

# Test Design Document

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## Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

4/28/2017

### English Language Arts

Grade Band 3–5

Grade Band 6–8

High School

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## OVERVIEW

### TEST DESCRIPTION

The Ohio English Language Arts (ELA) Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) was developed for grade bands: 3–5, 6–8 and the High School. Each grade band assessment contains a series of 12 performance tasks and a field-test task block. Each operational task ranges from four to six items. Each field-test task includes six to eight items. The items become increasingly more complex and difficult within a task, and the tasks become increasingly more complex as the student moves through the grade band test form.

Students are not required to take every task in the assessment and will start the test at the point that is most appropriate for the student. The task at which the student begins the assessment is determined by the Starting Points Table or a Student Placement Questionnaire completed by the student’s teacher. Specifically, students can enter the operational assessment at one of three different points: Task 1, Task 3 or Task 6. For each starting point, students must complete a minimum number of tasks. The task at which the student exits the assessment is not predetermined. All students, regardless of starting point, will be required to take the field test task block. Instructions for selecting a student’s starting and concluding tasks are provided in the *Directions for Administration Manual*.

Because students can enter the assessment at three different starting points and because they are not required to take every task in the assessment, it is necessary to make sure that each student encounters the breadth of strands encompassed in the Ohio English Language Arts Extended Content Standards (based on the Common Core State Standards for English Language Arts) by the time he or she reaches the designated stopping point. The strands encompassed in the Common Core State Standards for English Language Arts are listed in the table below.

<b>STRANDS IN COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS</b>		
<b>Gr. 3–5</b>	<b>Gr. 6–8</b>	<b>High School</b>
Literature	Literature	Literature
Informational Text	Informational Text	Informational Text
Foundational Skills		
Writing	Writing	Writing
Speaking and Listening	Speaking and Listening	Speaking and Listening
Language	Language	Language

## EMBEDDED FIELD-TESTING PLAN

Each year new tasks will be field-tested for possible placement on an operational form. The field-test tasks on each grade band form will be in the same position—at the end of the test—each year. Every student, regardless of starting point, must be administered all items in the field-test task.

## COMMUNICATION LEVELS

The tasks and items written for the Ohio Alternate Assessment are aligned not only to the extended grade-level indicators but also to three communication levels. These levels refer to the level of complexity of the communication method the student uses. Tasks and items written to the pre-symbolic level are intended for students who communicate mainly with gestures and eye gaze. Tasks and items written to the symbolic level are intended for students who speak or have a vocabulary of signs or use pictures to communicate. Tasks and items written to the abstract level are intended for students who speak, read, write, and understand sentences and basic mathematics.

## GENERAL BLUEPRINT AND TEST DESIGN

### GENERAL BLUEPRINT

<b>OHIO ENGLISH LANGUAGE ARTS AASCD</b>			
<b>Entry/Minimum Stop*</b>	<b>Number of Tasks Scored</b>	<b>Number of Items Scored</b>	<b>Number of Points</b>
1–5	5	20–30	40–68
3–9	7	28–42	56–84
6–12	7	28–42	56–84
Total	12	48–72	96–144

\*The general blueprint only reflects students who take the minimum number of tasks.

STRANDS BY TASKS

**OH ENGLISH LANGUAGE ARTS AASCD BLUEPRINT FOR STRANDS BY TASKS**

**Grade band 3–5**

<b>Strands</b>	<b>Number of Tasks Scored</b>	<b>Number of Items Scored</b>	<b>Number of Points</b>
Literature	2 or 3	8–18	16–40
Informational Text	2 or 3	8–18	16–40
Foundational Skills	2 or 3	8–18	16–40
Writing	1 or 2	4–12	8–30
Language	1 or 2	4–12	8–32

**OH ENGLISH LANGUAGE ARTS AASCD BLUEPRINT FOR STRANDS BY TASKS**

**Grade band 6–8**

<b>Strands</b>	<b>Number of Tasks Scored</b>	<b>Number of Items Scored</b>	<b>Number of Points</b>
Literature	3 or 4	12–24	24–52
Informational Text	4	16–24	32–64
Writing	2	8–12	16–30
Language	2 or 3	8–18	16–46

**OH ENGLISH LANGUAGE ARTS AASCD BLUEPRINT FOR STRANDS BY TASKS**

**High School**

<b>Strands</b>	<b>Number of Tasks Scored</b>	<b>Number of Items Scored</b>	<b>Number of Points</b>
Literature	3 or 4	12–24	24–52
Informational Text	4	16–24	32–64
Writing	2	8–12	16–30
Language	2 or 3	8–18	16–46

BREADTH OF COVERAGE

**OH ENGLISH LANGUAGE ARTS AASCD BREADTH OF COVERAGE**

**Grade Band 3–5**

	<b>Star t</b>	<b>End</b>	<b>Standard 1 Literatur e</b>	<b>Standard 2 Informationa l Text</b>	<b>Standard 3 Foundations l Skills</b>	<b>Standar d 4 Writing</b>	<b>Standard 5 Listening and Speaking</b>	<b>Standard 6 Languag e</b>
Pre- symbolic	Task 1	Tas k 5	X	X	X	X	For instructio n only	X
Concret e	Task 3	Tas k 9	X	X	X	X		X
Abstract	Task 6	Tas k 12	X	X	X	X		X

**OH ENGLISH LANGUAGE ARTS AASCD BREADTH OF COVERAGE**

**Grade Band 6–8**

	<b>Star t</b>	<b>End</b>	<b>Standard 1 Literatur e</b>	<b>Standard 2 Informationa l Text</b>	<b>Standard 3 Foundations l Skills</b>	<b>Standar d 4 Writing</b>	<b>Standard 5 Listening and Speaking</b>	<b>Standard 6 Languag e</b>
Pre- symbolic	Task 1	Tas k 5	X	X	Ends at Grade 5	X	For instructio n only	X
Concret e	Task 3	Tas k 9	X	X		X		X
Abstract	Task 6	Tas k 12	X	X		X		X

**OH ENGLISH LANGUAGE ARTS AASCD BREADTH OF COVERAGE**

**High School**

	<b>Start</b>	<b>End</b>	<b>Standard 1 Literature</b>	<b>Standard 2 Informational Text</b>	<b>Standard 3 Foundational Skills</b>	<b>Standard 4 Writing</b>	<b>Standard 5 Listening and Speaking</b>	<b>Standard 6 Language</b>
Pre-symbolic	Task 1	Task 5	X	X	Ends at Grade 5	X	For instruction only	X
Concrete	Task 3	Task 9	X	X		X		X
Abstract	Task 6	Task 12	X	X		X		X