

Ohio Alternate Assessment Family Reports Interpretive Guide



Understanding Your Child's Test Scores 2014–2015 School Year

Table of Contents

What is the Ohio AASCD?.....	1
What's in My Child's Score Report?.....	2–4
Frequently Asked Questions.....	5
Additional Resources.....	5

Disclaimer: The data in the Family Report sample are for display purposes only and do not represent actual results. The student's name on the sample is fictitious, and any similarity to an actual student name is purely coincidental.

What is the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)?

The Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) is designed to evaluate the performance of students with disabilities for whom general assessments are not appropriate.

The AASCD is aligned to Ohio's New Learning Standards - Extended and allows students to demonstrate their knowledge and skills in an appropriately challenging assessment. Students are tested on a series of performance tasks. These tasks are designed to be accessible and engaging to students with diverse and significant disabilities.

In the 2014–2015 school year, English language arts (ELA) and mathematics were administered to students in grades 3–8 and OGT, science was administered to students in grades 5, 8, and OGT, and social studies was administered to students in grades 4, 6, and OGT.

The alternate assessments can help identify whether students need extra support and practice in ELA, math, science, or social studies. Teachers and families can then work together to ensure that students receive the support they need.

Cover Letter The front page of your child's score report includes an important letter from the Ohio Superintendent of Public Instruction summarizing the contents of the report and encouraging you to be an active participant in your child's education.

The Family of Jane A. Doe

Test Date: Spring 2015

Birth Date: 3/12/2006

School: ABC School (123456)

District: ABC District (654321)

Ohio | D
of

Grade 3 Alternate Assessment for Students With Significant Cognitive

Dear Family,

Because your child, Jane, is a student with a disability, she takes different tests than students who do not have disabilities. This report shows you the test results for her recent state tests in English language arts (ELA) and mathematics. These tests are made to be suitable for students with different kinds of disabilities.

This Family Score Report shows Jane's overall scores on those tests. It also tells you what knowledge and skills she was asked to show on the tests. The report will help you understand what Jane knows and can do in English language arts (ELA) and mathematics.

I urge you to talk with Jane's teacher about these test results. Ask her teacher what you and the school can do to make sure she continues to receive the kind of instruction that works best for her. Having this talk with the teacher will help you make sure she receives the best education possible.

Thank you for all you do to support Jane in school.

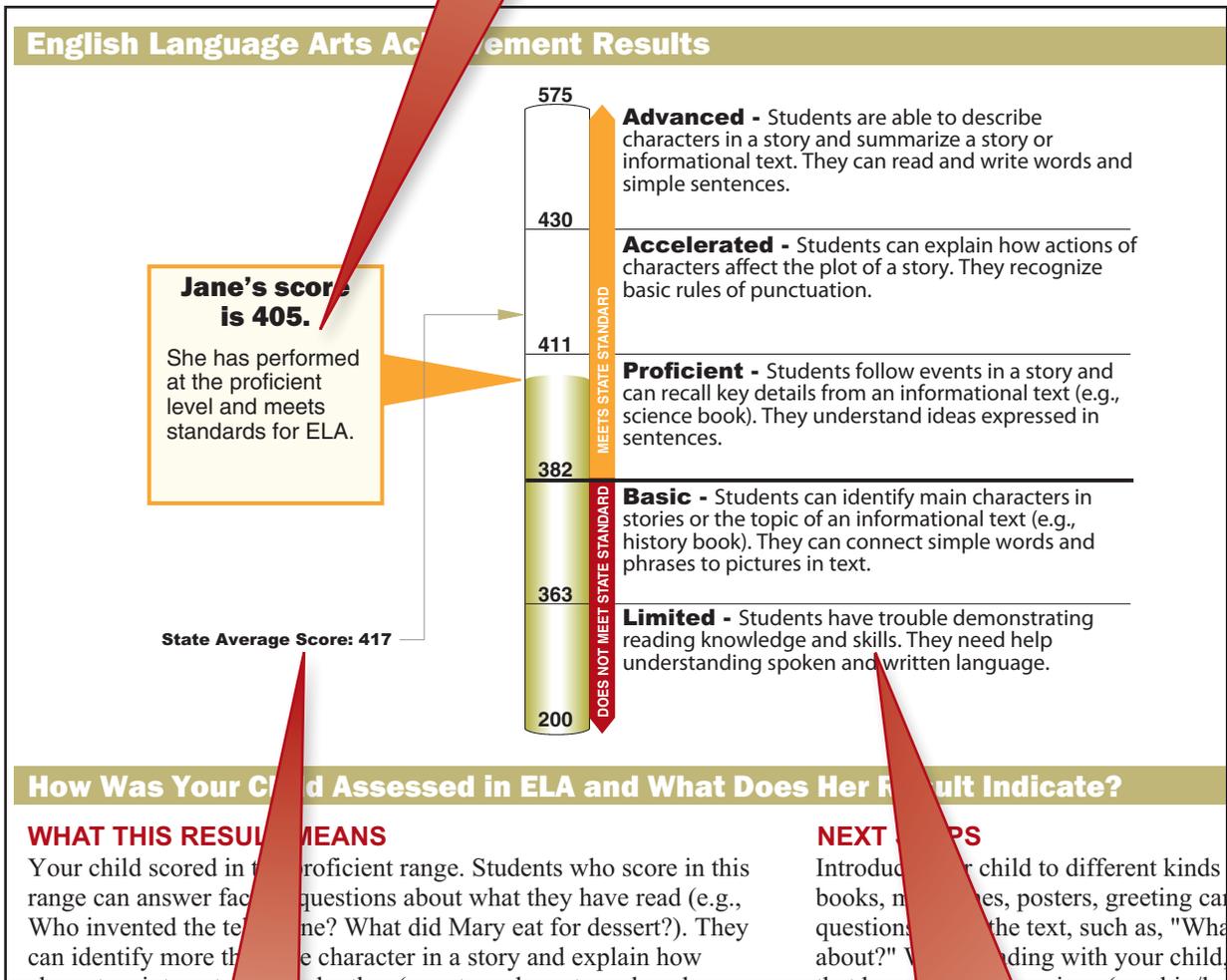
Sincerely,



Richard A. Ross
Superintendent of Public Instruction



Your Child's Score Inside the report, you will see your child's performance on the Ohio Alternate Assessment for Students with Significant Cognitive Disabilities. All students in grades 3–8 and OGT are assessed in ELA and mathematics. If your child is eligible for the science or social studies assessment, his or her performance on that assessment is also reported.



Comparison Scores Your child's score on a subject assessment is compared with the average score for the state of Ohio for that assessment.

Performance Levels If your child's score is in the Advanced, Accelerated, or Proficient range in a subject, then your child has met Ohio's content standards for that subject. If your child's score is in the Basic or Limited range, then your child did not meet Ohio's proficiency standards for that subject in this administration of the Ohio AASCD.

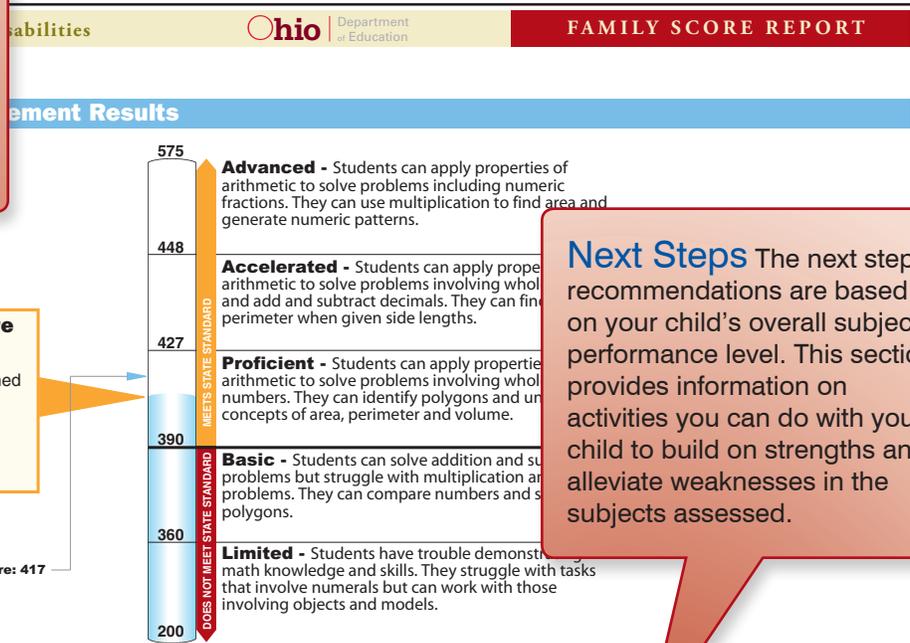
What This Result Means

This section provides parents information on what students generally know and are able to do at your child's attained performance level.

Jane's score is 409.

She has performed at the proficient level and meets standards for mathematics.

State Average Score: 417



Next Steps The next steps recommendations are based on your child's overall subject performance level. This section provides information on activities you can do with your child to build on strengths and alleviate weaknesses in the subjects assessed.

How Was Your Child Assessed in Mathematics and What Does Her Result Indicate?

WHAT THIS RESULT MEANS

Your child scored in the proficient range. Students who score in this range can solve mathematical problems involving numerals using concrete objects and models as support (e.g., counting cubes, fractional models). They understand the concept of 0 and solve addition and subtraction problems involving whole numbers. They can identify shapes (e.g., triangles, rectangles, circles), tell time, and understand the concepts of measurement, area, perimeter, and volume (e.g., understand perimeter as the path surrounding an area).

NEXT STEPS

Help your child identify circles, triangles, squares, and rectangles in familiar objects (e.g., traffic signs, wheels). When putting away groceries, ask your child to identify the shape of items (e.g., the base of a can is a circle, the front of a cereal box is a rectangle). Practice addition and subtraction by asking your child to figure out whether you have enough money to pay for something and how much change to expect. Ask your child's teacher about other ways that you can continue your child's learning at home.

<p>Counting and Cardinality</p> <p>Counting and Cardinality skills are based on understanding numbers. Tested skills include reading and writing numerals, understanding counting sequences (e.g., "when given a number like 7, continue to count forward: 8, 9, 10..."), counting objects, and comparing numerals and/or groups of objects.</p>	<p>Measurement and Data</p> <p>Measurement and Data skills are based on understanding measurement. Tested skills include describing and comparing measurable parts of objects, relating measurement to arithmetic, working with time and money, understanding geometric measurement (e.g., area), and representing or interpreting data.</p>
<p>Operations and Algebraic Thinking</p> <p>Operations and Algebraic Thinking skills are based on representing and solving problems. Tested skills include understanding and applying properties of operations, solving and representing word problems and number sentences, and understanding arithmetic patterns (e.g., even + even = even).</p>	<p>Geometry</p> <p>Geometry skills are based on understanding shapes. Tested skills include identifying and composing shapes, distinguishing defining attributes (e.g., types of triangles), using coordinate graphs, solving problems involving geometric measurement, and understanding congruence and similarity.</p>
<p>Number and Operations in Base Ten</p> <p>Number and Operations in Base Ten skills are based on understanding place value. Tested skills include using understanding of place value to perform arithmetic (e.g., $12 + 23 = (10 + 20) + (2 + 3) = 30 + 5 = 35$) and compare numbers (e.g., $20 < 50$ because $2 < 5$).</p>	<p>Number and Operations - Fractions</p> <p>Number and Operations - Fractions skills are based on understanding fractions. Tested skills include understanding fractions as numbers (e.g., one-fourth = 1/4), applying properties of operations to fractions, comparing fractions, and translating between fractions and decimals (e.g., $1/2 = 0.5$).</p>

Content Strands Assessed This section describes what areas were tested for each subject administered.

Glossary of Terms/Definitions

Content Strand: A content subset within a subject

Performance Level: A proficiency level that corresponds to a score range determined by a committee of Ohio educators and parents

Performance Level Descriptors: Detailed explanations of proficiencies and skills that correspond to each performance level for each grade/grade-band and subject

Score: A numerical value that is on a common scale so that children's scores can be compared over multiple test administrations

Standards: Grade-band content that is assessed for accountability purposes

Frequently Asked Questions

Why does my child participate in standards-based instruction and assessment?

In addition to learning functional life skills, Ohio believes that all students must have *access to, be involved in and progress in the general academic curriculum*. For these reasons, Ohio's New Learning Standards – Extended were designed to provide meaningful access to academic content for students with significant cognitive disabilities. Additionally, the AASCD provides an opportunity for these students to demonstrate what they know and can do.

How is the alternate assessment designed for students with significant cognitive disabilities?

The AASCD is designed to be accessible to students with diverse and significant disabilities. First, the test contains performance tasks that range in complexity. Second, the test uses picture symbols and stimuli to engage students in the content. Third, the test allows students to complete the tasks using their preferred method of communication (e.g., pointing, eye gaze, assistive technology, oral response, sign language). Fourth, two types of scripted test items are used: engagement, where the teacher rates the student's level of involvement; and scaffolded, where students are often given multiple opportunities to respond correctly. Finally, there is no time restriction on the assessment; students may stop and resume the assessment at any point.

What does my child's performance level tell me?

The performance levels indicate how often and accurately your child demonstrates the knowledge and skills being tested. Students are expected to demonstrate these skills at a proficient level or higher. For students who took the OGT AASCD, families are encouraged to speak with their child's school regarding the potential consequences of not passing part or all of the OGT AASCD. Your child's teacher will continue to work with your child to provide access to the general education curriculum and build upon his or her success.

Additional Resources

What are Ohio's New Learning Standards – Extended and where can I learn more about their effect on my child's education?

Ohio's New Learning Standards – Extended were created to provide meaningful access to academic instruction for students with significant cognitive disabilities. The extended standards are organized by grade-band. Specific standards are extended across three complexity levels, allowing teachers to adjust for various levels of difficulty. The extended standards serve as the foundation for the development of the assessment tasks for the AASCD. You can learn more about the Extended Standards by visiting education.ohio.gov and searching "extended standards."

In addition, Ohio has developed instructional modules to explore how the Extended Standards can be incorporated into classroom practices. These modules are available to the public and can be helpful tools to better understand what happens when functional and academic content are combined in the classroom. Visit ohextendedstandards.org for more information.

Where can I learn more about Ohio's Alternate Assessment?

Families can visit the Ohio Alternate Assessment Portal (oh.portal.airast.org) to find more information, including FAQs and sample tasks for the AASCD. Families are also encouraged to speak with their child's teacher to learn more.

To learn about allowable accommodations, individual student test eligibility, graduation requirements and the testing rules of the alternate assessment, please refer to the *Students with Disabilities* section of the *Ohio Statewide Assessments Program Rules Book* (education.ohio.gov; search "Rules Book").