OHIO’S ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Spring 2020 AASCD 2.0 Operational Field Test
Test Administration Training

Ohio Department of Education
American Institutes for Research
Today's training topics will cover the information you will need to administer, and train others to administer, the Ohio AASCD 2.0 Operational Field Test, or OFT.

These topics include the participation guidelines; important dates; design of the AASCD OFT; where to locate important resources; pre-identification of students; how to administer the OFT to online, supplemental, paper and braille testers; what the types of accommodations are available for AASCD 2.0 and the polices around those accommodations; information on the Learning Characteristics Inventory, or LCI, Survey; and, lastly, the importance of running participation reports, and how to run these in TIDE.
Training Objectives

- Know what you must do to prepare for and administer the Spring 2020 AASCD 2.0 administration; be familiar with testing policies, procedures, online system and paper materials; and know what is allowed and not allowed during administration.

- Understand the process for entering students’ LCI Survey information in the Data Entry Interface (DEI).

- Understand how to run participation reports in TIDE to confirm that all tests are submitted before the end of the test window.

The objectives of today’s training are to ensure that you’ll have the knowledge and skills needed to successfully administer the Spring 2020 AASCD 2.0; that you’ll understand the purpose of the LCI Survey and the process for submitting LCI information in the DEI; and that you’ll understand how to run participation reports to confirm that all tests in a district are submitted before the end of the test window.
The reauthorized Individuals with Disabilities Education Act (IDEA, 2004) reflects the intent to extend educational accountability and reform to all students, including those with disabilities.

This legislation, along with the federal Every Student Succeeds Act (ESSA) and Ohio state law, mandates that all students with disabilities be included in general state and district-wide assessment programs.

It is the Individual Education Program (IEP) team’s annual responsibility to determine how a student with disabilities will participate in the Ohio assessment program. ESSA went into effect at the start of the 2017–2018 school year.
Most students with disabilities participate in the general assessments with or without accommodations.

The AASCD is designed for a small number of students with the most significant cognitive disabilities, who are unable to participate in the general assessment even with accommodations.
Participation Criteria

- The student has a **most** significant cognitive disability.

- The student is learning content linked to (derived from) Ohio’s Learning Standards, i.e., the Ohio Learning Standards–Extended.

- The student requires extensive, direct and individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

Ohio has high standards for all students. This includes students who will take the AASCD.

All students are entitled to rich instructional programming.

The AASCD is appropriate only for students with **the most significant cognitive disabilities**.
Companion Document and Decision-Making Framework

- Can be used by teams in addition to participation.
- Requires various data sets.
- Starts with what the decision is **NOT** based on.
- Majority of responses should be in the right columns.

The decision-making framework for participation is described in the *Spring 2020 AASCD Test Administration Manual* (or TAM), in the Rules Book, and on the portal.

Does the student have a current IEP?
- There is evidence of a significant cognitive disability.
- IEP includes performance statements linked to Ohio’s Extended Standards.
- Significant deficits across all domains of adaptive behavior
- Accommodations beyond those provided through universal tools and designated supports
- Multiple assistive technology supports/service
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<thead>
<tr>
<th>What Participation in the AASCD is <strong>NOT</strong> Based On</th>
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<tr>
<td>□ A disability category or label</td>
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<tr>
<td>□ Poor attendance or extended absences</td>
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<tr>
<td>□ Linguistic, social, cultural, or economic difference</td>
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<tr>
<td>□ Expected poor performance on the general education assessment</td>
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<tr>
<td>□ Academic and other services the student receives</td>
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<tr>
<td>□ Educational environment or instructional setting</td>
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<tr>
<td>□ Percentage of time the student receives special education services</td>
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Remember: The decision that the student will participate in the AASCD is not based on a disability label, poor attendance, poor performance on the OST or EOC, the types of special education services the student receives, where instruction takes place, or the amount of time the student is receiving special education services. It is an IEP team decision.
The participation decision cannot be based on the student’s English Learner status, reading level, challenging behavior, or fear of emotional duress.

The decision to participate is made by the IEP team and not by the school administrator or an individual. All student scores are included in the accountability system.
AASCD students are eligible to take high school tests for the first time starting in grade 9. Alternate assessment students should take AASCD high school tests for the *first time* in grades 9, 10 or 11.

Districts should reserve testing in grade 12 for retesters. **Exception:** If an alternate assessment high school student moves into a district from out of state, or if the student was previously unable to take the AASCD for another reason.

High school students may take different high school subjects at different grade levels (for example, English language arts and mathematics tests in grade 10 but science and social studies tests in grade 11). Students taking the AASCD high school tests also may take different high school subjects at different high school grade levels. For example, a student may take English language arts and mathematics tests in grade 10 but science and social studies tests in grade 11.
The department is working on additional guidance for students with disabilities, including those who take an alternate assessment.
Information on participation in the AASCD can be found in section 5 of the *Spring 2020 AASCD Test Administration Manual*. 
The AASCD 2.0 will be an operational field test for spring 2020. The AASCD 2.0 is an online item-based assessment, unlike the paper task-based 1.0 AASCD. Tests are now given at each individual grade level. This differs from the AASCD 1.0, which was given at grade band. Each student will receive 50 items per test. All items created for the AASCD 2.0 align to the Ohio’s Learning Standards–Extended. All items are required. A student cannot proceed to the next item until a response has been entered for the current item. This applies to all test forms: online, supplemental and paper.
Shown here is a breakdown of the grades and content areas to be administered for the AASCD 2.0.
Reminder: Beginning this year, a student may take the AASCD high school tests for the first time starting in grade 9.
There are three different test modes for the Spring 2020 OFT. We will go into more detail on how to conduct each mode throughout today’s training, but we provide here a quick rundown of what to expect.

**The AASCD 2.0 is an online test administration.** Online testing is the main test mode that most AASCD students will use to take the test. This requires the test administrator to start a session in the TA Interface and the student to access the test online via the Secure Browser (the TA may log the student in on their behalf). There are no paper materials needed for this test mode.

For students who are unable to test in a purely online environment, there are two additional modes that can be provided as accommodations: supplemental testing and paper testing.

Supplemental testing is an online mode that requires a test session in the TA Interface and the student to access the test via the Secure Browser; however, paper response options, which consist of response cards and sentence strips only, can be provided to the student as well.

Full paper testing requires the test be administered to the student using all paper materials from the TA Kit, but student responses are still required to be entered into the DEI by the test administrator.

Braille-supported testing is also available, but we’ll go into that later in the training.

<table>
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<tr>
<th>Test Modes</th>
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<tr>
<td><strong>Online:</strong></td>
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<tr>
<td>- TA sets up test session in the TA Interface.</td>
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<tr>
<td>- Student accesses test via the Secure Browser.</td>
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<tr>
<td>- No paper materials.</td>
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<tr>
<td><strong>Supplemental (Accommodation):</strong></td>
</tr>
<tr>
<td>- TA sets up a test session in the TA Interface.</td>
</tr>
<tr>
<td>- Student accesses test via the Secure Browser.</td>
</tr>
<tr>
<td>- Paper response options only</td>
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<tr>
<td><strong>Paper (Accommodation &amp; Board Resolution Districts):</strong></td>
</tr>
<tr>
<td>- TA administers test using TA Kit.</td>
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<tr>
<td>- Student responses are entered into the DEI.</td>
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</table>
For districts that have not yet determined a student’s mode of communication and in cases where the student cannot provide a discernable response:

- Items still require a response be entered.
- TEs and TAs can select the “Mark as No Response” option from the context menu.
- “Mark as No Response” counts as a response and allows the test to proceed to the next item.

For students with no discernable mode of communication or for whom the district is still determining the mode of communication, if an online, supplemental or paper tester is unable to provide a discernable response to an item, the administrator can select the Mark as No Response option from the context menu in the Student Interface or DEI, which will be shown later in the training. Any item that is flagged as Marked as No Response will still count as a response and allow the test administrator to proceed to the next item.
Starting with the Spring 2020 administration, the AASCD test will have an early stopping rule that comes into play for students with no mode of communication. Each subject-area test, regardless of test mode, has the same first four fixed items on the test.

If the Mark as No Response option is submitted as the response for all four of these items for that subject-area test, the test will end.

Reminder: This is intended for students with no mode of communication. If your student is communicable but on test day is just not responding, do not proceed with all four questions. You may pause the test and try to administer the test at another sitting.

If the Early Stopping Rule has been invoked for one subject, you still must administer all other applicable subjects to the student.

If the student is able to provide a response to at least one of the first four items, the assessment should be continued and all items on the test are to be administered.

The Early Stopping Rule is intended to enable students with no mode of communication to still receive credit for attempting the assessment without having to be administered all 50 items. Their test will count as participation for testing, and they will receive a score of limited.
Overview information on the Spring 2020 AASCD operational field test can be found in section 1.2 of the *Spring 2020 AASCD Test Administration Manual.*
This section will cover the user roles associated with testing and administrator requirements.

Listed here are two related resources available on the AASCD portal under the TIDE resources:
The user-role matrix lists all the available user roles and the different levels of access each role has for each online system.
The user management guidance document provides guidance to test coordinators, such as DTCs, DAs and BTCs, on how to add and manage user accounts in TIDE.
Here is a sample listing of the User-Role Matrix that outlines which roles have access to the four major online systems and some of the related tasks for conducting AASCD 2.0 testing.

Note that the second-rater role is not listed here because it no longer exists. The AASCD 2.0 does not require second ratings, so this role was removed from the system.

Also note that TEs and TAs have the same levels of access with one exception: TAs do not have permission to view student scores in the online reporting system (ORS). The TA role is recommended for personnel that are serving students outside of the district.
User Accounts

- Test coordinators (DTCs, DAs or BTCs) are responsible for creating and maintaining all TE and TA user accounts.
- All users should ensure that they have a TIDE account before the test window opens.
- Administrator user accounts must be associated with the school and district where their students are preidentified.
- Users can have different roles in different schools and districts. For example, a person can be a TE in School A and a TA in School B.
  - The same email address should be used to add a user to multiple schools or districts.

User accounts are created in TIDE by the DTC, a DA or BTC. DTCs are responsible for maintaining user accounts for district and school personnel.

All personnel administering the AASCD should confirm that they have a TIDE account and can access the online systems before the test window opens.

TE and TA accounts should be associated with the school and district where their student(s) are preidentified.
  - This ensures the TE or TA will have access to the student information needed to log the student into the Student Interface, that the student will have access to the TE’s or TA’s test session, and that the TE or TA will be able to access tests in the DEI for paper testers and access the LCI tests in the DEI for students with the LCI assignment.
  
  - Users can have different roles in different schools and districts. For example, a person can be a TE in School A and a TA in School B.
    - The same email address should be used to add a user to multiple schools or districts.
When a test coordinator creates a user account, the user will receive an activation email to set up their password.

- Username is the email address used when adding the account in TIDE.
- Users MUST access the link within the activation email within 15 minutes of receiving the email.
- If a user fails to do so within 15 minutes, a new activation email can be requested on the login screen.
- Activation and password reset emails come from AIRAST-DoNotReply@airast.org.

**Do not share your password with anyone!**

Establishing your user account:

- When a user account is created, the user will receive an activation email containing a temporary link to setup their password. Users MUST access the temporary password link within 15 minutes of receiving the email or the link will expire. If the link expires, a user can request a new activation email on the login screen.
- Activation and password reset emails come from the address shown here. Districts should work with their I.T. to ensure that this email address is whitelisted as a safe sender so that the emails don't get marked as spam or junk.

**It is important that users do not share their password with anyone!**

- TIDE, the TA Interface, DEI, and ORS all contain secure student and test information. Sharing your password for these systems can lead to breaches in the security of secure student and testing information.
To administer the AASCD, a teacher or test administrator must

- be an employee (or contracted employee) of the district;
- hold a license/permit/certificate issued by the Ohio Department of Education; and
- be trained to administer the AASCD.

Every test administrator (generally the student’s teacher) who is employed by an Ohio school district and who will administer the AASCD must attend one of the statewide training sessions.

If a district contracts with a service provider, the employees of that service provider are *de facto* employees of the district and may serve as TE/TAs if they meet the remaining requirements.

In addition, support staff, such as teacher aides or student nurses, may be present if the DTC or BTC has approved it. Support staff do not need to be trained because they are not administering the test, **BUT** they are expected to honor test security. Note that a non-disclosure agreement is in the *Test Administration Manual*, and the district can make copies as needed.
TE/TA Requirements (cont.)

To administer the Spring 2020 AASCD, the administrator must also do the following:

- Administrators must read the *Test Administration Manual* in its entirety.

- If administering tests to supplemental or paper testers, administrators must also read the *Supplemental Instructions for Paper Testing* in its entirety.

- Both of these manuals will be available on the portal by early December.

All TEs and TAs are required to read the *Test Administration Manual* in its entirety. If administering to supplemental or paper testers, the TE or TA must also read the *Supplemental Instructions for Paper Testing*. 
Information on administrator roles and requirements, including staff responsibilities, can be found in section 6 of the *Spring 2020 AASCD Test Administration Manual*. Information on user accounts can be found in section 7.2 of the *Spring 2020 AASCD Test Administration Manual*. 
I will now go over some highlights of the Alternate Assessment portal and available resources. Shown here is the web address for the AASCD portal. Note that the website is available to the public; no username or password is required to access the portal itself.
Alternate Assessment Portal Homepage

Homepage layout:

- User quick links are on the left.
- Announcements are in the center of the homepage.
- Quick links to additional resources are on the right.
- The toolbar at the top provides access to information for users, resources, announcements and FAQ pages.

At left on the homepage are quick links for students and families, teachers and test administrators, test coordinators and technology coordinators. Announcements can be found in the center column of the portal homepage.

At right on the homepage are quick links to the Ohio Department of Education (ODE) website, important calendar dates, the help-desk contact information, the online practice test site and sample tasks from the 1.0 assessment.

The blue toolbar at the top of each page of the portal provides access to information for users, resources, announcements and FAQ pages.
To access online systems:

- Select the user role
  Teachers/Test Administrators
- Select one of the icons to log in:
  - TA Interface
  - TIDE
  - Data Entry Interface
  - Online Reporting System
  - TA Practice Site
  - Resources
  - Inbox

Depending on your user role, when you select one of the user-role links from the homepage, you’ll see a page like the one shown here.

**Note:** The “lock” symbol indicates that systems require a username and password, which is based on having an account created in TIDE, as previously mentioned. Below the systems icons, you will see a link to Key Documents, which are important resources that correspond to the selected user role.
Available Resource Documents

To find resources:

- Select the Resources drop-down from the bar at the top of the page.
- Select a resource folder from the left-hand column.

OR

- Enter a keyword or phrase to search for a specific resource.

Resources are organized into subfolders which are accessible from the Resources drop-down list on the task bar at the top of the portal.

You can enter a keyword or key phrase to find specific documents quickly, and your search can be refined using the “Advanced Search” feature.

Or you can select from one of the options on the left of the resources page shown here:

- Student Practice Resources (the student practice test site and practice test guidance document)
- General Resources (e.g., family FAQ, participation framework, test design documents, extended standards, etc.)
- Test Administration Resources
  - Administration manuals and guidance documents (TAM, SIFPT, TA Interface User Guide, etc.)
  - TIDE Resources (Pre-ID file layout, Pre-ID guidance, user-role matrix, tasks for test coordinators, TIDE user guide, etc.)
  - Data Entry Interface Resources (DEI user guide, DEI tutorial)
- Technology Resources (everything your district, I.T. or Technology Coordinator needs to setup devices for testing)
- Reporting Resources (ORS User Guide, student data file layout, family interpretive guides, performance standards, etc.)
- Technical Reports (which are released annually)
- The last two resources, Sample Tasks and Released Tasks, are from the 1.0 administration.
Portal FAQs

FAQs:
- Portal FAQs are also available from the task bar.
- You can print or download the FAQs as a PDF.

Another resource available on the portal is the AASCD FAQ page, which can be accessed from the FAQs option on the blue task bar at the top of the portal. FAQs can also be printed or downloaded as a PDF.
Effective with the Spring 2020 AASCD, the AASCD manuals will mirror the GenEd manuals. Instead of the *Test Coordinators’ Manual* and *Directions for Administration Manual*, the AASCD manuals will now consist of the *Test Administration Manual*, or TAM, and the *Supplemental Instructions for Paper Testing*, or Supplemental Manual.

The TAM contains all information pertaining to the policies and procedures for administering the AASCD 2.0. All testing personnel are required to read the TAM before testing day. The TAM will not be printed or shipped with any paper materials orders but will be available on the portal in early December for users to download and or print.
The Supplemental Manual is required to be read and referred to by testing personnel in districts that will be testing supplemental testers or paper testers for the AASCD 2.0 OFT.

The Supplemental Manual should be read through before testing day, and all TAs and TEs are required to have a copy on hand when administering the test to supplemental or paper testers.

This manual should also be available on the portal in early December, but for those districts that order paper materials in TIDE, printed copies of the Supplemental Manual will be included in the shipment.
Communications

- Monthly Bulletins
  - Available on ODE’s website
  - Keyword search: Bulletins
- Email Communications
  - Sent as reminders of important deadlines.
  - Usually distributed to DTCs and DAs only
- Portal Announcements
  - Testing personnel should check the portal weekly for new announcements.

Communications for the Alternate Assessment include the following:
Monthly bulletins distributed by ODE and posted on ODE’s website (keyword search: Bulletins)
Email communications are routinely sent out, usually to DTCs and DAs only, as a reminder that a deadline is approaching, or a window or task is opening or closing. Announcements are also routinely posted on the portal. Testing personnel will want to be sure to check the portal weekly for any new announcements.
A summary of additional resources for the AASCD is located in Appendix E of the *Spring 2020 AASCD Test Administration Manual*. 
The Ohio AASCD will be administered February 18 to March 27, 2020.
Shown here are the important calendar dates for the Spring 2020 AASCD 2.0.

On-time orders will be open November 12–27 in TIDE. All orders will be sent to ODE for approval. Please provide a comment on the reason for your order in TIDE.

The window to pre-ID students opened on August 5, and districts have until January 16 to pre-ID AASCD students to ensure that LCI assignments can be provided before the test window.

On February 3—two weeks before the administration window opens—a number of activities occur or open:
- Test materials for supplemental and paper testers will arrive in districts for those that placed an on-time order.
- The additional order window will open in TIDE.
- LCI assignments will become available in TIDE for students that were pre-identified by January 16.
- The LCI Survey opens, and TEs and TAs can access the DEI to enter the information related to their students.

February 18–March 27 is the administration window.

Lastly, the additional order window closes on March 25.

<table>
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<tr>
<th>Important Dates</th>
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<tr>
<td><strong>November 12–27, 2019</strong></td>
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<tr>
<td>- On-time order window opens in TIDE</td>
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<tr>
<td><strong>January 16, 2020</strong></td>
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<tr>
<td>- Deadline to submit student pre-ID data (to receive LCI assignments before test window)</td>
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<tr>
<td><strong>February 3, 2020</strong></td>
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<tr>
<td>- Test materials due in district</td>
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<tr>
<td>- Additional order window opens in TIDE</td>
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<tr>
<td>- LCI assignments available in TIDE (for pre-ID students)</td>
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<tr>
<td>- LCI Survey opens (TEs/TAs begin entering LCI Information into the DEI)</td>
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<tr>
<td><strong>February 18–March 27, 2020</strong></td>
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<tr>
<td>- AASCD 2.0 Test window for online, supplemental and paper testers.</td>
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<tr>
<td><strong>March 25, 2020</strong></td>
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<tr>
<td>- Additional order window closes in TIDE</td>
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As the Spring 2020 AASCD is an operational field test, several milestones must be achieved before scores are available. Following the close of the OFT, ODE and AIR will conduct
• an Item Data Review meeting, and
• a Standard-Setting meeting with stakeholders.

The standards will be delivered to the State Board for review by ODE. Upon approval of the standards, AIR will proceed to release scores in the Online Reporting System (ORS). The paper score reports will then be sent out to districts.
When is the Spring 2020 AASCD OFT?

Questions About the Spring 2020 AASCD OFT dates?

Important calendar information is provided in section 2 of the *Spring 2020 AASCD Test Administration Manual* and posted on the AASCD portal Important Dates page here: https://oh-alt.portal.airast.org/important-dates/.
As of the 2019–2020 school year, the student pre-identification requirements in TIDE have changed. All district personnel should be aware of these changes before pre-identifying students in TIDE.

Note that the pre-ID window opened in TIDE on August 5. Districts who have not yet pre-identified their students need to do so by January 16 so that the LCI assignments can be made.
Districts should not wait until the test window opens to pre-identify students in TIDE.
Required Pre-ID Fields for AASCD 2.0

- **AASCD Eligibility Field**
  - Must be marked as Yes for all AASCD students

- **Primary Disability Field**
  - Must have a primary disability indicated

- **Test Mode Fields**
  - O = Online
  - S = Supplemental
  - P = Paper
  - Must be indicated for each applicable subject

As with AASCD 1.0, the alternate assessment eligibility field must be populated with a “Yes” for all students taking the AASCD 2.0.

A new requirement for this year is that any student with the AASCD eligibility field marked as yes must also have a primary disability indicated in TIDE. If this field is left blank, the student’s record will not save in the system.

AASCD 2.0 now also has the addition of test mode fields. There are three options to select from in the test mode fields: O for online, S for supplemental and P for paper. Districts should ensure that the correct test mode is listed. If the wrong test mode is indicated, students’ tests may not be accessible in the online system needed to enter their responses. For example. If a student is testing online, but the mode is indicated as paper, the student’s test will not show up as available in the Student Interface.
Additional Pre-ID Information for AASCD 2.0

- **LCI Assignments**
  - are now in the same place in TIDE that the second rater assignments were posted in previous years, and
  - will be populated on **February 3** with a Yes flag for those students whose LCI Survey information is to be entered into the DEI.

- **New Addition to Test Settings and Tools**
  - *Access Limited – Blind*: This setting prevents blind or visually impaired students from receiving items flagged as Access Limited – Blind during online testing.

In addition to the pre-ID requirements, I want to quickly touch on two new pre-ID changes:

- The LCI assignments will be located in the same place in TIDE that the AASCD 1.0 second rater assignments were in previous years. Since 2.0 doesn’t have second ratings, we’ve repurposed this field to indicate which students have been assigned to the LCI Survey, which I’ll discuss in more detail a little later.
- Another addition is the Access Limited – Blind setting under the Test Settings and Tools section of a student’s pre-ID record. I’ll be going over this later in the training, but in short, if this setting is marked Yes for a blind or visually impaired student, that student will not receive any items flagged as Access Limited – Blind when testing online.
I will now show you what the student information task looks like in TIDE so that you can become familiar with these changes. Directions for pre-identifying students in TIDE can be found in the 2019–2020 TIDE User Guide on the AASCD portal here: https://oh.portal.airast.org/resources/tide-support-documents-osr/. 
Information on pre-identifying AASCD students can be found in section 5.2 of the *Spring 2020 AASCD Test Administration Manual*. 
As a reminder, the AASCD 2.0 is a computer-based assessment. Almost all alternate assessment students will test online in the Student Interface via the Secure Browser.

This next section will go into the nuts and bolts of how to administer the OFT to online testers.
There are four online systems that support the AASCD online administration. All four systems can be accessed from the portal. Each system has different levels of access for each user role. In short:

TIDE: Where students’ pre-ID information is entered; where users accounts are created and any test reset, reopen or invalidation is submitted; and where test progress is located for users to monitor test completion.

TA Interface: Where the test administrator or teacher creates a test session on their device and monitors students’ test progress while administering the test.

Student Interface: Where each students’ test is accessed via the Secure Browser. Students will use this system to sign into the test session and access the passages (or stimuli), questions and response options, and to enter their responses before submitting their test.

ORS: Depending on user role, ORS gives access to student score reports and downloadable results. Note that scores will not be immediately available for the OFT. Results will be available around mid-July.
I'll now provide a demonstration of online AASCD 2.0 testing. Administrators will access the TA Interface, and students will access the Secure Browser. For the purposes of today’s training, I will be accessing the TA Practice Site and Student Practice Site, both of which are set up to mimic the AASCD online testing sites. The TA Interface can be accessed from the AASCD portal under Teachers/Test Administrators, and the Student Practice Site can be accessed via the Students and Families Page on the AASCD portal, or via the Secure Browser or Secure Test App on the students’ devices.

Things to Remember

- TAs can assist the student with navigation.
- Text-to-speech must be played first.
- Use the student’s first name to exit out of full screen mode and access the global toolbar.
- Be aware of the features available in the global toolbar and context menu.
- When resuming testing, reorient the student to the test and item where you left off, but do not review or re-administer any items already responded to.

To emphasize some points made during the demonstration:

- Administrators are to allow the student to interact with the Student Interface but can assist the student as needed with navigation.
- A text-to-speech (TTS) test element must be allowed to play before repeating the text, or replaying the TTS, to the student as many times as the student needs to comprehend the passages, stimuli, questions and response options.
- Do not lead the student to the correct answer by voice inflections, tapping, or pointing.
- The student’s first name is the password for exiting out of full-screen mode and accessing the global toolbar.
- Be aware of the tools and features available from the global toolbar and context menu but be mindful that they should be requested by and used by the student. You may assist in navigation.
- When resuming a test at a later time, you may reorient the student to the last item, but do not go back and review or re-administer any items already responded to.
Questions About Administering the Online AASCD 2.0?

Information about what to do during AASCD testing can be found in section 8 of the Spring 2020 AASCD Test Administration Manual.
During this portion of the training, we are going to discuss the AASCD 2.0 accommodations. As a reminder, accommodations should be provided for testing only if they are also provided during daily instruction and noted on the student’s IEP.

This section will cover policies for paper accommodations and other accommodations.
The AASCD 2.0 allows accommodations. Accommodations are adjustments to the standard testing conditions, test format or test administration that provide equitable access.

Accommodations on the alternate assessment should
- provide equitable access during instruction and assessment;
- mitigate the effects of a student’s disability or English learner status;
- not reduce learning or performance expectations;
- not change the construct being assessed (change what is being measured); and
- not compromise the integrity or validity of the assessment.

Alternate assessment students may need assistive technology.

The AASCD 2.0 allows for most student accommodations of any type. Accommodations are considered to be adjustments to the standard testing conditions, test format or test administration that provide equitable access to a student. Accommodations on the alternate assessment should provide equitable access during instruction and assessment; mitigate the effects of a student’s disability or English learner status; not reduce learning or performance expectations; not change the construct being assessed (change what is being measured); and not compromise the integrity or validity of the assessment.

Additionally, many of the students who qualify for the alternate assessment will need assistive technology.
There are some AASCD-specific non-embedded accommodations available for online testing:

- Non-Embedded Accommodations:
  - Supplemental materials
  - Braille materials
  - Assistive technology
  - Dual monitors
  - Mathematical tools

Available accommodations are listed in Appendix B of the *Spring 2020 AASCD Test Administration Manual.*
Available Accommodations (cont.)

☐ English Learner Non-Embedded Accommodations:
  ☐ Word-to-word dictionary
  ☐ Oral language translation

☐ Non-Embedded Designated Supports:
  ☐ American Sign Language (or other system)

Available accommodations are listed in Appendix B of the Spring 2020 AASCD Test Administration Manual.
The first paper accommodation we will cover is supplemental testing, which is a fixed-form online test. Supplemental testing is for students who can be administered the test online but benefit from having paper response options. Shown here are examples of reasons for supplemental testing, such as students who need more space between response options; who need the response options presented at an angle different from what is presented onscreen; who indicate their response options by speaking, pointing or using eye gaze; or who need the response options enlarged.

As a reminder, both the TAM and Supplemental Manual are required to be reviewed before administering supplemental tests. A copy of the Supplemental Manual should be on hand while administering supplemental tests.
Full Paper Testing Policy and Examples:

- For students who cannot interact with the online testing system, even with supplemental materials and assistance from the test administrator, and for Board Resolution districts that selected paper option for their grade 3 students.

- Examples of reasons for paper testing:
  - Unable to interact with online systems due to religious reasons
  - Unable to interact with online systems due to medical reasons

- Both the TAM and the Supplemental Manual are required for administering supplemental tests.

The next paper accommodation we will cover is full paper testing, which is also a fixed-form test, but the student uses all paper materials. Full paper testing is for students who cannot interact with the online testing system even with supplemental materials and assistance from the test administrator and for those grade 3 students in a Board Resolution district that opted to use paper testing for ELA and/or mathematics.

Shown here are examples of reasons for full paper testing, such as religious restrictions or medical restrictions. As a reminder, both the TAM and Supplemental Manual are required to be reviewed before administering supplemental tests. A copy of the Supplemental Manual should be on hand when administering supplemental tests.
Braille Testing Policy:

- Blind students can be administered the AASCD online.
- To test online, blind students should have the Access Limited – Blind setting marked as Yes.
- Blind students can take the supplemental or paper tests if the paper accommodation is noted in their IEP.
  - There are no fully brailed forms; only a selection of materials is available. The majority of materials will still need to be brailed locally for the students who require it as an accommodation.
  - Braille materials can be requested via the Ohio Help Desk.

Listed here are some braille testing policies. First is that the online test is accessible to blind students. For these students to test online, they will need the Access Limited – Blind setting marked as Yes. This can be done in TIDE when pre-identifying the student or in the TA Interface before approving the student to test. If a blind student has a paper accommodation noted in their IEP, they can take the supplemental or paper tests; however, there isn’t a fully brailed form. A selection of paper materials will be brailed and made into tactile graphics; the rest of the paper materials will need to be brailed locally. The selection of brailed materials can be requested via the Ohio Help Desk.
Other Accommodations

Assistive Technology (AT)
- may be needed in one or more of the many AT domains to support instruction, communication, sensory or motor access needs;
- should not unfairly advantage or disadvantage a student;
- may be given to the student if stated in their IEP and if used during instruction; and
- should not be provided for assessment purposes only.
- Examples include switches, overhead projector, alternate keyboard, etc.

Assistive Technology Manual
This document provides information on how to use non-embedded assistive technologies, such as screen readers and speech-to-text, in conjunction with the Secure Browser.
**Other Accommodations (cont.)**

**Dual Monitors**
- display an application on one screen while another application is accessible on the other screen;
- are allowable as an accommodation to facilitate signing and oral translation;
- should be marked in the student’s IEP; and
- allows the interpreter or translator to face the student while looking at a second screen that mirrors the student’s testing screen.

Best used with interpreters and foreign language translations.
Other Accommodations (cont.)

**Mathematical Tools**
- assist students with mathematical problem solving;
- are allowable as accommodations; and
- should be marked in the student’s IEP.
- Examples include but are not limited to: 100s chart, base-10 blocks, counters and counting chips, cubes, two-colored chips, etc.; and
- are not allowed if they give students answers or lead a student to use a specific strategy (e.g., number line).

More information can be found in Appendix B of the *Spring 2020 AASCD Test Administration Manual.*
Substitutions and Adaptions

- Picture Communication Symbols™ (PCS™) have been used throughout the tasks and items.

- If your student uses a different symbol for the same word, you may substitute that symbol for the one provided. For example:

  no

  ⇐ ☹ ➤

  no

Throughout the assessment, the response cards will contain the picture symbols created by Mayer-Johnson. Many teachers use these during instruction, when creating communication books and when using Boardmaker™ or PCS™.

The Mayer-Johnson artists are wonderful, but occasionally there is more than one symbol for the same word. Therefore, if the assessment has a picture that is different from the one used in instruction, the Test Administrator may exchange it.
Let’s review some of the accessibility opportunities that are a part of the AASCD test design:

- This assessment is not timed; therefore, take a break or stop the administration if the student becomes fatigued or ill, or if other circumstances cause you to stop. The breaks can be very short and can even continue into the next day. When you restart the assessment, you can reread the passage or reorient the student to the task. For example: “Yesterday we were taking a test and we were talking about adding numbers or reading about the Ohio River.” The last item cannot be re-administered. Remember, you can never re-administer any item for which a student has already given a response.
- Refocusing the student’s attention on the item is allowed, although there are no specific provisions for it in the script.
- The Test Administrator can always read the passage aloud. The passage can be reread as often as needed. But in doing so, the Test Administrator must first allow any TTS to play or read the script verbatim and cannot lead the student to the correct answer.
- Calculators and scrap paper are allowed unless otherwise noted.
- The Test Administrator may add texture to the line, graphs or pictures if needed.
- The Test Administrator may place the response cards on a contrasting background.
To continue:
• The Test Administrator may substitute a concrete object for a picture symbol when appropriate, even if there are no adaptive instructions.
• The Test Administrator may place the picture symbol or object in the student’s optimal visual field.
• The Test Administrator may substitute photographs that are used during instruction for the provided response cards.
• Materials can be laminated if needed.
• The Test Administrator may add texture to the line, graphs, or pictures if needed.
• Please allow the student to use his or her communication device when taking the assessment. This should be the same device that the student uses during daily instruction and communication.
English Learners

- English learners can use word-to-word dictionaries or have an oral language translation.
- For the ELA alternate assessment, translations into foreign languages can be provided only for directions, questions and response options.
- Interpreters and translators who do not meet the requirements to be a Test Administrator must sign a non-disclosure agreement.

Like the general assessment, translation into foreign languages is allowed for the ELA alternate assessment but only for directions, questions and response options, the passages cannot be translated. The alternate mathematics and science tests may be translated. A student who receives instruction in his or her native language may have a translator for the AASCD. Translators may serve as the Test Administrator if they meet the following qualifications: (1) trained to administer the AASCD; (2) hold a certificate, license or permit issued by the Department; and (3) employed by the school district.

Interpreters and translators who do not meet the requirements to be a Test Administrator must sign a non-disclosure agreement if they will have access to secure testing materials. Please consult your District Test Coordinator if you require a non-disclosure form.
Language Translations

- **For paper testers:** Language translators may review each content area of the test for up to two hours prior to the administration of the test.

- **For online and supplemental testers:** Language translators may not review any content of the tests prior to testing as this will use the student’s one opportunity to take the test.
  - Translators will listen to the text-to-speech and orally translate directly the text-to-speech.

- Translations should be faithfully translated without changing or enhancing the meaning of the content, adding information or explaining concepts to the student.

Language translators may review each content area of paper tests for up to two hours prior to the administration of the test. Review of the online and supplemental tests are not allowed prior to testing, as this would use the student’s test opportunity. In this instance the translator will listen to the text-to-speech and translate directly from the student’s screen.

It is not expected that foreign language translation will translate verbatim from English to the native language; however, it is expected that it should faithfully translate, to the greatest extent possible, all of the words on the test without changing or enhancing the meaning of the content, adding information or explaining concepts unknown to the student. If a word in English cannot be translated, the English word must be used and no definition or description may be provided.
Information regarding accommodation policies and available accommodations can be found in Appendix B of the Spring 2020 AASCD Test Administration Manual.
Administering AASCD 2.0 Paper Accommodations

Paper testing is allowed only as an accommodation
AASCD supplemental and paper testers must have the paper accommodation noted in their IEP

As a reminder, the AASCD 2.0 is an online based assessment and supplemental and paper testing is allowed only as an accommodation.
• The exception as noted previously is for those districts that submitted a Board Resolution to test on paper in ELA and/or math for their grade 3 students.

Supplemental and paper testers must have the paper accommodation noted in their IEP and supplemental testers use the online testing site with supplemental materials for responding to the questions.
<table>
<thead>
<tr>
<th>System</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIDE (Supplemental and Paper)</td>
<td>• Student identification (name, SSID, grade, etc.)</td>
</tr>
<tr>
<td></td>
<td>• User management</td>
</tr>
<tr>
<td></td>
<td>• Ordering Materials</td>
</tr>
<tr>
<td></td>
<td>• Resets and invalidations</td>
</tr>
<tr>
<td></td>
<td>• Monitoring Test Progress</td>
</tr>
<tr>
<td>TA Interface (Supplemental)</td>
<td>• Used by TE/TA to start session, approve student to test, and monitor test progress.</td>
</tr>
<tr>
<td>Student Interface (Supplemental)</td>
<td>• Accessed via the Secure Browser</td>
</tr>
<tr>
<td></td>
<td>• Access passages (stimuli), questions, and response options.</td>
</tr>
<tr>
<td></td>
<td>• Supplemental Response options also used</td>
</tr>
<tr>
<td></td>
<td>• Device reads items via text-to-speech.</td>
</tr>
<tr>
<td></td>
<td>• Test tools available via Global Toolbar</td>
</tr>
<tr>
<td></td>
<td>• Responses entered directly into student interface</td>
</tr>
</tbody>
</table>

There are five online systems that support the AASCD supplemental and paper administrations.

TIDE: offers all of the same tasks associated with online testing, however this is also where districts will need to place orders for supplemental or paper materials. The same as used for to online testing, the TA Interface is used to create a test session for supplemental testing, approve the student to test and monitor their test progress, The student interface is also the same system used for online testers. Supplemental testers will use this system to sign into the test session and access the passages (or stimuli), questions and response options. However, they will also have access to use the supplemental materials to indicate their response.
### Systems for Supplemental and Paper Testing (cont.)

<table>
<thead>
<tr>
<th>System</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Entry Interface (Full Paper)</td>
<td>• Used by TE/TA to enter student responses for paper testing and submit the tests.</td>
</tr>
<tr>
<td>Online Reporting System (Supplemental and Paper)</td>
<td>• Access student score reports and downloadable results (available to select user roles)</td>
</tr>
<tr>
<td></td>
<td>• Results not immediately available for OFT.</td>
</tr>
</tbody>
</table>

The data entry interface is used by the TE or TA only, the same way it was used for the 1.0 administration - to enter and submit student responses for full paper testers.

ORS is used the same for all testers, depending on user role, ORS gives access to student score reports and downloadable results once these have been released.
Supplemental Testing

- Districts will need to place orders for supplemental materials in TIDE. Supplemental materials include paper response cards and sentence strips only.
- Students must be preidentified in TIDE with a test mode of “S”.
- The student will view the questions and associated stimuli online via the Student Interface and can use the supplemental materials to indicate their responses.
- The test administrator will then enter the student’s responses directly into the student interface as the student takes the test.
- Test security must be maintained.

Districts will place orders for supplemental materials in TIDE, these materials include the paper response cards and sentence strips only, which will match the items that appear online in the student interface as long as the student is indicated in TIDE with a test mode of S for supplemental. If their test mode is marked as online, they will end up taking the online adaptive test, which will not match up with the responses after the fourth item. If they are marked as paper, they will not be able to access the test in the student interface to see the corresponding stimuli and questions which they will need to be able to provide a response.

The student can respond by indicating the responses online or by selecting from the supplemental materials. The TE or TA will then select the student’s responses directly in the student interface as the student takes the test.

The supplemental materials are secure and all test security protocols should be maintained.
I’ll now create a test session and demonstrate how to administer the Supplemental tests. We’ll pass around sample supplemental response cards for you all to practice with.

Administrators will access the TA Interface and students will access the Secure Browser. For the purposes of today’s supplemental training I will be accessing the TA Practice Site and Student Practice Site, both of which are setup to mimic the AASCD online testing sites. The TA Interface can be accessed from the AASCD portal under Teachers/Test Administrators and the Student Practice Site can be accessed via the Students and Families Page of the AASCD portal, or via the Secure Browser or Secure Test App on the students’ devices.

Step-by-step directions on accessing and navigating the practice test sites are available in the Practice Test Guidance Document on the AASCD portal here: https://oh-alt.portal.airast.org/resources/student-practice-resources/
Helpful Tips for Supplemental Testing

- Organize all supplemental materials before testing.
- Non-trained staff who have a license/certificate/permit from ODE can help prepare materials if the test coordinator has authorized.
- Utilize the “Expand Passage” option in the student interface.
- Be sure you have selected the student’s given response before moving on to the next question.
- Have the Supplemental Instructions for Paper Testing readily available.

Here are a few helpful tips for a successful supplemental administration:
Take the time to organize all response cards and sentence strips before beginning a test session or having the student begin testing so the responses are in the order they will be presented online.
With Test coordinator approval, any non-trained staff who have license/certificate/permit from ODE, can assist with the preparation of test materials.
Utilize the Expand passage option in the student interface.
Be sure you have selected the students given response and not a different response before moving on to the next question.
Have the Supplemental Manual readily available for guidance.
Districts will need to place orders for paper materials in TIDE. Paper materials include test booklets, stimuli, paper response cards and sentence strips and the Supplemental Manual.

Students must be preidentified in TIDE with a test mode of “P”.

The test administrator uses the paper materials to administer the test to the student.

The test administrator will then enter the student’s responses into the Data Entry Interface (DEI).

Test security must be maintained.

Districts will place orders for full paper materials in TIDE, these materials include the test booklets, stimuli, paper response cards and sentence strips. As a reminder, the test mode in TIDE for paper testers should be P, otherwise the tests will not be available when you go to enter responses into the DEI.

The TE or TA will use all of the paper materials to administer the test to the student, then enter the student’s responses directly in the student interface as the student takes the test.

All paper materials are secure so all test security protocols should be maintained. In these next couple of slides I will go over each of the paper test materials.
First, I’d like to go over the test booklet. With the re-design of the 2.0 tests the test booklet will be used by both the administrator and student.

The intent is for the test booklet to match what a student sees in the online testing site, so that only format in which the test is presented to the student is different.

The blue bar at the top of the page indicates the item number and a description of the item. Next is the question and corresponding response options. The paper response options will also be placed in front of the student for them to use.

With the question and response options page facing the student, the administrator will have the script and response option descriptions facing themselves, so they can read the script to the student while the student is viewing the question and responses. Students can select their response by either indicating their response in the test booklet or by indicating their response from one of the response cards or sentence strips placed in front of them.

The TA should not mark the student’s response in the test booklet, as they are used for multiple students. Instead the administrator should mark the response in the optional student response form or directly into the DEI.
### Paper Stimulus Materials

<table>
<thead>
<tr>
<th>Stimulus materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Bound booklet containing all stimuli for that grade and subject.</td>
</tr>
<tr>
<td>□ Refer to the note directly above the script in the test booklet to determine if an item has an associated stimulus:</td>
</tr>
<tr>
<td>□ Not all items have an associated stimulus.</td>
</tr>
<tr>
<td>□ Multiple items can be associated to the same stimulus.</td>
</tr>
<tr>
<td>□ The blue bar at the top of the stimulus indicates the item or items that the stimulus is associated with.</td>
</tr>
<tr>
<td>□ The script for each stimulus is provided on the back of the stimulus, for the administrator to read to the student as the student views at the stimulus.</td>
</tr>
</tbody>
</table>

Next is the stimulus booklet. These are bound booklets that contact the stimuli for the grade and subject indicated on the front cover.

Administrators should refer to the note directly above the script in the test booklet to determine if an item has an associated stimulus. Not all items have an associated stimulus and there are instances where a stimulus is associated with multiple items.

The blue bar at the top of the stimulus indicates the item or items that it is associated with.
Paper Response Cards

- Consist of picture symbols, words or numbers.
- Each card is associated with a particular item.
- Cards may be separated if needed.

All of the supplemental materials will be printed on cards or sentence strips and also be reflected on the item in the test booklet.

Shown here are some examples of response cards, which can consist of picsyms, words or numbers. The back of each response card lists the associated item number and item description.

The Test Administrator may cut the cards apart along the solid line, but they must always be presented in the order of presentation shown in the test booklet. It is also important that the administrators not read the word or words directly from the response cards. Instead the administrator should read the response options directly from the script in the test booklet. This ensures the student is read any “hidden” text that may not be spelled out on the response card.
Some of the response options are provided as sentence strips. For 1.0, TAs had to cut these sentence strips apart. However, for 2.0 these strips will be pre-cut and placed in the same baggie as the response cards. The strips must always be presented in the order of presentation shown in the test booklet. Again, it is important that the administrators not read the words directly from the sentence strips. Instead the administrator should read directly from the script in the test booklet.
Questions About Administering Paper Accommodations for AASCD 2.0?

Information on how to administer paper testing accommodations can be found in the Spring 2020 AASCD Supplemental Instructions for Paper Testing.
The DEI is accessed from the AASCD portal at http://oh-alt.portal.airast.org/.

As a reminder: The district or building test coordinator must create an account for the TE/TA in order for them to be able to access the DEI. This should be done in advance of the administration window.
Entering Students’ Paper Responses into the DEI

Do not wait until the end of the test window to submit student responses for paper testers into the DEI.

Responses should be entered in the DEI during or immediately following the administration.

Responses can be entered even if the tester has not completed testing in that subject.

Be sure to submit the test when done.

Some important reminders about entering responses in the DEI:
Do not wait until the end of the test window to submit student responses. We recommend that responses be entered immediately following the administration, while everything is still fresh in your mind. Responses can be entered at the end of each day even if the student hasn't completed testing. For example, if a student gets through 6 items that day, you can enter in the responses for those 6 items, then log out of the DEI. You'll be able to access the test in the DEI on another day and continue entering responses. Just be sure to submit the test once all responses have been entered.
Helpful Tips for Paper Testing

- Separate out a portion of the paper response options, equivalent to the number of items the student can get through in one sitting.
- Clip the response cards/strips to each item in the test booklet.
- Best for the administrator to prepare their own materials, but can receive help to get setup.

Here are a few helpful tips for a successful paper administration:

- You can clip the response cards to each item in the test booklet.
- Place the response cards and sentence strips in sequential order into a basket for easy access.
- Non-trained staff who have a license/certificate/permit from ODE and are authorized by the test coordinator can help prepare materials, but it is

Be sure to remember to return all response cards and sentence strips after administration.

Trainers can pause here and give other examples they have seen. You can also ask the audience for suggestions. This activity should only take 3 – 5 minutes.
Some important reminders regarding paper testing:
The early stopping rule applies to all testers, regardless of test mode. Supplemental responses are entered into the Student Interface and paper responses are entered into the DEI. For paper testers, utilize the student response form. Ensure LCI information has been entered for all applicable students. The LCI assignment can be assigned to any alternate assessment student, regardless of test mode. Test Security must be maintained for all materials.
Questions About the Data Entry Interface?

An AASCD DEI User Guide designed to assist you in entering information into the DEI system is expected to be available on the portal by the end of January 2020.
Receiving/Returning AASCD 2.0
Paper Materials

Review the *Supplemental Instructions for Paper Testing* manual for guidance on the following procedures:

- Ordering Materials
- Receiving Materials
- Returning Materials

This next section of the training will cover ordering materials, receiving and returning materials.

As a reminder, if your district is administering supplemental or paper tests, review the supplemental instructions for paper testing manual as soon as available on the portal or as soon as you receive the materials.
Placing On-Time Orders

- Only DTCs and DAs can place orders in TIDE
- On-time orders window is **November 12-27**
- On-time orders are placed at the school level
- There are **no preloads**
- Orders are **NOT** based on student Pre-ID information
- Materials are designed to be used by multiple students
- All orders get routed to ODE for approval
- Be sure to enter a reason for placing the order

Only district test coordinators and district administrators can place orders in TIDE between November 12-27 and can only be placed at the school level. There are no preloads for the any spring 2020 materials and orders are **not** based on student pre-ID counts. Even if you’ve received preloads in the past and have all your student’s pre-identified by January 16, you still will not receive preloads and you must actively place an order for any paper materials needed.

Materials are designed to be used by more than one student, if a test administrator is administering tests to multiple students, the district will only need to order one of the supplemental responses or full paper kit for that TA.

All orders are sent to ODE for approval. When placing an order be sure to enter the reason for the order, as this could help ODE when reviewing order for approval.
I will now provide details on how to place orders for supplemental and paper materials in TIDE, which is accessible via the Alt portal. As a reminder only DTCs or DAs can place orders in TIDE, TEs/TAs cannot request their own materials. If a TE or TA needs materials, they should reach out to the DTC or DA.
First, select Initial Orders from the Paper Ordering drop-down menu. If you do not see initial orders, make sure the administration at the top right of the page shows Paper Orders AASCD Spring 2020.
Coordinators should confirm that all information is correct. If a shipping address is needing updated contact the Ohio Help Desk.
You will note that the supplemental information task has been removed. Reminder that all orders are placed at the school level during the initial orders window. If your district is associated with more than one school that needs materials, you’ll need to place orders for each school. For example, don’t place all orders for school A and school B under the orders window for school A.
4. Supplemental Accommodation Orders

Supplemental materials are available at each grade level and includes all paper response cards and sentence strips needed for all subjects for that grade; for example: grade 3 has all supplemental materials for grade 3 ELA and math, G5 has ELA math and science, etc.
Available at each grade level, includes test booklet, printed response cards/sentence strips for all subjects for that grade.

Note that while grades 4-HS kits include all subjects for the grade level, the Grade 3 kits are individual and must be ordered by subject – ELA or Math. This is so Board Resolution districts that only selected ELA or Math for G3 paper testing can order and receive only the subject they indicated they would be paper testing.

If you have a grade 3 student with the paper accommodation, be sure to order both subjects for grade 3. Likewise, if you are a board resolution district that indicated both grade 3 subjects be sure to request both a grade 3 ELA and a grade 3 Math kit.
Questions About Ordering Paper Materials for the AASCD 2.0?

Information on ordering paper materials can be found in section 3.1 of the *Spring 2020 AASCD Supplemental Instructions for Paper Testing.*
This next section of the training will outline what to expect when receiving AASCD 2.0 materials.
Let’s start with the materials the district will receive.

Each District Test Coordinator will receive the items listed in this slide.
- Packing List
- School Box Range Sheet
- Copies of the school packing list(s)
- The *Supplemental Instructions for Paper Testing* manual
- Return Shipping Labels
- Secure Materials Resolution Form
I also want to note that materials are color coded by grade level. These colors should be indicated on the labels on the outside of the boxes, the front covers of the test booklets and stimulus booklets and the labels on the baggies that contain the paper response options.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ELA and Mathematics</td>
</tr>
<tr>
<td>4</td>
<td>ELA and Mathematics</td>
</tr>
<tr>
<td>5</td>
<td>ELA, Mathematics and Science</td>
</tr>
<tr>
<td>6</td>
<td>ELA and Mathematics</td>
</tr>
<tr>
<td>7</td>
<td>ELA and Mathematics</td>
</tr>
<tr>
<td>8</td>
<td>ELA, Mathematics and Science</td>
</tr>
<tr>
<td>9 - 12</td>
<td>ELA, Mathematics, Science and Social Studies</td>
</tr>
</tbody>
</table>
Supplemental materials are packed by grade level.

Supplemental materials include:
- Paper Response Options—the response cards and sentence strips.
- Supplemental Kit memo
- *Supplemental Instructions for Paper Testing.*
Full Paper Kit Materials

- Full Paper Kits include the following materials:
  - Test booklets
  - Stimulus booklets
  - Paper Response Options (cards and strips)
  - TA Paper Kit memo
  - Supplemental Instructions for Paper Testing

Full Paper Kits are packed by grade level and include all subjects for that grade, with the above-mentioned exception that grade 3 mathematics and ELA will need to be ordered individually.

Each Full Paper Kit includes:
- Test booklets
- Stimulus booklets
- Paper Response Options Pack
- TA Kit memo
- Supplemental Instructions for Paper Testing
An optional student response form is available in the Supplemental Manual. This can be used to record the responses for a student that tested on paper, or the administrator can enter the student’s responses directly into the DEI. The response forms cannot be scored. If the form is used, the student’s responses must still be entered by the administrator into the DEI. Districts can make as many copies of the form as needed, but if anything is recorded, including just the student’s name, the form is considered secure and must be returned with the rest of the secure materials.

If the response form is inadvertently not returned, it should be shredded locally.
Reminders and Helpful Tips

- Prepare a secure location for materials.
- Ensure all personnel are aware of test security policies and procedures.
- Ensure that administrators have the materials they need on test day.
- Keep the boxes and bags the materials come in.

Listed here are some reminders and helpful tips about receiving and returning materials.
- Prior to receiving materials on February 3, the district should have a designated secure location to hold the materials.
- All personnel, even those not testing, should be made aware of test security policies and procedures.
- Ensure administrators testing supplemental or paper testers have the materials they need on test day.
- Keep the boxes and bags the materials come in to re-use for returning the materials.
Returning Materials

- Return test materials to the BTC according to district procedures and keep all tracking information.
- Follow the instructions in the Supplemental Manual for reassembling the supplemental response option and paper kits.
  - All secure materials must be returned, including the memos and any filled out student response forms.
  - Return the materials in the bags and boxes they arrived in.
  - Supplemental Manual does not need to be returned.
- Use the memo checklists to verify that all materials were received and returned.

At the completion of the AASCD administration, you must return all secure materials to your School or Building Test Coordinator. Keep all tracking information and records regarding when materials were given back to coordinators. If materials are missing when received by Pel Hughes, district and building coordinators will need this information when conducting investigations into missing materials.

Each shipment includes a memo specifying the materials included. This memo also includes checklists that the TE/TA should use to verify that all materials are received and returned. Complete these checklists and include the memo in the return shipment (as it too is secure). Any filled out student response forms must also be returned.
Questions regarding Receiving and Returning Paper Materials for the AASCD 2.0?

Information on receiving paper materials can be found in sections 4.3 and 5.2 of the *Spring 2020 AASCD Supplemental Instructions for Paper Testing*. Information on returning paper materials can be found in sections 4.5 and 5.5 of the *Spring 2020 AASCD Supplemental Instructions for Paper Testing*. 
Ethical Use of Tests

Pursuant to the requirements of Amended Substitute House Bill 152 (July 1993), the State Board of Education has adopted *Standards for the Ethical Use of Tests* (see Ohio Administrative Code 3301-7-01).

You should review the *Standards for the Ethical Use of Tests*, Ohio Administrative Code 3301-7-01, if you have questions or concerns.
Ethical Use of Tests (cont.)

<table>
<thead>
<tr>
<th>Is this activity or behavior an ethical practice?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a copy of the alternate assessments and/or preparing a student study guide based on the alternate assessments.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Preparing students for the alternate assessments by incorporating the extended standards in the appropriate subject curriculum.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Changing a student’s response.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Hinting to a student to reconsider any answers given on a test.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Providing teachers and counselors with information they need to interpret test results.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Revealing the test scores of one student to another student.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

This slide shows different scenarios reflecting ethical practices in test administration.

However, it IS allowable to enlarge paper materials based on an individual student’s needs.
Online Test Security Training

- Test Security training should be reviewed prior to testing:
  - Located on ODE’s website and the AASCD portal


The test security training PowerPoint should be reviewed prior to testing. These PowerPoints, with and without notes, are available on ODE’s website and the AASCD portal. Provided here is a direct link to the Test Security Training with notes.
Information on test security for the AASCD can be found in section 4 of the Spring 2020 AASCD Test Administration Manual.
For this section we’ll be going over the details around the Learning Characteristics Inventory, or LCI Survey, that has been mentioned throughout today’s training.
What is the LCI?

- A collection of evidence that will be analyzed for external validity purposes
- Consists of 20 questions related to the student’s achievement
- The TA’s survey of the student’s achievement level will be correlated with the scores of the Spring 2020 AASCD and submitted for federal peer review.

LCI – Learning Characteristics Inventory.
Example LCI Questions

- What is the student’s primary classroom setting?
- Describe the student’s expressive communication.
- Does your student use an augmentative communication system in addition to or in place of oral speech?
- What skill level does the student demonstrate for each content area?

Some sample questions from the LCI are listed here.
The LCI is assigned to a sampling of students that have been preidentified in TIDE by January 16. The same sampling size will be used for the LCI that was used for assigning second raters. On February 3, districts will be able to view/export a listing of students assigned the LCI under the student information task in TIDE.
Submitting LCI Information

- LCI Survey Information is entered into the DEI.
- Students do not need to be present.
- LCI Survey Information should be submitted before administering the AASCD 2.0 tests.
- LCI window opens 2 weeks before the administration window:

  **February 3–March 27, 2020**

The LCI Survey information is entered into the DEI. Students do not need to be present for the TA to enter the information but the information should be submitted before administering the AASCD 2.0 tests to students. The window to submit the information opens 2 weeks before the test window: February 3–March 27.
More information on the Learning Characteristics Inventory Survey can be found throughout the *Spring 2020 AASCD Test Administration Manual.*
All testing personnel should monitor the participation reports in TIDE throughout the administration to ensure that tests are being completed in a timely manner.
Several types of participation reports are available:

- Plan and Manage Testing
- Test Session Status Report
- Test Status Code Report
- Test Completion Rates Report
- Participation Search by SSID

Participation reports are available under the Monitoring Test Progress in TIDE. Several types of participation reports are available:

- Plan and Manage Testing
- Test Session Status Report
- Test Status Code Report
- Test Completion Rates
- Participation Search by SSID
Plan and Manage Testing reports detail all of a student’s test opportunities and the status of each test opportunity. Because the report lists testing opportunities, a student can appear more than once on the report.

To generate a report from the Plan and Manage Testing page, first go to the Step 1: Choose What panel and select a test and administration. Optionally, you may also choose a test name, enrolled grade, or test settings.

Next, in the Step 2: Choose Who panel, select a district and school, if applicable. Optionally, you may also choose a teacher from the Teacher drop-down list.

Finally, in the Step 3: Get Specific panel, choose one of the three available options as desired and select parameters for that option.

Click Generate Report to view your Plan and Manage Testing report, or click Export Report to open the report in Excel.
Clicking **Generate Report** will display the report and collapse the **Report Criteria** panel. Because not all columns can fit on the screen at once, you may need to click the blue arrow on the right side of the screen to scroll right and display more information.
The Test Session Status report allows districts to monitor test sessions in their school(s) in real-time.

To generate a report from the Test Session Status Report page, choose a District and school or schools and, click **Generate Report**.

The report will appear below the Session Report panel.
The Test Status Code report displays all the test statuses for a test administration, if the test status is blank, then the student’s test has not been started or the TA has not begun entering responses in the DEI. To generate a report from the Test Status Code Report page, select a test and administration from the drop-down lists. To view the report on the page, click **Generate Report**. The report will appear below the Report Criteria panel. To open the report in Excel, click **Export Report**.
The Test Completion Rates report summarizes the number and percentage of students who have started or completed a test based on the amount of students pre-identified in TIDE.

To generate a report from the Test Completion Rates page, choose whether to generate a District or school report from the Report drop-down list. Select a district and school from the corresponding drop-down lists, if available. If desired, select a test name.

To view the report on the page, click **Generate Report**. The report will appear below the Report Criteria panel. To open the report in Excel, click **Export Report**.
The Participation Search by SSID allows districts to generate participation reports for a specific student or students by SSID.

To generate a report from the Participation Search by SSID page, choose whether to search by SSID(s) or Upload SSID. User can enter one or more SSIDs, separated by commas. To view the report, click Generate Report.
All testing personnel should monitor the participation reports in TIDE throughout the administration to ensure that tests are being completed in a timely manner.

I'll now demonstrate how to access the practice test resources, Student Practice Site and TA Practice Site. The practice site has been updated to include AASCD practice tests that reflect AASCD 2.0 testing.
Help Desk Contact Information

For questions about test administration and online systems:

Ohio Help Desk
1-877-231-7809
OHhelpdesk@air.org

For questions about test administration and the online systems available on the AASCD portal be sure to reach out to the available staff at the Ohio Help Desk at the phone number and email address shown here.
ODE Contact Information

Andrew Hinkle  
Office for Exceptional Children  
andrew.hinkle@education.ohio.gov

Wendy Stoica  
Office of Assessment  
wendy.stoica@education.ohio.gov

(614)-466-1317
Ohio AASCD 2.0: Path to Success

- Read all manuals
- Plan in advance
- Happy practicing
- Maintain test security
- Contact us if you have questions

Have a safe trip home!