

South Dakota State Test of Educational Progress-Alternate

GRADES 3-8 AND 11



Directions for Administering

PEARSON

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Introduction

The Dakota STEP Alternate Assessment (*DSTEP-A*) measures the academic skills of students with significant cognitive disabilities. The assessment is based on and aligned with the South Dakota Extended Content Standards. The *DSTEP-A* assessment consists of the following components:

- Rating Forms composed of grade-specific items that are aligned with the South Dakota Extended Content Standards (two Rating Forms must be completed for each student)
- Supporting Evidence consisting of student work samples and documentation provided by the student's Special Education teacher to demonstrate the student's abilities relative to specific Rating Form items

Thoroughly review these *Directions for Administering* to ensure accurate and reliable results before beginning the assessment.

Special Interest Items

- Rating Forms have been updated.
 - Demographic page updates:
 - Sections have been separated.
 - Student Identification section
 - Rater 1 (special education teacher) section
 - Rater 2 section
- Boxes added to ensure the correct number of characters are entered for the Student ID
- Boxes added for District Code (the state will provide information on where to find correct codes)
- Boxes added for School Code (the state will provide information on where to find correct codes)
- Box added for the placement of the Student Label
- Students' Race/Ethnicity sections have been updated to meet new federal requirements
- "Teacher Use Only" box has been added for students that did not participate in the assessment
- The rating forms contain only the items/tasks; no directions are included in the rating form.
- Directions for Administering have been revised
 - Complete instructions on the responsibilities of the Special Education Teacher
 - Instructions detailing the completion of the demographic page by both Rater 1 and Rater 2
 - The scoring Rubric and Prompting guidelines are contained in the directions
 - Steps on how to administer the assessment
 - Instructions for Rater 2 are detailed
 - Instructions for Rater 1 to complete score resolutions on supporting evidence
 - Detailed instructions on preparing materials to return for processing
 - Checklist added to back cover to ensure everything has been completed prior to returning materials for processing

Reviewing Student Packages

Each student materials will arrive in a shrink-wrapped package. The package should contain the following materials:

- 2 Grade Specific Rating Forms
- 1 Direction for Administering (DFA)
- 1 Score Resolution Worksheet
- 15 Data Collection Forms
- 3 Supporting Evidence Envelopes
- 1 Manila bubble envelope for returning Student Materials for Processing

If available the testing coordinator will provide you with 20 student labels for each student. This label contains the information required on the demographic page of the rating form. The labels can be used on all documents to eliminate the need of filling out student information on all documents.

In the event the student package is missing any of these components notify your testing coordinator immediately.

Responsibilities of the Special Education Teacher

The Special Education teacher (Rater 1) is the designated leader and coordinator for the administration of the *DSTEP-A* with the responsibilities of:

- Independently completing one Rating Form for each student.
- Collecting and documenting Supporting Evidence (student work samples) for Reading and Mathematics at grades 3–8 and 11, and Science at grades 5, 8, and 11.
- Recruiting one colleague (Rater 2) who knows and works with the student on a regular basis to independently review all Supporting Evidence documentation and complete a second Rating Form for the student. This could be another special educator, paraprofessional, general education teacher, speech/language therapist, administrator, or other qualified individual. The student’s parent cannot be a rater.
- Ensuring that Rater 2 has received the required training in administering the assessment.
- Conducting score resolution if Rating Form items with Supporting Evidence do not have identical ratings.
- Assembling, packaging, and returning materials to the test coordinator.

Steps for Completing the DSTEP-A Assessment

Two *DSTEP-A* Rating Forms for grades 3–8 and 11 are to be completed for each student by the primary Special Education teacher (Rater 1) and a colleague (Rater 2) according to their knowledge of the student’s current performance level at the time of the assessment. The intention is to ensure that the assessment results provide the most accurate possible profile of the student’s achievement as observed and evaluated by education professionals across multiple settings throughout the assessment time period.

Rater 1 The student’s primary Special Education teacher

Rater 2 A colleague who knows and works with the student on a regular basis; this could be another special educator, general education teacher, or other qualified individual. The student’s parent cannot be a rater.

Special Education Teacher (Rater 1):

Rating Form:

Complete the back page of the rating form.

If a student label was supplied, place the label in the box that is designated:

The student label contains the following information:

Student Name
Gender
State Student ID Number
Grade
Date of Birth
Race
Ethnicity
District Name and District Code
School Name and School Code

When utilizing the student label, write in the student's name; the other fields above do not need to be filled in.

For students being assessed that **do not have a label**, you will need to complete the following information:

Student Name
Gender
State Student ID Number
Grade
Date of Birth
Race
Ethnicity
District Name and District Code
School Name and School Code

If the student is in an out-of-district placement, you will also indicate the Testing Site.

The “Teacher Use Only” box will need to be completed if the students are not assessed in one or more areas of the assessment:

Complete “Teacher Use Only” if the student was unable to participate in or complete the Reading, Mathematics, or Science subtests for any the following reasons:

- A Health Reasons**
- B Parent/Guardian Refusal**
- C Other (i.e., Student absent)**

A *Testing Irregularity Form* must be completed online at https://docs.google.com/spreadsheets/viewform?hl=en_US&formkey=dDlsOVEyc3lvNU90bHpYU1JYNmo5TUE6MA#gid=0 with complete documentation as to why the student was unable to participate in one or more subtests or complete the test.

Complete the box identified as Rater 1.

Review the rating form entirely identifying the following:

	PERFORMANCE LEVEL					Aligned with student's IEP goals and objectives	Supporting evidence submitted
	Nonexistent	Minimal	Emerging	Progressing	Accomplished		
1. Attends to a story or teacher-led presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Indicates preference for a book or story.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Participates in action songs or finger plays.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Aligned with student’s IEP goals and objectives** (column)
 Rater 1 (Special Education teacher) must indicate whether or not each item is aligned with the student’s IEP plan by checking the corresponding square in the IEP-aligned column. (Leave the square blank if the item is not a part of the student’s IEP.) This does not impact the student’s score. This information will be used to analyze the skills being addressed overall for this population and for professional development.
- Supporting evidence submitted** (column)
 Rater 1 (Special Education teacher) must indicate which item rating is supported with samples of student work (evidence). This column is applicable for grades 3–8 and 11 only.

Supporting Evidence Requirements

Supporting Evidence for students in grades 3–8 and 11 is required and must be provided in a format that allows an independent evaluator to understand the student’s performance of a particular skill identified on the Rating Form, such as:

- A work sample (a worksheet, an essay, a model, etc.).
- Annotated photographs that show the student accomplishing the entire task.
- Videos of the student with an explanation of the task.
- Audiotapes with scripts of oral tasks, etc.

Whenever possible, items that are aligned to the student’s IEP should be selected for Supporting Evidence. The sample submitted should provide evidence of performance of an entire task (or as much of the task as the student accomplished). For example, if photographs are submitted, the photos should show the entire process of completing the task, not just the end product. The mode of the work sample should take into account the skill and how it is performed (e.g., on paper for written work, on videotape for visually perceptible tasks, or on audiotape for oral tasks).

One piece of Supporting Evidence must be collected for each of the following content objectives:

Reading—a total of 5 submissions, one from each of the following content indicators for students in grades 3–8 and 11:

1. Reading Vocabulary
2. Reading Comprehension Strategies
3. Response to Literacy
4. Reading of Diverse Works, Cultures, and Time Periods
5. Reading Informational Text

Mathematics—a total of 5 submissions, one from each of the following content goals for students in grades 3–8 and 11:

1. Algebra
2. Geometry
3. Measurement
4. Number Sense
5. Statistics and Probability

Science—a total of 4 or 5 submissions, one from each of the following content goals for students in grades 5, 8, and 11:

1. Nature of Science (grades 8 and 11 only)
2. Physical Science (grades 5, 8, and 11 only)
3. Life Science (grades 5 and 11 only)
4. Earth/Space Science (grades 5, 8, and 11 only)
5. Science, Technology, Environment, and Society (grades 5, 8, and 11 only)

Only provide one piece of supporting evidence per indicator as listed above. The rating form must indicate the item that you are submitting supporting evidence for. Do not make multiple marks under one indicator for supporting evidence.

Data Collection Form for Supporting Evidence

Rater 1 is to complete one Data Collection Form for each submission of Supporting Evidence. This form is used to summarize and provide documentation of the student work sample and includes:

1. The content area
2. Rating Form item number for which the evidence is being submitted. **Only one item number can be listed.**
3. The date(s) of the assessment and number of trials.
4. The range of scores obtained.
5. The setting(s) and personnel.
6. The type of evidence submitted.
7. A narrative addressing each of the following for the Supporting Evidence:
 - Description of activity
 - Student response
 - Type and level of support (prompts/cues)
 - Frequency
 - Accuracy

Multiple copies of the Data Collection Form are provided with *DSTEP-A* test materials. This form may be duplicated if additional copies are needed. Once completed, the form must be returned with the Supporting Evidence attached to the form. If the supporting evidence cannot be attached to the form, indicate on the supporting evidence the item number for which it is for.

The data collection form can only reference one item number for the supporting evidence attached.

The Supporting Evidence should be attached to the Data Collection form and placed inside a Supporting Evidence envelope. Indicate the content area on the front of the envelope. Apply a student label if provided; if no student label is available, the student information will need to be filled in. Fill in the teacher/test administrator information and indicate if any media is being enclosed.

Directions for Completing the Rating Form

After all the supporting evidence has been collected and the data forms completed, rate each item in the rating form.

Rate each item in the rating form.

All items must have a score.

The *DSTEP-A* Rating Form measures academic skills or tasks in Reading and Mathematics at grades 3–8 and 11 and Science at grades 5, 8, and 11. Ratings indicate the degree to which a student is able to perform each skill. *Please rate every item*, even if some skills or activities do not seem to apply to the student or are difficult to rate.

Performance Level	Performance Description
Nonexistent	The student may be aware of or attend to the task in a highly structured setting, but he/she is currently unable to perform any part of the skill or demonstrate any knowledge and consequently unable to attempt without full physical prompting.
Minimal	The student attends to a task and can respond to some part of the knowledge and skills in at least one setting when given significant physical, verbal, visual, or other prompting. The student may take a long time to respond but will indicate some attempt, either correct or incorrect, with accuracy up to 25%.
Emerging	After instruction and/or modeling, the student's performance may be somewhat inconsistent in terms of accuracy, but he/she can respond to most or all of the task in at least one setting with moderate prompting, if necessary, with accuracy generally ranging from 25–49%.
Progressing	The student consistently performs the task in more than one setting with minimal prompting (repeat directions no more than 5 times or repeat directions in the middle of the task) with an accuracy level generally ranging from 50–79% if performed independently or 50–100% with minimal prompting.
Accomplished	The student consistently and independently performs the task across multiple settings with an accuracy level generally ranging from 80–100%.

Performance Descriptions Regarding Prompting

Raters may find the following descriptions of prompting helpful when evaluating each student's performance:

Full physical prompting (“Nonexistent” rating) requires the teacher to use “hand-over-hand” prompting throughout the entire task.

Significant prompting (“Minimal” rating) involves prompts throughout the task. The student attends to what he or she is doing by looking at the task and will attempt the task by reaching, making a verbal response, or through the use of assistive technology.

Moderate prompting (“Emerging” rating) includes touching the student's elbow to begin or continue the task; modeling may be done by the teacher or may be a model that the student follows, such as an alphabet strip used in order to alphabetize.

Minimal prompting (“Progressing” rating) includes providing verbal cues or touch cues to initiate or redirect the student.

For each content-based item on the Rating Form, each rater indicates the performance level at which the student is observed performing each task or skill.

Rater 1 is required to complete the Student Survey on the inside back cover of the rating form.

Once Rater 1 has gathered the supporting evidence and completed the rating form, they will provide Rater 2 with the second rating form (if a student label was provided, it should be placed on the second rating form; if no student label is provided, the student information will need to be filled in), this directions for administering, the supporting evidence envelopes with the data collection forms, and the supporting evidence inside.

Rater 2 will only complete the Rater 2 box on the demographic page.

Rater 2 will rate the student independent of Rater 1.

Rater 2 will rate all items in the rating form; for those items for which supporting evidence has been supplied, Rater 2 will indicate that the evidence was provided for the item and indicate the rating.

When Rater 2 has completed the assessment all materials are returned to Rater 1.

Rater 1 will review the rating form for completeness.

Rater 2 will return their Rating Form and Supporting Evidence to Rater 1. Rater 1 reviews both Rating Forms in order to determine which, if any, items require score resolution. **Any item with Supporting Evidence that is not rated identically by both Rater 1 and Rater 2 requires score resolution.** For all other items, it is up to the discretion of Rater 1 as to whether score resolution should be conducted.

Score Resolution Worksheet

Raters 1 and 2 should review the ratings and Supporting Evidence in order to reach consensus on a score. Ratings should not be changed on the Rating Forms; a Score Resolution Worksheet must be completed to document the agreed-upon score.

To complete the Score Resolution Worksheet:

1. Complete the Rater 1 and Rater 2 information as well as the student information.
2. Identify the Rating Form item number(s) for which a consensus score is reached.
3. Enter the rating(s) for each item listed by Rater 1.
4. Enter the rating(s) for each item listed by Rater 2.
5. Enter the Final Resolution Rating.

Score Resolution Worksheets (as shown on page 16) are provided with assessment materials and can be copied if additional worksheets are needed.

Dakota STEP-A
Data Collection Form for Supporting Evidence

Student: _____ **Student Information Number (SIMS):** _____

Grade: _____ **School:** _____

Date: _____ **District:** _____

Content Area: _____ **Rating Form Item Number:** _____

Dates Assessed and Number of Trials: _____

Range of Scores Obtained: _____

Setting and Personnel: One setting (specify) Multiple settings (specify)

Type of Evidence Included:

- | | |
|---|--|
| <input type="checkbox"/> Work sample | <input type="checkbox"/> Media – photo, video, audio |
| <input type="checkbox"/> Data Collection Form | <input type="checkbox"/> Other: _____ |

Purpose of the Task and the Expected Student Performance:

Include or attach a narrative addressing each of the following for the attached piece of evidence:

- | | |
|--|-------------|
| ① Description of activity | ④ Frequency |
| ② Student response | ⑤ Accuracy |
| ③ Type and level of support (prompts/cues) | |



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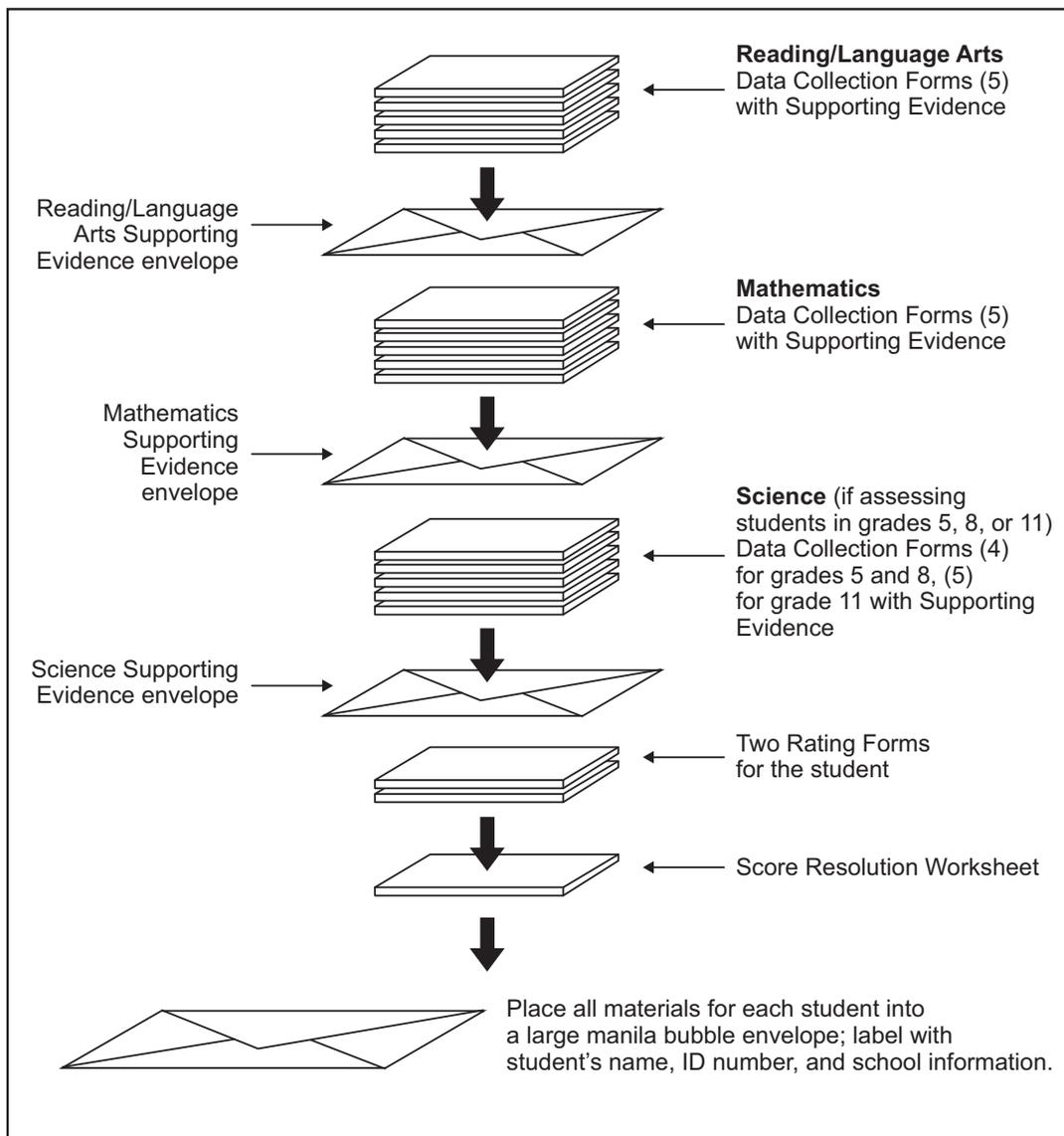
Packing *DSTEP-A* Materials for Scoring

Packing *DSTEP-A* Student Materials

Special Education teachers are responsible for packaging the assessment materials (Rating Forms and Supporting Evidence) for each student. Data Collection Forms must accompany each submission of Supporting Evidence. Organize Supporting Evidence by content area (Reading, Mathematics, and Science) at grades 5, 8, and 11 and insert work samples with Data Collection Forms attached in the content-specific envelopes provided.

Organize the materials for each student as shown in the diagram. Place the assembled materials into a larger, padded envelope and affix student label if provided or label it with the student's full name, the student's ID number, and the school name.

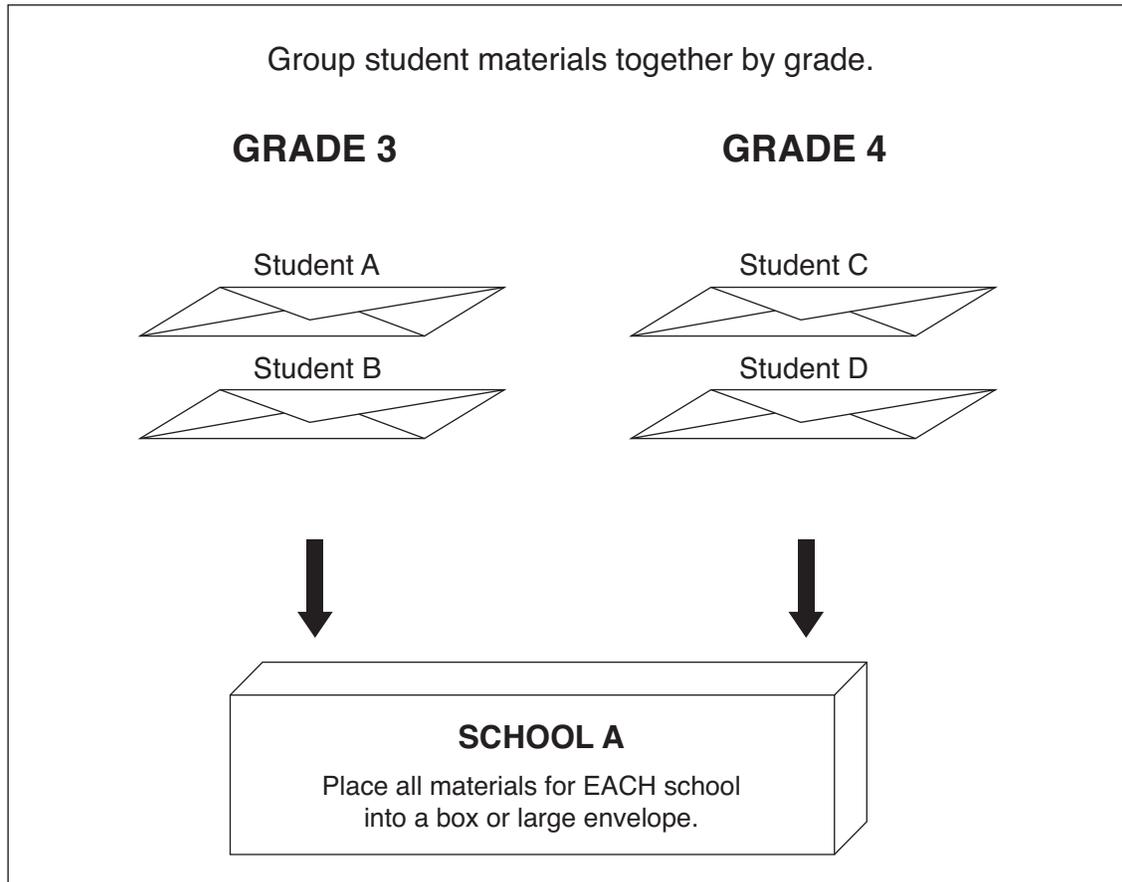
Packing Diagram for *DSTEP-A* Student Materials



Packing DSTEP-A School Materials

Special Education teachers/test coordinators are to group student materials by grade within each building.

Packing Diagram for *DSTEP-A* School Materials



Packing DSTEP-A District Materials

Test coordinators are to organize and package all *DSTEP-A* scorable materials by school and grade. Additional information for returning scorable materials is provided within the *DSTEP-A* section of the *Test Coordinator's Handbook*.

Frequently Asked Questions

Question: *I have two paraprofessionals that work with my students. Can they complete the Rating Forms as “Rater 1” and “Rater 2”?*

Answer: The student’s primary Special Education teacher must complete the Rating Form (as Rater 1) and provide Supporting Evidence documentation.

Question: *If I am not sure how to rate an item, may I leave it blank?*

Answer: Please respond to *all* items on the Rating Form. Evaluate whether you have observed the behavior or whether you are estimating or guessing about the frequency of the behavior. You may conduct a brief activity with the student if you are not able to make an independent judgment.

Question: *What if the student is not able to perform this activity by himself or herself, but needs help or assistance from another person?*

Answer: Please refer to *Performance Descriptions Regarding Prompting* on page 13 in order to select the appropriate Performance Level rating.

Question: *How should the items be selected for Supporting Evidence?*

Answer: Whenever possible, it is best to collect evidence on items that are aligned to the student’s IEP, because the student has been exposed to these tasks/activities throughout the year. If this is not possible, select a challenging task that will allow the student to demonstrate his or her knowledge to the best extent possible.

Question: *What if the student is not able to complete any activities for the collection of Supporting Evidence?*

Answer: Each student needs to have an opportunity to perform the tasks/activities selected for the Supporting Evidence component of the *DSTEP-A*. Every effort should be made to provide evidence of his or her attempt through the most appropriate means (photos, videos, etc.). The narrative provided on the Data Collection Form is critical in order to demonstrate the student’s exposure and opportunity to participate in each task/activity.

Question: *My student is enrolled in the 8th grade but performs on a 3rd-grade level. Can I administer the 3rd grade assessment?*

Answer: You must administer the assessment for the grade in which the student is enrolled. If not, the assessment will be invalidated and the student will not receive a score.

Question: *What if I run out of materials?*

Answer: Request additional Rating Forms and packaging materials from your test coordinator. Rating Forms may not be photocopied prior to or following completion of student ratings. The Data Collection Forms and Score Resolution Worksheets may be copied.

Question: *Who do I call if I have questions about completing the Rating Form?*

Answer: Contact Linda Turner at the South Dakota Department of Education at 605-773-6119 or linda.turner@state.sd.us.

Question: *What should I do if the student moves after I've submitted a Rating Form for him or her?*

Answer: Contact Gay Pickner at the South Dakota Department of Education at 605-773-3247 or gay.pickner@state.sd.us.

CHECKLIST FOR RETURNING STUDENT MATERIALS

- All student information is completed on all documents or a student label has been applied
- Rater information is completed as required on each of the Rating Forms
- Resident District Name and Resident District Code are completed on Rating Forms
- Resident School Name and Resident School Code are completed on Rating Forms
- If testing at different location from resident school information must be completed
- Training Box is completed on Rating Forms
- Both Rating forms have appropriate signatures
- All items in both rating forms have been scored
- Student survey completed on Rater 1 Rating form
 - Data Collection forms are complete
 - Student information
 - Content Area
 - Item number—only one item per form
 - Dates of the assessment/number of trials
 - Range of scores
 - Settings
 - Type of evidence submitted
 - Narrative completed
- Supporting evidence is attached to data collection form
- Each content envelope contains the specified data collection forms and supporting evidence (see page 17 for the number of forms required)
- Score Resolution Worksheet is completed
- Rating Forms (2), Score Resolution Worksheet (if used), and Supporting Evidence Envelopes are placed inside the manila bubble envelope with student name, school name, and state ID number or a student label is applied
- Return manila bubble envelope to testing coordinator for return to Pearson for processing
- Any unused materials are returned to testing coordinator for return to Pearson



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