Alternate Assessment
*Today and Tomorrow*

2012
Office of Assessment and Accountability
APTA Eligibility Criteria

• The student must have a current IEP and is **only** assessed by APTA when *instructed by the Extended Standards*.

• Reasons why a student cannot participate in *WESTEST 2* must be clearly stated in the students IEP.

• Criteria for participation in APTA is found within the *West Virginia Guidelines for Participation in State Assessments* and *Policy 2419*.
Making Sound Decisions

• Focus on the standards of instruction which a student will be taught.
• Use the APTA practice tests and share them with all IEP team members including parents.
• Remember the long term individual impact that an assessment decision implies: modified diploma, limited access to curriculum and opportunities.
Navigating the Extended Standards

West Virginia Extended Academic Content Standards and Performance Descriptors
For Students with the Most Significant Cognitive Disabilities

GRADE THREE EXTENDED READING
CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS

Reading and English Language Arts Content Standards and Objectives

Standard 1: Reading (RLA.S.3.1)
Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by
- identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written and application) and
- selecting a wide variety of literature and diverse media to develop independence as readers.

Essence of Standard: The student will use listening skills, words, symbols, pictures, objects and/or gestures to obtain information and/or perform a task.

<table>
<thead>
<tr>
<th>Grade Level Objectives</th>
<th>Extended Grade Level Standards</th>
<th>Performance Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLA.O.3.1.01 identify and practice appropriate sight words and content vocabulary.</td>
<td>RLA.3.1.ES.1 identify a picture that represents a word or object.</td>
<td>RLA.PD.3.1.ES.1</td>
</tr>
</tbody>
</table>
| RLA.O.3.1.02 identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multiple-meaning words). | | Level IV students perform the following complex task without assistance: Student will:
- Recognize sight words.
  EX: Play a game (e.g., Sight/Survival Word Bingo, Scrabble Jr.).
  EX: Concentration - matching vocabulary word with simple definition.
- Level III students perform the following without assistance:
  Student will:
  - Identify a picture that represents a word or object.
  EX: Find an object in the room that matches the word.
  EX: Concentration - match vocabulary word to vocabulary word or picture. |
| RLA.O.3.1.03 apply tiered levels of vocabulary in speaking and reading experiences. | | |

Students taking WESTEST 2

Students on APTA
Assessment Accommodations

- Purpose of the guidelines is to provide policy guidance for determining the appropriate assessments and accommodations for all students.
- Guidelines are referenced by Policies 2340, West Virginia Measures of Academic Progress; 2419, Regulations for the Education of Students with Exceptionalities; and 2417, Programs of Study for Limited English Proficiency Students.
How do we determine participation in state assessments?

• *All APTA* students have an IEP and are required to participate in the *grade level* at which they are enrolled in WVEIS.

• The IEP team determines *how* the student participates:
  o Standard conditions for all APTA students.
  o Standard conditions *with accommodations* (braille version) *All WVS.326 process and monitoring requirements apply.*
  o APTA is constructed to allow students to access the assessment in the manner provided during instruction.
Assessment Decision

INDIVIDUALIZED EDUCATION PROGRAM

Student’s Full Name _______________________________ DATE ________________

PART VII: Statewide Testing: (Please check all appropriate boxes)
1) Indicate the appropriate WV Measures of Academic Progress Assessment and 2) check standard conditions or standard conditions w/ accommodations.

<table>
<thead>
<tr>
<th>WESTEST 2 Grades 3-11</th>
<th>Alternate Assessment (APTA) Grades 3-8 &amp; 11 (MA &amp; RLA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WESTEST 2 Online Writing Grades 3-11</td>
<td>Alternate Assessment (APTA) Grades 4, 6 &amp; 11 (Science)</td>
</tr>
</tbody>
</table>

A) Standard Conditions □ A) Standard Conditions □
B) Standard Conditions w/ Accommodations □ B) Standard Conditions w/ Accommodations □

NOTE: For APTA eligibility, the student must exhibit significant cognitive disabilities, be instructed through Alternate Academic Achievement Standards, and be pursuing a modified diploma (age 14+). APTA is large print formatted. Justification for APTA: _____

<table>
<thead>
<tr>
<th>WVEIS Code</th>
<th>Standard Conditions: with Accommodations</th>
<th>Specify the test or the part of the test*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check all that apply</td>
<td>WVEIS Codes:  P - Presentation  R - Response  T - Timing</td>
</tr>
<tr>
<td>□ P02</td>
<td>Have test read aloud verbatim (except WESTEST 2 R/LA)</td>
<td></td>
</tr>
<tr>
<td>□ P03</td>
<td>Use braille or other tactile form of print</td>
<td></td>
</tr>
<tr>
<td>□ P06</td>
<td>Have test presented through sign language (except WESTEST 2 R/LA)</td>
<td></td>
</tr>
<tr>
<td>□ P13</td>
<td>Have test presented through text-talk converter (WESTEST 2 Online Writing; or VI if routine)</td>
<td></td>
</tr>
<tr>
<td>□ P15</td>
<td>Have directions only read aloud (acceptable for WESTEST 2 R/LA)</td>
<td></td>
</tr>
<tr>
<td>□ P16</td>
<td>Have directions presented through sign language (acceptable for WESTEST 2 R/LA)</td>
<td></td>
</tr>
<tr>
<td>□ P17</td>
<td>Use secure electronic braille note-taker (for directions &amp; test stimulus materials)</td>
<td></td>
</tr>
<tr>
<td>□ P18</td>
<td>Have directions rephrased by trained examiner</td>
<td></td>
</tr>
<tr>
<td>□ P19</td>
<td>Use large print edition (when it is typical access)</td>
<td></td>
</tr>
<tr>
<td>□ P20</td>
<td>Use tactile graphics</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Decisions

- Assessment decisions are made *prior* to testing.
- The only way to change the listed accommodation(s) is by holding an appropriate IEP meeting.
- The special education monitoring or caseload teacher should assure assessment accommodations are provided.
- Assessment accommodations should be *consistent* with instructional supports.
APTA Practice on the Extended Standards

• Items written by WV special education teachers and aligned within grade and across grades

• Allows students to have **practice for APTA** so they become familiar with the test format and the concepts contained within the extended standards.
Practice Test Items

Items were developed from the extended standards

Grades 3-8 and 11 RLA and Math

Grades 4, 6 and 10 Science

Available in paper pencil and on two Platforms- Acuity and Boardmaker
Extended Standards Practice Items

• Practice items are aligned to match the APTA test map and depth of knowledge for each extended standard objective.

• Practice items in Acuity and Boardmaker use same APTA format and scoring methods
Alternate Performance Task Assessment (APTA)

• APTA assesses three content areas: Reading Language Arts and Mathematics (grades 3-8 and 11) and Science (grades 4, 6, and 10).

• APTA is projected to be the summative assessment until 2014-2015
Important Dates

Test Materials Distributed to County Test Coordinator*  
April 9-13, 2012

APTA TESTING WINDOW  
(includes make-up)  
April 23, 2012 - May 4, 2012  
Reading/Language Arts and Mathematics  
Grades 3-8 and 11  
Science  
Grades 4, 6 and 10

Secure Test Materials Returned to County Test Coordinator  
May 8, 2012

Test Materials Received by the Office of Assessment and Accountability  
May 11, 2012
Review of Assessment Training Materials

- Examiners Manual Review
- Manipulative lists by grade and content
- Review procedures
- WVS.326 Braille is the ONLY accommodation for students who take the alternate assessment
APTA
Guide to Understanding the Parent/Student Report

Student Report
SAMPLE STUDENT

Grade: 4

Purpose:
APTA is an alternate assessment that measures student achievement of the extended West Virginia Content Standards and Objectives. This report summarizes student performance on APTA, the alternate version of Westest.

Performance Level Results by Content Area

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Mathematics</th>
<th>Reading/Language Arts</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Mastery</td>
<td>Raw Score Range</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>84-114</td>
<td></td>
<td>147-up</td>
</tr>
<tr>
<td>Mastery</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Raw Score Range</td>
<td>Raw Score Range</td>
<td>Raw Score Range</td>
</tr>
<tr>
<td></td>
<td>62-83</td>
<td>44-61</td>
<td>117-146</td>
</tr>
<tr>
<td>Partial Mastery</td>
<td>Raw Score Range</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24-61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice</td>
<td>Raw Score Range</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0-23</td>
<td>0-22</td>
<td>0-68</td>
</tr>
</tbody>
</table>

Student’s Raw Score
- Mathematics: 63
- Reading/Language Arts: 71
- Science: 147

Definitions
- Performance Levels: Performance Levels are levels of student mastery of the content areas. The levels are “Novice,” “Partial Mastery,” “Mastery,” and “Above Mastery.” (See reverse for detailed description.) The performance level indicates your child can consistently perform what is described for that level and the levels below. Your child may also be capable of performing some of the competencies described at higher levels, but not with the consistency to have attained those levels of performance. Please note — if a student does not complete the required number of test items to receive a score, an “Incomplete” will appear in the Student’s Raw Score box.

- Performance Level Descriptions: Describe the types of knowledge and skills associated with that level of performance with that content area and grade level. (See reverse for detailed description.)

- Raw Score: A score that reflects the total number of points your child earned (shown in BOLD). The highest possible Raw Score varies by content area and grade level. Please note that the Raw Scores cannot be compared across content areas.

- Raw Score Range: A range of scores that define the four performance levels of the West Virginia Alternate Performance Task Assessment. Specific points (cut scores) are used to determine performance levels. If a student’s score is within the Raw Score Range of a performance level, he/she is included in that performance level.

- ✓ – A check mark in the grid above indicates the Performance Level that your child has attained on the test. Please see reverse side of the report for an explanation of the skills your child has attained and of the skills your child could attain by moving to the next level of mastery.

Spring 2008

Birthdate: 06/03/1998
WVTSS: XXXXXXXXXX
Grade Level: 4

School: ANYSCHOOL
County: ANYCOUNTY
Performance Levels Descriptors

Level IV – Independent (Above Mastery)

Level III – Progressing Toward Independence (Mastery)

Level II – Supported (Partial Mastery)

Level I – Entry (Novice)
Cut Scores

• Each grade level has performance level cut scores
• The student’s score falls into one of four performance levels
• Student scores indicate if the student places at the bottom, middle or top of the cut score range
• Higher performance level can be achieved by answering a few more questions independently
# APTA Cut Scores

## Reading/Language Arts Cut Scores

<table>
<thead>
<tr>
<th>Novice</th>
<th>Partial Mastery</th>
<th>Mastery</th>
<th>Above Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-22</td>
<td>23-58</td>
<td>59-74</td>
<td>75-100</td>
</tr>
<tr>
<td>0-22</td>
<td>23-53</td>
<td>54-68</td>
<td>69-100</td>
</tr>
<tr>
<td>0-28</td>
<td>23-43</td>
<td>44-61</td>
<td>62-100</td>
</tr>
<tr>
<td>0-28</td>
<td>29-65</td>
<td>66-75</td>
<td>76-100</td>
</tr>
<tr>
<td>0-26</td>
<td>29-75</td>
<td>76-97</td>
<td>98-100</td>
</tr>
<tr>
<td>0-21</td>
<td>27-56</td>
<td>57-77</td>
<td>78-100</td>
</tr>
<tr>
<td></td>
<td>22-54</td>
<td>55-74</td>
<td>75-100</td>
</tr>
</tbody>
</table>

## Mathematics Cut Scores

<table>
<thead>
<tr>
<th>Novice</th>
<th>Partial Mastery</th>
<th>Mastery</th>
<th>Above Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>Nov-62</td>
<td>63-82</td>
<td>83-100</td>
</tr>
<tr>
<td>0-21</td>
<td>22-59</td>
<td>60-81</td>
<td>82-100</td>
</tr>
<tr>
<td>0-23</td>
<td>24-61</td>
<td>62-83</td>
<td>84-100</td>
</tr>
<tr>
<td>0-23</td>
<td>24-58</td>
<td>59-77</td>
<td>78-100</td>
</tr>
<tr>
<td>0-26</td>
<td>27-55</td>
<td>56-72</td>
<td>73-100</td>
</tr>
<tr>
<td>0-30</td>
<td>31-60</td>
<td>61-81</td>
<td>82-100</td>
</tr>
<tr>
<td>0-18</td>
<td>19-41</td>
<td>42-71</td>
<td>72-100</td>
</tr>
</tbody>
</table>

## Science Cut Scores

<table>
<thead>
<tr>
<th>Novice</th>
<th>Partial Mastery</th>
<th>Mastery</th>
<th>Above Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-68</td>
<td>69-116</td>
<td>117-146</td>
<td>147*</td>
</tr>
<tr>
<td>0-64</td>
<td>65-111</td>
<td>112-144</td>
<td>145*</td>
</tr>
<tr>
<td></td>
<td>59-104</td>
<td>105-135</td>
<td>136*</td>
</tr>
</tbody>
</table>

*Note: The cut scores for Science are not detailed in the provided table.*
Score Design

The level of assistance and the correct response determine the student score for MC and CR Items

<table>
<thead>
<tr>
<th>MC Items</th>
<th>CR Items (Rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I</td>
<td>3 Points</td>
</tr>
<tr>
<td>• P</td>
<td>2 Points</td>
</tr>
<tr>
<td>• F</td>
<td>1 Point</td>
</tr>
<tr>
<td>• NR/Unscorable</td>
<td>0 Points</td>
</tr>
<tr>
<td>• Incorrect Response</td>
<td>0 Points</td>
</tr>
</tbody>
</table>
PROMPTS

• I= Independent – Give student verbal script to facilitate a response to test item
• P=Partial – Use tactile cues that do not guide student to correct answer to facilitate a response
• F=Full-Physical – Use hand over/under hand to guide student to the correct response
Prompting Hierarchy

• **Independent Level Prompt**: Student understands/reads the question and chooses the answer.

• **Partial Level Prompt**: Examiner redirects the student to focus on words or pictures and the student chooses the answer.

• **Full Level Prompt**: Examiner reads/signs the item. The *student and the examiner* choose the correct answer.
Critical to Scoring

• **Prompt Level** - This information is **required** for a score to be given. This is the most common reason for students not receiving a score.

• Examiner will document the prompt level used by the student to respond to the item by placing an “X” or a “√” at one of these levels:
  – Independent (I)
  – Partial (P)
  – Full (F)
Remember: One answer for student response and one prompt level is necessary for scoring.
APTA : Student Page

coral  bee  fish
Common Errors that Prevent Scoring/Reporting

- No prompt level is marked
- Two prompts are marked
- No student response is marked
- Two or more responses are marked
- Student was given the wrong grade level test
READING COMPREHENSION

- **Independent Level**: Student understands or reads question and chooses answer *(Student reads the passage)*

- **Partial Level**: Examiner redirects student to focus; student chooses answer *(Student reads the passage)*

- **Full Level**: Examiner reads/signs item and student and examiner choose answer *(Teacher reads the passage)*
Reading Comprehension Items

• Do **not** read the sentence or story for the student until the student has had the opportunity to try it independently twice, then with a prompt (verbal or physical).

• If there is still no response the examiner reads the story and assists the students (hand-over-hand) to elicit a response.
If the teacher reads the story the item is marked at a full physical prompt. This is for reading comprehension items only.

The **student** must read the story.

If the teacher reads the story the item is marked at a full physical prompt. This is for reading comprehension items only.
Ben and his dad went fishing. Ben’s dad drove the boat. Ben liked the boat ride.

Who drove the boat?

Ben’s dad

Ben’s mom
EXAMINER'S PAGE

MATERIALS:
None

SCRIPT:
Direct student to story on the student page.

SAY –
It was 12 noon. John ordered pizza and sat down to eat his lunch.

SAY –
What time was it?

SAY–
What did John order for lunch?

ALTERNATE to “show me”:
Circle...
Sign...
Look at/Eye gaze....
Point to...

AT TYPE __________________________

STUDENT RESPONSE
Items 9 and 10

Response Item 1:
A. 12 Noon
B. 1 o’clock
C. Pizza
D. Hot Dog
_______ No Response

Response Item 2:
A. 12 Noon
B. 1 o’clock
C. Pizza
D. Hot Dog
_______ No Response

<table>
<thead>
<tr>
<th>Item #1</th>
<th>Prompt Level</th>
<th>Full</th>
<th>Partial</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Type</td>
<td>Write/Mark</td>
<td>Point</td>
<td>Eye Gaze</td>
<td>Sign</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Verbal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #2</th>
<th>Prompt Level</th>
<th>Full</th>
<th>Partial</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Type</td>
<td>Write/Mark</td>
<td>Point</td>
<td>Eye Gaze</td>
<td>Sign</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Verbal</td>
</tr>
</tbody>
</table>
Test Administration Reminders

• Test books will be mailed out prior to your testing window
• Administration includes Reading and Math (Grades 3-8 and 11) and Science Grades 4, 6, and 10)
• Books must be kept in a secure/locked location
• Books can be viewed before the test by trained examiners
• Tests may be administered in intervals
• Obtain all signed Security Agreements
TEST ADMINISTRATION
REMINDERS

• Books must be secure at all times when not being used to assess student

• Enter and verify bio information in test book

• An entire section must be completed in a one setting unless there is a medical or behavioral crisis

• Examiners prepare all manipulatives* prior to testing. No manipulatives will be provided.

* See manipulatives list in Examiner’s manual.
Student Information

STUDENT INFORMATION SHEET
(To Be Filled in by the Examiner)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Last Name</th>
<th>First Name</th>
<th>M.I.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Student WVEIS#: | | | |
|------------------|---|---|

<table>
<thead>
<tr>
<th>Birthdate:</th>
<th>Gender:</th>
<th>Grade Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>County:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity (Check Only 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Hispanic/Latino</td>
</tr>
<tr>
<td>☐ Not Hispanic/Latino</td>
</tr>
<tr>
<td>☐ American Indian</td>
</tr>
<tr>
<td>☐ Alaska Native</td>
</tr>
<tr>
<td>☐ Asian</td>
</tr>
<tr>
<td>☐ Black</td>
</tr>
<tr>
<td>☐ African American</td>
</tr>
<tr>
<td>☐ Native Hawaiian</td>
</tr>
<tr>
<td>☐ Other Pacific Islander</td>
</tr>
<tr>
<td>☐ White</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student IEP Status (Check ALL that applies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ LEP</td>
</tr>
<tr>
<td>☐ Migrant</td>
</tr>
<tr>
<td>☐ SES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exceptionality Codes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ AU-Autism</td>
</tr>
<tr>
<td>☐ BD-Emotional/Behavior Disorder</td>
</tr>
<tr>
<td>☐ CD-Speech/Language Impairment</td>
</tr>
<tr>
<td>☐ DB-Deaf/Blindness</td>
</tr>
<tr>
<td>☐ DF-Deafness</td>
</tr>
<tr>
<td>☐ HI-Hard of Hearing</td>
</tr>
<tr>
<td>☐ LD-Specific Learning Disability</td>
</tr>
<tr>
<td>☐ MD-Moderately Mentally Impaired</td>
</tr>
<tr>
<td>☐ MM-Mild Mental Impairment</td>
</tr>
<tr>
<td>☐ MS-Severe Mental Impairment</td>
</tr>
<tr>
<td>☐ OH-Other Health Impairment</td>
</tr>
<tr>
<td>☐ PH-Orthopedic Impairment</td>
</tr>
<tr>
<td>☐ VI-Blindness and Low Vision</td>
</tr>
<tr>
<td>☐ TB-Traumatic Brain Injury</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Instruction (CHECK ONLY 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 0-21% of School Day</td>
</tr>
<tr>
<td>☐ 22-60% of School Day</td>
</tr>
<tr>
<td>☐ 61-100% of School Day</td>
</tr>
<tr>
<td>☐ Separate Schooling</td>
</tr>
</tbody>
</table>
Examiner Requirements

• Must be a currently employed educator with a valid teaching license
• Should be the teacher of record
• Must be trained prior to test administration
• Must provide IEP accommodations
• Should be same person throughout testing
• Avoid the use of paraprofessionals and substitutes
Prior to Testing

- Practice using APTA practice tests
- Give one examiner manual to every teacher administering APTA.
- Prepare materials and manipulatives as listed in the Examiners Manual.
- Inform parents of testing dates
- Verify that all test booklets and examiner manuals have been delivered.
- Prepare any WVS.326 forms and provide a copy to the examiner. (braille)
- Obtain any Medically Fragile Exemptions-OEPA
During Testing

• Store test materials in a locked, secure, central location
• Distribute materials on testing days
• Collect and secure materials immediately following testing sessions
• Prepare *Security Checklist* and verify that it is properly used
• Document any students who are not assessed and reasons for exclusion
• Regularly monitor testing sessions
• Report testing violations immediately
Examiner Reminders for TEST ADMINISTRATION

• Student and/or examiner will record answers in test book
• From the test book read script verbatim
• Praise only at end of a testing section
• Do not provide feedback on correct/incorrect responses (no verbal, body, or facial ‘language’)
• Give student 4 chances to respond to each item
  o Independent (two opportunities)
  o Partial Prompting-redirect student (ex: tap book to refocus)
  o Full Physical Prompting (Hand over Hand)
After Testing

Principal/Building Level Coordinators collect & return the following to the County Test Coordinator:

- **All** test books
- Copies of APTA Security Checklists
- Copies of Scribe Verification Forms
- Copies of Irregularities, Invalidations or Breach Forms
- WVS.326 forms (maintain a copy at the school level)

Note: make sure that the student bio section is correct and that each book has one answer/one prompt before it leaves your building.
ASSISTIVE TECHNOLOGY

Assistive technology may be used for APTA if it is routinely used during classroom instruction. Student page(s) may be replicated, but:
• copied images/pages must be same size
• no additional information is allowed
• pictures must remain black and white (no color)
• all replicated materials must be returned with student’s test booklet or verified by Building Level Coordinator to be deleted or destroyed
• the Assistive Technology Teacher Verification Form (Appendix 4) must be returned with student test booklet
TRANSCRIBING

• All scribes must be trained
• Must be proficient in signing
• Examiners choose scripts to be read or signed verbatim
• Mark student’s response in test booklet
• Write constructed items in test booklet
• Do not change punctuation, capitalization, or spelling errors
• Write ‘unintelligible’ if necessary
• Complete and sign Scribe Verification Form
HOMEBOUND STUDENTS

• If possible arrange to test in the county office or school
• Examiner must be trained
• Security must be maintained
• All test security procedures and manual instructions must be followed
MEDICALLY FRAGILE STUDENTS

You may request exemptions from the Office of Education Performance Audits (OEPA) for medically, physically, or mentally fragile students.

• Requests shall be accompanied by a signed statement from the student’s treating physician which 1) describes the nature of the terminal condition or extraordinary treatment and 2) confirms that the terminal condition or the extraordinary treatment has substantially prevented the student from accessing educational services since its inception and 3) must be signed by the County Superintendent.

• All forms should be sent to OEPA. The CTC should keep a copy of the original forms and signatures and provide the school with a copy.

• Any special exemption granted by the OEPA is limited to the testing period for which it was requested and does not carry forward to future test administrations.
Final Checklist of Reminders

- Fill out and verify all bio information on the first page inside of the test book.
- Assure the student is taking the correct grade level test.
- Review each book to make sure that each student page has only one prompt and one answer selected.
- Return all test books (used and unused)
- Any questions?
Questions, Concerns, Problems
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