21%**
Supported Independence	2	2	248
	20%	**17%**	**10%**
Emergent	1	1	150
	10%	**8%**	**6%**
Not Evident	0	0	116
	0%	**0%**	**5%**
Number of Students Tested	10	12	2503
Average Scale Score	**233**	**234**	**241**

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 mathematics 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 mathematics 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 mathematics 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 mathematics 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 mathematics skills being assessed.

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

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Arkansas Comprehensive Testing, Assessment, and Accountability Program

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

QAI 12615-RIG AR1401

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