


**Delaware Communication
Portfolio Summary (DCPS) Test
Administrator Training**

Delaware Department of Education
American Institutes for Research
Winter & Spring 2017



DCPS Team

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History of the DCPS

- Legislation passed in 2014
- Regulations approved in 2015
- Mandates the implementation of a portfolio alternate assessment as opposed to a “selected response” assessment
- For students whose previous assessment results were thought to be not valid due to communication issues

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History of DCPS

- **June 2014** – Statute signed designating an additional alternate assessment (portfolio assessment)
- **January 2015** - Regulations approved by State Board
- Amendment to current DCAS-Alt1 contract to include the new portfolio assessment
- **April 2016** – focus group - identify small group of educators to discuss feasibility of design
- **June 2016** – pilot 1 - assessment tasks with students and educators
- **July 2016** – Pilot 2 – revised assessment tasks with students and educators
- August 2016 – Stakeholders reviewed Participation Guidelines
 - Included Speech language pathologists, teachers, administrators, and Governors Advisory Council on Exceptional Citizens (GACEC)
- **2016-2017 School Year** – full implementation

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2016-17 Operational Timeline

- **September 2016**
 - Communication to District & Charter officials, teachers and parents
 - Materials production
- **October 2016**
 - Training - Test Administration and Communication Matrix
 - October 15 – due date for parent requests to consider DCPS
- **Oct 24-Nov 4, 2016** : Fall window
- **November 2016**
 - Assessment Report Design
- **January 2017**
 - Training
 - Assessment Report Stakeholders Focus Group
- **Jan 30 – Feb 23, 2017**: Winter window
- **May 1 – 25, 2017**: Spring window

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Winter Administration Window

January 30 – February 23, 2017

Winter Testing Materials ordered by January 19 will arrive in the districts by January 23.

February 23 is the last day of testing.

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Spring Administration Window

May 1 – May 25, 2017

Winter Testing Materials ordered by April 20 will arrive in the districts by April 24.

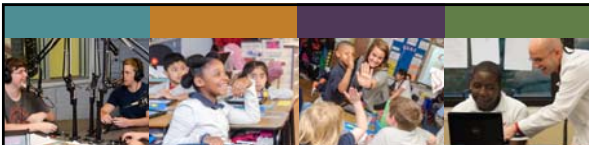
May 25 is the last day of testing.

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DCPS Assessment by Grade

Grades Assessed
Elementary School Grade 3 – 5
Middle School Grade 6 – 8
High School Grade 10 – 11

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Participation Criteria



Alternate Assessments

Alternate assessments are designed for the small number of students who are unable to participate in regular grade-level state assessments even with appropriate accommodations. (IDEA 1997)

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DCPS Participation Criteria

- Student must meet all required criteria:
- Criterion #1: Meets Criteria for the DCAS-AIT1
 - Criterion #2: Complexity of Communication Needs
 - Criterion #3: Student responses
 - Criterion #4: Stimuli responses
 - Criterion #5A: Communication Matrix
 - Criterion #5B: Learner Characteristics Inventory
 - Criterion #6A: Previous Results of State Assessments
 - Criterion #6B: Results of DCPS

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Delaware Communication Portfolio Summary Participation Guidelines 2016-2017

Student Name: _____ Date of Birth: _____ School: _____ IEP Meeting Date: _____

If it is determined that there is sufficient information to support ALL of the following criteria, the IEP team should document this decision on the student's current IEP and sign below. Students who do not meet the required criteria of the Delaware Communication Portfolio Summary (DCPS) will participate in the DCAS-AIT 1 or the general assessment, with or without accommodations.

The achievement of students in the DCPS is based on state achievement standards. Students who participate in the DCPS are working on the same Delaware Content Standards as their peers. However, they are working on these standards in less complex ways.

NOTE: If a decision is made to participate in the DCPS at the beginning of the winter test window, the student will continue to participate in the DCAS-AIT 1 or the general assessment for the remainder of the school year.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence (check if used)
Criterion #1: Meets Criteria for the DCAS-AIT1 <input type="checkbox"/> Student meets criteria <input type="checkbox"/> Student does not meet criteria	IEP team agrees that the student meets all criteria to participate in the DCAS-AIT1	<input type="checkbox"/> DCAS-AIT1 Participation Criteria have been reviewed and discussed with the IEP team Date completed: _____
Criterion #2: Complexity of Communication Needs <input type="checkbox"/> Student meets criteria <input type="checkbox"/> Student does not meet criteria	The student's selected mode of communication requires interpretation by others, or the student does not currently have a consistent and reliable mode of communication that is understood by others.	Evidence must be shown in at least one area: <input type="checkbox"/> Speech/Language Evaluation Results _____ (date) <input type="checkbox"/> Speech/Lang Goals _____ (date of latest progress report reviewed) <input type="checkbox"/> Needs/Annual Goals section from IEP _____ (date of IEP) <input type="checkbox"/> Other _____ (date)
Criterion #3: Student responses <input type="checkbox"/> Student meets criteria <input type="checkbox"/> Student does not meet criteria	Student does not appear engaged or does not reliably use a communication system that is understood by others.	Evidence must be shown in at least one area: <input type="checkbox"/> Teacher survey/observations _____ (date completed) <input type="checkbox"/> Related IEP annual goals/progress updates _____ (date completed) <input type="checkbox"/> Psychoeducational evaluation _____ (date completed) <input type="checkbox"/> Deathbed services report, DVI services report _____ (date completed) <input type="checkbox"/> Other _____ (date)

v. 8/30/16

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Required Communication Matrix Training for DCPS Portfolio Administrators

- #25325: Introduction to the Communication Matrix
 - 90-minute online course
 - Click the link in PDMS to reach Schoology
 - Click the link in Schoology to reach the Communication Matrix Training
 - You must take a short quiz after reviewing the training content in order to receive credit for this course.
- #25324: Communication Matrix for those with Prior Training
 - Less than 15 minutes
 - Register in PDMS
 - Click link in PDMS to reach Schoology
 - Take a quiz to show that you have previously been trained.

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Other Training Offered

- IEP/Participation Guidelines Training
 - PDMS 25329 – Live webinar

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Test Security



Purpose of Test Security

- The purpose of the Test Security Policy is to protect the integrity and confidentiality of secure test materials and items.
- The security of these materials must be maintained so that they can be used in later years to measure trends in performance.
- Test security helps ensure that test results can be used in accountability reporting.
- Applies to the administration of the Transition Tasks only.

Purpose of Test Security Training

Test Security training provides the guidelines necessary to:

- develop an understanding of what practices are appropriate, and
- ensure district personnel, principals, teachers, and other school personnel uniformly and securely administer DeSSA assessments.

Today's overview will satisfy DeSSA Test Security training that you are required to take – this will be entered into PDMS as completed so that you are able to submit scores for DCPS.

Test Security and Nondisclosure Agreements

All personnel associated with the assessment process need to read and sign Test Security and Nondisclosure Agreements. The following roles require a form to be completed:

- School Test Coordinator
- School Principal
- Portfolio Administrator
- Related Service Personnel
- Paraprofessionals

Definitions for Test Security Incidents

Type	Definition
Low Impropriety	<p>An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or validity of assessment results.</p> <p>These circumstances can be corrected and contained at the local level. An impropriety should be reported to the District Test Coordinator (DTC) and School Test Coordinator (STC) immediately and entered into the ticket system.</p>

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Definitions for Test Security Incidents

Type	Definition
Medium Irregularity	<p>An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance, test security, or the validity of assessment results.</p> <p>These circumstances can be corrected and contained at the local level and reported in the online ticket system for resolution. An irregularity should be reported to the DTC and STC immediately and entered into the ticket system within 24 hours of the incident.</p>

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Definitions for Test Security Incidents

Type	Definition
High Breach	<p>An event that poses a threat to the validity of the assessment results. Examples may include such situations as a release of secure materials or a repeatable security/system risk.</p> <p>These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately in the ticket system and the Department of Education's Office of Assessment should be contacted immediately.</p>

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Security and the DCPS

- The DCPS uses two types of methods of measuring students:
 - The transition task – a secure task
 - Portfolio activities

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Security and the DCPS

- The materials used to administer the two types of methods of measuring students may be treated differently by the test security policy. For example:
 - The transition task ...
 - is a secure task.
 - items should only be accessed by students and teachers during the test administration window.
 - is administered only one time during the test window.
 - **cannot be** used by teachers to model future classroom work on the transition task.
 - is the secure part of the DCPS. Administering the transition tasks more than once **VIOLATES** the test security policy.

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Security and the DCPS

- The materials used to administer the two types of methods of measuring students may be treated differently by the test security policy. For example:
 - Portfolio activities ...
 - are planned by the teacher prior to the administration and embedded in daily instruction.
 - are administered multiple times during the test window.
 - **can be** accessed by the teacher before, during and after the administration.
 - may resemble something the student has been doing for many weeks or months. This is not a secure part of the DPCS and **does not** violate the test security policy.

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In a Nutshell

- Only authorized staff who have signed a Nondisclosure Test Security Form may have access to the test environment or secure test materials.
- PAs must limit interactions with students during testing to what is permitted by the Portfolio Administration Manual.
- Scratch paper and all other printed materials written on by students during testing must be collected and securely shredded at the end of each testing session.
- STCs must report all test security incidents to DDOE according to the guidelines presented in the Test Security Manual.

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Potential Consequences


- Test opportunities may be invalidated in cases where test validity was compromised. Students do not receive additional test opportunities.
- If the state determines that the test security incident qualifies as gross neglect of duty, then the state must report it to DDOE Office of Teacher and Administrator Quality Development. Personnel may then be subject to disciplinary action.

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Test Security and Nondisclosure

- Sign the form indicating you have completed this training
- Submit to your School Test Coordinator once you have returned to your school
- Page 2 - you will sign after you have completed testing all students

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**DCPS
and
Transition Task
Information**



Overview of DCPS Design

The DCPS

- Is a collection of observation rubrics organized around an activity or lesson.
- The PA must plan for three separate activities.
- The PA determines the student's level using the results of the Communication Matrix and the DCPS Communication Performance Level Descriptors.
- Two of the three activities must be academic focused.


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**Overview of DCPS Design
(cont'd)**


The DCPS

- The PA must administer the same DCPS level across all three activities.
- The PA will select two communication targets to observe for during the assessment window.
- The PA collects observations over three days.
- The final administration includes a Transition Task for Science (Winter = Math, Spring = Reading)

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Preparing for and Implementing a DCPS Activity



Selecting an Activity

1. Select **one activity** from Category A or Category B during which the student will be observed. The activity must be different from the one selected for Activity 1.

Category A	Category B
<input type="checkbox"/> Morning meeting/greeting	<input type="checkbox"/> Morning meeting/greeting
<input type="checkbox"/> Literacy activities	<input type="checkbox"/> Literacy activities
<input type="checkbox"/> Math activities	<input type="checkbox"/> Math activities
<input type="checkbox"/> Science activities	<input type="checkbox"/> Science activities
<input type="checkbox"/> Social Studies activities	<input type="checkbox"/> Social Studies activities
<input type="checkbox"/> Community-based instruction/lessons	<input type="checkbox"/> Community-based instruction/lessons
<input type="checkbox"/> Transition lessons/activities	<input type="checkbox"/> Transition lessons/activities
	Category B
	<input type="checkbox"/> Special (e.g., Music, PE, Art, Speech, OT/PT)
	<input type="checkbox"/> School-based events (e.g., assemblies, community visitors, field trips)
	<input type="checkbox"/> Navigating the building/community
	<input type="checkbox"/> Social opportunities (e.g., breakfast, lunch, snack break, recess, peer buddy visits)
	<input type="checkbox"/> Other _____

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Activity Expectations

Expectations for the Activity
These steps are required as part of the activity. For each Day, mark that each step was completed.

Expectations	Day 1	Day 2	Day 3
	Date _____	Date _____	Date _____
A schedule that indicates to the student that he/she is going to begin or end an activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide a short explanation to the student of what is going to happen within the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explain to the student how he/she can communicate their attention or engagement/interest (e.g., "you can squeeze my hand," "you can look at me," "you can turn your head").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the student uses a visual reinforcer/schedule or chart, explain that it will continue to be used during the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform the student (if he/she uses a light or high tech communication device during the school day) that he/she will continue to use it during the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activity can be implemented with a group or individually with the student. The activity should be something naturally implemented in the classroom (it should not be a separate lesson/activity from what is typically completed in the classroom).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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DCPS Transition Task (cont'd)


- The cover page includes
 - materials needed to administer each item
 - some are provided by the teacher
 - special adaptive instructions
 - access limitations

Access Limitations

- Clearly marked

Access Limitations Blind (Item 1) N/A (Not Applicable) (Item 2, 3, 4, 5, 6)
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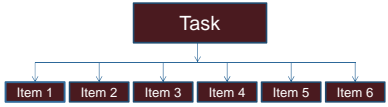
- If an item is marked as AL, do not administer
- Fill in the student response sheet
 - Blind
 - Deaf
 - Deaf/blind



Overview of the Transition Task

The Transition Task

- Is a collection of items and materials organized around a theme (e.g., a story, a mathematics activity)
- Begins with an introductory statement that establishes the context of the task
- Demonstrates a clear progression from one item to the next
- Contains 4 – 6 items
- Has scripted directions for administering and scoring



```

graph TD
    Task[Task] --> Item1[Item 1]
    Task --> Item2[Item 2]
    Task --> Item3[Item 3]
    Task --> Item4[Item 4]
    Task --> Item5[Item 5]
    Task --> Item6[Item 6]
  
```

Transition Task Items

- Each item
 - Contains directions for set up
 - Is scaffolded to reduce complexity
 - Allows students to respond verbally or nonverbally
 - Includes scripted directions for scoring student responses
 - Illustrates setup

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Transition Task Item Scripting

- Scaffolded scripting
- Opening statement in a say/do format
- Show me or tell me



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Example of Transition Task Item Script

Say: **We're going to talk about** _____.
Do: Give the student the _____.

OR

Say: **Show (tell) me which one means** _____ **This** (indicate the response card), **this** (indicate the response card), **or this** (indicate the response card)?

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Transition Task Item Format

Science Task 1
Land Formations: Item 1

Setup

Script

Say: We're going to talk about how land is formed. Show (tell) me what comes out of a volcano (indicate picture of the volcano), is a melted rock (indicate picture of lava), snow (indicate picture of snow), or grass (indicate grass)?

TRY 1

Record 2

Remove Incorrect Student Response

Remove

TRY 2

Record 1

Record 0

Record N

Scoring

Scoring

Transition Task Item Scaffolding

- If the student does not answer correctly or fails to respond, there are specific instructions for the Test Administrator.
- These instructions are in boxes within each test item.
- Items have 2, 3, or 4 response options depending on the intended difficulty of the item

TRY 1

Record 2

Remove Incorrect Student Response

Remove

TRY 2

Record 1

Record 0

Record N

Scoring

Transition Task Graphic Setup

- Setup tells where each of the materials is to be placed
- Each strip contains two or three picsyms
- Each strip is associated with a particular item

frog	flower	bug
TM	TM	TM

Video Clip

I Like Apples
(page 1 in Training Task Book)

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Using the Transition Task Print Manipulatives

- The strips do not need to be cut or torn apart unless you need this format for your student or the cards are to be placed on a chart/graph.
- Dotted lines are on the back of each strip.
- The strips are in task and item order so that the top strip is the item you are administering.

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Using the Transition Task Print Manipulatives (continued)

- Administer the item.
- If the answer is incorrect, cover the incorrect response and reread the item with the two remaining answer options.

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Affixing Transition Task Materials

- Place
- Tape
- Velcro

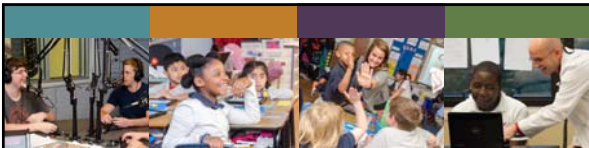


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Transition Task Physical Manipulatives

- Some tasks require the use of manipulatives such as foam shapes.
- These are included in the materials for each grade band assessment.
- Do Not Return physical manipulatives at the end of the assessment.

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Scoring the DCPS Transition Task



Transition Task Scoring Procedures

- Teacher (Portfolio Administrator) scores the assessment as it is administered.
- Scores must be recorded the student response book and in the SEI – not in the transition task book.
- A copy of the student response worksheet is provided to assist during test administration (See TAM, Appendix B).

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Transition Task Scoring

DCPS Transition Task Student Response Worksheet

Item ID	Score

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Transition Task Item Scoring: Overview

Key features:

- Score points vary from item to item
- At each level, the teacher follows directions to guide a score decision
- All scoring directions are on the right side of the script
- Frequently the scoring is scaffolded downward
- There are directions for assigning a score of zero or N (no response)

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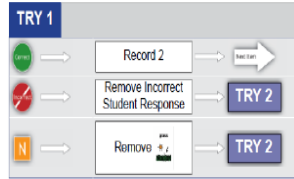
Transition Task Scaffolding

Try 1

If the student answers **correctly** record 2 and move to the next item

If the student answers **incorrectly** remove _____ and move to Try 2

If the student **does not respond** remove _____ and move to Try 2



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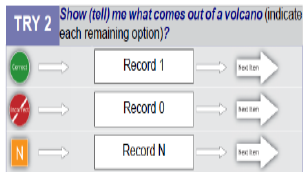
Transition Task Scaffolding (cont'd.)

Try 2

If the student answers **correctly** record 1 and move to the next item

If the student answers **incorrectly** record a 0

If the student **does not respond** record N



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Transition Task Scoring and Scaffolding

- 2-point items allow two tries
- 1-point items allow one try
- Engagement items are scored on a 4-point rubric

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Transition Task Scoring Rubric for Engagement Items

- Provide evidence that the student
 - Is ready to be engaged in the task
 - Has extended focus and persistence
- Teacher makes a judgment using a scoring rubric

Record 4 points
Student demonstrates sustained involvement in the activity, for example, he or she may <ul style="list-style-type: none">consistently attend to teacher's communication (verbal or signed) and actions;participate with intention in action involving the objects or materials;attend (or try to initiate) action involving the objects or objects;shift body movement/face gaze appropriately as focal point of demonstration changes;make an appropriate modification (e.g., an adjustment toward) in response to objects, and/ordemonstrate anticipation or production of next words and/or actions.
Record 3 points
Student demonstrates generally maintained involvement in the activity, for example, he or she may <ul style="list-style-type: none">generally attend (with occasional lapses) to teacher's communication (verbal or signed) and actions;reach or point to object(s) as described;maintain gaze toward object(s) during manipulation by teacher;reactive to show acknowledgment of object(s) during manipulation/explanation; and/orvoluntarily permit participation in hands-on-based exploration of object(s).
Record 2 points
Student demonstrates intermittent/irregular involvement in the activity, for example, he or she may <ul style="list-style-type: none">intermittently attend to teacher's communication (verbal or signed) and actions;move toward/reach for the object(s) presented;touch the object(s) presented; and/orlook at the object(s) presented, shifting gaze at least sometimes an appropriate.
Record 1 point
Student demonstrates fleeting awareness of, but little/no involvement in, the activity taking place; for example, he or she may <ul style="list-style-type: none">only fleetingly attend to teacher's communication (verbal or signed) and actions;exhibit a momentary change in movement, vocalization, and/or expression in response to teacher and/or object(s);open or move eyes toward teacher and/or object(s); and/orpermit guided handling of object as initially presented.
Record No
Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.

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Engagement Rubric

Score 4 - Sustained involvement

Score 3 - Generally maintained involvement

Score 2 - Intermittent/irregular involvement

Score 1 - Fleeting awareness with little or no involvement

No response - Does not demonstrate engagement in the task

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Scoring Practice

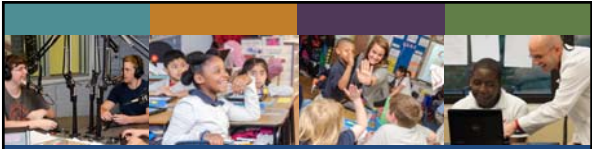
Knots
(page 9 in Training Task Book)

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Reading Practice Scores

Task	Score
Knots	Item 1 – 4
	Item 2 – 1
	Item 3 – 0
	Item 4 – 0
	Item 5 – 2
	Item 6 – NR

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DCPS Transition Task Scoring Practice



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Scoring Practice

Quarters and Pennies (page 17 in Training Task Book)

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Math Practice Scores

Task	Score
Quarters and Pennies	Item 1 – 4
	Item 2 – 2
	Item 3 – 2
	Item 4 – 2

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Practice Administration

Read a complete task.

- In groups of two or three, administer the task to each other, alternating between roles of administrator and student.
 - Think about how you would administer this task to your student(s).
 - Think about what accommodations would be needed for individual students in your class.

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Practice Administration (cont'd.)

- Math – Quarters and Pennies (page 17)



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What Did You Discover?




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Important Points for Transition Task:

- You can always reread a passage or graph description
- Multiple student responses – which do you use?
 - Decide before you administer
 - Be consistent with your ruling
- Do not administer an item twice
- You may need to set up a barrier between your test booklet and the student

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DCPS Transition Task Score Entry



Online Access to the SEI

- Contact your District ISO if...
 - You do not have an IMS account
 - Your password for IMS has expired
 - You can log in to IMS but cannot access the DCPS
 - You do not have supported browser on your computer
- Contact your School Test Coordinator or Special Education Coordinator if
 - You cannot find a student who is supposed to participate
- Each of these items above should be verified before the test window opens

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TIDE for DCPS

- TIDE is the "home" for all student data and accommodations.
- Before a PA can enter scores for a student, that student's record should be verified in TIDE to ensure that the student's DCPS has been set.
- If a student needs a TIDE DCPS flag, PAs should reach out to their DTCs/STCs.
- Students must have the DCPS flag enabled before the teacher can begin entering scores for the Transition Task.

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Score Entry Interface (SEI) Overview

- The **Your Tests** screen displays the test(s) scores are expected to be entered. Tests that are available to be completed are selectable.
- Before accessing the student's tests, the PA must complete the Learner Characteristics Inventory (LCI).

Your Tests

Select a test.

<div style="background-color: #e6f2ff; padding: 5px; border: 1px solid #ccc; display: flex; align-items: center;"> ▶▶ <div> <p>Resume DCPS LCI</p> <p style="font-size: 8px;">This is opportunity 1 of 1</p> </div> </div>	<div style="background-color: #e6f2ff; padding: 5px; border: 1px solid #ccc; display: flex; align-items: center;"> ▶ <div> <p>Start DCPS</p> <p style="font-size: 8px;">This is opportunity 1 of 1</p> </div> </div>
<div style="background-color: #e6f2ff; padding: 5px; border: 1px solid #ccc; display: flex; align-items: center;"> ▶ <div> <p>Inactive: DCPS Grade 4 Science</p> <p style="font-size: 8px;">The test was not included in this session. [10/16/16]</p> </div> </div>	

[Back to Login](#)

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Completing the LCI

- The PA must include "DCPS LCI" as one of the tests to be administered when setting up the Test Session. The Test Delivery System will then present the LCI as the only available option on the "Choose Your Test" page shown in the previous slide.
- PAs should click on the LCI test form and answer the questions based on their knowledge and assessment of the student to be tested (a copy of the LCI is available in the TAM, [Appendix G](#)).
- Once the form has been completed and submitted, the online Test Delivery System will return the PA to the student login page to begin the login process for transition task testing.

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Learner Characteristics Inventory (LCI)

Kearns, J., Kleinert, H., Kleinert, J., & Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, KY: University of Kentucky, National Alternate Assessment Center.

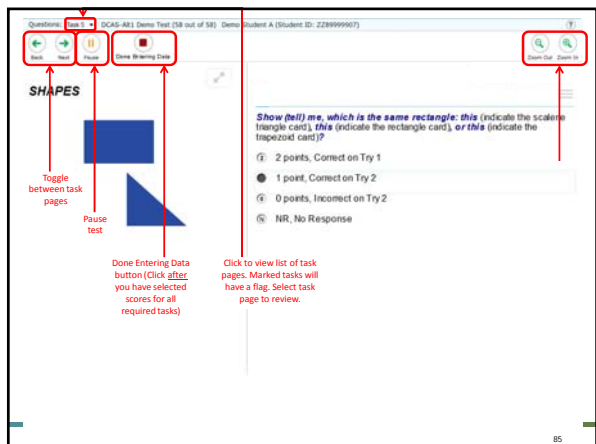
- The purpose of the Learner Characteristics Inventory (LCI) is to assist in describing the population of students who take the DCPS.
- These students represent less than 1% of the total student population and come from a variety of disability categories but represent students with the "most significant cognitive disabilities."
- Use this online form to collect student Learner Characteristics Inventory (LCI) and assistive technology information. Prior to being able to begin testing, you will be required to complete this form for each student.

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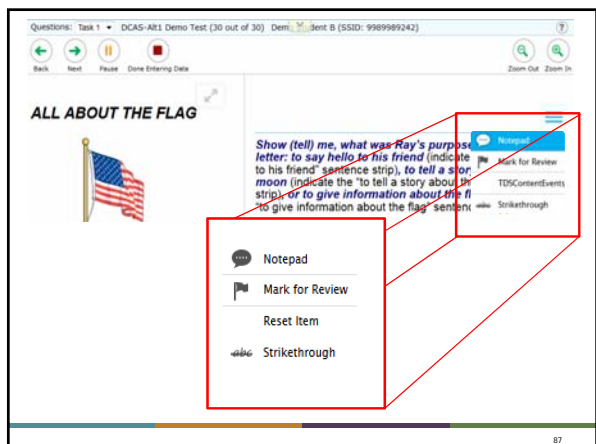
SEI Layout and Tools

The screenshot shows a software interface for a test. At the top, it says "Questions: Task 3 - DCAS-AB1 Demo Test (38 out of 58) Demo Student A (Student ID: 2289999907)". Below this are navigation buttons: "Back", "Next", "Pause", "Done Sharing Data", "Show Q's", and "Print Q's". The main content area is titled "SHAPES" and contains a diagram with a blue rectangle and a blue scalene triangle. To the right of the diagram is a question: "Show (fill) me, which is the same rectangle: this (indicate the scalene triangle card), this (indicate the rectangle card), or this (indicate the trapezoid card)?" Below the question are four radio button options: "2 points, Correct on Try 1", "1 point, Correct on Try 2", "0 points, Incorrect on Try 2", and "NR, No Response".

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SEI End of Test and Review

You are done entering data.

You may now go back and review your entries, or click [Default Test] if you are finished with this test. You cannot change entries after you submit this test.

Please review your unanswered questions before submitting the test.

Questions:

1	31	21	31	41	51	61	71
2	12	22	32	42	52	62	72
3	13	23	33	43	53	63	73
4	14	24	34	44	54	64	74
5	15	25	35	45	55	65	75
6	16	26	36	46	56	66	76
7	17	27	37	47	57	67	77
8	18	28	38	48	58	68	78
9	19	29	39	49	59	69	79
10	20	30	40	50	60	70	

Submit Test

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DCPS Transition Task Accommodations



Accommodations – Transition Task Response Options

Acceptable substitutions for picture symbols:

- Object symbols
- Tactile symbols
- Photographs
- Familiar picture symbols for same word
- Student may use the AAC that is used during daily instruction with symbol substitutions

Substitutions must:

- ▶ Not change what is being measured by the item
- ▶ Be age & grade appropriate
- ▶ Reflect materials used routinely during instruction

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Transition Task Accommodations

- Passages and descriptions of charts and graphs can be reread.
- Breaks can be taken as needed (Test Administrator or student).
- Objects and response options can be placed in the student's optimal field of vision (i.e., to the left, on colored background).
- Texture can be added to lines, graphs, pictures, etc.

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Accommodations Tracking Overview

- Substitution or Presentation of response cards
- Large Print
- Magnification
- ASL
- Braille & tactile graphics
- ELL-related accommodations
 - Translator/interpreter items
 - Translator/interpreter reading passages
 - Translation of construct-irrelevant words
 - Definition of construct-irrelevant words

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Accommodations

- More information and the necessary forms can be found in the accessibility manual
- <http://de.portal.airast.org/resources/dcas-alt1/>
- This accommodations policy affects the Transition task (see Alt1 Accommodations) but does not list DCPS accommodations

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Resources

ACCESS Project

- www.deACCESSproject.org

Project SPEACS

- <http://www.deaccessproject.org/faqs/systematic-processes-enhancing-assessing-communication-supports/>

Delaware Assistive Technology Initiative

- <http://www.dati.org/>

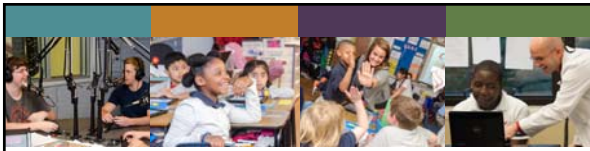
Delaware Deaf-Blind

- www.delawarestatewideprograms.org/


Delaware Division for the Visually Impaired

- <http://dhss.delaware.gov/dhss/dvi/educate.html>

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Before Testing Day



Preparing DCPS Materials

- Verify that you have the correct test form for your students
- Organize your assessments by grade band and content
- Read through and practice each task

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DCPS Transition Task Teacher-Provided Materials

- Materials typically used in instruction
- Easily accessible or obtainable
- Not significantly different
- Age and grade appropriate



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Preparing Additional Staff

- Schedule the assigned educational assistant to be present when you are assessing a student who may require additional support.
 - Sign the Test Security Form
 - Discuss student's accommodations and supports
 - Review Test Characteristics Profile form

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What to do when...




- Additional materials are needed
- Materials are destroyed during testing

For more information on "What to do when..." see Appendix C in the TAM

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After the Test Day



Remember

Return all printed materials (response cards, posters, storybooks, and student-generated work). Do not return physical manipulatives.

- All DCPS materials **MUST** be returned.
- You will have an additional checklist to assist you in returning your materials.
- STCs are asked to double-check everything before it is returned.

Important Winter Dates

- Last day of testing is February 23, 2017.
- PAs must return materials to the DTC on or before February 27, 2017.
- DTCs must return materials to AIR on or before March 1, 2017.

Important Spring Dates

- Last day of testing is May 25, 2017.
- PAs must return materials to the DTC on or before May 30, 2017.
- DTCs must return materials to AIR on or before June 1, 2017.

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Contact Information

For questions about test administration, receiving or returning materials:

DeSSA Alternate Help Desk
(can help with questions about DCPS and DCAS-Alt1)

1-877-206-7039

dessaalthelpdesk@air.org

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Contact Information

For questions about participation criteria, state or federal regulations, and professional development opportunities:

Office of Assessment

302-857-3391

assessment@doe.k12.de.us

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DCPS Path to Success

- Read the *PAM*
- Read Test Security Manual
- Completed the Communication Matrix Training
- Plan for data collection and observations
- Practice the Transition Task with a DDOE trained staff member
- Contact us if you have questions

- Have a safe trip home!

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