

Dakota STEP-A Science

Rater 1 Training
2016



2016 Updates

- The entire *Dakota STEP-A* will be online.
 - Supporting Evidence and rating will occur in the Collection of Evidence Tool online.
 - All documentation will be entered into the online Data Collection Form.
- No printed materials will need to be shipped to teachers.

This Training Module

This training module is meant to supplement the 2016 Directions for Administering manual (DFA).

Please refer to the Directions for Administering manual for detailed instruction concerning the *DSTEP-A* Science test administration.

Spring 2016 Administration

March 28 – April 22, 2016 *DSTEP-A* Test Administration

Focus of this module

- Identify the roles and responsibilities of each rater in completing the Rating Forms.
- Understand the process of identifying and documenting tasks for Supporting Evidence.
- Understand Score Resolution.
- Submitting the test.

The *Dakota STEP-A* test will only be administered for:

Science at grades 5, 8 & 11

What is the *Dakota STEP-A*?

It is designed to measure the skills of students with **significant cognitive disabilities** who are enrolled in Special Education programs and are unable to participate in the DSTEP, even with necessary accommodations.

It is aligned with grade level South Dakota Content Standards to measure student progress on grade level skills.

Eligibility Criteria: Significant Cognitive Disability

The identification of students to be assessed with the *Dakota STEP-A* assessment must be identified at a minimum of 5 weeks prior to testing.

1. The student has an active IEP with annual goals and short-term objectives which focus on extended content standards.
2. The student's cognitive abilities are 2.0 standard deviations or more below the mean.
3. The student primarily requires **direct** and **extensive** instruction to
 - acquire
 - maintain
 - generalize
 - transfer skillswhich are done in naturally occurring settings of his or her life.

Responsibilities

1. Read Scorer Training Materials.
2. Select and train Rater 2.
3. Complete the test security agreement.
4. Read and follow Directions for Administering manual (DFA).

Security of Materials

- Test security agreement must be completed prior to beginning the DSTEP-A. This form must be completed online. Please see the 2016 DFA for detailed instructions.
- Keep all materials secure.
- Utilize the *Testing Irregularity Form* available online to document and resolve ANY irregularities occurring during testing.

Demographics

Please refer to the Directions for Administering (DFA) for all questions concerning Demographic Information.

Beginning the Assessment

Identify Raters

Rater 1

Required to be student's primary Special Education teacher.

Rater 2

Must be a colleague who knows and works with the student on a regular basis.

Cannot be the parent.

Raters Roles

The two raters independently complete a Rating Form for each student.

Why 2 Raters?

To ensure that assessment results provide the most accurate possible profile of the student's achievement as observed and evaluated by educational professionals across **multiple settings** throughout the assessment time period.

DSTEP-A Rating Forms

The Rating Form measures academic skills or tasks in:

Science – Grades 5, 8 & 11

Ratings indicate the degree to which a student is able to perform each skill.

Rate **EVERY** task, even if some skills or activities do not seem to apply to the student or are too difficult to rate.

Rating Form for Science

Strand for Science

Content Area

Physical Science

	Numerical	Multiple Choice	Energy	Page	Answer	Aligns with EP	Supports standard
Analyze forces, their forms, and their effects on motions.							
Items/Tasks							
127. Identifies a simple machine by using "yes" or "no" questions given by the teacher.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
128. Matches a simple machine to a similar simple machine.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
129. With assistance, creates a list of simple machines found within his/her environment.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
130. Compares stopping distances by experimenting with objects on ramps.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
131. Compares stopping distances by experimenting with objects and different surfaces.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
132. When rolling two identical balls on two different surfaces, identifies which ball will stop first.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
133. When given different surfaces and objects, matches how each object will move when rolled on each surface.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Analyze interactions of energy and matter.							
Items/Tasks							
134. Categorizes representations related to hot and cold.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
135. Identifies a thermometer from a group of objects.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
136. By verbal or technological response, identifies where the line or mark is on a thermometer to indicate temperature.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
137. Experiments with light using tools that adjust the amount of light (e.g., wears sunglasses, pulls up a shade).	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
138. Participates in experiments that demonstrate the effects of light and heat from the sun.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
139. Participates in experiments to recognize that the spectrum of light contains colors.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
140. Identifies or labels the colors found in the spectrum of light.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Beginning the Process

Rater 1

- Thoroughly review and follow the DFA (Directions for Administering)
- Review the Rating Forms for each grade level
 - Mark skills that are aligned to IEP
 - Mark skills that Supporting Evidence will be collected on
- Rating Forms can be printed as needed to plan for the assessment, but all rating will be done online.
- Rate all items including items with Supporting Evidence.

Supporting Evidence Requirements

Required for students in grades 5, 8 & 11 Science.

Must be provided in a format that allows an independent evaluator to understand the student's performance of a particular skill identified on the Rating Form.

Collection must occur during the testing window:

March 28 - April 22, 2016

Supporting Evidence Requirements

When possible, items/tasks/activities that are **aligned** to the student's **IEP** may be best choice for Supporting Evidence.

- Ensures student has had instruction in the skill.
- May best represent student's performance.

Purpose of Supporting Evidence

- Makes an informed rating of student performance.
- Documents actual student performance.
- Is a reliability check to ensure evidence clearly articulates student performance.
- Is a validity check to ensure skills are on grade level.

Purpose of Supporting Evidence

- Reliability – the consistency of the rating
 - Do they get the same rating when looking at the same evidence?
- Validity – degree the rating accurately reflects the concept the assessor is trying to measure
 - Did the evidence and rating reflect what the item intended to measure?
 - Provided evidence that student evaluation is aligned to standards and on grade level.

Selecting Items for Supporting Evidence

Supporting Evidence is **REQUIRED** for one of the skills listed in each science strand as indicated below:

1. Nature of Science (Grades 8 & 11 only)
2. Physical Science (Grades 5, 8 & 11)
3. Life Science (Grades 5 & 11 only)
4. Earth/Space Science (Grades 5, 8 & 11)
5. Science, Technology,
Environment & Society (Grades 5, 8 & 11)

Summary of Required Data Collection

Grade Level	Science Strands	Total # Supporting Evidence	Total # Data Collection Forms
Grade 5	4	4	4
Grade 8	4	4	4
Grade 11	5	5	5

Collecting Supporting Evidence

- Plan instruction and lessons on the skills identified
 - Must document at least three trials/three dates of skill
- Determine how the skill will be documented
 - Must have one Data Collection Form (completed online) per skill/item selected
 - Must have one piece of evidence from one of the trials
 - Should represent **overall** performance
- Prepare materials for instruction and documentation

Sample of Student Work

The sample of student work submitted online should be in a format that provides **EVIDENCE** of the student's performance of an **entire task** (or as much of the task as the student accomplished).

Formats for Supporting Evidence

- **A work sample** (a worksheet, a model, etc.)
- **Annotated photographs** that show the student accomplishing the entire task
- **Digital Videos** of the student with an explanation of the task
- **Digital Audios with scripts** of oral tasks, etc.

All Supporting Evidence must be uploaded into the Collection of Evidence Tool. No hard copies will be shipped.

Data Collection Form for Supporting Evidence

- Rater 1 completes one Data Collection Form **for each** submission of Supporting Evidence. This will be typed directly into the online form in the Collection of Evidence Tool.
- The Data Collection Form is used to summarize and provide documentation of the student work sample and includes a narrative.

The Data Collection Form

PAPER FORM

Dakota STEP-A
Data Collection Form for Supporting Evidence

Student: _____ Student Information Number (SIS): _____
Grade: _____ School: _____
Date: _____ District: _____
Content Area: _____ Ending Form Item Number: _____

Date Assessed and Number of Trials: _____
Range of Scores Obtained: _____

Setting and Personnel: One setting (person) Multiple settings (specify) _____

Type of Evidence Included:
 Work sample Student work, video, audio
 Data Collection Form Other: _____

Purpose of the Task and the Expected Student Performance:
Include or attach a narrative description of the following for the attached piece of evidence:
 Description of activity Frequency
 Student response Accuracy
 Type and level of support (prompts/cues)

The paper Data Collection Form will no longer be used for documenting Supporting Evidence. If you choose to use the paper form this year to keep notes, you will still need to transfer the documentation to the online form for submission.

The Online Data Collection Form

ONLINE DATA COLLECTION FORM

Form is online. Data will be entered directly online in the CoE Tool.

Evidence and Rationale Collection

Student Name
PreIDONE Z AALastName

Question
Item Example

Dates Assessed, Number of Trials and Range of Scores Obtained

Date	Score	Notes	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="ADD +"/>

Notes

One Settings (specify)

Multiple Settings (specify)

Purpose of the Task and the Expected Student Performance
Address each of the following for the attached piece of evidence.

Description of activity

Student Response

Type and level of support (prompts/cues)

Frequency

Accuracy

Evidence

Type of Evidence Included

Work Sample Media - photo, video, audio

Data Collection Form Other:

Evidence

Completing the Data Collection Form

- Rating Form Item Number
- Dates Assessed, Number of Trials and Range of Scores Obtained (need three dates)
- Settings and Personnel
- Purpose of Task and Expected Student Performance
- Type of Evidence

The screenshot shows the 'Evidence and Rationale Collection' form. Red arrows from the list on the left point to the following fields in the form:

- 'Rating Form Item Number' points to the 'Question Item Example' field.
- 'Dates Assessed, Number of Trials and Range of Scores Obtained (need three dates)' points to the table with columns for 'Date', 'Score', and 'Notes'.
- 'Settings and Personnel' points to the 'Notes' section, specifically the 'One Settings (specify)' and 'Multiple Settings (specify)' options.
- 'Purpose of Task and Expected Student Performance' points to the 'Description of activity' field.
- 'Type of Evidence' points to the 'Evidence' section, specifically the 'Type of Evidence Included' radio buttons.

The form includes the following sections and fields:

- Student Name:** PreIDONE Z AALastName
- Question:** Item Example
- Dates Assessed, Number of Trials and Range of Scores Obtained:** A table with columns for Date, Score, and Notes, and an 'ADD +' button.
- Notes:** Radio buttons for 'One Settings (specify)' and 'Multiple Settings (specify)', each followed by a text input field.
- Purpose of the Task and the Expected Student Performance:** A heading followed by the instruction 'Address each of the following for the attached piece of evidence.' and a 'Description of activity' text input field.
- Student Response:** A text input field.
- Type and level of support (prompts/cues):** A text input field with a clear icon.
- Frequency:** A text input field.
- Accuracy:** A text input field.
- Evidence:** A section with the heading 'Type of Evidence Included' and radio buttons for 'Work Sample', 'Data Collection Form', 'Media - photo, video, audio', and 'Other:'. Below this is a 'SELECT EVIDENCE' button.
- SAVE EVIDENCE:** A button at the bottom of the form.

Completing the Data Collection Form

- Rating Form Item Number

Once you select the Item for Supporting Evidence, this number and text will automatically populate.

- Dates Assessed and Number of Trials (must have at least three trials/dates. Choose the ADD+ box on the online form to add additional trials/dates.)

- Range of Scores Obtained

- Settings (includes Personnel)

A screenshot of the 'Evidence and Rationale Collection' form. The form includes fields for Student Name, Question Item Example, and a table for 'Dates Assessed, Number of Trials and Range of Scores Obtained'. The table has columns for Date, Score, and Notes, with an 'ADD+' button to the right. Below the table are sections for Notes (with radio buttons for 'One Settings' and 'Multiple Settings'), Purpose of the Task and the Expected Student Performance, Description of activity, Student Response, Type and level of support, Frequency, and Accuracy. The Evidence section includes checkboxes for 'Work Sample', 'Data Collection Form', 'Media - photo, video, audio', and 'Other'. At the bottom are 'SELECT EVIDENCE' and 'SAVE EVIDENCE' buttons. A red arrow points from the 'ADD+' button in the table to the 'ADD+' button in the screenshot.

Completing the Data Collection Form: Settings and Personnel

- One Setting
 - Same location
 - Same materials
 - Same personnel
- Multiple Settings
 - Multiple locations
 - Different areas in classroom
 - Gen. ed./community setting
 - Variety of personnel
 - Avoid abbreviations



Evidence and Rationale Collection

Student Name
PrsIDONE Z AALastName

Question
Item Example

Dates Assessed, Number of Trials and Range of Scores Obtained

Date	Score	Notes	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="ADD +"/>

Notes

One Settings (specify)

Multiple Settings (specify)

Purpose of the Task and the Expected Student Performance
Address each of the following for the attached piece of evidence.

Description of activity

Student Response

Type and level of support (prompts/cues)

Frequency

Accuracy

Evidence

Type of Evidence Included

Work Sample Media - photo, video, audio

Data Collection Form Other:

Evidence

Section of Completed Data Collection Form

Content Area: Science, Tech, En, & Soc **Rating Form Item Number:** 183

Dates Assessed and Number of Trials:

2/13/2014 3 Trials 2/27/2014 3 Trials 3/11/2014 3 Trials

Range of Scores Obtained:

80% 100% 100%

Setting and Personnel:

One setting (specify)

Multiple settings (specify)

worked in various areas of the classroom and Resource Room with a para and the Sped teacher.

Completing the Data Collection Form

Acceptable Types of Evidence Include:

- Work Samples
- Media
 - photos
 - video
 - Audio (with script)
- Other (might include work samples and photos)

Note: The paper Data Collection Form is not a type of evidence. Do not upload the paper form as all data collection information must be entered online.

The screenshot shows the 'Evidence and Rationale Collection' form. It includes fields for Student Name, Question, and a table for 'Dates Assessed, Number of Trials and Range of Scores Obtained'. Below the table are sections for Notes, Purpose of the Task and the Expected Student Performance, Description of activity, Student Response, Type and level of support (prompts/cues), Frequency, Accuracy, and Evidence. The Evidence section has radio buttons for 'Work Sample', 'Data Collection Form', 'Media - photo, video, audio', and 'Other:'. There are 'SELECT EVIDENCE' and 'SAVE EVIDENCE' buttons at the bottom.

Date	Score	Notes
<input type="text"/>	<input type="text"/>	<input type="text"/>



Completing the Data Collection Form

- Purpose of the Task and the Expected Student Performance
- Need to include a **NARRATIVE** describing each performance of the task.

Evidence and Rationale Collection

Student Name
PrsIDONE Z AALastName

Question
Item Example

Dates Assessed, Number of Trials and Range of Scores Obtained

Date	Score	Notes
<input type="text"/>	<input type="text"/>	<input type="text"/>

Notes

One Settings (specify)

Multiple Settings (specify)

Purpose of the Task and the Expected Student Performance
Address each of the following for the attached piece of evidence.

Description of activity

Student Response

Type and level of support (prompts/cues)

Frequency

Accuracy

Evidence

Type of Evidence Included

Work Sample Media - photo, video, audio

Data Collection Form Other:

Evidence

Completing the Narrative

Must address each of the following for the piece of evidence:

- Description of Activity
- Student Response
- Type and Level of Support – Prompts and Cues
- Frequency
- Accuracy

Example of a Narrative

Grade 5 Rating Form Item #183: Identifies animals that live on a farm.

Type of Evidence Included:

Work sample

Media – photo, video, audio

Data Collection Form

Other: _____

Purpose of the Task and the Expected Student Performance:

Include or attach a narrative addressing each of the following for the attached piece of evidence:

- ❶ Description of activity
- ❷ Student response
- ❸ Type and level of support (prompts/cues)
- ❹ Frequency
- ❺ Accuracy

First [redacted] listened to the story Farm Animals. Then he filled out a graphic organizer. In the middle of the web he wrote the words "Farm Animals" and on each leg of the web he wrote the name of a different farm animal. [redacted] had no problem with this since he lives in a rural area. He participated in 3 trials with 93.3% accuracy.

Example of a Narrative (continued)

Frequency

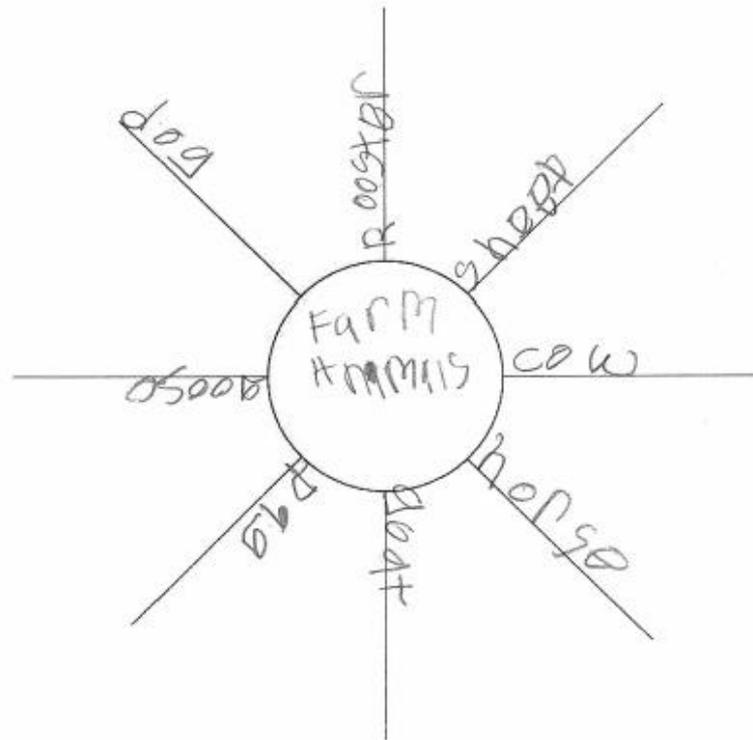
- How many times the activity was performed with the attached piece of evidence.
- Examples of frequency statements:
 - Repeated directions three separate times.
 - Matched set of words to pictures three separate times during the lesson.
 - The student completed the three trials in three days:
3/30, 3/31, 4/1

Student Work Samples

- Label evidence before uploading with:
 - Name
 - School
 - Grade
 - Rating Form Item Number the evidence corresponds to
- Need to submit evidence for one trial documented in the narrative, but enough information to convey the student's performance.

Work Sample

Name: Date: 2-20-14 Class Period: _____



Supporting Evidence Examples

- Upload one or more of the following:
 - 2-4 annotated photos showing student performing entire task
 - Work sample that shows what the student completed on one trial
 - Media: video or audio of session (with script)
 - Use sparingly, only if best way to convey student performance of task
- Data gathered during work session will be entered in online form

Original work samples and photos are easiest to upload and review.

Supporting Evidence Tips

Avoid

- Copies of entire text read before completing worksheet
- Entire PowerPoint presentations
- Original work that is cumbersome (large posters)
- Photos of work that is too small to decipher
- Photos of manipulatives with confusing or no annotations
- Photos of manipulatives only with no student participation documented

Filling out the Rating Form

- Click on each task/item that is aligned to student's IEP.
- Indicate one task/item per strand for which Supporting Evidence will be uploaded.
- Upload Supporting Evidence
- For each task (item) Rater 1 determines the performance level at which the student is observed performing each task or skill (item).
- Rate every item.

Example of Rating Form

Strand for Science

Content Area

Physical Science

Items/Tasks

	Numerical	Multiple Choice	Energy	Page	Answer	Aligns with IP	Supports standard
Analyze forces, their forms, and their effects on motions.							
127. Identifies a simple machine by using "yes" or "no" questions given by the teacher.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
128. Matches a simple machine to a similar simple machine.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
129. With assistance, creates a list of simple machines found within his/her environment.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
130. Compares stopping distances by experimenting with objects on ramps.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
131. Compares stopping distances by experimenting with objects and different surfaces.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
132. When rolling two identical balls on two different surfaces, identifies which ball will stop first.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
133. When given different surfaces and objects, matches how each object will move when rolled on each surface.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Analyze interactions of energy and matter.							
134. Categorizes representations related to hot and cold.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
135. Identifies a thermometer from a group of objects.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
136. By verbal or technological response, identifies where the line or mark is on a thermometer to indicate temperature.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
137. Experiments with light using tools that adjust the amount of light (e.g., wears sunglasses, pulls up a shade).	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
138. Participates in experiments that demonstrate the effects of light and heat from the sun.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
139. Participates in experiments to recognize that the spectrum of light contains colors.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				
140. Identifies or labels the colors found in the spectrum of light.	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Basis of Ratings

Rating is based on each rater's knowledge of the student's current performance level based on evidence collected, direct observation, and professional judgment.

Completing the Rating Form

Evaluate each student's performance according to the following performance levels:

- Nonexistent
- Minimal
- Emerging
- Progressing
- Accomplished



Rubric for Performance Levels and Descriptors

Performance Level	Performance Description
Nonexistent	The student may be aware of or attend to the task in a highly structured setting, but he/she is currently unable to perform any part of the skill or demonstrate any knowledge and consequently unable to attempt without full physical prompting.
Minimal	The student attends to a task and can respond to some part of the knowledge and skills in at least one setting when given significant physical, verbal, visual, or other prompting. The student may take a long time to respond but will indicate some attempt, either correct or incorrect, with accuracy up to 25%.
Emerging	After instruction and/or modeling, the student's performance may be somewhat inconsistent in terms of accuracy, but he/she can respond to most or the entire task in at least one setting with moderate prompting, if necessary, with accuracy generally ranging from 25–49%.
Progressing	The student consistently performs the task in more than one setting with minimal prompting (repeat directions no more than 5 times or repeat directions in the middle of the task) with an accuracy level generally ranging from 50–79% if performed independently or 50–100% with minimal prompting.
Accomplished	The student consistently and independently performs the task across multiple settings with an accuracy level generally ranging from 80–100%.

Performance Descriptions Regarding Prompting

Performance Level	Prompting	Prompting description
“Nonexistent” Performance Level	Full Physical Prompting	Requires the teacher to use “hand-over-hand” prompting throughout the entire task.
“Minimal” Performance Level	Significant Prompting	Involves prompts throughout the task. The student attends to what he or she is doing by looking at the task and will attempt the task by reaching, making a verbal response, or through the use of assistive technology.
“Emerging” Performance Level	Moderate Prompting	Includes touching the student’s elbow to begin or continue the task; modeling may be done by the teacher or may be a model that the student follows, such as an alphabet strip used in order to alphabetize.
“Progressing” Performance Level	Minimal Prompting	Includes providing verbal cues or touch cues to initiate or redirect the student.

Systematic Prompting

Use a hierarchy of prompting for each trial

- QUESTION: What planet do we live on?
 - Wait 5 seconds, if correct praise, if no response, then
- PROMPT: “Earth...point to the earth.”
 - Wait 5 seconds, if correct praise, if no response, then
- MODEL: “Earth...point like this...you do it.”
 - Wait 5 seconds, if correct praise, if no response, then
- GUIDE: “Let me help you point to the earth.”
 - Physically guide and end trial.

Rating Student Performance

If performance falls among several levels, use the level that meets most of the criteria:

- To perform at the higher level in the range, the student must meet all the criteria in that level.
- Accuracy should be considered in conjunction with independence if falling in multiple categories.
- Use the Supporting Evidence Rubric (follows) for scoring items with Supporting Evidence.

Supporting Evidence Rubric

Supporting Evidence Rubric

Does the evidence align to selected skill at the complexity level intended to measure? *Yes (continue) No (can't score)*

	Nonexistent	Minimal	Emerging	Progressing	Accomplished
Response (Engagement) Mark the highest level achieved.	<i>May or may not be aware, but:</i> <ul style="list-style-type: none"> Unable to perform any part Unable to demonstrate any knowledge 	<i>Attends and can respond:</i> <ul style="list-style-type: none"> Indicates some attempt Attends and can respond to task 	<ul style="list-style-type: none"> Responds to most or all of the task 	<ul style="list-style-type: none"> Engaged in task Performing task relatively independently 	<ul style="list-style-type: none"> Engaged in task Performing task independently
Support (Independent) Mark the highest level achieved.	<ul style="list-style-type: none"> Requires full physical prompting – teacher assistance required otherwise there would be no response 	<ul style="list-style-type: none"> Requires prompts related to concept throughout the task Physical – teacher assisting through touch Verbal – repetition of the concept to instruct Visual – providing a model or demonstration Other prompting 	<ul style="list-style-type: none"> Prompt student to initiate task Modeling by teacher Model to follow Cueing student to accurate response 	<i>Prompting at this level does not involve instruction relating to concept or skill</i> <ul style="list-style-type: none"> Prompt to initiate task Prompt to redirect student to task Repeat directions 	<ul style="list-style-type: none"> No prompting other than providing initial instructions
Accuracy Mark the highest level achieved.	<i>No independent response to activity:</i> <ul style="list-style-type: none"> 0% without full assistance 	<i>Responses may be correct or incorrect:</i> <ul style="list-style-type: none"> 0-25% if done independently 0-100% with prompting 	<i>Performance may be inconsistent:</i> <ul style="list-style-type: none"> 25-49% if done independently 25-100% with prompting 	<i>Performance is consistent:</i> <ul style="list-style-type: none"> 50-79% if done independently 50-100% with prompting 	<i>Performance is consistent:</i> <ul style="list-style-type: none"> 80-100% independently
Setting	<ul style="list-style-type: none"> One Setting → 			<ul style="list-style-type: none"> Multiple settings 	
Frequency	<ul style="list-style-type: none"> Minimum of three trials during the testing window → 				

After each category is marked, determine the category at which the student demonstrated the lowest achievement. This is the performance level for the evidence.

South Dakota Department of Education 1/2009

Rater 1 – Completing the Rating Form

Complete rating for all items including items with Supporting Evidence.

Review for Submitting Supporting Evidence

- Select one item from each strand at the student's grade level (which may be related to the student's IEP).
- Choose appropriate materials and activities aligned to the items selected.
- Conduct three trials for selected item on three different dates.
- Complete the Data Collection Form (Evidence and Rationale Collection) in the Collection of Evidence Tool.
- Upload the Supporting Evidence to the Collection of Evidence Tool.
- Complete the grade level Rating Form online.
- Train Rater 2 to score.

Next Steps

Once ALL the Supporting Evidence has been COLLECTED, appropriately DOCUMENTED, uploaded to the Collection of Evidence tool with the Online Data Collection Form completely filled out and the Rating Form completed online,

- Provide Rater 2 logins to independently complete the rating on the same student.
- Be sure to train Rater 2 on procedures for viewing and scoring in the online tool before they begin rating the student.

Next

Rater 2

Rater 2 Requirements

Rater 2 must be familiar with the student and their academic performance.

Examples:

- Paraprofessional
- Speech therapist
- General Education teacher

Rater 2 can not be the student's parent.

Rater 2 Requirements

Rater 2 must be trained.

Training can be completed by:

- receiving training by district representative who attended the state web based training session.
- viewing Rater 2 presentation available on the web.

Rater 2: Steps to Complete the Assessment

Rater 2 **INDEPENDENTLY** completes the Rater 2 Rating Form for each student.

Only Rater 1 marks the boxes for IEP and Supporting Evidence

Rater 2: Steps to Complete the Assessment

Rater 2 determines the performance level of ALL items on each Rating Form based on knowledge of the student's abilities and based on Supporting Evidence that was uploaded to the Collection of Evidence Tool.

- Rater 2 **MUST** rate independently. They can not receive Rater 1 assistance or any notes for reference.
- Supporting Evidence Work **MUST** not reflect the Rater 1 rating.

Rater 2: Steps to Complete the Assessment

Rater 2 completes rating each item in the online scoring tool, then submits scores when complete.

After rating 2 is completed, Rater 1 checks the online form to see if any Resolution of scores is required.

Click to add title

Score
Resolution

Rater 1: Final Steps

Rater 1 will review the online tool to determine which, if any, items require a score resolution.

- Any item with Supporting Evidence that was NOT rated identically by both Rater 1 and Rater 2 requires a resolution.
- For all other items, it is up to the discretion of Rater 1 as to whether a resolution should be made.
 - Recommended if rating is not equal or adjacent.

The Score Resolution Process

Raters 1 and 2 should review the ratings and Supporting Evidence together in order to reach consensus on scores that need resolution.

Ratings will be resolved in the online scoring tool. This step must be completed for all Supporting Evidence requiring a resolution before the test is considered COMPLETE.

Lessons Learned Do's and Don'ts

The following pages contain some ideas for improving student Supporting Evidence samples and Data Collection Form (Evidence and Rationale Collection) information.

Lessons Learned

Do

- Make sure that the supporting evidence has been uploaded successfully for each item that includes evidence.
- Complete all sections of the Data Collection Form (Evidence and Rationale Collection) in the online tool.
- Uploading a “paper” Data Collection Form does not count as supporting evidence! You must upload student work or media.
- Include Supporting Evidence for just one item per strand.
- Work samples and captioned photos are easiest to review.
- Record settings and personnel accurately.

Ways to Improve

Ways to Improve

- Make sure the student response refers to the student's performance on the task, not the student's emotional response.
- Don't just include a photo of a switch or manipulative. Include the student involved in the task using the tool.
- Be sure that the task aligns with the item.
- Be sure to include a detailed narrative for each section of the Data Collection Form (Evidence and Rationale Collection).

Lessons Learned - Prompting

Prompting

- Avoid using these prompting level terms from rubric:
 - *minimal, moderate, significant and full physical*
- Be specific describing the type and amount of prompting.
 - Instead of writing "minimal prompting", write what was said or done and how many times. For example, "Directions were repeated four times" or "Hand over hand was needed on all trials." The rater will decide what is minimal or significant etc.

Lessons Learned - Prompting

Prompting

- If student performance is 100% due to prompting, give indication of the amount or type of prompting needed in order for the student to be successful.
- Initial instructions on a task are not prompting unless they need to be repeated.
- Be clear whether prompting involves refocusing student to task or involves instruction relating to the concept or skill.

Lessons Learned - Range of Scores

Explain range of scores if there are inconsistencies.

- Range of Scores: 67%, 34%, 0%
 - Why did scores decrease? Was prompting phased out?
- Range of Scores: 0%, 80%, 100%
 - Why did scores increase? Was it a new skill?
 - Good practice to try again and see if scores may be consistent.
- Range of Scores: 100%, 100%, 100% with full physical prompting
 - Was student engaged and aware of task?
 - Can they do any part independently? What would be that score?

Lessons Learned - Photos

Photos

- Easy to review
- Best if accompanied by a detailed narrative and/or a work sample
- Need to be captioned
- Make sure picture demonstrates what the student can do
 - Posed pictures are not very descriptive
- Angle photo from back or shoulders down when possible

Captioned Photos

D-Step A 2013-2014

Science Item Number 123: When given two objects of different weights, identifies the heavier object



This is placing the stapler and highlighter under the correct headings.



This is placing the tape dispenser and scissors under the correct headings.



This is placing the book and calculator under the correct headings.



This is placing the iPad and lotion under the correct headings.



Lessons Learned - Alignment

Do make sure task aligns to skill being measured.

Make sure the academic focus is clear to the student.

- Sorting recycling to demonstrate a solution to social problem
- Using a dolly to deliver materials to demonstrate a lever
- Spinning a Globe to demonstrate the Earth's rotation
- Boiling an egg to demonstrate chemical change - how does the student show their understanding of the change that has taken place?

Alignment: How to improve

Make sure task aligns to skill
being measured.

- Grade 5 #183: Identifies animals that live on a farm.
- Here the student is only naming animals shown.
- Include animals that don't live on a farm.
- Have the student circle only the animals that live on a farm.

3-12-2014 #183
Farm Animals - Matching Activity

Match the name of the animal to the correct picture!

The worksheet shows a list of animal names in the center: pig, rabbit, llama, chicken, goat, cow, peacock, ostrich, horse, and sheep. To the left and right are illustrations of various animals. Lines connect the names to the correct animal pictures. A yellow box is at the bottom.

Alignment: How to improve

Focus on the big idea of the item.

- Identifying types of modern transportation: Focus on modern transportation
 - For example, jet airplane, modern automobile, bicycle
 - Can include older types of transportation (horse and carriage, Model T...) and have the student circle the modern types.
- Sequence order of planets by size
 - Order planets by size, not by location or distance from the sun

Special Education teachers are responsible for collecting any assessment materials that were printed and arranging for secure destruction or returning to your Test Coordinator.

Contact Information

For general information and policy questions about the *DSTEP-A* Science, contact the South Dakota Department of Education (SDDOE) Assessment Office.

- Consult the SDDOE website at <http://doe.sd.gov>
- Contact the District Test Coordinator

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