

Iowa Alternate Assessment Webinar-#7 Merging Instruction with Assessment
Generating Evidence & Reporting Out Performance Iowa Alternate Assessment

Slide 1: Welcome to Iowa Alternate Assessment process for this current school year. This webinar entitled, "Merging Instruction with Assessment- Generating Evidence & Reporting out Performance". The intended audience for this webcast includes teachers, administrators, and AEA personnel.

Slide 2: The guidance provided in this presentation will assist you in merging instruction aligned to the Iowa Core Standards with the Iowa Alternate Assessment, generating evidence, and reporting out performance on the Iowa Alternate Assessment for school year.

Slide 3: In this presentation we will examine best practice in collecting data and generating evidence for the Iowa Alternate Assessment by reviewing the Components and Terminology of the Iowa Alternate Assessment and teacher and student behavior during assessment.

Slide 4: Components and Terminology include Rating Scale Item, Trials, Data, Assessment Approach, and Performance Ratings.

Slide 5: A rating scale item is a Test Item Aligned to Instruction of the Iowa Core Standards

Slide 6: The rating scale item is aligned to the Iowa Core standards at alternate achievement standards. The alternate assessment is used to evaluate the performance of students with the most significant cognitive disabilities. The rating scale items are meant to assess the grade-level content with *less depth, breadth, and complexity* than the regular assessment, and with a *different* definition of how well and how much students know and do in the content to be considered proficient. These alternate achievement standards as reflected in the Rating Scale Items represent high academic standards for students with the most significant cognitive disabilities.

Slide 7: The Rating Scale Items are available on the DE IAA Webpage

Slide 8: Trials are The Number of Opportunities a Teacher Provides a Student to Respond to and Demonstrate Knowledge of a Rating Scale Item.

Slide 9: Trials must be based on instruction.

Slide 10: Iowa Alternate Assessment Trials **Are Not** Based on Baseline Data or Probes for Prior Knowledge.

Slide 11: Instructional Trials Generate Student Performance Score in % Accuracy

Slide 12: Data is the Documentation of Student Response/Performance within Trials

Slide 13: Data provides us evidence of instruction

Slide 14: Why is evidence important? The most important reason is that Evidence can be used to support your judgment when marking rating scale items.

Slide 15: What is quality evidence?

Quality evidence consists of these five components:

- * Recent: From this current school year
- * Relevant: Linked to the reading, math, or science rating scale items
- * Representative: Shows original student work/performance score on rating scale items – ratings based on the most recent performance of instructional trials-the last data point
- * Age: Appropriate adapted materials used that align to grade level Iowa Core
- * Reliable: Another person can examine the evidence and reach the same conclusion

Slide 16: What does evidence look like?

Evidence can be:

A graph of student performance over time

A data collection sheet

Instructional materials with documented performances scores

A quiz or test

A performance assessment

A checklist

Evidence is based upon instruction - it shows what your student can do.

The next four slides will provide examples of what evidence can look like.

Slide 17: A teacher's assessment approach determines how and when Data is collected.

Slide 18: Data is your evidence of instruction.

Slide 19: Teachers typically have two different approaches toward assessment. One approach is assessment embedded within instruction – assessment during instruction and the other is an assessment event- assessment after instruction.

Slide 20: This is the big picture of teachers' approaches to assessment. In the following slide we will examine each approach individually.

Slide 21: What is your approach to assessment? Is assessment embedded within instruction?

Slide 22: What is your approach to assessment? Is it an assessment event?

Slide 23: Is your assessment approach Assessment Embedded within Instruction?

Slide 24: Do you assess with trials/opportunities during instruction?

Slide 25: Do you use Trials/Opportunities of the Same Construct/Rating Scale Item so that students are “Learning the Concept/Skill” in the Natural Context of one Instructional Activity/Setting

Slide 26: Do you Ask Your Student to Respond to Question during an Instructional Activity/ Setting

Slide 27: Do you Use Distributed Trials/Opportunities of the Same Construct/Rating Scale Item so that students are “Learning to Generalize” the concept/skills across the day

Slide 28: Do you Provide Trials/Opportunities Distributed across the Day

Slide 29: These are the components of an assessment embedded within instruction approach

Slide 30: If so... Your Approach is...Assessment Embedded within Instruction

Slide 31: Advantages

It is Relevant for Our Students

It Decreases Teacher Prep Time

Assessment Occurs in the Naturally Occurring Environment/Context which Optimizes Performance

Slide 32: What is your approach to assessment?

Slide 33: Do you Assess Performance on Rating Scale Items Generated Outside of Instruction

Slide 34: Do you Use Performance Assessments that Measure Multiple Questions of the Same Construct/Rating Scale Items “Retention/Generalization”

Slide 35: Do you ask your Student to Respond to Question(s) Outside of Instruction

Most Often in the forms of Worksheets/Quizzes/Unit Tests/Portfolio/ or Performance Task

Slide 36: If your Assessment Approach Follows This Graphic

Slide 37: If so... Your Approach is...Assessment Event

Slide 38: This Example Represents How Data Was Collected &

Reported out Both Assessment *Within* Instruction and Assessment *After* Instruction

This evidence example is a graph of student performance on individual rating scale items instructed during the school year. The most recent performance of the data point was reported out.

Slide 39: This Example Represents How Data Was Collected &

Reported out both Assessment *within* Instruction and Assessment *after* Instruction

This evidence example is a data collection form on student performance of individual rating scale items instructed during the school year. The most recent performance of the data point was reported out.

Slide 40: This Example Represents How Data Was Collected &

Reported out Both Assessment *within* Instruction and Assessment *after* Instruction

This evidence example is a checklist of student performance on individual rating scale items instructed during the school year. The most recent performance of the data point was reported out.

- Slide 41: Data/Evidence that Reflects Assessment Event This evidence example is a test on student performance of individual rating scale items instructed during the school year. The most recent performance of the data point was reported out. Each rating scale item was separated out from the test and reported out individually.

Slide 42: Data/Evidence that Reflects this Assessment Event

This evidence example is an *Instructional Material* on student performance of individual rating scale items instructed during the school year. The most recent performance of the data point was reported out.

Slide 43: Both Assessment Embedded within Instruction and Assessment Event based upon Instruction are fair and meaningful approaches to assessment since they are based upon instruction.

Slide 44: If you only administer an assessment event without instruction to generate performance ratings on the Iowa Alternate Assessment you are not delivering a fair, meaningful, or valid assessment of your student's knowledge. Your students will not be able to demonstrate growth in their learning since you have only probed prior knowledge.

Teachers should not use assessment as their method of instruction.

Slide 45: Performance Ratings Represent Instruction that Occurred Throughout the Reporting Period Is the Most Recent Level of Student Performance.

Slide 46: Over the Course of a Reporting Period You Will Provide Students Multiple Instructional Trials on their Selected Rating Scale Items

Slide 47: For Each Reporting Period Report Out

"Most Recent Performance" i.e. The Last Time the Student was Taught & Assessed the Rating Scale Item (the last date data was collected in that reporting period). The Performance Score is based on Four

Trials within an Instructional Activity/Routine (Embedded Assessment) or Within An Assessment Event (Following an Instructional Activity/Routine).

Slide 48: This is an example of how to document Most Recent Performance. This example meets the criteria of quality evidence.

Slide 49: This is a non example of how to document Most Recent Performance. Most recent level performance is not based on the average of trials across the reporting period. This example does not meet the criteria of quality evidence.

Slide 50: This is a non example of how to document Most Recent Performance. Most recent level performance is not based multiple rating scale items. This example does not meet the criteria of quality evidence.

Slide 51: Performance Ratings are based on Teacher Judgment Supported by Evidence

Keep Teaching Until You Know the Performance Ratings- “Most Recent Performance” Represent What a Student Knows.

Slide 52: Regardless of your approach for how and when you gather data and evidence, standard assessment procedures – what the teacher does and what the student does will ensure the assessment is valid.

Slide 53: This guidance and chart was developed based on requests from teachers in the field to have a standardized process to ensure they were not over prompting or were requiring further clarification on when a student’s response was independent or prompted.

The far left column of the chart includes researched and evidence based prompt hierarchies for our students with significant disabilities.

The column next to it outlines teacher behavior during assessment cues/prompts. The next column outlines students behavior- Independent or prompted response

Based on Teacher and student behavior the following columns indicate if the student performed the skill independently – receiving a % accuracy score or was prompted- told the answer.

Please use this chart to guide instruction and assessment. If you have specific questions, please contact our AEA building rep.

Slide 54: For each reporting period teachers will follow the cycle of instruction and assessment.

Slide 55: Thank you for viewing “Merging Instruction with Assessment- Generating Evidence & Reporting out Performance”.

Slide 56: If you have questions or comments, please contact Emily Thatcher at the contact information listed above.

The Iowa Department of Education appreciates the work that you do with your students. Thank you!