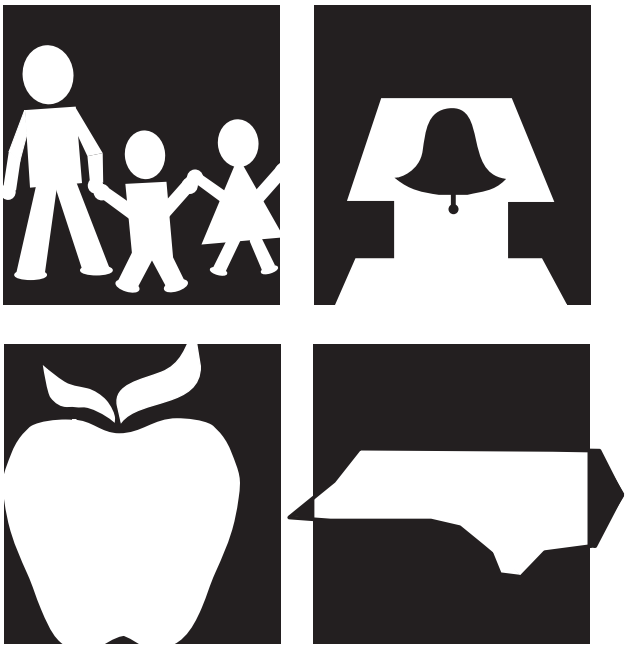
North Carolina
Alternate Assessment Portfolio



Portfolio Development
Designee/Teacher Handbook

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Division of Accountability Services/North Carolina Testing Program
Raleigh, North Carolina 27699-6314

Stock No. 9128

Table of Contents

I. Introduction

North Carolina Alternate Assessment Portfolio

The North Carolina Alternate Assessment Portfolio (NCAAP) is a yearlong, performance-based assessment process that involves a representative and deliberate collection of student work/information that allows the user(s) to make judgments about what a student knows and is able to do and the progress that has been made in those goals specified in the student's Individualized Education Program (IEP) which address the North Carolina *Standard Course of Study* Essences for Students with Significant Cognitive Disabilities.

North Carolina Alternate Assessment Portfolio Background

The ABCs of Public Education, a plan to reorganize public education in North Carolina, is based on the belief that all children can learn. The ABCs states that the mission of the public school community is to challenge, with high expectations, each student to learn, to achieve, and to fulfill his or her potential. The ABCs focuses the statewide testing program to target the basic academic skills (i.e., reading, mathematics, and writing), which should be mastered by all students. North Carolina is committed to ensuring accountability and support for all students. North Carolina's statewide testing policy, effective with the 2000–2001 school year, requires students with disabilities to participate in the statewide testing program by taking the state-mandated tests under standard conditions, with available accommodations or, if eligible, by participating in North Carolina Alternate Assessments.

The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 mandate the following:

1. Children with disabilities must be included in general state and district-wide assessment programs, with appropriate accommodations where necessary. This requirement is in effect immediately upon enactment.

2. Not all children will be able to participate in state and district-wide assessment programs, even with appropriate accommodations. Therefore, as appropriate, state education agencies and local education agencies must develop alternate assessments and, beginning no later than July 1, 2000, conduct those alternate assessments.

   Once a state education agency receives information from these assessments, it must make available to the public and report to the public, with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following: number of children with disabilities participating in regular assessments and number of children with disabilities participating in alternate assessments.

3. [Report the] performance of those children on regular assessments (beginning no later than July 1, 1998) and on alternate assessments (no later than July 1, 2000), if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children.

The North Carolina Alternate Assessment Portfolio, as a mandated component of the North Carolina Testing Program, was implemented statewide effective July 1, 2000.

No Child Left Behind (NCLB) Legislation

On January 8, 2002, President Bush signed into law the *No Child Left Behind Act of 2001* (NCLB). This education reform plan contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965.

In the NCLB legislation, the states must create standards for what a child should know and learn in all grades. Standards first must be developed in math and reading. States must measure student progress by using tests that are aligned with these standards. Each state, school district, and school will be expected to make adequate yearly progress toward meeting the state standards. This progress will be measured by disaggregating data for specified subgroups of the population.

Results from the NCAAP will continue to be used in the performance composite of North Carolina's ABCs Accountability Program. Those results will also be used as part of each school's adequate yearly progress as required by the NCLB legislation. Results for each student will be reported for Reading and Mathematics (for grades 3–8) and for Writing in the performance composite of North Carolina's ABCs Accountability Program only for students in grades 4, 7, and 10.

Prior to the enactment of the federal NCLB legislation, it was recommended that teachers include literacy, numeracy, and technology tasks in students' portfolios. With the enactment of this legislation, it is now a federal requirement that all students be assessed in reading and mathematics. The State of North Carolina also assesses students in writing at grades 4, 7, and 10. The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 mandate that students with disabilities be included in these statewide assessments. It is therefore a requirement that these areas (reading, mathematics, and writing) be addressed in the NCAAP.

Eligible Students

To the maximum extent possible, students with disabilities are expected to be taught according to the North Carolina *Standard Course of Study* and graduate with a North Carolina diploma. It is understood that all students with disabilities will either participate in the administration of statewide tests with or without accommodations; the North Carolina Alternate Assessment Academic Inventory (NCAAAI); or the North Carolina Alternate Assessment Portfolio.

The IEP team determines whether the disability is severe enough to require that the student not participate in the statewide test administrations or the NCAAAI. The IEP team also determines whether the severity of the disability is such that the student must participate in the North Carolina Alternate Assessment Portfolio. Documentation for the basis of the decision using current and longitudinal data and performance of skills across settings must exist in the IEP. Placement in the North Carolina Alternate Assessment Portfolio must not be the result of social, cultural, or economic differences, or excessive absences.

Please refer to the *Guidelines for Making Decisions for the Participation of Students with Disabilities in the North Carolina Testing Program*, located in the back of this guide for additional information.

The North Carolina Alternate Assessment Portfolio is only appropriate for students who fulfill all of the following criteria:

1. The student must have a disability and a current Individualized Education Program (IEP).

2. The student must have a significant cognitive disability.

3. The student must be in grade 3–8 or grade 10, according to the school information management system (i.e., SIMS/NCWISE).

4. The student's program of study must focus on the Competency Goals/Essences specified in the North Carolina *Standard Course of Study*.

5. The IEP team must determine that the student is unable to participate in the NCAAAI or the statewide test administrations as specified by grade in the following table:

Grade 3	North Carolina Grade 3 Pretest in Reading and Mathematics North Carolina End-of-Grade Tests in Reading and Mathematics
Grade 4	North Carolina Writing Assessment North Carolina End-of-Grade Tests in Reading and Mathematics
Grade 5	North Carolina End-of-Grade Tests in Reading and Mathematics
Grade 6	North Carolina End-of-Grade Tests in Reading and Mathematics
Grade 7	North Carolina Writing Assessment North Carolina End-of-Grade Tests in Reading and Mathematics
Grade 8	North Carolina End-of-Grade Tests in Reading and Mathematics
Grade 10	High School Comprehensive Test in Reading and Mathematics North Carolina Writing Assessment

II. Academic Requirements for the North Carolina Alternate Assessment Portfolio

English/Language Arts

North Carolina *Standard Course of Study* Competency Goals and Essences for Students with Significant Cognitive Disabilities

***Standard Course of Study* Competency Goal 1:** The learner will develop and apply *enabling* strategies and skills to read and write.

Essence 1: The learner will develop strategies for communication.

***Standard Course of Study* Competency Goal 2:** The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

Essence 2: The learner will develop and apply strategies and skills to comprehend outside stimuli.

***Standard Course of Study* Competency Goal 3:** The learner will make connections through the use of oral language, written language, and media and technology.

Essence 3: The learner will make connections (react, relate, and generalize).

***Standard Course of Study* Competency Goal 4:** The learner will apply strategies and skills to create oral, written, and visual text.

Essence 4: The learner will produce expressive communication.

***Standard Course of Study* Competency Goal 5:** The learner will apply grammar and language conventions to communicate effectively.

Essence 5: The learner will convey a complete thought in a functional manner.

Reading Requirements for All Portfolios

All portfolios are required to have *three* student tasks addressing Reading. Student tasks must address at least two of the above Competencies/Essences.

Writing Requirements for All Students in Grades 4, 7, and 10

One of the three student tasks selected as a reading task must address Competency Goal/Essence 4 or Competency Goal/Essence 5. These are the writing competencies for grades 4, 7, and 10.

Mathematics

North Carolina *Standard Course of Study* Mathematic Strands and Essences for Students with Significant Cognitive Disabilities

Standard Course of Study **Mathematics Strand 1:** Number Sense, Numeration, and Numerical Operations

Essence 1: Representing and utilizing numbers

Standard Course of Study **Mathematics Strand 2:** Spatial Sense, Measurement, and Geometry

Essence 2: Recognizing size, measurement, spatial orientation, and shape

Standard Course of Study **Mathematics Strand 3:** Patterns, Relationships, and Functions

Essence 3: Sorting and patterning

Standard Course of Study **Mathematics Strand 4:** Data, Probability, and Statistics

Essence 4: Collecting, sorting, organizing, displaying, and/or interpreting data over a period of time (usually two or more items of numerical information) in charts, graphs, and/or tables with correct labeling

Mathematics Requirements for All Portfolios

All portfolios are required to have *three* student tasks addressing Mathematics. Student tasks must address at least two of the above Mathematics Strands/Essences.

Sample Portfolio Tasks for a 7th Grade Student
Reading, Writing, and Mathematics

Example: Beth (Grade 7)

Reading:
- Beth will use picture cards to complete a sentence.
- Beth will present a "help" card to ask for assistance.
- Beth will use a rubber stamp to reproduce her name, 8 out of 10 trials.

Mathematics:
- Beth will chart, using stickers, the number of work tasks completed.
- Beth will place in numerical order the numbers 1, 2, and 3, 2 out of 3 trials.
- Beth will put pictures of jobs in the correct folders.

Explanation of Beth's Tasks

Reading

Beth has three required tasks in English/Language Arts. The tasks come directly from Beth's IEP.

- The first Reading Task, "*Beth will use picture cards to complete a sentence.*"
  - aligns with *Standard Course of Study* (*SCS*) English/Language Arts Essence 5 (The learner will convey a complete thought in a functional manner.)
- The second Reading Task, *"Beth will present a 'help' card to ask for assistance.*"
  - aligns with *SCS* English/Language Arts Essence 1 (The learner will develop strategies for communication.)
- The third Reading Task, *"Beth will use a rubber stamp to reproduce her name, 8 out of 10 trials."*
  - aligns with *SCS* English/Language Arts Essence 4 (The learner will produce expressive communication.)

Writing

Beth is in the 7th grade and therefore must be assessed on writing. Beth's teacher has selected her first English/Language Arts task to be her writing task. This task is connected to *SCS* English/Language Arts Essence 5.

For students in grades 4, 7, and 10 to fulfill the writing requirement, one English/Language Arts task must be aligned with either *SCS* Essence 4 or *SCS* Essence 5.

Mathematics

Beth has three required tasks in Mathematics. The tasks come directly from Beth's IEP.

- The first Mathematics Task, "*Beth will chart, using stickers, the number of work tasks completed.*"
  - aligns with *SCS* Mathematics Essence 4 [collecting, sorting, organizing, displaying, and/or interpreting data over a period of time (usually two or more items of numerical information) in charts, graphs, and/or tables with correct labeling]
- The second Mathematics Task, "*Beth will place in numerical order the numbers 1, 2, and 3, 2 out of 3 trials."*
  - aligns with *SCS* Mathematics Essence 1 (representing and utilizing numbers)
- The third Mathematics Task, *"Beth will put pictures of jobs in correct folders."*
  - aligns with *SCS* Mathematics Essence 3 (sorting and patterning)

All tasks are functionally and academically appropriate for Beth. Each task comes from her IEP and is connected to a *Standard Course of Study* Competency Goal/Essence or Strand/Essence.

III. Understanding the Essences[1]

Selecting Meaningful English/Language Arts and Mathematics Skills for Students in the NCAAP

To select meaningful academic skills for students who may not ever have had this type of instruction will require creativity and brainstorming by the educational team. Nationwide, teachers are involved in finding new ways to address their state's academic standards. For some teachers and students, reading and mathematics are unexplored territory. To meet this challenge, teachers can use what they know students need, while also trying some new ideas.

Become Familiar with the Standard Course of Study and Essence Statements

North Carolina has a *Standard Course of Study* with competencies specified for each grade level that is available on the state's web site (www.ncpublicschools.org/curriculum). An important first step is to locate the standards in language arts and mathematics for a student's grade level. It may also be useful to download competencies at the early grades to get ideas for early literacy and numeracy.

It is also important to become familiar with the specific competencies that form the major concepts addressed in the North Carolina *Standard Course of Study*. There are five broad competencies for English/Language arts and four competency areas for Mathematics that are consistent across grade levels. These competencies are included in the 2004–2005 NCAAP as well as in the *Standard Course of Study*. In the NCAAP, teachers identify the specific competency addressed by the task used to document mastery in language arts or mathematics.

Use What You Know the Student Needs

After becoming familiar with the state's language arts competencies and mathematics strands and their essences provided in the 2004–2005 NCAAP, teachers can begin to identify skills that will demonstrate proficiency for these state competencies. The starting point is the student's IEP to determine what skills the student currently is learning that link to these state competencies.

Functional Skill. Many students have functional goals that have been identified through the IEP process that can often be expanded to incorporate language arts and mathematics. For example, in teaching vocational tasks, it may be easy to address mathematics standards like number sense or data display by having students count and record how many tasks they complete. A student who has been learning to use a voice output communication device like a Big Mac might learn to use it in storytelling. If a student has been learning to make choices in the community, it might be possible to make choices to develop a picture journal. Expanding on functional skills is an important way to address state standards.

Self Determination. Students may also be learning skills that promote self-determination. These skills can create meaningful ways to address language arts and mathematics standards. For example, a student who is learning to make choices might also learn to make choices related to reading. The

[1] This section of the *NCAAP Development Designee/Teacher Handbook* is adapted from the following source:

Browder, D., Davis, S., Courtade-Little, G., and Fallin, K. (2003). *Finding the Essences of Literacy and Math*. Unpublished manual from the University of North Carolina-Charlotte. Available online at www.uncc.edu/aap.

student could choose the book to read or create a word bank with favorite words. Similarly, students who are learning to self-manage their work might do so by graphing their performance or select a happy face symbol to self-reinforce work well done.

Assistive Technology. Students who need to acquire skills to use assistive technology for communication, personal care, and other needs also may expand their use of this technology through the incorporation of language arts and mathematics skills. A student who is learning to use an augmentative communication device might learn to read symbols or use them to help retell a story. A student who is learning to operate a switch might learn to do so to help measure his or her PediaSure (mathematics).

Consider the Student's Level of Symbol Use

Besides expanding IEP objectives that focus on functional skills, self-determination, and assistive technology, it may also be possible to identify new ideas for the IEP in language arts and mathematics by considering the level of symbol use the student has mastered. Some students have begun to use words and numbers and have many more options for learning language arts and mathematics. By contrast, students with no use of symbols can still acquire emerging literacy and numeracy skills by considering ways to present tasks that introduce new symbols or can be performed without symbols. Three levels to consider are pre-symbolic, early symbolic, and symbolic levels.

Pre-symbolic Language Arts and Mathematics. Some students have not yet acquired the skills to discriminate between pictures or other symbols but can still acquire skills that will build language arts and mathematics concepts. For example, one of North Carolina's language arts competencies focuses on writing. "Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts." Writing skills can be defined broadly as those responses that produce a permanent product to communicate with others. While the student may not be able to write or type words, he or she might be able to learn to help produce a product that enhances communication. For example, the student might eye-gaze to select pictures for a picture journal entry about horseback riding.

Similarly, although the student may not recognize written numbers, he or she might be able to start responding to numeration as part of communication about a daily routine. For example, the teacher might say, "Get ready. I'm going to move you to the sidelier now. Lift your arm to get ready to move on the count of three … 1, 2, 3." (The measured student's response is to lift the arm within 5 seconds of the word "three.") Over time, these counting sequences may not only help the student participate with caregivers in managing daily routines but create options for the future to direct this care. For example, in the future the teacher might say, "We're going to move to the sidelier. How fast do you want to go—on 3 or 10?" The student might have two Big Macs—one that says "3" and one that says "10"—and choose the one that allows the amount of time he or she wants to get ready to move. Students may also progress to the use of some symbols. For example, the student might eye-gaze to select the numeral "3" or "10," or might begin to choose picture/word combinations for the journal.

Early Symbolic Language Arts and Mathematics. Students at this second level are beginning to use some symbols, including objects, pictures, or a few sight words or numerals. For example, following an object schedule teaches students comprehension of objects as symbols. Comprehension is Competency 2 in Language Arts. If the schedule is consistent across days, it is teaching a pattern, which is the third competency area in mathematics. A schedule can also incorporate time, the second area of mathematics competency. Students who are learning the meaning of sight words, for example

by preparing a word/picture recipe, are working on comprehending what they read (Language Arts Competency 2).

Symbolic Language Arts and Mathematics. Students at this third level have mastered some sight words, number use, and may have some functional academic skills such as using money to make a purchase or locating community signs for restrooms. These students are ready to begin expanding their use of symbols to build language arts and mathematics skills. Students who have learned to read some sight words may be able to use them along with pictures to begin "writing" journal entries about their activities by typing or pasting words and pictures on a page. They may be able to begin using numbers across a greater variety of daily activities such as keeping track of their work or counting how many places to set at the table. They may respond well to learning to answer questions about stories they helped compose or familiar stories.

Summary

Because many students with significant disabilities have never had the opportunity to learn reading, writing, and mathematics skills, we really do not yet know what may be achieved. Some students will probably surprise us with their ability to learn to use symbols, respond to stories, create journal entries with pictures, and other academic skills. These successes will probably occur because creative teachers have found ways to address the competencies of the *Standard Course of Study* using the functional activities, self-determination skills, and assistive technology they know students need. When one considers pre-symbolic, as well as symbolic levels of learning, even students with the most significant cognitive disabilities may acquire emerging literacy and numeracy skills. As the educational team discovers new, creative ways to address academic content, higher expectations for students could lead to much higher performance than once believed possible.

English/Language Arts

The term "emergent literacy" often is used to refer to the pre-reading skills students acquire in a literate society. Emergent literacy builds on the connection between communication and reading and focuses on experiences with print, picture books, drawing, and writing. Students who are nonverbal and/or who have physical disabilities may need assistive technology to be able to develop these early literacy skills. Although the term "emergent literacy" is often used to refer to young children who have not learned to read, it also is a useful concept to describe how students with disabilities of all ages with limited use of symbols can participate in a literate world. They may include following a story by turning pages or communicating a repeated story line using an argumentative communication device. Some students will use sight words and may begin to compose passages using picture and word combinations with the assistance of computer software. Some students with severe disabilities may cross the bridge into literacy by learning phonics skills and to comprehend passages of text. The examples provided here, developed for the NCAAP, focus on students who have not yet begun to decode words or comprehend passages and also include examples for students who have no symbol use.

In the North Carolina *Standard Course of Study*, there are five competency areas. The fourth and fifth competency areas are used in the NCAAP to demonstrate performance in writing. Each competency is paired with a statement of its critical "essence." These essence statements provide the broadest possible view of the goal to promote inclusion of students with the most significant disabilities. Each competency will now be described and illustrated.

Understanding English/Language Arts Competency Goal One/Essence One

Standard Course of Study **Competency Goal 1:** The learner will develop and apply *enabling* strategies and skills to read and write.
Essence 1: The learner will develop strategies and skills for communication.

In the *Standard Course of Study*, students are learning to recognize and decode words and then, over the years, to become independent and fluent readers. Emerging literacy is closely tied to communication skills. As students learn to use pictures, words, and even objects for symbolic communication, they are building skills towards literacy. At a pre-symbolic level, students may be involved in texts by recognizing a familiar story book or indicating awareness of spoken words embedded in a story. For example, a student might learn to signal recognition (e.g., by opening eyes) when a familiar name is read in a story.

Competency Goal 1/Essence 1 is about decoding. Activities may include decoding task dealing with text, words, symbols or objects. Tasks may also address skills used to indicate an emerging awareness of text either visual or auditory or tactile.

Sample Activities

- Point to self when first letter of own name is placed in hand
- Read sight words embedded in a story
- Recognize the letter "T" in Braille in preparation to spell his name, 2/3 trials
- Identify own workbox through tactile scanning (pre-Braille)
- Activate a switch to start a book on tape
- Identify restroom symbol

Understanding English/Language Arts Competency Goal Two/Essence Two

Standard Course of Study **Competency Goal 2:** The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
Essence 2: The learner will develop and apply strategies and skills to comprehend outside stimuli.

Students sometimes learn to use symbols without understanding them. For example, a student might learn to read the word "bread" without realizing that it refers to something to eat. Or, a student might learn to touch one of two pictures to indicate a choice without really understanding the options by simply making a random response. Sometimes students seem to be literate because they can read passages, but fail to develop understanding of the meaning of the words. When addressing comprehension, teachers look for some response that indicates understanding of the symbol or spoken message. For example, can a student use their newly acquired sight words in some meaningful way such as preparing a recipe or using them for picture directions? Is the student able to match a picture to the word? Students at a pre-symbolic level may be learning to indicate that they are aware of the pacing of a story by turning a page on cue.

Competency Goal 2/Essence 2 is about comprehension. Activities may include tasks that demonstrate student comprehension of text, words, symbols, or objects.

Sample Activities

- Turn head to indicate attention to story being read
- Transition to activities using picture schedule
- Sequence pictures to retell a story
- State the meaning of 19 out of 20 community related safety/survival words
- Given copies of story pages, will put in order to tell the story, 8 of 10 pages correct
- Given 5 school days, will select 1 indicating the day of the week
- Answer comprehension questions about schedule
- Use picture symbols to complete leisure activity or game
- Match a word strip to an object using a picture book of object and word strips
- Follow pictures paired with task analysis chart to independently complete 8 of 10 steps to prepare microwave popcorn

Understanding English/Language Arts Competency Goal Three/Essence Three

Standard Course of Study **Competency Goal 3:** The learner will make connections through the use of oral language, written language, and media and technology.
Essence 3: The learner will make connections (react, relate, and generalize).

This competency focuses on the real-life applications for literacy and evaluating what is read. In the *Standard Course of Study*, the focus is often on forming some judgment about the passage. One of the most important ways students with emerging literacy can make connections is to use their communication skills for making choices and evaluating options. Students may use **symbols** to indicate their choice between activities, materials, or people with whom they work. They may begin to keep records of what they like and dislike. These skills may be applied to literature as they choose stories they like or evaluate a play or poem.

Competency Goal 3/Essence 3 is <u>about preferences and choice making with or about text, pictures, or symbols</u>.

Sample Activities

- Indicate yes or no when asked "Did you like…" when read story
- Make a choice using photographs
- Sort 10 pictures into like/dislike categories
- When presented with choice of 2 books will choose the story to be read
- When presented with 2 pictures of lunch choices, student will choose desired entrée
- Locate chosen Web site
- Use TV Guide to locate shows of choice
- Choose a card to express which activity he wants to do, 1 out of 2 trials
- When presented with a choice of 2 pictures of grooming items, he will eye-gaze to select the picture to place in a personal care/grooming journal

Understanding English/Language Arts Competency Goal Four/Essence Four

Standard Course of Study **Competency Goal 4:** The learner will apply strategies and skills to create oral, written, and visual text.
Essence 4: The learner will produce expressive communication.

Although competency four is broader than writing in the *Standard Course of Study*, it is used to document writing performance in the NCAAP. A broad way to view writing is that the student produces a permanent product that can be shared with others to communicate. This may include learning to do block art on a greeting card, signing one's name on forms, producing a picture journal, or developing a story using pictures and sight words with computer software.

Competency Goal 4/Essence 4 is about the student producing a permanent product that communicates something.

Sample Activities

- Hit a Big Mac switch to request "Write my name for me"
- Eye-gaze to pictures to include in a picture journal
- Mark on paper
- Arrange Scrabble tiles to form her first and last name, 3 out of 4 trials
- Locate and press the print button on the computer to print her typed name
- Stamp name on a line
- Correctly spell 4 out of 5 sight words
- Write 2 out of 3 pieces of information correctly from a phone message
- Trace all alphabet letters

Understanding English/Language Arts Competency Goal Five/Essence Five

Standard Course of Study **Competency Goal 5:** The learner will apply grammar and language conventions to communicate effectively.
Essence 5: The learner will convey a complete thought in a functional manner.

In the *Standard Course of Study*, this competency focuses on grammatical conventions, spelling, and editing skills. Students with emerging literacy might learn to fill in sentences, spell simple words or their names, complete a communication (e.g., by signaling when finished), or use new forms of communication such as questions or yes/no answers to topics that are connected to print, pictures, or symbols.

Competency Goal 5/Essence 5 is about the student conveying a complete thought.

Sample Activities

- Complete all steps to make a block print cover
- Hit a Big Mac switch to fill in a verb to help compose a story
- Sign "finished" to indicate that enough pictures have been put into a picture journal page
- Given a picture will write a simple sentence describing it, 3 out of 5 trials
- Select one picture to complete the picture symbol sentence, "I like…"
- Fill in the correct letter abbreviation for the days of the week
- Correctly spell common sight words
- Will use correct capitalization and punctuation to write name and address on forms

Mathematics

Just as it is possible to focus on emerging literacy, it is also possible to focus on emerging numeracy skills. Our daily lives offer many contexts in which students are exposed to numbers, patterns, shapes, data, and other mathematical concepts. Some students will be able to use mathematical operations and concepts to respond to these contexts. For students in the NCAAP, they may also be able to increase their participation in activities requiring the functional use of mathematics with or without symbol use. For example, students may begin to learn how numbers can help with the start and pacing of tasks ("Let's go on the count of 3") or to organize their work ("Put this in the box marked '2'"). Mathematics is involved with learning to recognize patterns to know when to respond (e.g., following a schedule) or categorizing items for everyday use. Using money and telling time relate to competencies in measurement. Students may also be able to be more self-directed in their activities by using mathematics, such as graphing their performance.

In the North Carolina *Standard Course of Study* there are four areas of mathematics competency. These do not have specific competency statements yet, as in language arts, but instead use general categories of mathematics.

Understanding Mathematics Strand One/Essence One

Standard Course of Study **Mathematics Strand 1:** Number Sense, Numeration, and Numerical Operations
Essence 1: Representing and utilizing numbers

The first mathematics strand is easy to grasp because it focuses on number sense. There are many functional activities that involve the use of numerals and counting. For example, a student might learn his or her age or phone number. Students may use numbers in organizing or counting work materials. Students who are at a pre-symbolic level will more likely learn to respond to some type of counting to pace a daily routine (e.g., "Hit the switch on the count of 5 to turn on the blender"). Students with emerging symbol use may begin to recognize familiar numbers such as a room number or price on a vending machine.

Sample Activities

- Begin activity on the teacher's count of 3
- Trace numbers 1–3 using top-to-bottom progression.
- In response to "Let's count", will "fill in the blanks" when counting from 1–5
- Point to his telephone # from a choice of 3, 3 out of 4 trials
- Write date in numerical form
- Pull task by corresponding number by shelf
- Point to phone number
- Dial home phone number
- Find the sums of 4 out of 5 single-digit addition problems
- Match numbers 1–10 to sing a counting song, 7 out of 10 correct
- Point to the #1 when presented among non-numeric symbols, 8 out of 10 trials

Understanding Mathematics Strand Two/Essence Two

Standard Course of Study **Mathematics Strand 2:** Spatial Sense, Measurement, and Geometry
Essence 2: Recognizing size, measurement, spatial orientation, and shape

This mathematics concept has many functional examples, including telling time, the use of money, and measurement in cooking or job tasks. These functional tasks can be adapted for any level of symbol use. For example, a student with no symbol use might learn to recognize that money (versus some other object) is needed to make a purchase or to make a response when a timer sounds. Early symbol use might include matching clock times to know when to begin an activity or counting dollars. Students who can use symbols may learn to count combinations of money, tell time to the half hour, or follow a recipe with measurement. This concept also can be easily misapplied with a focus on nonfunctional skills or skills that lose the mathematics focus. For example, although recognizing a circle versus a triangle clearly fits this competency, for students with severe disabilities it needs to have some purpose to be functional. Walking to the bus stop might be argued to incorporate spatial orientation, but most mathematics teachers would not recognize it as mathematics.

Sample Activities

- Hit a switch that says time to move
- Count sets of dimes to make a purchase
- Will reach for objects and hold for 30 seconds
- State the names of the coins and will state the value of at least 2 of them
- Stay on task for 15 seconds during an educational activity
- Recognize 3 of 4 basic geometric shapes
- Match coins to a jig to make a purchase
- Locate date on wall calendar
- Measure ½ cup or 1 cup
- Complete a 7-piece puzzle to increase ability for spatial tasks
- When the timer goes off, will hit a switch indicating time for lunch, 2 out of 3 trials
- Will correctly tell time to the hour, 8 out of 10 trials

Understanding Mathematics Strand Three/Essence Three

Standard Course of Study **Mathematics Strand 3:** Patterns, Relationships, and Functions
Essence 3: Sorting and patterning

Of all the mathematics concepts, patterns and sorting is the one that could most easily become nonfunctional or not really mathematics without careful thought. While almost any activity of daily living could be called a pattern, this concept is best addressed by focusing on a sequence of auditory or visual stimuli that form a pattern. For example, following an object schedule that stays the same across days requires comprehending a pattern, as does following the rhythm of a familiar song using an instrument or clapping. Setting the table may require following a pattern if a model is given. By contrast, going to the cafeteria or putting on a coat is not as clearly a pattern. Similarly, in choosing sorting tasks, it is important to consider the attribute being used to classify the items and for the storing to have a functional purpose. Sorting recyclables such as paper or plastic requires using an attribute and has a functional purpose. By contrast, putting trash in the trash can does not.

Sample Activities

- Clap hands to count a beat in a familiar song
- Fill in missing numbers in a written copy of Social Security number
- Complete sorting tasks working in a left-to-right and top-to-bottom sequence when appropriate, 3 out of 4 tasks
- Sort coins
- Follow changing pattern to set table
- Sort letters and numbers to improve classification skills
- Independently follow 2 different numbered sequential patterns to open up 2 different Internet sites, 8 out of 9 steps correct
- Sort utensils by attributes, 8 out of 10 trials

Understanding Mathematics Strand Four/Essence Four

Standard Course of Study **Mathematics Strand 4:** Data, Probability, and Statistics
Essence 4: Collecting, sorting, organizing, displaying and/or interpreting data over a period of time (usually two or more items of numerical information) in charts, graphs, and/or tables with correct labeling

This mathematics area may involve creating a graph or data display or interpreting one. For example, students may keep track of how well they perform by using stickers on a chart, marbles in a jar, colored bar graphs, or rings on a dowel. Students who have physical challenges may communicate to another person when to add an item to the graph (e.g., "Eye-gaze at chart to request putting star on chart"). This concept is also addressed when teaching focuses on data displays such as mall maps, bus schedules, TV guides, and classroom charts or diagrams.

Sample Activities

- Reach toward stickers to ask to add to self-evaluation chart
- Pull Velcro off line graph to indicate activity completed
- Put sticker on chart after completion of task
- Will use weather words/symbols to correctly graph the weather each day
- Will locate the date on the calendar to mark his attendance for an activity, 1 out of 2 trials
- Will shade the number of "work" activities completed correctly (on a bar graph)
- Locate name and number on wall chart
- Use a copy of school map to locate classrooms
- Stack LEGO bricks to create an object graph
- Color a bar graph to indicate number completed
- Will make a line graph by sorting small round counters by color, using pincer grasp to pick up counters and place them on the correct dowel, 2 out of 3 trials
- Will independently locate the current date on a wall/desk calendar or her personal agenda

Summary

Once the English/Language Arts and Mathematics Essences are fully understood, appropriate task selection for the portfolio can occur. Tasks must come from the student's IEP, address the competencies or strands/essences of the *Standard Course of Study* using the functional activities the student needs, and be clarified for the assessment time period.

IV. Overview of Portfolio Development

The following steps are recommended to assemble and maintain the North Carolina Alternate Assessment Portfolio. Having clear, meaningful assessment tasks, a strong understanding of the student task rubric, and a well-planned, manageable format to record and measure the students' performances will ensure successful completion of the portfolio requirements. Each step will be discussed in detail.

To Be Completed Before Assessment Begins (Each will be explained in detail below)

1. Select six IEP tasks.
    a. Three must align with the English/Language Arts Essences;
    b. For students in grades 4, 7, and 10, one task must connect to either essence 4 or 5 and be designated as a writing task;
    c. Three must align with the Mathematics Essences; and
    d. Tasks must be measurable and quantifiable.
2. Adjust task mastery level for April.
3. Define initiation for each task.
4. Determine where the skills will be generalized.
5. Select a data sheet format for each task. Select data sheets from the ones included in the portfolio or available online at www.ncpublicschools.org/accountability/testing/alternate. Data sheets are designed in Microsoft Word. They can be downloaded at the address above and customized for your student. No other data sheets may be used in this assessment.
6. Fill out a task sheet for each task in the portfolio.
7. Write the student profile at the beginning of the year.

Step 1 Select Six IEP Tasks

All tasks selected for assessment must come from the student's current IEP. Current is defined as the IEP that is active during the assessment period. Should an IEP turnover during the assessment period, the "new" IEP would become the current IEP and the IEP that was in place at the beginning of assessment will be considered the previous IEP. For a task to be scored, it must be on the IEP that is active during assessment. In some cases this will be both the current and previous IEPs. A portfolio task may be an annual goal, a benchmark, therapy goal, or a behavior plan goal. Both the current and previous IEPs must be placed in the portfolio. If a portfolio task cannot be located on the IEP(s) that covers the assessment period, it will not be scored.

Split-Year IEP Task Selection

If an IEP changes in the middle of the assessment period, the student task in the portfolio must be reviewed in light of the new "midyear" IEP. A teacher may continue with the same task *if* (1) the task has not yet been mastered by the student *and* (2) the new IEP addresses the task. If, under these conditions, it is appropriate to continue the same task, it is not necessary to begin a new Student Task Sheet. Do not start a new data sheet. Simply continue with data collection as you have been doing. If new task and data sheets are started, they will be scored as two separate tasks. This can be very detrimental to the student's score.

Example: Becky's IEP turned over in December. The previous IEP task was "Becky will learn 15 new sight words" (*SCS* Competency Goal 2). Becky has not mastered this task, so it is continued on her new IEP. The teacher continues with this task in the portfolio. No notation on the data sheets or the student task sheet is necessary. Data collection continues as usual.

If a task does not meet both of the above criteria, it should not be continued in the portfolio. A new task should be put into the portfolio. It must address the same academic component as the discontinued task. *Note: The teacher also must bear in mind the time limitations for meeting the task and set mastery criteria accordingly.*

Example: Ron's new IEP begins in November. A new task is selected for his portfolio, but there are only four more months of instruction before the portfolio is to be completed. The new task should take into account the limited instruction time and set a criteria level that is reasonably achievable for Ron within the time remaining in the assessment period.

The new task chosen for Ron's English/Language Arts component is "*Ron will write his full address independently (name, phone number, street address, city, state, and zip code).*" This may be an excellent task for Ron given a year of instruction. It may, however, be unreasonable given only three months of instruction. In this case, assessing <u>part</u> of the task is realistic for Ron. The task for the portfolio now becomes "*Ron will write his name and phone number independently.*"

The teacher must now close out the first task and begin the new task. A new student task sheet with the new task written on it must be put into the portfolio. The data sheets that track the student responses for the new task are placed behind the new student task sheet.

The tasks should represent the student's learning expectations from the beginning of the year through April 20, 2005. Three tasks must address the English/Language Arts Competency Goals/Essences, and three tasks must address the Mathematics Strands/Essences. The selected tasks should be functional and age appropriate**.**

When setting up the portfolio, selected tasks must be meaningful and relevant to each student AND comply with the NCLB federal requirements. Some IEP tasks easily fit into this category:

English/Language Arts

- Will point to his name 3 out of 4 trials from a name list of 3 choices
- Will follow a picture schedule to transition from an activity to another
- When read a story will look at books/pictures in book 3 times during the story
- Will turn head to activate a switch to start a story on a tape player, 2 out of 3 trials
- Will independently write 3 out of 5 letters of his first name

Mathematics

- Will independently select the appropriate coin 4 out of 5 trials when asked for a specific coin type
- Will create sets of "3" objects by following a jig
- Will weigh herself and mark the weight on a chart
- Will put the numbers 6–10 in the correct order

Other IEP tasks that are meaningful and relevant to the student but do not comply with the NCLB federal regulations can be expanded to include either English/langue arts or mathematics.

IEP Task	IEP Task Expanded for NCLB
The student will be able to maintain her grasp on an object and move her hand from one location to another.	Demonstrate proper left-to-right progression for pre-reading and pre-writing by marking 3 marks on a paper in left to right order once a marker is placed in her hand (Reading)
Student will sit unassisted and reach for an object while maintaining his balance.	When presented with a choice of two books, student will choose the story that he wants read by reaching toward one book while sitting unassisted and maintaining his balance. (Reading)
Student will pick up small objects with either hand and put them into a bucket.	Student will select pennies versus non-money objects with either hand and put them into a bucket, 2 out of 3 trials. (Mathematics)
Student will have increased arm/hand strength and coordination by use of an inferior pincer grasp to pick up objects against resistance, 8 out of 10 trials.	Student will use an inferior pincer grasp to pick up a counter and place counter on a dowel to make an object graph to indicate activity completed, 2 out of 3 opportunities correct. (Mathematics)
Student will demonstrate safe stand-by assistance ambulation in: (a) classroom daily 100% of the time and (b) from classroom to lunchroom daily.	While maintaining safe stand-by assistance ambulation from the classroom to the lunchroom, the student will use a copy of the school map to locate 2 out of 3 different rooms in the school. (Mathematics)

The Portfolio Development Designee must select three reading and three mathematics tasks from the student's IEP that comply with NCLB by either containing the required academic focus or being expanded to include the required academic focus.

If an IEP does not have the required academic tasks focusing on English/Language Arts and/or Mathematics, or a task that can be expanded to incorporate English/Language Arts and Mathematics, the IEP team must reconvene and develop a task in that academic area.

Scoring Consideration

Tasks that do not contain the required academic focus will be declared non-scorable.

Examples of non-scorable tasks:
Student will complete 5 out of 6 steps to wash his hands.
Student will feed himself.
Student will walk unassisted to the bus.
Student will press a switch.
Student will behave appropriately during lunch.
Student will independently complete 4 of the 7 tasks to use his fork to cut his food.

Multiple Tasks from the Same IEP Goal

IEP goals may be used for more than one portfolio task as long as they are assessing different skills.

Examples:

IEP Goal	Portfolio Tasks
The student will read 10 community signs.	English/Language Arts: The student will read 10 community signs. Mathematics: The student will graph the number of words correctly identified.
The student will write his address.	English/Language Arts: The student will write his address independently. Mathematics: The student will write his full address within 3 minutes.
The student will brush his teeth and comb his hair.	English/Language Arts: Point to the correct picture to indicate which grooming item is appropriate to the requested activity (brushing teeth or combing hair). Mathematics: Will maintain a grasp for 20 seconds on a grooming item placed in his hand, 2 out of 3 trials.

Early Acquisition of Selected Tasks

If a required task is achieved and demonstrated with proficiency by the student within the first month of assessment, that task must be stopped and a new one started. If a task were consistently performed by the student within the first month of assessment, it would no longer be regarded as a learning task for that student. The student's skill should be maintained in the classroom, but it is no longer an appropriate task for the portfolio. A task that is achieved within the first month of assessment and maintained throughout the assessment will receive a Task Score 2. Task Scores 3 and 4 both require progress. If a student is performing at the same level at the end of assessment as she was performing at the start of assessment, no progress is demonstrated, **even if all of the responses are successful.** The student was able to do the task at onset; therefore, no progress is demonstrated.

When a student demonstrates consistent success with a portfolio task within the first month of assessment, it must be stopped and a new task sheet put into the portfolio with a new task. Data collection must then begin on the new task.

Task Example: Mary will stamp her name on a line 2 out of 10 times. On the third or fourth presentation of the task, Mary is successful and continues success throughout the month. That task should then be closed out by writing an end-of-task descriptor stating that Mary is able to do this task consistently. A new task is then put into the portfolio. The new task could either be stamping her name with higher criteria such as Mary will stamp her name on a line 8 out of 10 times, or it can be a completely different task from her IEP.

Aligning Tasks with the English/Language Arts Essences and the Mathematics Essences

Once the tasks are selected, they must be correctly aligned with at least two English/Language Arts Essences and at least two Mathematics Essences.

English/Language Arts Sample Alignment

- Essence 1 – Decoding pictures, text, or symbols
  - Examples: Will match word to word for 8 out of 10 words
    When shown pictures of signs, will identify 6 survival signs, 3 out of 4 trials
    Will read 20 sight words

- Essence 2 – Comprehension of pictures, text, or symbols
  - Examples: Will read picture recipes and answer 3 of 4 questions per recipe correctly
    Will match a weather word to a weather picture (cloud, sun, rain, snow, wind)
    Will correctly match his first name to a photograph of himself

- Essence 3 – Making choices using picture, text, or symbols
  - Examples: Will pick out 5 of her favorite TV shows from the TV Guide and/or newspaper
    Will choose a free-time activity by using picture cards to indicate her choice
    Will use pictures menu to select lunch choices

- Essence 4 – Producing a permanent product that can be shared with others to communicate
  - Examples: Will copy his first and last name on paper using a model
    Will trace five color words and match the color to the word
    Will stamp his name on a line at least 3 times a day
    Will write 2 out of 3 pieces of personal information

- Essence 5 – Conveying a complete thought
  - Examples: Will write a 3- to 5-word sentence for 4 out of 5 trials
    Will select one picture to complete the symbol sentence, "I like . . .", 1 out of 3 times

Mathematics Sample Alignment

- Essence 1 – Representing and Utilizing Numbers
  - Examples: Trace the numbers 1–3 using top-to-bottom progression
    Activate a Big Mac switch to say "good morning" on count of 5
    Using flash cards, put numbers 1–10 in order using a flash card model, 3 out of 5 trials
    Hit a switch on the count of 2

- Essence 2 – Recognizing size, measurement, spatial orientation, and shape
  - Examples: When the timer goes off, will hit a switch indicating time for lunch
    Stay on task for 15 minutes during an educational activity
    Recognize 3 of 4 basic geometric shapes
    Given a jig to make a purchase, will match coins 8 out of 10 correct
    Will maintain a grasp for 20 seconds on a grooming item placed in his hand

- Essence 3 – Sorting and Patterning

  Examples: Independently follow 2 different numbered sequential patterns to open up 2 different Internet sites, 8 out of 9 steps correct
  Given a repeating pattern involving 3 attributes, will copy and continue the pattern
  Sort utensils by attributes, 8 out of 10 trials
  Will copy and continue a pattern involving 3 attributes, 2 out of 5 times

- Essence 4 – Collecting, sorting, organizing, displaying and/or interpreting data over a period of time

  Examples Will use weather words/symbols to correctly graph the weather each day
  Will graph the number of numerals he correctly identifies
  Will independently locate the current date on a wall/desk calendar
  Will choose the correct symbol or word to place on a chart indicating his daily activities
  After being read a story will eye-gaze or vocalize to have a sticker added to "story graph"
  Will put a sticker on a chart for daily attendance

Changing a Portfolio Task or Task Requirement

A portfolio task may not be changed in any way during the assessment without first closing the original task and starting a new task that contains the changes. Changes are defined as:

- Changing the task itself
  - Change telling time to the hour to telling time ½ hour
  - Change reading 20 words to reading an additional 10 words
  - Change add one-digit numbers to add two-digit numbers
  - Change writing your first name to writing your first and last name
  - Change to any of the wording of what the student will do
- Changing the criteria
  - Change 3 out 5 times to 3 out of 4 times
  - Change doing 4 steps of a task to doing 5 steps of a task
  - Change writing name 3 out of 4 times to writing name
  - Change to any of the requirements of time, steps, frequency, or duration

If a teacher wishes to alter a task in **any** manner, he/she must close out the original task and begin a new task with the new requirements clearly stated. A new task sheet must be made for the altered task. New data sheets must be made and data collection must occur on the new data sheets for the altered task. Changes in any task parameters that occur without closing out the original task and starting a new task sheet and new data sheets will not be accepted. The original parameters/requirements of the task will be maintained as the true requirements of the task as stated on the student task sheet.

Tasks Must Be Measurable and Quantifiable

Portfolio tasks must be written in measurable and quantifiable terms. Tasks that are not quantifiable and measurable will not be scored. Examples of student tasks and terms that are not measurable or quantifiable are:

Terms that Are Not Quantifiable/Measurable

- Show growth
- Progress in
- Decrease
- Improve
- Know

Tasks that Are Not Measurable or Appropriate for the Portfolio

- Will improve classroom behavior
- Will participate in regular education class
- Become aware of outside stimulus
- Participate in sorting activities
- Show progress in ability to distinguish shapes
- Increase spelling ability
- Begin to understand

Student Tasks and Terms that Have Been Rewritten to Be Measurable or Quantifiable

Not Measurable/Quantifiable	Can Be Made Measurable
• Will increase spelling ability	• Will increase spelling ability by scoring 8 out of 10 correctly spelled words from his word lists (English/Language Arts)
• Will increase time on task	• Will increase time on task to 10 minutes (Mathematics)
• Will increase use of augmentative communication	• Will hit Big Mac to supply repeating line in story (English/Language Arts)
• Will increase appropriate behavior	• Will increase appropriate behavior by beginning work within 10 seconds of request (Mathematics)

Step 2
Adjust Task Mastery Level For April

IEP goals are usually written for one year of instruction. The portfolio assessment is conducted from the beginning of the school year through or beyond April 20, 2005. Therefore when setting the criteria for the student portfolio task, the teacher should set the task mastery level for April – not the end of the school year.

Goal as written on IEP	Mastery level adjustment for April call-in date
… write her last name	Independently print 6 of the 8 letters of her last name in correct order
… write the numbers 1–5	Trace the numbers 1–5 using top-to-bottom progression
… put numbers 1–10 in order	Put numbers 1–7 in order using a flash card model
… identify his name on a class list	Point to his name from a name list of 3 choices
…will recognize 5 coins by name	Will recognize 3 coins by name

When setting the mastery level for the student portfolio task, set a level that is an anticipated level of achievement by April 20, 2005. The teacher is not writing a new IEP task. He/she is merely stating a level of expected achievement by the student in April. Once the portfolio has been sent in for scoring, the teacher will continue out the year to bring the student to the level stated on the IEP.

Step 3
Define Initiation for Each Task

For the North Carolina Alternate Assessment Portfolio, initiation is defined as the student performing a task or the initial aspect of the task without being told or shown how, or performing the task or the initial aspect of the task in response to a "natural cue." Initiation responses will differ between types of tasks and the specifics of a task. Initiation must be an independent response.

1. **Discrete response task:** A task that requires an individual, separate, and complete unit response. The response is not broken down into steps. Examples of discrete response tasks are:

   - Will point to her name
   - Will eye-gaze to person reading story
   - Will press switch to turn on printer
   - Will show card to request help
   - Will present card to indicate choice
   - Will select book of choice
   - Will hold an object for 30 seconds
   - Will hit a switch on the count of 2

2. **<u>Chained task</u>:** A task that contains sequential steps to complete the action. Examples of chained tasks are:

   - Will follow picture directions
   - Will make a purchase
   - Will follow a sequence to access the computer
   - Will write complete address in order
   - Will follow a picture schedule
   - Will use number pad on microwave to set cooking time
   - Will package/assemble items following diagram or pictures

Initiation by Performing a Task without Being Told or Shown

With **discrete response tasks** the student performs the task without prompting or cueing.

Student Task	Initiation
• Will eye-gaze to person reading story	• Student eye-gazes to person reading
• Student asks for object	• Student hands teacher "I want" card unprompted
• Will press switch to turn on printer	• During leisure time, the student prints picture unprompted
• Will present card to request help	• Student presents help card in gym class unprompted

With **chained tasks** the student performs the FIRST STEP of the task without prompting or cueing.

Student Task	Initiation
• Will follow picture schedule	• Student looks at picture and goes to first activity unprompted.
• Will write date of birth in the correct sequence	• Student hands coins to store clerk unprompted
• Will make a purchase	

Initiation by Performing a Task in Response to a Natural Cue

A natural cue is what normally occurs in a person's environment prior to an event or response. When we go to the grocery store, the clerk asks us, "Paper or plastic?" That question is a natural cue for us to indicate our preference. In the classroom, the teacher says to a student, "It is time for lunch." That statement is the natural cue for the student to prepare for or indicate readiness for lunch.

With **discrete response tasks** the student performs the task without prompting following a natural cue.

Student Task	Initiation Following Natural Cue
• Will eye-gaze to reader	• Gazes to reader in response to "Mary, who is reading?"
• Will press switch to turn on printer	• Presses "on" switch in response to "It's time to print your work."
• Will tell time	• States time when asked, "What time is it?"
• Will stamp her name	• Stamps in response to "Stamp your name."

With **chained tasks** the student performs the FIRST STEP of the task following a natural cue.

Student Task	Initiation Following Natural Cue
• Will write his address in order	• Writes his house number following teacher question, "Where do you live?"
• Will follow a picture recipe	• Looks at first picture in the directions in response to "Let's make your cookies."
• Will complete steps to find a Web page	• Student pushes "on" button when teachers states, "Wes, let's find our Web page."

Natural Cue vs. Verbal Prompt

A **natural cue** is a statement, question, or direction that is used to cue a student that a response is required. Natural cues are given only once. The student's independent response following a natural cue is considered to be initiated.

Student Task	Examples of Natural Cues
• Read word on card or from list	• "What is this word?" • "Read this word."
• Select word from list of words	• "Where is the word ___?" • "Find ___."
• Will print her name	• "Write your name, Mary."
• Will turn head toward reader	• "I will read you a story, Mary."
• Will hit switch on the count of 3	• "1, 2, 3."

A **verbal prompt** is a statement, question, or direction that is used to lead or further direct a student who is not responding, responding incorrectly, or requires further support or assistance during the task. The student's response following a verbal prompt is not considered to be initiated.

Student Task	Examples of Verbal Prompts
• Read word on card or from list	• "What is this word?"(repeated several times) • "Read this word." (If word is *man*, teacher says "mmmm.")
• Select word from list of words	• "Where is the word ___?" "No, Mary, this word." • "Find ___." (If word is *man*: "Look for an 'M.'")
• Will print her name	• "Write your name, Mary." "Mary, write 'M.'"
• Will turn head toward reader	• "Mary." "Mary." Mary." "Mary."
• Will press switch on the count of 3	• "1, 2, 3." "What do you do on 3, Tom?"

Teachers sometimes confuse these terms on the data sheets. It is critical to know the difference between a verbal prompt and a natural cue. Some teachers indicate that a "Verbal Cue" was given. This is confusing to scorers. Does the teacher mean a verbal prompt, which would not count as initiation, or does the teacher mean a natural cue, which would be counted as an initiated response?

The terms "Verbal Cue" and "Natural Prompt" should never be used. For the NCAAP, the term "cue" refers only to a natural cue. If the student is being verbally prompted, the term "verbal prompt" is to be used.

Documenting Initiation

The teacher does not have to do any additional documentation for initiation in a properly set up task. The scorer will find it. If the task is a discrete task, initiation is a correct independent response. The scorer will look for correct independent responses – that is initiation for discrete tasks.

If the task is a chained task, the scorer will look at the first step of the chain. If that step is done independently, the task is initiated.

Never write a task with the words "With prompting the student will …" A portfolio task must always have an independent response expectation. The student may have prompting in the course of learning the task, but independency is expected.

"Mary will stamp her name 3 out of 5 trials." On this task Mary may need prompting, but by April she is expected to stamp her name 3 times independently. This student could score a Task Score of 3 or 4.

"Once a crayon is placed in his hand James will mark on a paper 2 out of 5 trials." On this task James may need physical or verbal prompting, but by April it is expected that he will independently mark on a paper 2 out of 5 trials. James will never be able to pick up the crayon himself. That is not required in this task. The independent response is marking on the paper, not picking up the crayon. This student could score a Task Score of 3 or 4.

"With prompting Alex will hold his head up for 10 seconds." This task states that Alex will always be prompted and that no independent response is expected from him. This student will not score above a Task Score of 2 with the way the task is written.

- Alex could, however, score a Task Score of 3 or 4 with the task written without the prompting. In that case the task would read, "Alex will hold his head up for 10 seconds, 2 out 5 trials." This now gives Alex the opportunity and expectation that on two trials he will work toward independently holding his head up for 10 seconds.
- Some teachers also mistakenly use the term "verbal prompt" in describing a task, when "natural cue" might be more appropriate.

  For example, the teacher may write that Mary will read a sight word given a "verbal prompt." Then, on the data sheet, the teacher indicates that Mary has performed the task independently. This is confusing to the scorer. Did Mary read the word independently after being given a natural cue such as "What is this word?" Or did Mary read the word independently after being verbally prompted with statements such as "Mary, what is this word? Remember this word, Mary? We saw this word yesterday in the story. Remember what the boy wore in that story? What is this word, Mary?"

The scorer must go with the correct meaning of the term "verbal prompt." Therefore, even though the teacher indicated that Mary read the word independently, the response will not be counted as initiated because a "verbal prompt" was used. This will limit the score to a Task Score of 1 or 2 because Task Scores 3 and 4 require initiation.

Step 4
Determine Where the Skills will be Generalized

The North Carolina Alternate Assessment Portfolio requires that students generalize a skill before they may be considered to have mastered the skill at Task Score of 3 or 4. Generalization means that the student successfully does the required skill for different people and in different environments/situations.

The most efficient way to ensure that generalization opportunities will be provided to a student is to determine where the task will be generalized prior to beginning data collection. Collaborating with parents, other service providers, and school personnel can make generalization an easily incorporated aspect of the student's educational experience.

Task Score 4 Generalization Requirements

"Applies skills across **three** or more environments/situations and **three** or more people, when applicable to the task" (Student Task rubric, Task Score 4)

Skill	Possible Generalizations
• Define 8 out of 10 building sight words	• Environment/situation: classroom, school, restaurants, field trips • Person: teacher, assistant, parents, school personnel
• Set table following a pattern	• Environment/situation: cafeteria, home, classroom • Person: teacher, assistant, grandmother
• Read classmates' names	• Environment/situation: gym, field trips, classroom • Person: PE teacher, assistant, teacher
• Present "bathroom" card when necessary	• Environment/situation: classroom, field trips, gym, bathroom • Person: teacher, assistant, volunteer, chaperones on field trips
• Sort materials by attribute	• Environment/situation: OT therapy room, classroom, gym • Person: teacher, OT, PE teacher

Task Score 3 Generalization Requirements

"Applies skills across **more than one** environment/situation ***or*** **more than one** person, when applicable to the task" (Student Task rubric, Task Score 3)

Skill	Possible Generalizations
• Define 8 out of 10 building sight words	• Environment/situation: classroom • Person: teacher, assistant
• Read classmates' names	• Environment/situation: gym • Person: PE teacher, assistant
• Sort shapes	• Environment/situation: OT therapy room • Person: assistant, OT therapist
• Tell time	• Environment/situation: classroom, school office • Person: teacher

What Does "Applies the Skill" Mean?

"Applies the skill" means that the student does the skill required as stated in the student task. It does not mean completes the task frequency requirement with different people and in different environments/situations.

Task	"Where"	Student Response	"Applies the Skill"
Writes name independently	Home	Writes name with help from mom	No (not independent)
Writes name independently	Speech class	Writes name independently	Yes
Completes 4 of 5 steps to set table	Cafeteria	Independently completes 4 of 5 steps	Yes
Completes 4 of 5 steps to set table	Cafeteria	Independently completes 3 of 5 steps	No (not all required steps)
Turns head to reader 3 out of 5 times	Media Center	Turns head once to reader (Librarian)	Yes
Follows 2-step picture directions	School office	Gives person attendance sheet	No (only 1 step)
Identifies 10 of 20 community related safety/survival signs	Community Outing	Points out "Do Not Walk" sign	Yes
During meals/snacks will lift spoon to mouth w/in the count of 10, 3 out of 5 times	Home	Lifts spoon to mouth by the count of 10 once for mom	Yes

Types of Generalization

The portfolio must contain evidence of generalization. Types of generalization evidence include but are not limited to:

- signatures or initials of the person for whom the skill was performed;
- generalization notes describing situations, people involved, materials involved;
- student work or copies of student performance — 3 per task (copy of signed library card, receipt of purchases, picture menus with choices circled);
- notes from home or notes from conversation with parents; or
- data from related service providers recorded on state data sheets.

Generalization will be counted at any time during the year when the student successfully does the skill with other people or in different environments/situations.

Different Parts of the Same Classroom Do NOT Qualify as Different Environments

Different areas of the same classroom are not considered generalization for the NCAAP. Tasks such as the following, which are done in different parts of the same classroom, would not be considered as generalization of the required skills.

Student Task	Invalid Generalization
The student will stamp her name on a line	Classroom workstation Teacher's desk Reading center
Will sort objects by color, shape, or form	Group time One-on-one with the teacher At table with assistant
Complete reading a book on tape, turning 6 of 12 pages as instructed	Reading Center Student desk Floor mat

"Situations" as Generalization

If using "situations" (a.k.a. different materials) are used as generalization, the different materials must require a different response from the student. The key to using situations as generalization is a clear explanation from the teacher as to why this is to be considered generalization. This explanation must include the different responses required from the student. Without such explanation they will not be considered as generalization.

Task: making a mark on a paper
Generalization can be shown through the use of pencils, paint brushes, glue sticks, and markers because they require the student to use a different grasp and apply different pressure to produce marks.

Task: set a timer
Generalization can be shown through the use of different types of timers. Generalization is valid if the timers have different types of dials and number arrays.

Task: pressing a switch to start a book on tape
Generalization can be shown through the use of different types of switches. Generalization is considered valid if the switches require a different response to activate them.

"Situation" Generalizations that Are Not Valid

Task: push a switch to turn a page in a book
Generalization: different books
This is not valid generalization because the response from the student is the same – pushing the switch.

Task: turn head to indicate attention to a story being read, 3 out of 5 trials
Generalization: different stories
This is not valid generalization because the response from the student is the same – turning head toward speaker.

Task: identify coins
Generalization: real money, play money, worksheets
This is not valid generalization because the response from the student is the same – identifying coins.

"Situation" generalization is rarely used. If a teacher chooses to use situations (materials) as generalization, the teacher must clearly explain the situation and describe the different responses.

Documenting Generalization

The most efficient and easiest way to document generalization is to have a "where" and "with whom" row on the data sheet used for documenting student responses. The required state data sheets all contain these rows.

Notes from parents or other service providers may also be included as evidence in the portfolio. These notes should describe the student's ability with the task performance and the prompting levels necessary for task completion.

Step 5
Select Data Sheet Format for Each Task

Data sheets are required for each task in the NCAAP. The required data sheets are located in the portfolio binder or online at www.ncpublicschools.org/accountability/testing/alternate/. These are the only data sheets that may be used in the portfolio. These data sheets may be downloaded and adjusted for a student's individual needs.

Selecting the appropriate data sheet for each task is crucial to accurately displaying student responses. The task criteria must match the data used for the task. Mismatched data sheets can affect the score a student receives because it becomes confusing or impossible to calculate an accurate score.

The following pages show data sheets that are mismatched to their task and therefore confusing to score or cause the student's score to be limited. The correct data sheet or corrected task criteria is shown with the mismatched data sheet.

Accurate matching of data sheet to task is key to clarity of data collection.

Mismatched Data Sheets and Corrections

Example A - Wrong

Student: TOM _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing	**Task:** Student will lift head to indicate readiness to be lifted on the count of 5 for 2 out of 3 trials, 8 out of 10 times. Essence 1

Date:	1/30	2/2	2/4	2/6	2/9	2/11	2/13	2/17	2/19
Trial 1	V	V	V	I	I	I	I	V	I
Trial 2	V	I	I	I	I	I	I	V	I
Trial 3	I	I	I	I	I	I	I	V	I
Total Independently Correct:	1	2	2	3	3	3	3	0	3
Where:	Cl	Cl	G	Tr	Cl	Cl	G	Cl	Cl
With Whom:	T	P	PE	PT	T	P	PE	T	T

Date:	2/23	2/25	2/27	3/1	3/3	3/5	3/8	3/10	3/12	3/15
Trial 1	V	V	V	V	I	I	I	I	I	I
Trial 2	I	I	I	I	I	I	I	V	I	I
Trial 3	V	I	I	I	V	V	I	I	I	I
Total Independently Correct:	1	2	2	2	2	2	3	2	3	3
Where:	Cl	Cl	G	G	Cl	Cl	Tr	Cl	Cl	G
With Whom:	T	P	PE	PE	T	T	PT	P	T	PE

Student Response Codes	"Where" Codes	"With Whom" Codes
V = Verbal Prompts I = Independent	Cl = classroom G = gym Tr = therapy room	T = teacher P = paraprofessional PE = physical ed. teacher PT = physical therapist

The requirement that the student do the task 8 out of 10 times is the problem. The student is only given the opportunity to do the task once a day. This would be scored by grouping the responses in groups of 10 and seeing if the student was successful 8 times within that block. That would only give the student 1 correct response in the last month of data collection. That is a Task Score 1.

Example A - Correct

Student: TOM _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing	**Task:** Student will lift head to indicate readiness to be lifted on the count of 5 for 2 out of 3 trials. Essence 1

Date:	1/30	2/2	2/4	2/6	2/9	2/11	2/13	2/17	2/19
Trial 1	V	V	V	I	I	I	I	V	I
Trial 2	V	I	I	I	I	I	I	V	I
Trial 3	I	I	I	I	I	I	I	V	I
Total Independently Correct:	1	2	2	3	3	3	3	0	3
Where:	Cl	Cl	G	Tr	Cl	Cl	G	Cl	Cl
With Whom:	T	P	PE	PT	T	P	PE	T	T

Date:	2/23	2/25	2/27	3/1	3/3	3/5	3/8	3/10	3/12	3/15
Trial 1	V	V	V	V	I	I	I	I	I	I
Trial 2	I	I	I	I	I	I	I	V	I	I
Trial 3	V	I	I	I	V	V	I	I	I	I
Total Independently Correct:	1	2	2	2	2	2	3	2	3	3
Where:	Cl	Cl	G	G	Cl	Cl	Tr	Cl	Cl	G
With Whom:	T	P	PE	PE	T	T	PT	P	T	PE

Student Response Codes	**"Where" Codes**	**"With Whom" Codes**
V = Verbal Prompts	**Cl = classroom**	**T = teacher**
I = Independent	**G = gym**	**P = paraprofessional**
	Tr = therapy room	**PE = physical ed. teacher**
		PT = physical therapist

With the requirement of 8 out of 10 removed, this student gets credit for each time he does the task correctly. This task would now score a Task Score 4.

A child must have the opportunity to achieve the task each time it is presented.

Example B - Wrong

Student: _____
Academic Component: ☒ Reading ☐ Mathematics ☐ Writing

Task: The Student will read 20 words, 3 out of 5 trials.

Date:	1/30	2/2	2/4	2/6	2/9	2/11	2/13	2/17	2/19	2/20
Trial 1	V	V	V	V	I	V	V	V	I	V
Trial 2	I	I	V	I	I	I	I	I	V	I
Trial 3	V	I	V	V	V	I	V	V	I	V
Trial 4	I	I	I	I	I	I	I	I	I	I
Trial 5	I	V	I	I	I	V	I	I	I	I
Total Independently Correct:	3	3	2	3	3	3	3	3	4	3
Where:	CL	CL	CL	L	L	TR	L	CL	L	TR
With Whom:	T	T	T	LB	LB	TA	LB	T	LB	TA
Date:	2/23	2/24	2/25	2/27	3/1	3/3	3/5	3/8	3/10	3/12
Trial 1	V	V	V	V	I	I	V	I	V	I
Trial 2	I	I	I	I	I	V	I	I	I	I
Trial 3	I	I	I	I	V	I	I	I	I	V
Trial 4	I	I	I	I	I	I	I	V	I	I
Trial 5	I	I	V	V	I	I	I	V	I	I
Total Independently Correct:	4	4	3	3	3	4	4	3	4	3
Where:	CL	CL	L	Tr	Tr	L	L	CL	CL	CL
With Whom:	T	T	LB	TA	TA	LB	LB	T	TA	T

Student Response Codes	**"Where" Codes**	**"With Whom" Codes**
V = Verbal Prompts I = Independent	Cl = classroom L = library Tr = therapy room	T = teacher LB = Librarian TA = Teacher Assistant

This task states that a student will read 20 words 5 times a day – that is 100 words a day!! It is doubtful that a student would be able to do that. This task and data would be questioned. What are the words? Are they the same 20 each time or different?

Example B - Correct

Student: _____

Academic Component: ☒ Reading ☐ Mathematics ☐ Writing

Task: The Student will read 20 words.

Date:	1/30	2/2	2/4	2/6	2/9	2/11	2/13	2/17	2/19	2/20
man	V	V	V	V	I	V	V	V	I	V
Boy	I	I	V	I	I	I	I	I	V	I
Yellow	V	I	V	V	V	I	V	V	I	V
Can	I	I	I	I	I	I	I	I	I	I
I	I	V	I	I	I	V	I	I	I	I
We	V	V	V	V	I	I	V	I	V	I
Mary	I	I	I	I	I	V	I	I	I	I
Is	I	I	I	I	V	I	I	I	I	V
Girl	I	I	I	I	I	I	I	V	I	I
run	I	I	V	V	I	I	I	V	I	I
Dad	V	V	V	I	V	V	I	I	I	I
School	V	V	I	I	I	I	V	V	V	V
Me	I	V	V	V	I	V	I	I	I	I
You	I	I	I	I	I	I	I	I	I	I
Red	I	I	I	I	V	I	I	I	I	I
Happy	I	V	V	I	I	I	V	V	V	V
Sad	V	I	I	I	V	I	I	I	I	I
House	V	I	I	V	I	V	I	I	I	I
Car	I	I	I	I	I	I	I	I	I	I
blue	I	V	V	I	I	I	I	I	I	I
Total Independent Correct:										
Where:		CL	L	Tr	Tr	L	L	CL	CL	CL
With Whom:	T	T	LB	TA	TA	LB	LB	T	TA	T

Student Response Codes	**"Where" Codes**	**"With Whom" Codes**
V = Verbal Prompts I = Independent	Cl = classroom L = library Tr = therapy room	T = teacher LB = Librarian TA = Teacher Assistant

With the requirement of 3 out of 5 removed, this student gets credit for each time he does the task correctly. This accurately tracks the words the student will read and has the possibility of the student achieving the task each time it is presented.

Example C - Wrong

Student: _____

Academic Component: ☒ Reading ☐ Mathematics ☐ Writing

Task: The Student will read 20 words, 3 out of 5 trials, 4 out of 5 days.

Date:	**1/30**	**2/2**	**2/4**	**2/6**	**2/9**	**2/11**	**2/13**	**2/17**	**2/19**	**2/20**
Trial 1	V	V	V	V	I	V	V	V	I	V
Trial 2	I	I	V	I	I	I	I	I	V	I
Trial 3	V	I	V	V	V	I	V	V	I	V
Trial 4	I	I	I	I	I	I	I	I	I	I
Trial 5	I	V	I	I	I	V	I	I	I	I
Total Independently Correct:	3	3	2	3	3	3	3	3	4	3
Where:	CL	CL	CL	L	L	TR	L	CL	L	TR
With Whom:	T	T	T	LB	LB	TA	LB	T	LB	TA
Date:	**2/23**	**2/24**	**2/25**	**2/27**	**3/1**	**3/3**	**3/5**	**3/8**	**3/10**	**3/12**
Trial 1	V	V	V	V	I	I	V	I	V	I
Trial 2	I	I	I	I	I	V	I	I	I	I
Trial 3	I	I	I	I	V	I	I	I	I	V
Trial 4	I	I	I	I	I	I	I	V	I	I
Trial 5	I	I	V	V	I	I	I	V	I	I
Total Independently Correct:	4	4	3	3	3	4	4	3	4	3
Where:	CL	CL	L	Tr	Tr	L	L	CL	CL	CL
With Whom:	T	T	LB	TA	TA	LB	LB	T	TA	T

Student Response Codes	**"Where" Codes**	**"With Whom" Codes**
V = Verbal Prompts I = Independent	Cl = classroom L = library Tr = therapy room	T = teacher LB = Librarian TA = Teacher Assistant

Same problems as example but worse – now the student has to do it 4 out of 5 days before it can be counted as one correct response. If the task is presented every day, it will be a week before the student can achieve the task.

Example C - Correct

Student: _____ **Academic Component:** ☒ Reading ☐ Mathematics ☐ Writing	**Task: The Student will read 20 words.** **(The student will be given words in groups of 5 – the same 20 words will be given every day.)**

Date:	**1/30**	**2/2**	**2/4**	**2/6**	**2/9**	**2/11**	**2/13**	**2/17**	**2/19**	**2/20**
Words 1-5	5	5	5	5	5	5	5	5	5	5
Words 6-10	5	5	5	5	5	5	5	5	5	5
Words 11-15	3	3	3	3	4	3	3	3	4	4
Words 15-20	0	0	0	0	0	1	2	2	2	2
Total Independently Correct:	13	13	13	13	14	14	15	15	16	16
Where:	CL	CL	CL	L	L	TR	L	CL	L	TR
With Whom:	T	T	T	LB	LB	TA	LB	T	LB	TA
Date:	**2/23**	**2/24**	**2/25**	**2/27**	**3/1**	**3/3**	**3/5**	**3/8**	**3/10**	**3/12**
Words 1-5	5	5	5	5	5	5	5	5	5	5
Words 6-10	5	5	5	5	5	5	5	5	5	5
Words 11-15	5	5	5	5	5	5	5	5	5	5
Words 15-20	2	2	2	3	2	3	4	4	5	5
Total Independently Correct:	17	17	17	18	17	18	19	19	20	20
Where:	CL	CL	L	Tr	Tr	L	L	CL	CL	CL
With Whom:	T	T	LB	TA	TA	LB	LB	T	TA	T

Student Response Codes	"Where" Codes	"With Whom" Codes
Number reported is number of words student read independently correct	Cl = classroom L = library Tr = therapy room	T = teacher LB = Librarian TA = Teacher Assistant

This gives information about how the task is presented and is more reasonable for the student. The student has the possibility of achieving the task each time it is presented.

Example D - Wrong

Student: _____
Academic Component: ☒ Reading ☐ Mathematics ☐ Writing

Task: The Student will tell time to the hour.

Date:	**1/30**	**2/2**	**2/4**	**2/6**	**2/9**	**2/11**	**2/13**	**2/17**	**2/19**	**2/20**
	V	V	V	V	I	V	V	V	I	V
	I	I	V	I	I	I	I	I	V	I
	V	I	V	V	V	I	V	V	I	V
	I	I	I	I	I	I	I	I	I	I
	I	V	I	I	I	V	I	I	I	I
Total Independently Correct:	3	3	2	3	3	3	3	3	4	3
Where:	CL	CL	CL	L	L	TR	L	CL	L	TR
With Whom:	T	T	T	LB	LB	TA	LB	T	LB	TA
Date:	**2/23**	**2/24**	**2/25**	**2/27**	**3/1**	**3/3**	**3/5**	**3/8**	**3/10**	**3/12**
	V	V	V	V	I	I	V	I	V	I
	I	I	I	I	I	V	I	I	I	I
	I	I	I	I	V	I	I	I	I	V
	I	I	I	I	I	I	I	V	I	I
	I	I	V	V	I	I	I	V	I	I
Total Independently Correct:	4	4	3	3	3	4	4	3	4	3
Where:	CL	CL	L	Tr	Tr	L	L	CL	CL	CL
With Whom:	T	T	LB	TA	TA	LB	LB	T	TA	T

Student Response Codes	**"Where" Codes**	**"With Whom" Codes**
V = Verbal Prompts I = Independent	Cl = classroom L = library Tr = therapy room	T = teacher LB = Librarian TA = Teacher Assistant

This task is given to the student 5 times every day – that makes sense – but there is no criterion – how many is the student required to get correct each time? If you are giving repeated trials you must have a criterion for mastery.

Example D - Correct

Student: _____
Academic Component: ☒ Reading ☐ Mathematics ☐ Writing

Task: The Student will tell time to the hour 4 out of 5 trials.

Date:	**1/30**	**2/2**	**2/4**	**2/6**	**2/9**	**2/11**	**2/13**	**2/17**	**2/19**	**2/20**
	V	V	V	V	I	V	V	V	I	V
	I	I	V	I	I	I	I	I	V	I
	V	I	V	V	V	I	V	V	I	V
	I	I	I	I	I	I	I	I	I	I
	I	V	I	I	I	V	I	I	I	I
Total Independently Correct:	3	3	2	3	3	3	3	3	4	3
Where:	CL	CL	CL	L	L	TR	L	CL	L	TR
With Whom:	T	T	T	LB	LB	TA	LB	T	LB	TA
Date:	**2/23**	**2/24**	**2/25**	**2/27**	**3/1**	**3/3**	**3/5**	**3/8**	**3/10**	**3/12**
	V	V	V	V	I	I	V	I	V	I
	I	I	I	I	I	V	I	I	I	I
	I	I	I	I	V	I	I	I	I	V
	I	I	I	I	I	I	I	V	I	I
	I	I	V	V	I	I	I	V	I	I
Total Independently Correct:	4	4	3	3	3	4	4	3	4	3
Where:	CL	CL	L	Tr	Tr	L	L	CL	CL	CL
With Whom:	T	T	LB	TA	TA	LB	LB	T	TA	T

Student Response Codes	"Where" Codes	"With Whom" Codes
V = Verbal Prompts I = Independent	Cl = classroom L = library Tr = therapy room	T = teacher LB = Librarian TA = Teacher Assistant

Now this task can be scored in the way it is presented – 5 trials – 4 must be correct for mastery. The student has the possibility to achieve the task each time it is presented.

Example E - Wrong

Student: _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing	**Task:** The Student will start task 20 seconds after request, 3 out of 4 times.

Date	Student Response	Duration or Distance	Where	With Whom
1/7	I	40 SEC	CL	T
1/9	V	20 SEC	CL	TA
1/12	V	20 SEC	CL	T
1/14	V	20 SEC	MC	TA
1/16	I	37 SEC	G	T
1/19	I	49 SEC	CL	TA
1/21	V	20 SEC	CL	T
1/23	V	20 SEC	CL	T
1/27	V	20 SEC	CL	TA
1/29	V	20 SEC	CL	TA
2/2	V	20 SEC	MC	T
2/4	V	20 SEC	G	P
2/6	I	18 SEC	CL	T
2/9	I	28 SEC	G	P
2/11	V	20 SEC	G	P
2/13	I	15 SEC	CL	T
2/16	I	29 SEC	CL	T
2/18	I	7 SEC	CL	TA
2/20	I	12 SEC	CL	TA
2/23	I	15 SEC	MC	TA
2/25	V	20 SEC	MC	TA
2/27	I	10 SEC	CL	T
3/1	I	14 SEC	G	P
3/3	I	18 SEC	CL	T
3/5	I	7 SEC	CL	T
3/8	I	10 SEC	MC	TA

Total Independently Correct: _____

Student Response Codes	"Where" Codes	"With Whom" Codes
I = Independent **V = verbal prompt**	**CL = classroom** **M = Media Center** **G = gym**	**T = teacher** **TA = teacher assistant** **P = physical ed teacher**

Again the student cannot achieve the task every day. Data is taken 3 times a week so that means the student can only achieve the task once every 2 weeks.

Example E - Correct

Student: _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing	**Task:** The Student will start task 20 seconds after request.

Date	Student Response	Duration or Distance	Where	With Whom
1/7	I	40 SEC	CL	T
1/9	V	20 SEC	CL	TA
1/12	V	20 SEC	CL	T
1/14	V	20 SEC	MC	TA
1/16	I	37 SEC	G	T
1/19	I	49 SEC	CL	TA
1/21	V	20 SEC	CL	T
1/23	V	20 SEC	CL	T
1/27	V	20 SEC	CL	TA
1/29	V	20 SEC	CL	TA
2/2	V	20 SEC	MC	T
2/4	V	20 SEC	G	P
2/6	I	18 SEC	CL	T
2/9	I	28 SEC	G	P
2/11	V	20 SEC	G	P
2/13	I	15 SEC	CL	T
2/16	I	29 SEC	CL	T
2/18	I	7 SEC	CL	TA
2/20	I	12 SEC	CL	TA
2/23	I	15 SEC	MC	TA
2/25	V	20 SEC	MC	TA
2/27	I	10 SEC	CL	T
3/1	I	14 SEC	G	P
3/3	I	18 SEC	CL	T
3/5	I	7 SEC	CL	T
3/8	I	10 SEC	MC	TA

Total Independently Correct: _____

Student Response Codes	"Where" Codes	"With Whom" Codes
I = Independent **V = verbal prompt**	**CL = classroom** **M = Media Center** **G = gym**	**T = teacher** **TA = teacher assistant** **P = physical ed teacher**

Now the student has the possibility to achieve the task every day it is presented.

Example F - Wrong

Student: _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing								**Task:** The Student will count 10 objects 3 out of 5 times.		
Date:	**12/8**	**12/12**	**12/15**	**12/19**	**1/5**	**1/9**	**1/12**	**1/16**	**1/19**	**1/23**	**1/26**
	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0
Total Independently Correct:	0	0	0	0	0	0	0	0	0	0	0
Where:	C	C				C	C	CB	SC	C	SC
With Whom:	T	T				T	T	MB	MB	T	SP
Date:	**1/30**	**2/1**	**2/6**	**2/9**	**2/13**	**2/16**	**2/20**	**2/23**	**2/27**	**3/1**	**3/5**
	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0
Total Independently Correct:	1	1		11	1	1					
Where:	C	CB	SC	C	C	CB	C	C	CB	C	SC
With Whom:	T	MB	SP	T	T	MB	T	T	MB	T	SP

Student Response Codes	"Where" Codes	"With Whom" Codes
4 = Independent **3 = Verbal Prompt** **2 = Physical Prompt** **1 = No Response** **0 = Absent**	**C = CLASS** **CB = MRS. BROWN'S CLASS** **SC = SPEECH CLASS**	**T = TEACHER** **MB-MRS. BROWN** **SP = SPEECH TEACHER**

These data are confusing and require the scorer to make guesses. One score is given each day of data. Does that mean that on 5 trials the student responded the same on each trial? Or, does it mean that one trial was given each day? If scorers have to guess – one may score it one way and another scorer score a different way – who knows which one the teacher meant.

Example F - Correct

Student: _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing					**Task:** The Student will count 10 objects.						
Date:	**12/8**	**12/12**	**12/15**	**12/19**	**1/5**	**1/9**	**1/12**	**1/16**	**1/19**	**1/23**	**1/26**
	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0
Total Independently Correct:	0	0	0	0	0	0	0	0	1	0	0
Where:	C	C				C	C	CB	SC	C	SC
With Whom:	T	T				T	T	MB	MB	T	SP
Date:	**1/30**	**2/1**	**2/6**	**2/9**	**2/13**	**2/16**	**2/20**	**2/23**	**2/27**	**3/1**	**3/5**
	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0
Total Independently Correct:	1	1	1	1	1	1	1	1	1	1	1
Where:	C	CB	SC	C	C	CB	C	C	CB	C	SC
With Whom:	T	MB	SP	T	T	MB	T	T	MB	T	SP

Student Response Codes	"Where" Codes	"With Whom" Codes
4 = Independent **3 = Verbal Prompt** **2 = Physical Prompt** **1 = No Response** **0 = Absent**	**C = CLASS** **CB = MRS. BROWN'S CLASS** **SC = SPEECH CLASS**	**T = TEACHER** **MB-MRS. BROWN** **SP = SPEECH TEACHER**

Now the data show that the student will count 10 objects and that each response is how the student did with that counting. Now the data are understandable and the student has the possibility to achieve the task each time it is presented.

Example G - Wrong

Student: Portfolio #: Academic Component: ☐ Reading ☒ Mathematics ☐ Writing	Task: Student will locate current date on a wall calendar on which prior days have been marked off, for 5 days a week. *Essence 2

Date	Performs Skill	Where or materials used	With Whom
2/2	V	Office calendar	P
2/3	I	Classroom calendar	T
2/4	I	Gen. ed. class calendar	GET
2/10	I	Classroom calendar	T
2/11	I	Classroom calendar	T
2/12	I	Office calendar	P
2/16	I	Classroom calendar	T
2/18	I	Gen. ed. class calendar	GET
2/19	I	Classroom calendar	P
2/23	I	Office calendar	P
2/24	I	Classroom calendar	T
2/26	I	Gen. ed. class calendar	GET
2/27	I	Office calendar	P
3/3	I	Classroom calendar	T
3/4	I	Gen. ed. Class calendar	GET
3/5	I	Office calendar	P

Total Independent 16

Student Response Code:	Where Code:	With Whom Code:
I = independent	Cl = classroom	T = teacher
V = verbal prompt	gec = gen. ed. class	P = paraprofessional
M = model prompt	o = office	GET = gen. ed. teacher
R = refusal		

The requirement of the task is to find a date 5 times a week. The task is only offered to the student 3 times a week. Although the student consistently finds the date, he can never achieve the task because he is not offered the task 5 times a week.

Example G - Correct

Student: Portfolio #: Academic Component: ☐ Reading ☒ Mathematics ☐ Writing	Task: Student will locate current date on a wall calendar on which prior days have been marked off. *Essence 2

Date	Performs Skill	Where or materials used	With Whom
2/2	V	Office calendar	P
2/3	I	Classroom calendar	T
2/4	I	Gen. ed. class calendar	GET
2/10	I	Classroom calendar	T
2/11	I	Classroom calendar	T
2/12	I	Office calendar	P
2/16	I	Classroom calendar	T
2/18	I	Gen. ed. class calendar	GET
2/19	I	Classroom calendar	P
2/23	I	Office calendar	P
2/24	I	Classroom calendar	T
2/26	I	Gen. ed. class calendar	GET
2/27	I	Office calendar	P
3/3	I	Classroom calendar	T
3/4	I	Gen. ed. Class calendar	GET
3/5	I	Office calendar	P

Total Independent 16

Student Response Code:	Where Code:	With Whom Code:
I = independent	Cl = classroom	T = teacher
V = verbal prompt	gec = gen. ed. class	P = paraprofessional
M = model prompt	o = office	GET = gen. ed. teacher
R = refusal		

The student will now receive credit every time he successfully locates the date. The student has the possibility to achieve the task each time it is presented.

Example H - Wrong

Student: Academic Component: ☐ Reading ☒ Mathematics ☐ Writing						Task: Student will use a copy of the school map to locate 4 out of 5 locations. *Essence 4					
	Date										
Trial	10/6	10/8	10/12	10/14	10/21	10/23	10/25	10/27	10/28	10/31	11/1
5	√	X	√	√	√	R	√	√	√	√	√
4	X	X	√	√	√	R	X	√	X	√	√
3	X	X	X	R	X	R	X	X	X	R	X
2	X	R	X	R	X	R	X	X	X	R	X
1	R	R	X	R	X	R	R	X	R	R	X
Total Independent Correct:	1	0	2	2	2	0	1	2	1	2	2
Where: (starting point)	O	CL	CL	PE	CL	CL	O	PE	Cl	Cl	Cl
With whom:	T	P1	P2	T	T	P1	T	P2	P1	P2	T

Student Response Code:	Where Code:	With Whom Code:
√ = locates room independently	Cl = classroom	T = teacher
X = does not locate room	MC = media center	P1 = paraprofessional
R = refusal	O = office	P2 = paraprofessional
	G = gym	

These data are confusing – what are the areas that the student is to locate? Are they the same areas? Does the student go from the start point to the 5 areas or go to the first area, return to the start point, and then go the next area – repeating this pattern? What does the word trial mean in the first column? Are these 5 trials with one area location or 5 locations? We don't know. We have to guess to score these data.

Example H - Correct

Student: Academic Component: ☐ Reading ☒ Mathematics ☐ Writing						Task: Student will use a copy of the school map to locate three out of four locations. *Essence 4					
	Date										
Trial	10/6	10/8	10/12	10/14	10/21	10/23	10/25	10/27	10/28	10/31	11/1
Office	SP	X	√	√	√	R	SP	√	√	√	√
Classroom	√	SP	SP	√	SP	SP	X	√	SP	SP	SP
Gym	X	X	X	SP	X	R	√	SP	X	√	√
Media Center	X	R	X	R	X	R	X	X	X	R	X
Bus Ramp	R	R	X	R	X	R	R	X	R	R	X
Total Independent Correct:	1	0	1	2	1	0	1	2	1	2	2
Where: (starting point)	O	CL	CL	PE	CL	CL	O	PE	CI	CI	CI
With whom:	T	P1	P2	T	T	P1	T	P2	P1	P2	T

Student Response Code:	Where Code:	With Whom Code:
√ = locates room independently	CL = classroom	T = teacher
X = does not locate room	MC = media center	P1 = paraprofessional
R = refusal	O = office	P2 = paraprofessional
	G = gym	

(SP = start point – student starts here and then attempts to locate other 4 areas each time before completing the trial)

Now the scorer can see the student starts in one place and then locates the other places each time for every trial. The student has the possibility to achieve the task each time it is presented.

Step 6
Fill Out a Task Sheet for Each Task in the Portfolio

Student Task Sheet – English/Language Arts

Student Name: _____

(A) Check the *Standard Course of Study* Competency Goal to which the student task is connected.

☒ ***Standard Course of Study* Competency Goal 1:** The learner will develop and apply *enabling* strategies and skills to read and write.
Essence 1: The learner will develop strategies for communication.

☐ ***Standard Course of Study* Competency Goal 2:** The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
Essence 2: The learner will develop and apply strategies and skills to comprehend outside stimuli.

☐ ***Standard Course of Study* Competency Goal 3:** The learner will make connections through the use of oral language, written language, and media and technology.
Essence 3: The learner will make connections (react, relate and generalize).

☐ ***Standard Course of Study* Competency Goal 4:** The learner will apply strategies and skills to create oral, written, and visual text.
Essence 4: The learner will produce expressive communication.

☐ ***Standard Course of Study* Competency Goal 5:** The learner will apply grammar and language conventions to communicate effectively.
Essence 5: The learner will convey a complete thought in a functional manner.

(B) Check box to indicate if task is to be scored for Reading (Grades 3–8 and 10) or Writing (Grades 4, 7, and 10 only)

One Student Task per Student Task Sheet

☒ Reading Task
☐ Writing Task — Applies to Competency Goal 4 or 5 only (Grades 4, 7, and 10 only)

Student Task:

Beth will present a "help" card to ask for assistance.

(C) Required Evidence

1. Data Sheets: A collection of the student responses must be provided on standardized forms called data sheets. The data sheets that are to be used in the portfolio must come from the data sheet set included in the portfolio or online at www.ncpublicschools.org/accountability/testing/alternate/.

2. Task Descriptions: Concise, focused teacher notes that provide an explanation of the task, how the task is presented to the student and information about the student's level of functioning, generalization, and/or initiation of the task.

Optional Evidence

Work Samples: Examples of a student's work — such as writing his/her name, making a mark on a paper, student produced picture sentences — may be submitted. Three work samples may be included in the portfolio for each task. The work samples must be 1) at the beginning of instruction, 2) at the midpoint of instruction, and 3) at the end of instruction.

Generalization Notes: Notes describing a student's ability with task performance in different locations and with different people may be included.

(D) Teacher Comments: Date: _____

Description of Student Task Sheet

(A) This is a list of the *Standard Course of Study* Competency Goals and accompanying Essences. You must check (X) the *SCS* Goal/Essence that is aligned with the selected student task. Which one of the Essences is the task teaching?

(B) If the student is in grades 4, 7, or 10, you must check whether you want the Task Scored as a reading or a writing task. When the writing box is checked, the task **must** align with *SCS* Competency Goal 4 or 5. If the writing box is checked and the *SCS* competency checked is NOT 4 or 5, the task will not be scored as writing.

**Note: The Mathematics Student task sheet does not have the check boxes noted in "B." All tasks in the Mathematics component will be scored as mathematic tasks.*

Teachers of students who are **not** in grades 4, 7, or 10 will never check the writing box. They will check the reading box for all tasks.

(C) This is a list of the evidence that must be included in the portfolio.

Required Evidence that must be included in the portfolio:

- Data Sheets: You must use data sheets. You must use the data sheets provided in the portfolio or the ones provided at www.ncpublicschools.org/accountability/testing/alternate. These are the same data sheets that are in the portfolio. When you download them from the Web, you can alter the number of lines to fit the student's task. All data sheets are created in Microsoft Word. No other style of data sheet may be included in the portfolio.

- Task Descriptions: You must also include task descriptions, which are detailed, focused teacher notes that provide an explanation of the task, how the task is presented to the student and information about the student's level of functioning, generalization, and/or initiation of the task. The task description form is included behind each student task sheet in the portfolio. This is the only form that may be used. See page 54 for examples of task descriptions.

Optional Evidence that may be included in the portfolio but is not required:

- Work Samples: You may include actual student work such as writing addresses, making marks on paper, student-produced writing, or student-produced picture stories. If student work is submitted, it is limited to three examples per task. One example should be collected at the beginning of the assessment period, one in the middle of the assessment period, and one at the end of the assessment period. Only three examples of student work are permissible.

- Generalization Notes: Notes describing a student's ability with skill performance in different locations and with different people may be included. These may be notes from parents, other service providers, or other people in the student's environment where he has demonstrated the task.

(D) The teacher may include any comments that are relevant to the student's performance of the task.

Student Task Sheet Scoring Considerations

The student task sheet is critical to accurate scoring of the portfolio. The teacher must check the *SCS* English/Language Arts Competency Goal/Essence or Mathematics Strand/Essence to which the student task is connected. The student task must come from the student's IEP, be measurable and quantifiable, and address either English/Language Arts or Mathematics. Unless these conditions are met, the student task may be declared non-scorable.

On the English/Language Arts student task sheet, teachers of students in grades 4, 7, and 10 must indicate if the task is to be scored as reading or writing. The task selected for writing must align with *SCS* Competency Goal/Essence 4 or 5. If no task in the English/Language Arts component is designated as writing, the student will receive a zero for writing. If the task designated as a writing task does not align with *SCS* Competency Goal/Essence 4 or 5, it will be declared non-scorable.

Step 7
Write the Student Profile

The student profile is a description of the student in relation to his/her education. Student descriptions should include:

- Student name, date of birth, and date the profile was written
- A description of the student's strength(s) and weakness(es) in the student's IEP goals that address the academic areas covered in the portfolio: English/Language Arts (Reading and Writing) and Mathematics
- Any medical conditions that are relevant to the student's education
- Description of specialized equipment or technology used by the student

Scoring Considerations

During the scoring process, the scorer reads the profile in order to "know" the student. The age and functional appropriateness of the tasks included in the portfolio are also examined in light of information provided in the profile.

Sample Student Profile

Name: Mary Smith
Date of Birth: 11-15-94
Age: 9 years
Date of Profile: August 27, 2004

Mary is a nine-year-old girl who is classified as severely/profoundly mentally disabled. She has global developmental delays and a seizure disorder for which she takes daily medication. Mary is alert and responsive at school. She receives physical therapy and speech therapy. Mary's family is very involved with her education. Mary's two older sisters often take her on outings in the community to complement activities in the classroom.

Mary smiles and vocalizes when people verbally interact with her. She maintains eye contact with the speaker and smiles and laughs when the speaker pauses or changes voice pitch. Mary expresses herself through gesturing (waving hands), vocalizations, smiling, and crying. Mary often expresses her opinion of tasks and activities.

Mary is incontinent with bowel and bladder. Mary is able to drink through a straw that is held for her. Mary is unable to dress herself but assists in dressing by holding her arms and legs still while she is being dressed. Mary has a great deal of community access. Her family takes her to church, where they report she enjoys the interaction and the music. She is often taken to the park, zoo, stores, and friends' homes. Mary expresses enjoyment during these outings.

Ongoing Throughout Assessment

All portfolios must contain evidence of the student's performance and progress over time. The required evidence consists of data sheets and task descriptions for each task included in the portfolio.

Documentation of Student Performance and Progress

Evidence

The core of the portfolio is the information about the student's progress and/or performance throughout the assessment period. This information takes the form of evidence pertaining to the student's task that is placed in the portfolio. The purpose of evidence is to present a clear and complete picture of the student's performance as it relates to a specific task. Forms of evidence that must be included are data sheets and task descriptors. Student work may be included but is not required. If student work is included, only three samples of student work per task are allowed. Generalization notes from other people regarding the student's ability with the task may also be included. Videotapes, audiotapes, and photographs may not be submitted. Evidence and data-collection systems that are targeted to a specific task, clear to an unfamiliar reader, and time efficient benefit both the student and the teacher.

The evidence included in the portfolio must show the student's performance and/or progress over time. Evidence and data sheets that are well planned, efficient, and include clear evidence of generalization, initiation, and performance are most effective.

For a student to score at Student Task Score 3 and 4, evidence must demonstrate task mastery, initiation, generalization, and progress at the frequencies defined in the task rubric.

Data collection should occur while the skill is being taught. Recording student responses during instruction helps to ensure accurate documentation of all parts of the student's performance toward skill development. A data collection system (data sheets, anecdotal notes, student work, etc.) that is clear, easy to use, and targeted to the specific skill or steps involved in proficiency acquisition make this process easier and less time-consuming. Problematic areas become easier to identify and thus the instruction is focused on these areas.

Amount of Evidence

Teachers often ask how much evidence should be included in a portfolio. There is no set amount of data that are required for the portfolio. What is required is that the evidence supplies a clear and complete picture of the student's performance and/or progress over time. To provide this picture, there are, however, recommendations of "how much" data to include in the portfolio:

- Baseline data should be taken for approximately 1–2 weeks to determine the student's level of functioning at the onset of instruction and to demonstrate that the student was not able to perform the skill at the onset of instruction.
- Ideally, data should be taken on a daily basis. If daily data are not taken, then the teacher must decide what amount will provide a clear and complete picture of the student. Often, this will depend on the task and the student's responses to the task requirement. Data should, however, be taken at a minimum of at least twice a week for the entire assessment period.
- Generalization evidence demonstrates the student's ability to perform the task under different situations (e.g., student is given multiple opportunities to perform the task in different settings, with different people, or with different materials). Generalization evidence must be provided for each task addressed and is required for a student to reach proficiency (Student Task Score of 3 or 4).
- Initiation of a task is required to be scored proficient (Student Task Score of 3 or 4). Initiation for the NCAAP is defined as an independent correct response for a discrete or grouped discrete task and an independent correct response of the first step of a chained task. These are the only things that will be counted as initiation for the portfolio tasks.

Clarity of Evidence

- The tasks are defined as observable, measurable responses.
- The data sheets provide an exact match for the method of calculating the mastery criteria for the task (e.g., if a student is required to do a task 4–5 times, 5 opportunities are given at each session).
- No percentages are to used in the task requirements.
- Data sheets must have a key to the marking system used that is understandable to an outside reader. Example codes are included in the data-collection system section of the portfolio.
- Evidence in the portfolio must be clear enough to be read.
- All evidence must be labeled with the student's name and accurately dated.
- Evidence placed in the portfolio must be in chronological order.

Ethics in Data Collection

All data recorded in the portfolio must be accurate and true indications of a student's response. All data must be recorded when the student performs the task. Data recorded on days of no school, holidays, etc. will deem the NCAAP as invalid. Data that are found to be fabricated in any way will be considered a testing violation. The NCDPI will render the appropriate actions that are consistent with violations of the *Testing Code of Ethics*.

Data/Evidence Collection

Required Evidence

1. **Data Sheets:** Data sheets should contain a statement of the task, actual dates of responses, data on responses, signatures or initials of person(s) for whom the task was performed, where the task was performed, and a symbol key. Data sheets should match the criteria stated in the task requirement. For example, if the task requirement is completion of 4 out of 5 steps, the data sheet should be set up with steps grouped in sets of 5. Select a data collection form that matches the task that is being assessed. Rarely will one type of data sheet fit the variety of tasks assessed in a portfolio.

2. **Task Descriptions:** Task descriptions are detailed, focused teacher notes that provide an explanation of the task, how the task is presented to the student, and information about the student's level of functioning, generalization, and/or initiation of the task. The task description form is included behind each student task sheet in the portfolio. This is the only form that may be used. Task descriptors are to be written at the beginning, middle, and end of assessment.

Optional Evidence

1. **Work Samples:** Actual student work samples can be effective in demonstrating a student's performance and progress. Only three samples of student work may be included for each task. Samples should be taken at the beginning of assessment, in the middle of the assessment period, and at the end of the assessment period.

2. **Generalization Notes** from home or other caregivers/service providers may be included. They should describe the student's ability with task performance.

Task Descriptors

Three task descriptions are required for each task in the portfolio. Task descriptions are detailed, focused teacher notes that provide an explanation of the task, how the task is presented to the student, and information about the student's level of functioning, generalization, and/or initiation of the task. The task description form is included behind each student task sheet in the portfolio. This is the only form that may be used. Task descriptors are to be written at the beginning, middle, and end of assessment.

Beginning Task Descriptor

Task descriptions must be written at specified times during instruction. The first required task description must be written at the beginning of instruction. This first description has five required parts.

- Detailed description of how the task is presented to the student
- Detailed description of the type and level of prompting use
- Description of materials used
- Description of the student's initial response to the task
- Description of the student's ability to do the task

The purpose of the first task description is to explain the task being assessed so as to enable the scorer to have a firm understanding of the task and student's initial responses to the task. The first task description must be written within the first month of the assessment. Below are examples of

"Beginning of Assessment" task descriptions. The first example is a model of a well-written task descriptor, which includes all of the required components: description of how task is presented, prompting used, materials used, student's initial response, and student's ability to do the task. The second one is an example of a poorly written or incomplete task descriptor.

Well-Written Beginning Task Descriptor

Beginning of Assessment **Date:** August 17, 2004

Describe in detail how the task is presented to the student. Include type and level of prompting used, materials used, and student's initial response and ability to do the task (1st month).

Mary will be required to independently print 3 of the 4 letters of her name in order. She will be given a model of her name. She will match letter cards to her name in order, as she progresses she will be given a model of her name that she traces. This will be followed by writing the letters in order by herself.

We first tried Mary with matching her letters to her name. She did well with this and quickly got it, so we had her work on the model with her tracing. She is struggling with this. She only has the "y" at this point (Sept. 8th). We are currently using model and verbal prompting to get her started. She needs physical prompts to get the "a" and the "r".

Poorly Written Beginning Task Descriptor

Beginning of Assessment **Date:** August 17, 2004

Describe in detail how the task is presented to the student. Include type and level of prompting used, materials used, and student's initial response and ability to do the task (1st month).

Mary will write 3 of the 4 letters of her name in order. Mary will write her name. She is working well on it.

Wrong

The poorly written descriptor does not explain how the task is presented, the prompting levels, material used, or the student's initial response to the task. The last statement does not clearly state the student's beginning ability with the task.

Middle of Assessment Task Descriptor

The purpose of the middle of assessment task description is to describe how the student is progressing with the task. This description must include level of student independence, the ability of the student to generalize the task, and the student's overall attitude with the task. Below are examples of Middle of Assessment task descriptions. The first example is a model of a well-written task descriptor, which includes all of the required components: student progress and independence with the task, prompting needed, where the student is generalizing the task, and student's overall attitude with the task. The second one is an example of a poorly written or incomplete task descriptor.

Well-Written Middle of Assessment Task Descriptor

Middle of Assessment **Date:** November 30, 2004
Describe in detail how the student is progressing with the task. Include the level of independence with the task, any required prompting that is used, the ability of the student to generalize the task, and the student's overall attitude with the task.

James will state the names of the coins (penny, nickel, dime, and quarter) and states the value of at least three of them. James is doing well with naming the four coins when they are heads up. He is not yet successful when coins are tails up. James continues to need verbal prompting for giving the values of the coins. James is naming coins at home and on community outings but does not understand the purpose of money. He will still confuse the dime and nickel when working with play money. We are no longer using play money. James enjoys working with coins but is not yet realizing that they can be used as an exchange for goods.

Poorly Written Middle of Assessment Task Descriptor

Middle of Assessment **Date:** December 12, 2004
Describe in detail how the student is progressing with the task. Include the level of independence with the task, any required prompting that is used, the ability of the student to generalize the task, and the student's overall attitude with the task.

James named a penny 32 times, nickel 28 times, dime 42 times, and quarter 45 times. He named them in Ms. Brown's room. He is doing well. Good James. Wrong

This task descriptor is merely a repeat of what is on the data sheet. It does not add information that could not be read on the data sheets. It does not clearly describe the student's level of independence with the task, prompting required, or the student's overall attitude with the task.

End of Assessment Task Descriptor

The purpose of the end of assessment task description is to describe in detail the student's ability with the task at the end of assessment. This description must include level of student independence, the ability of the student to generalize the task, and the student's overall attitude with the task. On the following page are examples of End of Assessment task descriptions. The first example is a model of a well-written task descriptor that includes all of the required components: student ability and independence with the task, where the student is generalizing the task, and student's overall attitude with the task. The second one is an example of a poorly written or incomplete task descriptor.

Well-Written End of Assessment Task Descriptor

End of Assessment **Date:** April 18, 2005
Describe in detail the student's ability with the task. Include the level of independence with the task, any required prompting that is used, the ability of the student to generalize the task, and the student's overall attitude with the task.

Task: To indicate activity is completed, the student will make a gesture toward chart for sticker to be added, 2 out of 3 trials.

In the beginning Alan had no interest in the sticker chart. We tried to use it for every task, but he still was not making the connection. We made the chart bigger and got big stickers – yellow for attempting the task and blue for completing the task. Once it was close, Alan seemed to pay more attention to it and began gesturing toward it more – but still not in connection with a task. We started giving the sticker and making a big deal about it if Alan even reached for the task – he really liked this. We worked this way for about 2 months and then began to delay giving the sticker until he was engaged with the task. This later became withholding sticker until he was finished. He has made a connection with the chart now and seems to realize that the chart and the task are somehow connected. He will bang his hand now when he wants a sticker, but we are withholding until the end. We feel he has done well with this even though he will get about the same number of yellow and blue stickers – he is connecting to the chart. We have a smaller portable sticker chart that we take with us when we are out of the class. We laminated this one so that he can hold it. He is very responsive to this and is more task oriented when he can actually hold the chart. He will demand stickers from whoever is working with him.

Poorly Written End of Assessment Task Descriptor

End of Assessment **Date:** April 18, 2005
Describe in detail the student's ability with the task. Include the level of independence with the task, any required prompting that is used, the ability of the student to generalize the task, and the student's overall attitude with the task.

Task: To indicate activity is completed, the student will make a gesture toward chart for sticker to be added, 2 out of 3 trials

Alan likes his chart and has generalized to three people and in three places. Go Alan!

Wrong

This task descriptor gives almost no information about the student and this task. It does not clearly describe student's level of independence with the task, prompting required, or the student's overall attitude with the task.

Student Task Rubric
Reading, Mathematics, and Writing

Task Score 4 The evidence demonstrates that the student:

- Consistently performs the task (or all parts of the task) correctly with only rare lapses;
- Consistently initiates[1] the task, when applicable;
- Applies skills across three or more environments/situations and three or more people, when applicable to the task; and
- Shows progress overall.

To score a Task Score of 4, the student must have evidence supporting all four parts of the level: Skill mastery at a consistent level, initiation at a consistent level, generalization to three people and three environments/situations, and progress.

Task Score 3 The evidence demonstrates that the student:

- Often performs the task (or all parts of the task) correctly;
- Often initiates[1] the task, when applicable;
- Applies skills across more than one environment/situation or more than one person, when applicable to the task; and
- Shows some progress or the student shows no regression[2] as outlined in an appropriate standard.

To score a Task Score of 3, the student must have evidence supporting all four parts of the level: skill mastery, initiation, generalization to more than one person or environment/situation, and progress.

Task Score 2 The evidence demonstrates that the student:

- Occasionally performs the task (or most parts of the task) correctly;
- May or may not initiate[1] the task, when applicable;
- May or may not apply skills across environments/situations or people; and
- Shows little or no regression[2] overall.

To score a Task Score of 2, the student must have evidence supporting skill mastery or partial mastery and show little or no regression. Initiation and generalization are desired but not required at this level.

Task Score 1 The evidence demonstrates that the student:

- Rarely or never performs the task (or most parts of the task) correctly;
- May or may not initiate[1] the task, when applicable;
- May or may not apply skills across environments/situations or people; and
- May or may not show regression[2] overall.

To score a Task Score of 1, the student must have evidence supporting little or no skill mastery or partial mastery and may show regression. Initiation and generalization are desired but not required at this level.

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1 Initiation is when the student performs a task without being told or shown, *or* performs a task in response to a natural cue from the teacher/supervisor/parent, etc., such as "It's time to clean up."

2 Regression will be considered as a pattern of loss of attained skill level at the end of the assessment period.

Student Task Rubric
Reading, Mathematics, and Writing (cont.)

Non-Scorable Categories

- Insufficient evidence provided to determine task level
- Task does not have required academic focus (Reading, Math, Writing)
- Student responses not dated
- Task is not on the student's IEP, or IEP that covers the assessment period is not included in portfolio
- Invalid data or evidence
- Student inappropriately placed in North Carolina Alternate Assessment Portfolio
- Task is used more than once in the North Carolina Alternate Assessment Portfolio
- Task is not measurable or quantifiable
- Data cannot be interpreted

Tasks that have the conditions listed above will not be scored and will receive a non-scorable indication or invalid score indication.

V. Appendix

GUIDELINES FOR MAKING DECISIONS FOR THE PARTICIPATION OF STUDENTS WITH DISABILITIES IN THE NORTH CAROLINA TESTING PROGRAM

According to the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB), all students with disabilities must participate in the statewide testing program. As stated in a memo (August 24, 2000) from the U.S. Office of Special Education and Rehabilitative Services and the U.S. Office of Special Education Programs, "Including all children in assessment programs can help to ensure a high quality educational experience for each student by creating high education expectations for all children and accountability for the educational results of all students." There are several ways in which a student may participate in the North Carolina Testing Program: standard test administration without accommodations, standard test administration with accommodations, alternate assessment academic inventory (AAAI), or alternate assessment portfolio (AAP). The following guidelines are for Individualized Education Program (IEP) teams and Section 504 committees to use when making decisions on how a student will participate in the statewide testing program. These guidelines were created in a collaborative effort by the North Carolina Department of Public Instruction (NCDPI) Division of Accountability Services and the NCDPI Exceptional Children Division.

	Standard Test Administration without Accommodations	**Standard Test Administration with Accommodations**		**Alternate Assessment Academic Inventory (AAAI) (On Grade Level)**	**Alternate Assessment Academic Inventory (AAAI) (Below grade level)**	**Alternate Assessment Portfolio (AAP)**
		Approved Accommodations (other than NCCATS)	**North Carolina Computerized Adaptive Testing System (NCCATS) Accommodation[1]**			
	May or may not have an IEP or Section 504 Plan[2]	Has an IEP or Section 504 Plan	Has an IEP or Section 504 Plan	Has an IEP	Has an IEP and may or may not have a significant cognitive disability	Has an IEP **and** has a significant cognitive disability
Assigned Grade Levels	Assigned to grades 3-8 or 10 according to the student management system (e.g., SIMS or NCWISE) or enrolled in a course for credit that requires an end-of-course test	Assigned to grades 3-8 or 10 according to the student management system (e.g., SIMS or NCWISE) or enrolled in a course for credit that requires an end-of-course test	Assigned to grades 3-8 according to the student management system (e.g., SIMS or NCWISE)	Assigned to grades 3-8 or 10 according to the student management system (e.g., SIMS or NCWISE) or enrolled in a course for credit that requires an end-of-course test	Assigned to grades 3-8 or 10 according to the student management system (e.g., SIMS or NCWISE)	Assigned to grades 3-8 or 10 according to the student management system (e.g., SIMS or NCWISE)

[1] NCCATS for grade 10 is currently under development and will not be available for the 2004-2005 school year.
[2] In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), students with disabilities may receive instructional and assessment accommodations as documented in their Section 504 Plans.

	Standard Test Administration without Accommodations	Standard Test Administration with Accommodations		Alternate Assessment Academic Inventory (AAAI) (On Grade Level)	Alternate Assessment Academic Inventory (AAAI) (Below grade level)	Alternate Assessment Portfolio (AAP)
		Approved Accommodations (other than NCCATS)	North Carolina Computerized Adaptive Testing System (NCCATS) Accommodation[1]			
Access to and Instruction in the NC*SCS*[3]	Accesses and is instructed in the NC*SCS* on assigned grade level	Accesses and is instructed in the NC*SCS* on assigned grade level	Accesses and is instructed in the NC*SCS* on assigned grade level or up to 2 grade levels below assigned grade level	Accesses and is instructed in the NC*SCS* on assigned grade level	Accesses and is instructed in the NC*SCS* below assigned grade level	Accesses and is instructed in the NC*SCS* through the NC*SCS* Essences;[4] the student's academic performance is measured through those IEP goals that address the NC*SCS* Essences
Participation in Standard Test Administration	The IEP team or Section 504 committee determines that the student is able to participate in the standard test administration in a given content area without accommodations.	The IEP team or Section 504 committee determines that the student is able to participate in the standard test administration in a given content area with accommodations.	The IEP team or Section 504 committee determines that the student is unable to participate in the standard test administration in a given content area. The student routinely uses the computer to access classroom instruction/assessment and the NCCATS, with or without other accommodations, would be an appropriate accommodation for the student.	The IEP team determines that the student is unable to participate in the standard test administration in a given content area with or without accommodations that do not invalidate the test results. In addition, the AAP is an inappropriate assessment for the student.	The IEP team determines that the student is unable to participate in the standard test administration in a given content area with or without accommodations that do not invalidate the test results. In addition, the AAP is an inappropriate assessment for the student.	The IEP team determines that the student is unable to participate in <u>any</u> standard test administration with or without accommodations. In addition, the AAAI is an inappropriate assessment for the student.
Historical Student Data	All available data are to be used when making testing decisions for students with disabilities. Each student is to be assessed in the most appropriate, yet challenging, test administration, as supported by available data.					

[3] North Carolina *Standard Course of Study*

[4] The NC*SCS* Essences, components of the North Carolina *Standard Course of Study*, are adopted by the NC State Board of Education as alternate content standards.

Types of Tasks

Data System	Definition	What Teacher Scores and Charts	Examples
Task Analysis	The steps needed to complete a chained task	• Each step completed • Number of steps correct	• Buys a soda by reading price and selecting coins • Stacks laundry from picture directions • Makes cookies following picture directions • Follows steps to activate a switch for book on tape
Repeated Trial	Teacher-delivered teaching trials on one or more than one response in a set	• Each trial correct • Number correct or items correct	• Reads sight words • Eyes gaze to pictures used for choices as fed lunch • Counts coins • Indicates when to turn page
Repeated Opportunity	Responses taught throughout the day when they typically occur	• Each correct response • Number or types of responses correct	• Uses object/word schedule • Makes a picture choice at start of each lesson • Signs name on each paper given • Tells clock time at start of each lesson • Utilizes augmentative communication device with picture symbols
Frequency Count	Goal is to increase the number of times student uses this new response; may be throughout the day or in one lesson	• Tally number of times response is observed • Total number of responses	• Words: e.g., number of words read • Uses picture to ask for help • Places stickers on bar graph to indicate completed task
Duration/ Distance Recording	Total amount of time student engages in task	• Time seconds or minutes with stopwatch • Total number of seconds or minutes	• Counts as walks 10 steps • Looks at peer reader for 2 minutes • Colors bar graph at least 4 centimeters
Cumulative Recording	One discrete response with goal that it will be used consistently each day	• Yes/no response made each day • Chart cumulative responses	• Uses picture to ask to “eat” at 11:30 • Greets peer in a.m. using picture symbol • Lifts head on specific count

Sample Codes for Data Sheets

Student Response Codes

+ = correct
– = not correct
× = does not attempt

I = independent
G = gestural
NV = nonspecific verbal (e.g., "What's next?")
V = verbal
M = model
P = partial physical
F = full physical

Generalization — "Where" Codes

B/T = bus or transportation
BR = bathroom
CA = cafeteria
CL = classroom
CBE = community-based experience
FT = field trip
G = gym
GEC = general education class
H = home
JS = jobsite
MC = media center
PL = playground
R = restaurant
S = store
SCL = speech classroom
TR = therapy room
O = other (explain in anecdotal note)

Generalization — "With Whom" Codes

A = assistant
AT = art teacher/therapist
DPR = disabled peer
GET = general education teacher
I = student intern
N = nurse
NPR = non-disabled peer
OT/A = occupational therapist/assistant
PA = parent
PE = physical education teacher
PT/A = physical therapist/assistant
SP = speech pathologist
T = teacher
TA1 = teacher assistant #1
TA2 = teacher assistant #2
O = other (explain in anecdotal note)
V = classroom volunteer

Attendance Codes

AB = absent
H = hospitalized
NS = no school
OSA = other school activity
O = other (explain in anecdotal note)

These are examples of codes. Should you use others, please explain your codes clearly.

Sample English/Language Arts Data Sheets

Duration/Distance Recording

Student: _____ **Academic Component:** ☒ Reading ☐ Mathematics ☐ Writing	**Task:** When given a book on tape and switch, student will activate the switch to start the book in less than 30 seconds. *Essence 1

Date	Student Response	Duration or Distance	Where	With Whom
10/01	M	1′10″	CL	T
10/02	M	1′15″	LG	A
10/06	M	1′	CL	T
10/09	V	1′10″	LG	P
10/10	P	45″	CL	A
10/14	M	1′	MC	L
10/15	V	1′	H	PA
10/17	M	50″	CL	T
10/20	I	45″	LG	P
10/22	V	45″	MC	L
10/23	M	1′	CL	T
10/27	P	1′	H	PA
10/28	I	50″	LG	A
10/29	M	52″	CL	T
11/03	V	40″	MC	L
11/05	M	43″	LG	T
11/07	M	40″	CL	P
11/10	P	50″	MC	L
11/13	M	40″	LG	P
11/17	I	40″	H	PA
11/19	P	30″	CL	T
11/21	M	30″	MC	A
11/24	I	30″	CL	A
11/25	P	30″	LG	T

Number Performed Correctly Independently 1_____

Student Response Codes	"Where" Codes	"With Whom" Codes
I = Independent Response M = Model Prompt V = Verbal Prompt P = Physical Prompt ′ = Minutes ″ = Seconds	CL = Classroom MC = Media Center LG = Literacy Group H = Home	T = Teacher A = Assistant P = Peer L = Librarian PA = Parent

Task Analysis/Repeated Trial

Student: _____ **Academic Component:** ☒ Reading ☐ Mathematics ☐ Writing					**Task:** Given pictures of community buildings, student will correctly name 4 out of 5 buildings. *Essence 1						
Date:	2/03	2/05	2/10	2/11	2/13	2/17	2/19	2/20	2/24	2/25	2/27
Hospital	+	+	+		+	+	+	+	+	+	+
Library	+	+	+	+	+	-	+	+	+	+	+
Gas Station	-	-	-	-	-	+	+	+	-	+	+
Post Office	+	+	+	+	+	+	+	+	-	+	+
Fire Station	-	-	-	-	-	-	-	-	+	+	+
Number Performed Correctly Independently	3	3	3	2	3	3	4	4	3	5	5
Where:	CL	CL	CL	MC	CL	H	CL	CL	MC	H	H
With Whom:	T	A	T	P	A	PA	T	P	A	PA	PA
Materials Used:	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures
Date:	3/03	3/05	3/06	3/11	3/13	3/14	3/18	3/19	3/21	3/24	3/25
Hospital	+	+	+	+	+	+	+	+	+	+	+
Library	+	+	+	+	+	+	+	+	+	+	+
Gas Station	+	+	+	+	+	+	+	+	+	+	+
Post Office	+	+	+	+	+	+	+	+	+	+	+
Fire Station	+	+	+	+	+	+	+	+	+	+	+
Number Performed Correctly Independently	5	5	5	5	5	5	5	5	5	5	5
Where:	MC	H	CL	CL	MC	H	CL	CL	MC	H	CL
With Whom:	A	PA	P	A	P	PA	T	A	P	PA	T
Materials Used:	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures

Student Response Codes	"Where" Codes	"With Whom" Codes
(+) = Correct Independent (-) = Incorrect	CL = Classroom MC = Media Center H = Home	T = Teacher A = Assistant P = Peer PA = Parent

Task Analysis/Repeated Trial/Repeated Opportunity

Student: _____ **Academic Component:** ☒ Reading ☐ Mathematics ☐ Writing					**Task:** Student will point to herself when the first letter of her own name is placed in her hand for 3 out of 4 trials. *Essence 1						
Date:	01/15	01/17	01/21	01/22	01/23	01/27	01/28	01/31	02/03	02/04	02/05
4	-	-	-	-	-	-	+	-	-	-	-
3	+	-	-	-	-	+	+	+	+	-	+
2	-	+	-	-	+	+	-	+	+	+	+
1	+	+	+	+	+	-	+	-	+	+	+
0											
Number Performed Correctly Independently	2	2	1	1	2	2	3	2	3	2	3
Where:	CL	CL	CL	CL	CL	TR	CL	CL	CL	TR	CL
With Whom:	T	T	T	A	T	TH	T	T	A	TH	T
Date	02/07	02/11	02/13	02/17	02/19	02/21	02/24	02/27	03/01	03/04	03/06
4	-	+	+	-	-	+	+	+	-	+	+
3	+	+	+	+	+	+	-	+	+	+	+
2	+	+	+	+	+	+	+	+	+	+	+
1	+	+	+	+	+	+	+	+	+	+	+
0											
Number Performed Correctly Independently	3	4	4	3	3	4	3	4	3	4	4
Where:	CL	CL	TR	FT	CL	CL	TR	CL	TR	CL	CL
With Whom:	T	A	TH	T	A	T	TH	T	TH	A	T

Student Response Codes	"Where" Codes	"With Whom" Codes
(+) = Independently Correct (-) = Incorrect	CL = Classroom FT = Field Trip TR = Therapy Room	T = Teacher A = Assistant TH = Therapist

Cumulative Recording

Student: _____ **Academic Component:** ☒ Reading ☐ Mathematics ☐ Writing	**Task:** When being read a story, student will turn head at least once toward direction of speaker/sound during the story. *Essence 2

Date	Performs Skill	Where or Materials Used	With Whom
1/06	V	CL	T
1/08	NR	LG	A
1/10	V	CL	T
1/13	V	MC	A
1/16	NR	CL	T
1/22	V	H	PA
1/25	NR	CL	A
1/28	V	LG	P
1/30	V	CL	P
1/31	V	CL	T
2/03	I	MC	T
2/05	I	CL	A
2/08	I	LG	P
2/11	V	H	PA
2/15	I	CL	T
2/17	I	CL	A
2/19	I	LG	A
2/24	I	CL	T
2/27	I	MC	P

Number Performed Correctly Independently 8

Student Response Codes	"Where" Codes	"With Whom" Codes
I = Independently Correct V = Verbal Prompt NR = No response	CL = Classroom MC = Media Center Literacy Group = LG H = Home	T = Teacher A = Assistant P = Peer PA = Parent

Frequency Count

Student: _____ **Academic Component:** ☒ Reading ☐ Mathematics ☐ Writing					**Task:** Student will sort 10 pictures into "like" or "dislike" categories to indicate a preference. *Essence 3						
Dates:	9/03	9/05	9/08	9/11	9/15	9/18	9/22	9/23	9/26	9/29	9/30
Picture 10	O	O	O	O	O	X	O	X	O	O	O
Picture 9	O	O	O	O	O	O	O	O	X	O	X
Picture 8	O	O	O	O	X	O	O	O	X	X	O
Picture 7	O	O	O	O	X	O	O	O	O	X	O
Picture 6	O	O	O	O	X	O	O	O	X	X	X
Picture 5	O	O	O	O	X	O	O	O	X	X	X
Picture 4	O	O	O	O	O	X	X	X	O	O	X
Picture 3	O	O	O	O	O	X	O	O	X	O	X
Picture 2	O	O	O	O	O	X	O	X	X	O	X
Picture 1	O	O	O	O	O	X	X	X	O	O	X
Number Performed Correctly Independently	0	0	0	0	4	5	2	4	6	4	7
Where:	CL	AR	CL	CL	CL	CA	CL	AR	CL	CA	CL
With Whom:	T	AT	T	T	A	A	T	AT	T	A	A
Materials Used:	P (food)	P (food)	P (food)	P (food)	P (food)	P (food)	P (toys)	P (toys)	P (toys)	P (food)	P (food)

Student Response Codes	"Where" Codes	"With Whom" Codes
X = Independently put picture into either like or dislike pile O = No attempt **Material Used** P = Pictures	CL = Classroom AR = Art Room CA = Cafeteria	T = Teacher A = Assistant AT = Art Teacher

Repeated Trial

Student: _____ **Academic Component:** ☐ Reading ☐ Mathematics ☒ Writing					**Task:** Student will mark on paper as an emerging signature, 2 out of 4 trials. *Essence 4						
Date:	8/28	8/29	9/02	9/04	9/08	9/09	9/12	9/15	9/17	9/19	9/22
1	P	P	P	P	P	P	P	P	V	V	V
2	P	P	P	P	P	P	V	P	I	V	P
3	P	P	P	P	P	P	P	P	P	V	V
4	P	P	P	P	P	P	V	V	V	I	P
Number Performed Correctly Independently	0	0	0	0	0	0	0	0	1	1	0
Where:	CL	CL	MC	CL	AR	JS	CL	MC	CL	CL	MC
With Whom:	T	T	T	A	AT	A	T	T	A	T	T
Date:	9/24	9/26	9/29	9/30	10/02	10/03	10/07	10/09	10/10	10/12	10/14
1	V	V	V	V	P	V	V	V	V	V	I
2	V	V	I	I	P	I	V	V	I	V	V
3	V	V	P	I	P	P	V	V	I	V	V
4	V	I	V	V	V	V	V	I	V	I	V
Number Performed Correctly Independently	0	1	1	2	0	1	0	1	2	1	1
Where:	AR	CL	MC	CL	MC	JS	CL	AR	CL	MC	JS
With Whom:	AT	A	T	A	L	T	T	AT	A	L	A

Student Response Codes	**"Where" Codes**	**"With Whom" Codes**
I = Independent response V = Verbal prompt P = Physical prompt	CL = Classroom AR = Art Room MC = Media Center	T = Teacher A = Assistant L = Librarian

Repeated Trial

Student: _____ **Academic Component:** ☐ Reading ☐ Mathematics ☒ Writing	**Task:** Student will select 1 picture to complete the picture symbol sentence, "I like . . ." for 3 out of 5 trials. *Essence 5

Date:											
Trial	8/26	8/28	8/29	9/02	9/05	9/09	9/12	9/15	9/18	9/22	9/24
5	0	0	0	0	V	V	0	V	V	V	V
4	0	V	0	0	0	0	V	I	V	V	I
3	0	0	0	V	0	V	V	V	V	V	V
2	0	0	0	0	V	0	V	0	V	V	I
1	0	0	V	0	0	V	0	0	V	V	V
Number Performed Correctly Independently	0	0	0	0	0	0	0	1	0	0	2
Where:	CL	CA	SCL	CL	CA	SCL	CL	CA	CBE	CL	CA
With Whom:	T	T	SP	T	A	SP	T	A	T	A	A
Materials Used:	P	P	P	P	P	P	P	P	P	P	P

Date:											
Trial	9/26	9/30	10/03	10/06	10/09	10/14	10/17	10/20	10/22	10/24	10/27
5	I	I	I	V	V	V	V	I	I	V	V
4	I	I	V	I	V	V	I	V	V	V	I
3	I	V	V	V	I	V	V	V	V	I	I
2	V	V	V	I	I	I	I	I	V	I	V
1	V	V	I	V	V	V	V	V	I	V	V
Number Performed Correctly Independently	3	2	2	2	2	1	2	2	2	2	2
Where:	CL	SCL	CA	CL	SCL	CL	CA	CL	SCL	CL	CBE
With Whom:	T	SP	A	P	SP	T	T	A	P	T	T
Materials Used:	P	P	P	P	P	P	P	P	P	P	P

Student Response Codes	**"Where" Codes**	**"With Whom" Codes**
0 = No response V = Verbal Prompting I = Independent **<u>Materials Used</u>** Picture = P	CL = Classroom CA = Cafeteria SCL = Speech Classroom CBE = Community Based Exp.	T = Teacher A = Assistant SP = Speech Therapist P = Peer

Task Analysis/Repeated Trial

Student: _____

Academic Component: ☐ Reading ☐ Mathematics ☒ Writing

Task: Student will fill in the correct letter abbreviation for the days of the week, 5 out of 7 correct.

*Essence 5

Date:	1/15	1/17	1/21	1/23	1/27	1/30	2/04	2/06	2/10	2/13	2/17
Sunday	+	+	+	+	+	+	+	+	+	+	-
Monday	-	+	+	+	-	+	-	+	-	-	+
Tuesday	+	-	+	-	+	-	+	-	-	+	+
Wednesday	-	+	+	+	+	-	+	+	+	+	+
Thursday	+	-	+	-	+	+	+	+	+	+	+
Friday	-	+	-	+	-	+	+	-	+	+	-
Saturday	+	-	+	+	+	+	-	+	+	-	+
Where:	CL	O	H	GEC	CL	CL	CL	H	CL	O	GEC
With Whom:	T	A	PA	GT	T	A	T	PA	A	A	GT
Material Used:	WK	C	H	C	WK	C	WK	H	WK	C	WK
Number Performed Correctly Independently	4	4	6	5	5	5	5	5	5	5	5

Student Response Codes	"Where" Codes	"With Whom" Codes
(+) = Independently Correct (-) = Incorrect response (0) = Does not attempt **Materials Used** WK = Worksheet C = Calendar H = Homework	CL = Classroom GEC = General Ed. Class H = Home O = Office	T = Teacher A = Assistant GT = General Ed. Teacher PA = Parent

Sample Mathematics Data Sheets

Repeated Trial

Student: _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing					**Task:** Student will independently activate a blender on the teacher's count of three on 2 out of 5 opportunities. Essence 1						
Date:	9/16	9/18	9/20	9/24	9/30	10/3	10/8	10/10	10/14	10/17	10/21
1	1	1	1	1	1	2	2	2	2	2	3
2	1	1	1	2	2	2	2	2	2	3	3
3	2	2	2	2	2	2	2	2	3	3	3
4	2	2	2	2	2	2	2	3	2	2	3
5	1	2	2	2	2	3	2	3	3	3	4
Number Performed Correctly Independently	0	0	0	0	0	0	0	0	0	0	1
Where:	Cl	Cl	Cl	Hl	Cl	Cl	Hl	Cl	Cl	Cl	Cl
With Whom:	T	P	T	HLT	P	T	HLT	T	P	T	T
Date:	10/23	10/25	10/29	11/1	11/5	11/7	11/12	11/13	11/15	11/18	11/20
1	2	3	2	3	2	3	3	3	3	3	3
2	3	2	2	3	3	3	3	3	3	4	3
3	3	3	3	3	3	3	3	3	3	3	4
4	2	4	2	4	3	3	3	2	4	3	3
5	3	3	3	3	3	3	3	3	4	3	4
Number Performed Correctly Independently	0	1	0	1	0	0	0	0	2	1	2
Where:	Hl	Cl	Cl	Cl	Hl	Cl	Cl	Hl	Cl	Cl	Cl
With Whom:	HLT	T	P	T	HLT	P	T	HLT	T	P	T

Student Response Codes	**"Where" Codes**	**"With Whom" Codes**
4 = Independently 3 = Minimal Prompting (verbal) 2 = Maximum prompting (physical) 1 = Does not attempt	Cl = classroom Ca = cafeteria Hl = home living class	T = teacher P = paraprofessional HLT = home living teacher

Repeated Trial

Student: _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing	**Task:** Student will lift head to indicate readiness to be lifted on the count of 5 for 2 out of 3 trials. *Essence 1

Date:										
Trial	12/2	12/4	12/6	12/10	12/12	12/17	12/19	1/7	1/9	1/10
1	V	V	V	V	V	V	V	V	V	V
2	V	I	I	I	V	I	I	V	V	V
3	I	V	I	V	I	V	I	V	V	V
Number Performed Correctly Independently	1	1	2	1	1	1	2	0	0	0
Where:	Cl	Cl	G	Tr	Cl	Cl	G	Cl	Cl	Tr
With Whom:	T	P	PE	PT	T	P	PE	T	T	PT
Materials Used:										

Date:											
Trial											
1											
2											
3											
Number Performed Correctly Independently											
Where:											
With Whom:											
Materials Used:											

Student Response Codes	"Where" Codes	"With Whom" Codes
V = verbal prompts I = independent	Cl = classroom G = gym Tr = therapy room	T = teacher P = paraprofessional PE = physical ed. teacher PT = physical therapist

Task Analysis/Repeated Trial

Student: _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing					**Task:** Given 10 numbers as visual cues, student will pull task by corresponding number from shelf. *Essence 1						
Date:	4/1	4/3	4/5	4/11	4/15	4/17	4/22	4/25	4/29	5/1	5/5
1	+	+	+	+	+	+	+	+	+	+	+
2	+	+	+	+	+	+	+	+	+	+	+
3	+	+	+	+	+	-	+	+	+	+	+
4	+	+	-	+	+	-	+	+	+	+	+
5	-	+	-	+	+	+	+	+	+	+	+
6	+	+	-	+	+	+	+	+	+	+	+
7	+	+	-	+	+	+	+	+	+	+	+
8	-	+	+	+	+	-	-	+	+	+	+
9	+	+	+	-	+	-	-	+	+	+	+
10	+	+	+	+	+	+	0	+	+	+	-
Where:	Cl	Cl	Js	O	Cl	Js	Cl	O	Cl	Cl	Js
With Whom:	T	P	JC	P	T	JC	P	T	P	P	JC
Materials Used:											
Number Performed Correctly Independently	8	10	6	9	10	6	7	10	10	10	9

Student Response Codes	**"Where" Codes**	**"With Whom" Codes**
(+) = Correct (-) = Not correct (0) = Does not attempt	Cl = classroom Js = jobsite O = other (will explain in anecdotal notes)	T = teacher P = paraprofessional JC = job coach

Task Analysis/Repeated Trial

Student: _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing	**Task:** Student will write date (i.e. month, date, and year) in numerical form correctly. *Essence 1

Date:	8/27	8/29	9/4	9/6	9/10	9/12	9/16	9/18	9/20	9/25	9/27
Month	VM	R	R	VM	VM	VM	R	VM	VM	VM	VM
Date	VM	R	R	VM	VM	VM	R	VM	VM	VM	VM
Year	R	R	R	VM	VM	VM	R	V	VM	V	I
Number Performed Correctly Independently	0	0	0	0	0	0	0	0	0	0	1
Where:	Cl	Cl	Cl	Hlc	Gec	Cl	Cl	Cl	Gec	Cl	Cl
With Whom:	T	T	P	HLT	GET	P	T	P	GET	P	P
Materials Used:											
Date:											
Number Performed Correctly Independently											
Where:											
With Whom:											
Materials Used:											

Student Response Codes	"Where" Codes	"With Whom" Codes
I = independent V = verbal prompt VM = visual model R = refusal	Cl = classroom Hlc = home living class Gec = gen. ed. class	T = teacher P = paraprofessional HLT = home living teacher GET = gen. ed. teacher

Task Analysis

Student: _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing	**Task:** Student will dial his home phone number (all numbers in correct sequence).

Steps: ↓ **Date:** →	1/13	1/15	1/17	1/20	1/22	1/24	1/27
7	+	+	+	+	+	+	+
0	+	+	+	+	+	+	+
4	+	+	+	+	+	+	+
5	+	+	+	+	+	+	+
5	+	+	+	+	+	+	+
5	+	-	+	+	+	+	+
1	-	-	+	-	+	+	+
2	-	-	-	-	+	-	-
3	-	-	-	-	+	-	-
4	-	-	-	-	+	-	-
Number Performed Correctly Independently	6	5	7	6	10	7	7
Where:	Cl	O	H	Cl	H	O	Cl
With Whom:	T	P	M	P	D	T	P

Student Response Codes	"Where" Codes	"With Whom" Codes
+ = Correct V = with verbal prompting - = not correct	Cl = classroom O = office H = home	T = teacher P = paraprofessional M = mom D = dad

Cumulative Recording

Student: _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing	**Task:** Student will locate current date on a wall calendar on which prior days have been marked off.

Date	Performs Skill	Where or Materials Used	With Whom
2/3	V	Office calendar	P
2/5	V	Classroom calendar	T
2/7	V	Gen. ed. class calendar	GET
2/10	V	Classroom calendar	T
2/12	I	Classroom calendar	T
2/14	V	Office calendar	P
2/17	V	Classroom calendar	T
2/19	I	Gen. ed. class calendar	GET
2/21	V	Classroom calendar	P
2/24	V	Office calendar	P
2/26	V	Classroom calendar	T
2/28	M	Gen. ed. class calendar	GET

Number Performed Correctly Independently 2

Student Response Codes	"Where" Codes	"With Whom" Codes
I = independent V = verbal prompt M = model prompt R = refusal	Cl = classroom Gec = gen. ed. class O = office	T = teacher P = paraprofessional GET = gen. ed. teacher

Task Analysis/Repeated Trial

Student: _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing	**Task:** Student will correctly measure ½ cup or 1 cup when following a recipe, 4 out of 5 trials. *Essence 2

Date:	1/5	1/7	1/9	1/12	1/14	1/16	1/17	1/20	1/22	1/24	1/29
½ cup	+		-	0		-			+	+	-
1 cup		-			+		-	-			
½ cup	+		+	0	+	-				+	-
1 cup		-					+	-	+		
½ cup			+			+					+
1 cup	-	+		0	+		+	+	+	-	
½ cup			+		+	+			+		+
1 cup	-	+		0			+	+		-	
½ cup					+	+			+		+
1 cup	+	+	-	0			+	+		+	
Where:	Cl	Hlc	H	Cl	Hlc	Cl	Cl	Hlc	H	Cl	Cl
With Whom:	T	HLT	Pa	P	HLT	T	P	HLT	Pa	T	P
Materials Used:	rice	water	flour	rice	water	rice	rice	water	Flour/ sugar	rice	water
Number Performed Correctly Independently	3	3	3	0	5	3	4	3	5	3	3

Student Response Codes	"Where" Codes	"With Whom" Codes
+ = independent correct - = not correct 0 = does not attempt	Cl = classroom Hlc = home living classroom H = home	T = teacher P = paraprofessional HLT = home living teacher PA = parent

Repeated Trial

Student: _____ **Academic Component:** ☐ Reading ☒ Mathematics ☐ Writing	**Task:** Student will use a copy of the school map to locate 4 out of 5 locations. *Essence 4

Date:											
Trial	10/6	10/8	10/12	10/14	10/21	10/23	10/25	10/27	10/28	10/31	11/1
5	I	VP	I	I	I	R	I	I	I	I	I
4	VP	VP	I	I	I	R	VP	I	VP	I	I
3	VP	VP	VP	M	VP	R	VP	VP	VP	M	VP
2	VP	M	VP	M	VP	R	VP	VP	VP	M	VP
1	M	M	VP	M	VP	R	M	VP	M	M	VP
Number Performed Correctly Independently	1	0	2	2	2	0	1	2	1	2	2
Where:	O	CL	CL	PE	CL	CL	O	PE	Cl	Cl	Cl
With Whom:	T	P1	P2	T	T	P1	T	P2	P1	P2	T
Materials Used:											

Date:											
Trial											
5											
4											
3											
2											
1											
Number Performed Correctly Independently											
Where:											
With Whom:											
Materials Used:											

Student Response Codes	**"Where" Codes**	**"With Whom" Codes**
I = locates room independently VP = locates room with verbal prompt M = model (student is taken to room) R = refusal	CL = classroom MC = media center O = office G = gym	T = teacher P1 = paraprofessional P2 = paraprofessional

Top Problems Encountered During Scoring that May Negatively Impact a Student's Score

1. Mismatched Data Sheets (see page: 31)

   This is the most common problem seen in scoring. The data sheet must match the task. If a task is presented more than once a day, a repeated trial data sheet should be used with a matching criterion. The student **must** be able to achieve the task each time it is presented.
   - If the task is presented 5 times a day or 5 times a session, it should have a criterion that reflects the mastery expectation: 3 out of 5 times or 4 out of 5 times. It should be on a repeated trial data sheet.
   - If a task is presented once a day it should **not** have a multiple repetition criteria and should be on a data sheet that shows one presentation per day.
   - If a task has multiple parts, such as a task analysis, it should be written on a task analysis data sheet with no multiple repetition requirements.
   - If the task parts are discrete parts, such as naming coins, reading sight words, writing address, identifying numbers, etc., the components of the task should be listed on the data sheet.

2. Confusing Data

   Data that is confusing or cannot be read may limit a student's score because it is not clear what is being tracked or it is unclear which parts the student is successful with. The scorer can only score what they see. Responses that are marked different than the code given on the data sheet are indecipherable. Tasks that require the student to do several things (read 15 words, count to 20, write the letters of the alphabet) that are recorded as either a + (successful) or – (not successful) do not allow the scorer to clearly see what the student is doing. The components **must be written out on the data sheet.**

3. Early Acquisition (see page: 19)

   If a student achieves the task within the first month of data collection, the student should stop being assessed on the task and a new task put into the portfolio. If the task is continued throughout the year it will not score above a Task Score of 2 because no progress is demonstrated. The student is performing at the same level at the end of the assessment as they did at the beginning of assessment. This will occur when the level of mastery is set too low or the student grasps the task more quickly than expected.

4. Tasks Changed (see page: 21)

   No task may be altered in any way (change in task components, change in frequency requirements, change in criteria for mastery) during assessment without closing out the original task and beginning a new task (new task sheet and new data sheets) with the new task requirements clearly stated. Task changes will not be scored without the closing of the original task and the starting of a new task.

Scoring AAP

Reading

The reading score shall be generated by the Task Scores taken from the English/Language Arts section of the portfolio. There shall be at least a total of three tasks. Portfolios may contain more tasks in this section. A score of 0 will be assigned for a missing task or a task that is declared non-scorable in this section. Master scorers or project managers are the only people that may declare a task non-scorable. The reading score is generated from a total of the Task Scores assigned by both readers (each reader assigns a score of 1–4 for each task) multiplied by two, divided by the number of tasks (including the ones assigned a 0) and rounded up to the nearest whole number. All tasks included in the English/Language Arts section are to be scored as reading tasks.

Writing

Writing scores are to be reported for grades 4, 7, and 10 only. The writing score shall be generated from the Task Score or the average of the Task Scores designated as writing tasks in the English/Language Arts section of the portfolio. The task or tasks designated as writing will be first scored as a reading task. That same score will be counted as a writing score. All portfolios for students in grades 4, 7, and 10 must have a minimum of one task designated as writing. Portfolios may contain more tasks designated for writing. A score of 0 will be assigned for a missing task or non-scorable in this section. Master scorers or project managers are the only people that may declare a task non-scorable. The writing score is generated from a total of the Task Scores assigned by both readers (each reader assigns a score of 1–4 for each task) multiplied by two, divided by the number of tasks (including the ones assigned a 0) and rounded up to the nearest whole number.

Mathematics

The mathematics score shall be generated by the Task Scores taken from the Mathematics section of the portfolio. There shall be at least a total of three tasks. Portfolios may contain more tasks in this section. A score of 0 will be assigned for a missing task or a task declared non-scorable in this section. Master scorers or project managers are the only people that may declare a task non-scorable. The math score is generated from a total of the Task Scores assigned by both readers (each reader assigns a score of 1–4 for each task) multiplied by two, divided by the number of tasks (including the ones assigned a 0) and rounded up to the nearest whole number. All tasks included in the Mathematics sections are to be scored as math tasks.

The score range for each component shall be reported on the following raw score scale:

Score Range
Reading 0–16
Math 0–16
Writing 0–16

Subject	Level I	Level II	Level III	Level IV
Reading	0–5	6–9	10–13	14+
Mathematics	0–5	6–8	9–13	14+
Writing	0–5	6–9	10–13	14+

General scoring issues

All portfolios must be in agreement as to the number of tasks scored

Reasons for a task to be declared non-scorable* must be in agreement

All 4, 7, & 10 students must have a writing score

All tasks designated as writing tasks must be in agreement

The text reason for a non-scorable* task will be printed on the school roster

Each roster will delineate how many tasks for each student were declared non-scorable and the text reason why. Example:

Mary Jones — Reading Achievement Level: II
Task two is non-scorable: Insufficient evidence provided to determine task level

Sam Smith — Reading Achievement Level: II
Task one is non-scorable: Task does not have required English/language arts focus

Mal Practice — Mathematics Achievement Level: I
Task two is non-scorable: Task is not on the student's IEP or IEP is not included in portfolio

Task three is non-scorable: Task does not have required Mathematics focus

*Exact text for non-scorables and corresponding letter code

NCAAP Non-Scorable Designations

A. Insufficient evidence provided to determine task level
B. Task does not have required academic focus (Reading, Math, Writing)
C. Student responses not dated
D. Task is not on the student's IEP, or IEP that covers the assessment period is not included in portfolio
E. Invalid data or evidence
F. Student inappropriately placed in North Carolina Alternate Assessment Portfolio
G. Task is used more than once in the North Carolina Alternate Assessment Portfolio
H. Task is not measurable or quantifiable
I. Data cannot be interpreted

----------Writing Only----------

J. Writing task not designated
K. Task designated as writing, does not address the writing essences (Competency Goal/Essence 4 or 5)

Invalid Designation

A portfolio may be declared invalid due to, but not limited to, the following conditions:

1. The data is declared invalid due to ethics violations.
2. The tasks included in the portfolio are declared too high for this assessment.

Scoring AAP – Third Reads

Any task that that receives non-adjacent scores from two readers is to be third read by a master scorer. The third-read score is the true score and is to be entered twice for the student.

Reading
If a student's task raw score is 9* as a result of exact agreement of two scorers, it will not be third read. If a student's task raw score is 9* as the result of adjacent scores, it will be third-read by a master scorer. If the master scorer's third-read agrees with either of the first two readers, the non-agreeing score will be removed, and only the agreeing scores will be entered. If the master scorer does not agree with either of the first two readers, the third read of the master scorer will be the only true score and will be entered twice.

Writing
If a student's task raw score is 9* as a result of exact agreement of two scorers, it will not be third read. If a student's task raw score is 9* as the result of adjacent scores, it will be third read by a master scorer. If the master scorer's third read agrees with either of the first two readers, the non-agreeing score will be removed, and only the agreeing scores will be entered. If the master scorer does not agree with either of the first two readers, the third read of the master scorer will be the only true score and will be entered twice.

Mathematics
If a student's task raw score is 8* as a result of exact agreement of two scorers, it will not be third read. If a student's task raw score is 8* as the result of adjacent scores, it will be third read by a master scorer. If the master scorer's third read agrees with either of the first two readers, the non-agreeing score will be removed, and only the agreeing scores will be entered. If the master scorer does not agree with either of the first two readers, the third read of the master scorer will be the only true score and will be entered twice.

*Within one (1) point of the cut line at Achievement Level III for each domain.

Resources

- Learn NC
  http://www.learnnc.org/

- Best Practices & Instructional Strategies
  http://www.ncpublicschools.org/best_practices/index.html

- Early Childhood Development and Education
  http://www.ncpublicschools.org/success/

- Exceptional Children Division
  http://www.ncpublicschools.org/ec/

- Instructional Services Division
  http://www.learnnc.org/dpi/instserv.nsf

- NC Wise Owl
  http://www.ncwiseowl.org/

- School Improvement Division
  http://www.ncpublicschools.org/schoolimprovement/

- Teachers Connect
  http://www.ncpublicschools.org/sites.html

- Charlotte Assessment Model Project
  http://www.uncc.edu/aap/

Acknowledgments

Section III, Understanding the Essences, was adapted from the following source with the permission of its authors:

Browder, D., Davis, S., Courtade-Little, G., and Fallin, K. (2003). *Finding the Essences of Literacy and Math*. Unpublished manual from the University of North Carolina-Charlotte. Available online at www.uncc.edu/aap.

Some data sheets were adapted from the work of the Charlotte Alternate Assessment Model Project. This project was funded through the U.S. Department of Education's Office of Special Education Programs, which awarded Grant No. H324M00032 to the University of North Carolina at Charlotte in collaboration with the Charlotte-Mecklenburg School System. The data sheets in this document are used with the permission of Dr. Diane Browder, Project Director and Professor of Special Education at UNC-Charlotte.