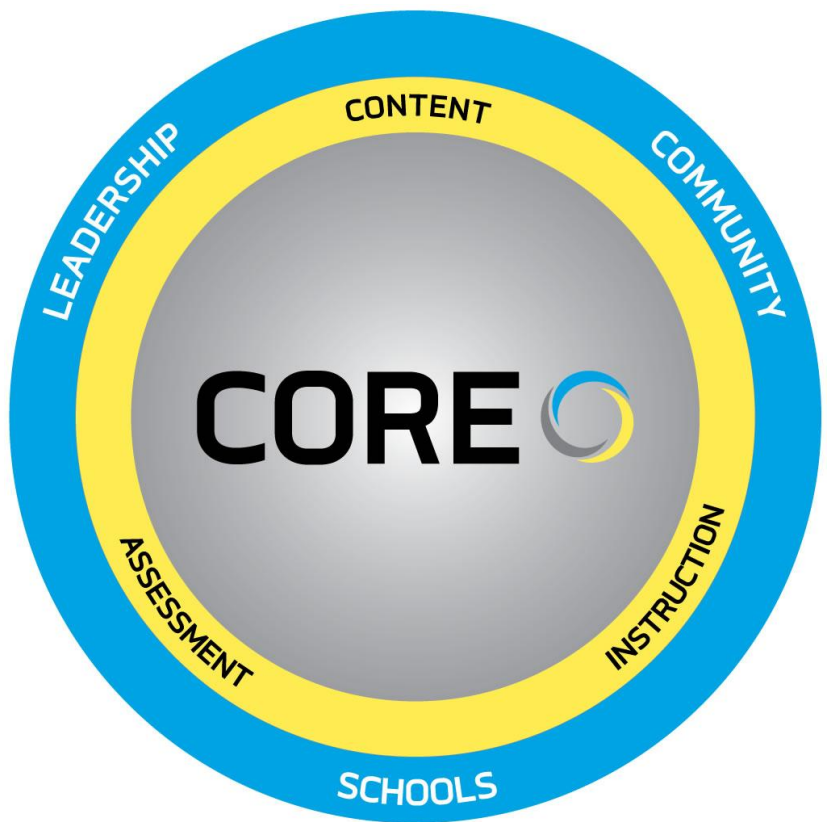




Merging Instruction & Assessment
Generating Evidence & Reporting Out Performance
Iowa Alternate Assessment
2011-2012


Iowa Core

Instruction

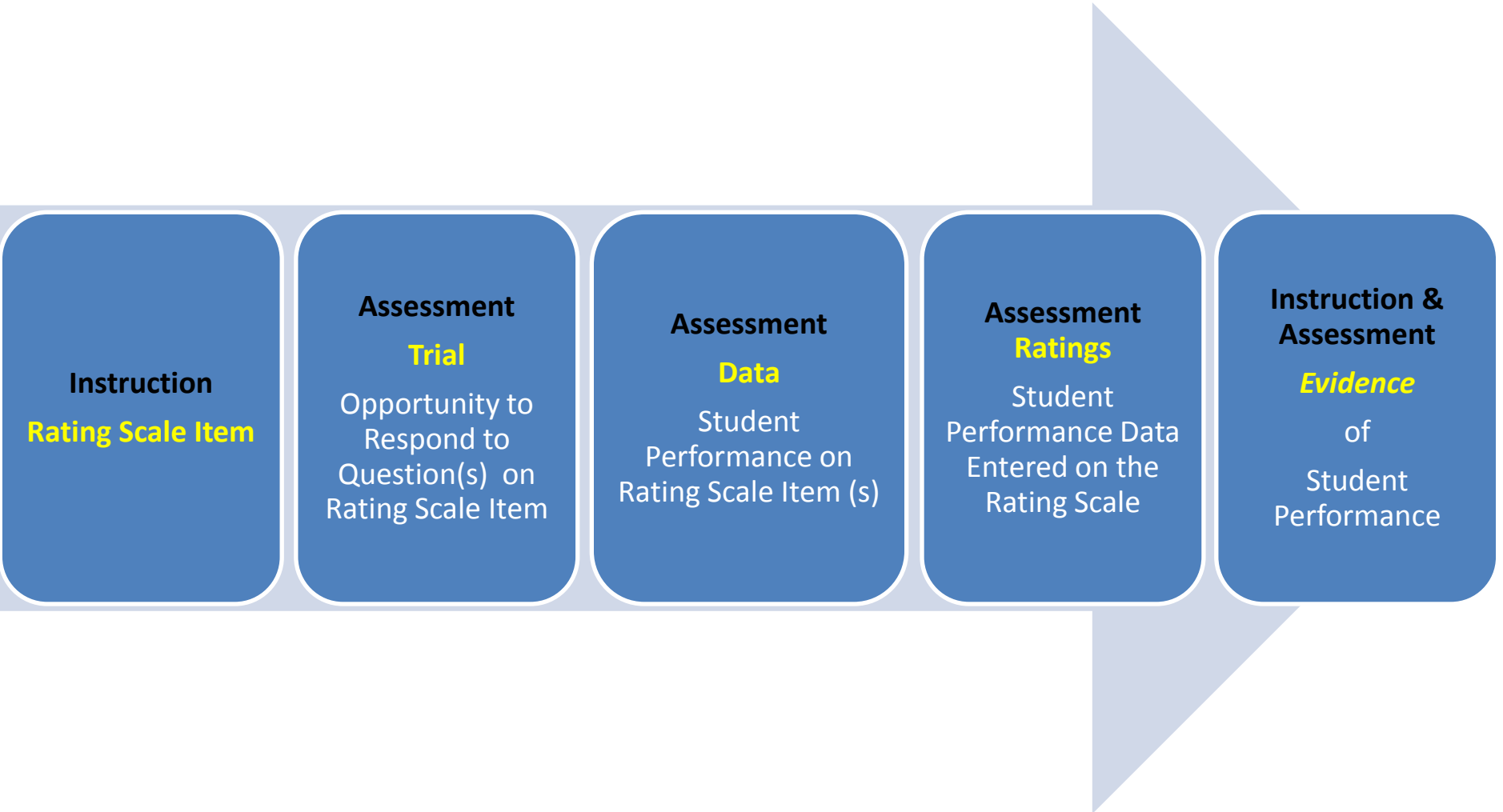


Assessment

Student's Name _____

|  Iowa Alternate Assessment 2011-2012 Science Rating Scale Grade 8 | | Not Taught | Prompted | Performance in percent accurate (0% - 100%) | Number of Trials % accuracy based on 1 Trial 2 Trials 3 Trials 4 Trials |
|--|---|--------------------------|--------------------------|---|---|
| Indicate in the appropriate column the level of student performance. Only one column can be selected. Any item checked Not Taught may lead to student be considered an exclusion. | | | | | |
| Science Standard 1: Students can understand and apply skills used in scientific inquiry | | | | | |
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Instruction & Assessment



Instruction is....

- Targeted instruction on rating scale items
 - Instruction *overtime* allows your students to have the opportunity to learn and demonstrate their learning

A Trial is..

- ***An opportunity*** for students to ***respond to a question(s)*** aligned to ***a rating scale item***.
 - Used to generate a
 - *Prompted Score*
 - Student was given the correct answer
 - *% Accuracy Score*
 - Student responded independently

Trials During Instruction

- *E.g. Literacy or Math lesson*
 - Student responds to a question(s) on a rating scale item *during an instructional activity*
 - *Wh” Question*
 - *Identifies odd numbers*
 - If you assess using trials during instruction
 - Ensure that you use at least *four trials*
 - This allows for % accuracy

Trials After Instruction

- E.g. a Quiz or Test
 - Student responds to a question(s) on a rating scale item *after instruction*
 - “Wh” questions
 - Identifies odd numbers
 - If you assess using trials after instruction
 - One well designed assessment should be adequate for a % accurate score
 - The assessment may contain more than four trials to generate a % accuracy


Data is...

- Information on *student performance*
 - Based on trials of the rating scale item
 - Data is recorded and used to rate the student on the rating scale

Ratings are...

- Ratings are the student performance **data** you collected as a result of instruction
- You indicate the ratings on the scales

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What Do Ratings Represent?


- The *most recent performance* of instructional trials is reported
 - The last time you assessed and collected data on the rating scale item with your student

Ratings on Assessment

- Not Taught
 - Item was selected yet not instructed on during the reporting period

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Ratings on Assessment




- Prompted

- Item was taught with student requiring prompts

- was given the correct answer

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Ratings on Assessment




- Performance in Percent Accurate

- % accuracy data is generated by the amount of trials

- During Instruction
- After Instruction

Student's Name _____


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Ratings on Assessment



- The title of the last column is ***“Number of Trials”***
- Use this column only if you report a **“Performance in Percent Accurate”**
- Put in the number of trials that this percent was based on
 - Did the score result from
 - one assessment event
 - or
 - multiple assessments events over time?
 - either during or after instruction


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Evidence

- Evidence is based on the data you collected
 - It supports performance of the rating scale item

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The Importance of Evidence

- Evidence helps teachers know what content has been taught to high levels of mastery
- Evidence communicates to parents about what kind of skills are being taught and the activities used to teach the skills
- Evidence is used to support your ratings on rating scale items

Guidance on Evidence for Ratings

- Evidence is generated through everyday instruction and is a sample of student performance
- Evidence that align to rating scale items is to be used to ***rate student performance***
 - Evidence is generated from a single rating scale item

Evidence


4.41

Identifies or answers questions about "most" summarized in a table

What has the most?

"What sport do you play?"

| Sport | People |
|------------|--------|
| Soccer | 106 |
| Tennis | 45 |
| Gymnastics | 54 |
| Swimming | 82 |
| Track | 68 |



- Evidence is generated from a single rating scale item

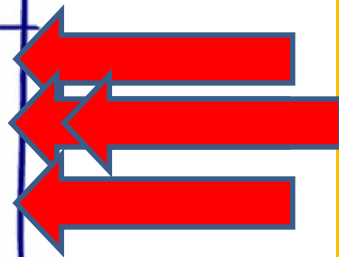
Not Evidence

- Rating Scale Items cannot be grouped together to generate a performance score

What has the most? What has the least?

"What sport do you play?"

| Sport | People |
|------------|--------|
| Soccer | 106 |
| Tennis | 45 |
| Gymnastics | 54 |
| Swimming | 82 |
| Track | 68 |



+ "Most"
+ "Least"
+ 40-50
- 50-100

 $\frac{3}{4}$ + 75%

2. 29

Identifies numerals 50-100

2. 28

Identifies numerals 40-50

4.41

Identifies or answers questions about "most" summarized in a table

4.42

Identifies or answers questions about "least" summarized in a table

Evidence Supports Ratings

- Evidence is based on data from the *most recent performance*
 - *The last time the student was instructed and assessed on the rating scale item*
 - Prompted Performance
 - % Accuracy in performance
 - Assessment Within Instruction
 - Assessment After Instruction

What Does Evidence Look Like?

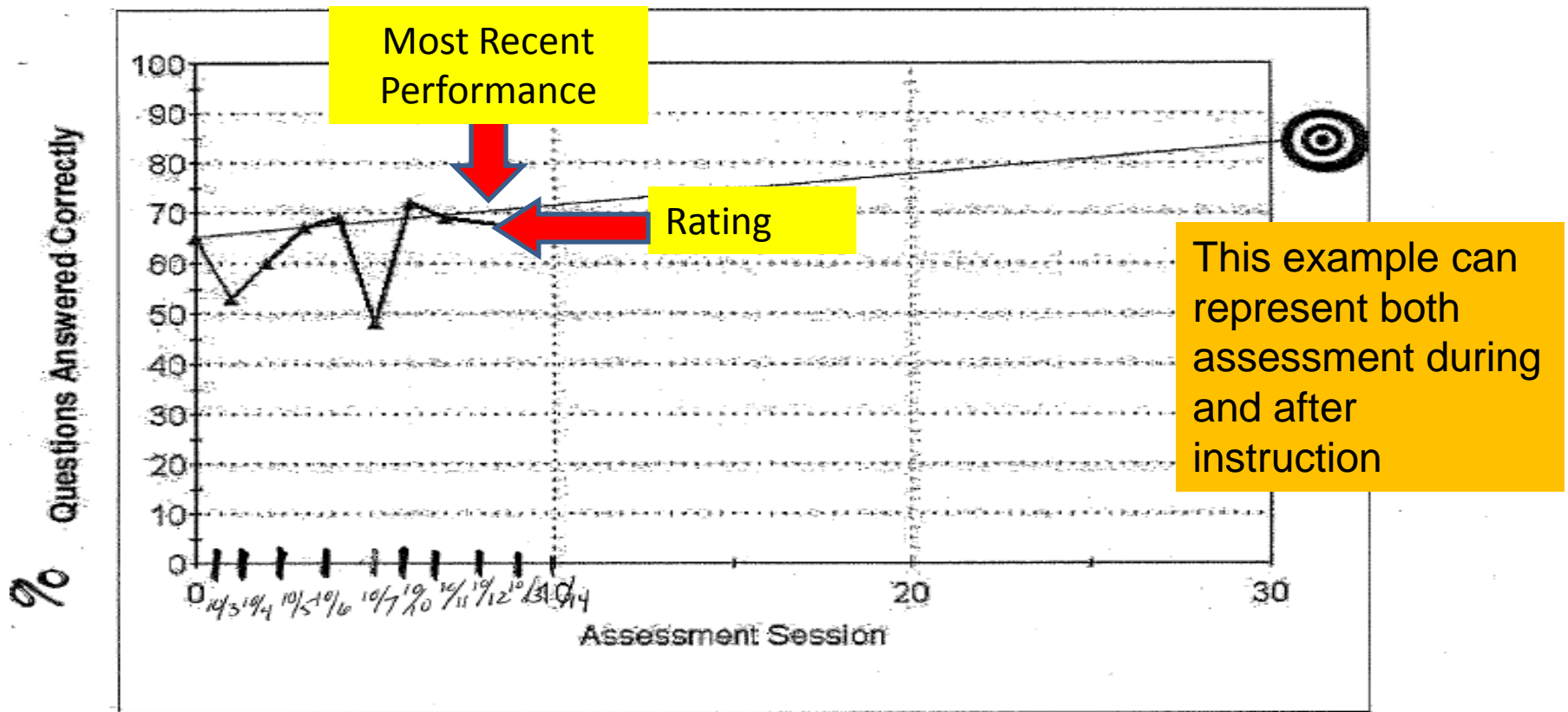
- Evidence can be:
 - A graph of student performance over time
 - A data collection sheet
 - Instructional materials with documented performances scores
 - A quiz or test
 - A checklist

Evidence: Graph of Student Performance Over Time

Student Grade: 6

Reading - Grades 6-8
1.27

Answering Questions



Evidence:

This example can represent both assessment during and after instruction

Data Collection Form Sheet

Five Separate Rating Scale Items

Response Opportunity Date
 Book: Call of the Wild
 Student: Sam G.
 Grade: 8

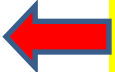
Most Recent Performance

| Dates | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|-----------|-----------|-----------|-----------|-----------|
| | 10/2/2011 | 10/3/2011 | 10/4/2011 | 10/5/2011 | 10/6/2011 |
| Trial | Who | What | Where | When | Why |
| 1 | + | - | + | - | - |
| 2 | - | + | + | - | - |
| 3 | + | - | + | + | - |
| 4 | - | + | - | + | + |
| Ratings | 50% | 50% | 75% | 50% | 25% |

Emily Thatcher, Alternate Assessment
 Consultant, Iowa Department of Education

C

Date: 10/4/2011
Student Grade: 8



Most Recent Performance

Rating



3/4 Trials = 75%

Producer

Decomposers



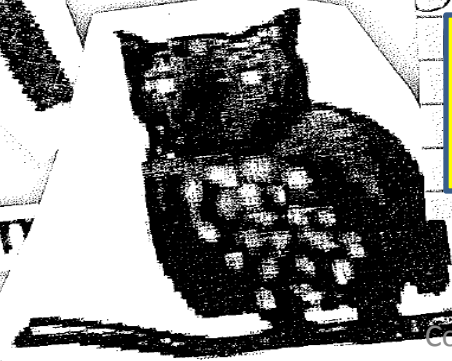
This example can represent assessment after of instruction

Producer +
1st Consumer +
2nd Consumer -
3rd Consumer +

Science Grade 8
Rating Scale Item
2.16

Consumer

Consum



Evidence: Instructional Materials

Name Sara G - grade 6

Teacher as scribe

Date 10/4/2011 **← Most Recent Performance**

Hand under hand

100% **← Rating**

Follow the Drink Gourd
 Story adapted from the song, Follow the Drinking Gourd

Cut out the pictures or words and put in order of events from the story. (1.18) *Reading 9-10*

James was being sold to a new master and would have to leave his family.

Peg Leg Joe taught the slaves a song.

They traveled a great distance by foot using Peg Leg Joe's song as directions.

They arrived and are free from slavery.

This example can represent assessment after instruction

James was being sold to a new master and would have to leave his family.

They arrived and are free from slavery.

Peg Leg Joe taught the slaves a song.

They traveled a great distance by foot using Peg Leg Joe's song as directions.

Evidence: Instructional Materials

This example can represent both assessment during and after instruction

Math Grade 3-5 -4.43

Date:
10/4/2011

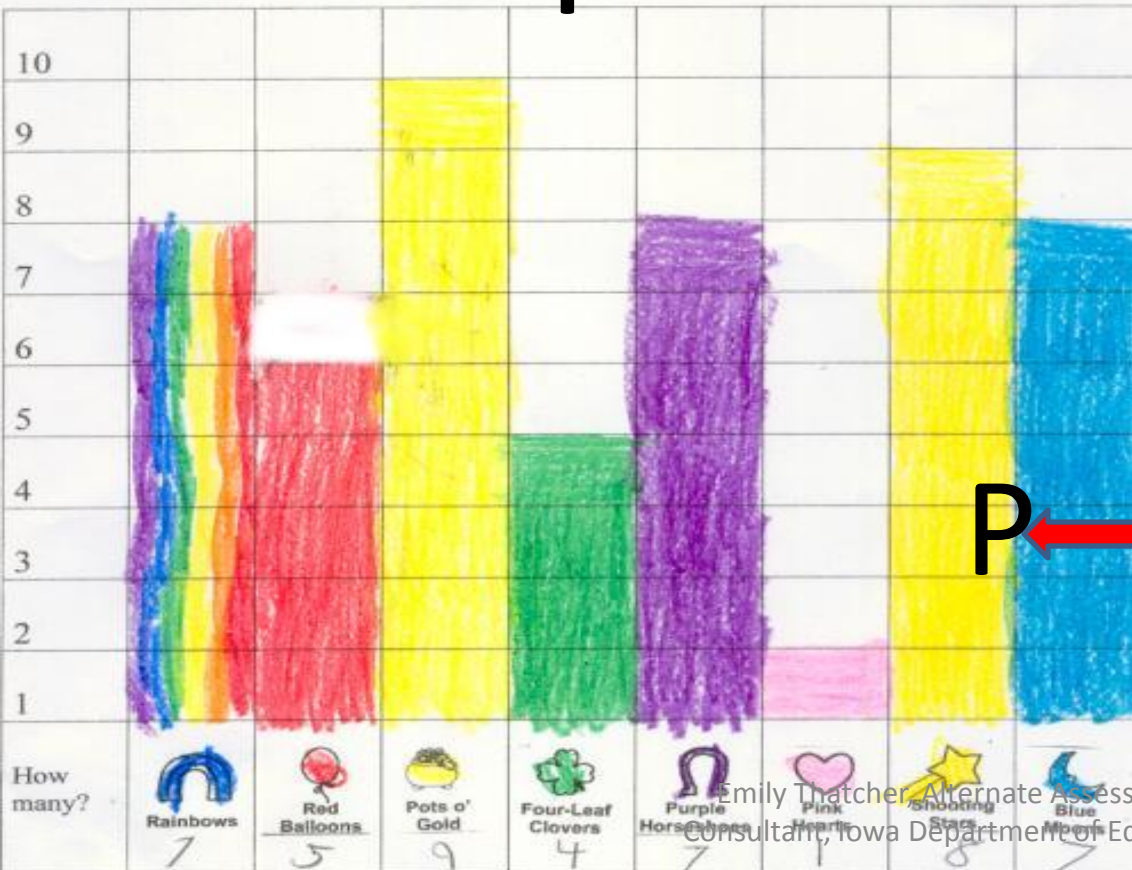


What bar in the graph is the longest?
What bar in the graph is the shortest?
Grade 5

Most Recent Performance

2. Sort the cereal from the marshmallows.
3. Eat the cereal.
4. Group the marshmallows.
5. Color in the boxes to make your bar graph.

P ← Rating



P ← Rating

Did not respond independently to question-
•Teacher gave the correct answer-
“Prompted”

Teacher Scribed Response

Evidence: Quiz/Test

Student Grade: 11

Pg 1. of Test with Documented Performance of All Pages

"Dark They Were, and Golden-Eyed"

Name

Date

11/24/10

Most Recent Performance

This example represents assessment after instruction

1. What was the purpose of the story "Dark They Were, and Golden-Eyed"?

- A. To understand that change is going to take place in our lives
- B. To learn more about Jupiter
- C. The importance of going to school

2. What is the theme of the story?

- A. Aliens are taking over the world today in the US
- B. The humans are trying to preserve their humanity on Mars
- C. Rockets are fast

3. Describe the setting of the story

- A. At a cottage in Boston on a warm day
- B. On Mars as the Bitterings are stepping out of a rocket
- C. In a restaurant on Jupiter

4. Who are the characters in the story?

- A. Hannah, Doug, Brandon, Joe, Rina
- B. Harry, Cora, Dan, Laura, David
- C. John, Ron, Jenny, Kristin, Kaeden

5. Based on the title, what predictions can we make about the story?

- A. The story is going to be about school
- B. The story is going to be about sports
- C. The story is going to be about humans

6. Put the following events in the correct order

The Bitterings land on Mars 1
The people from Earth turn in to Martians 2

7. Identify the parts of the story that happened at the beginning, middle and end

Harry Bittering tries to build a rocket 1 2

The Bitterings landed on Mars 2

The humans from Earth turn in to Martians 3

Date: 11/24/2010

Prompt: Full / Independent

Rating Scale:

| | |
|------|------|
| 1.9 | 100% |
| 1.12 | 100% |
| 1.13 | 100% |
| 1.14 | 100% |
| 1.15 | 100% |
| 1.16 | 100% |
| 1.17 | 33% |
| 1.19 | 100% |
| 1.20 | 80% |
| 1.21 | 0% |
| 1.22 | 0% |
| 1.23 | 0% |
| 1.24 | 0% |
| 1.25 | 100% |

Ratings

Individual Rating Scale Items

Evidence: Checklist

Most Recent Performance

Reading Alternate Assessment Checklist—Third through Fifth Grade

Student Grade: 3

Rating Scale
Items

This example can represent both assessment during and after instruction

Ratings

| Standard | Date Activity | | | | |
|----------|--|------------|------------------|---------------------|--------------------------|
| | Snow Stories 12/8-12 | Jan. 19-23 | In the Community | Nov. 3-7; Feb. 9-13 | Proud to Be an American |
| | | | | | About Me Mar. 23 - 27 |
| 1.7 | Identifies 20 words or symbols | 83 | 100 | 100 | 100 |
| 1.8 | Identifies pictures/objects/symbols/print of new words | 100 | 100 | 100 | 100 |
| 1.9 | Knows familiar print in their environment | 100 | 100 | 100 | 100 |
| 1.10 | Identifies pictures of important places or people in the school or home environment | 100 | 100 | 100 | 100 |
| 1.11 | Identifies warning labels | 83 | 100 | 100 | 100 |
| 1.12 | Sequencing: follow steps in a recipe | 100 | 100 | 100 | 100 |
| 1.13 | Identify a variety of grade-level vocabulary for day to day functional tasks | 33 | 100 | 100 | 100 |
| 1.14 | Understands grade-level appropriate reading vocabulary | 67 | 100 | 100 | 100 |
| 1.15 | Differentiates between reading materials designed to inform them from materials designed for leisure | 100 | 100 | 100 | 100 |
| 1.16 | Identifies text as fiction or non-fiction | 100 | 75 | 67 | 100 |
| 1.17 | Describes setting of the story | 100 | 100 | 100 | 100 |

Evidence for Audit



Emily Thatcher, Alternate Assessment
Consultant, Iowa Department of Education

Guidance on Quality Evidence for Audit

- **Recent:** From this current school year
- **Relevant:** Linked to the reading, math, or science rating scale items
- **Representative:** Shows original student work/performance score on rating scale items – ratings based on the *evidence from the **most recent performance*** of instructional trials of the rating scale item (***the last time the rating scale item was assessed***)
- **Age- Appropriate** adapted materials used
- **Reliable:** Another person can examine the evidence and reach the same conclusion

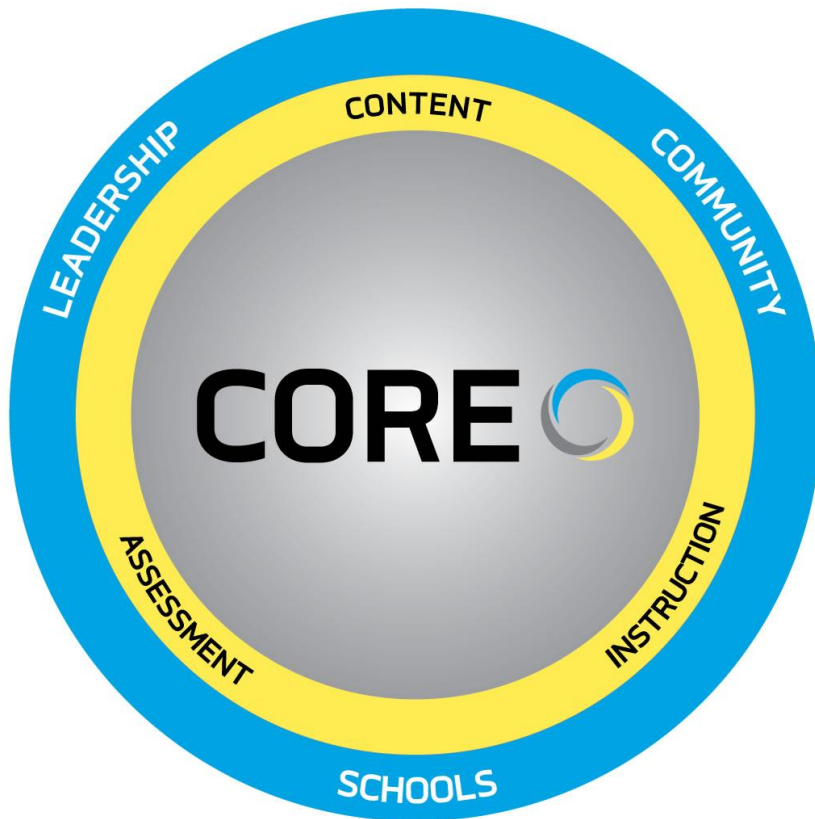
Labeling Evidence for Audit

- All evidence must be labeled with the following four items:
 - Date evidence was generated
 - Student Grade
 - Item number linked to rating scale
 - Student performance expressed in percent accurate
- Teacher decides how to label (place) on all evidence

Iowa Core


Merging Instruction & Assessment

Instruction



Assessment

Student's Name _____

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