

Test Design Document

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

4/28/2017

Mathematics

Grade Band 3–5

Grade Band 6–8

High School

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OVERVIEW

TEST DESCRIPTION

The Ohio Mathematics Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) was developed for grade bands: 3–5, 6–8 and 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 domains encompassed in the Ohio Mathematics Extended Content Standards (based on the Common Core Mathematics Content Standards) by the time he or she reaches the designated stopping point. The domains encompassed in the Common Core State Standards for Mathematics are listed in the table below.

DOMAINS IN COMMON CORE STATE STANDARDS FOR MATHEMATICS		
Gr. 3–5	Gr. 6–8	High School
Operations and Algebraic Thinking	Ratios and Proportional Relationships	Algebra
Numbers and Operations: Base Ten	The Number System	Geometry
Numbers and Operations: Fractions	Expressions and Equations	Statistics and Probability
Geometry	Geometry	
Measurement and Data	Functions	
	Statistics and Probability	

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

OHIO MATH AASCD			
Entry/Minimum Stop*	Number of Tasks Scored	Number of Items Scored	Number of Points
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.

DOMAINS BY TASKS

OH MATH AASCD BLUEPRINT FOR DOMAINS BY TASKS

Grade Band 3–5

Domain	Number of Tasks Scored	Number of Items Scored	Number of Points
Operations and Algebraic Thinking	2 or 3	8–18	16–40
Numbers and Operations: Base Ten	2 or 3	8–18	16–40
Numbers and Operations: Fractions	2 or 3	8–18	16–40
Geometry	2	8–12	16–28
Measurement and Data	2	8–12	16–28

OH MATH AASCD BLUEPRINT FOR DOMAINS BY TASKS

Grade Band 6–8

Domain	Number of Tasks Scored	Number of Items Scored	Number of Points
Geometry	2	8–12	16–28
Ratios and Proportional Relationships	2	8–12	16–28
The Number System	2	8–12	16–28
Expressions and Equations	2	8–12	16–28
Functions	2	8–12	16–28
Statistics and Probability	2	8–12	16–28

OH MATH AASCD BLUEPRINT FOR DOMAINS BY TASKS

High School

Domain	Number of Tasks Scored	Number of Items Scored	Number of Points
Algebra	3 or 4	12–24	24–52
Geometry	5 or 6	20–36	40–76
Statistics and Probability	3 or 4	12–24	24–52

BREADTH OF COVERAGE

OH MATH AASCD BREADTH OF COVERAGE

Grade Band 3–5

	Start	End	Standard 1 Operations and Algebraic Thinking	Standard 2 Numbers and Operations: Base Ten	Standard 3 Numbers and Operations: Fractions	Standard 4 Geometry	Standard 5 Measurement and Data
Pre-symbolic	Task 1	Task 5	X	X	X	X	X
Concrete	Task 3	Task 9	X	X	X	X	X
Abstract	Task 6	Task 12	X	X	X	X	X

OH MATH AASCD BREADTH OF COVERAGE

Grade Band 6–8

	Start	End	Standard 1 Ratios and Proportional Relationships	Standard 2 The Number System	Standard 3 Expressions and Equations	Standard 4 Geometry	Standard 5 Functions	Standard 6 Statistics and Probability
Pre-symbolic	Task 1	Task 5	*	*	*	*	*	*
Concrete	Task 3	Task 9	X	X	X	X	X	X
Abstract	Task 6	Task 12	X	X	X	X	X	X

**There are six standards categories for mathematics in the 6-8 grade band. Therefore, students who start on task 1 and only complete the minimum number of five tasks will be exposed to only five of the six total standards. If a standards category is not represented in the first five tasks in a given administration, it will be represented in the following administration.*

OH MATH AASCD BREADTH OF COVERAGE

High School

	Start	End	Standard 1 Algebra	Standard 2 Geometry	Standard 3 Statistics and Probability
Pre-symbolic	Task 1	Task 5	X	X	X
Concrete	Task 3	Task 9	X	X	X
Abstract	Task 6	Task 12	X	X	X