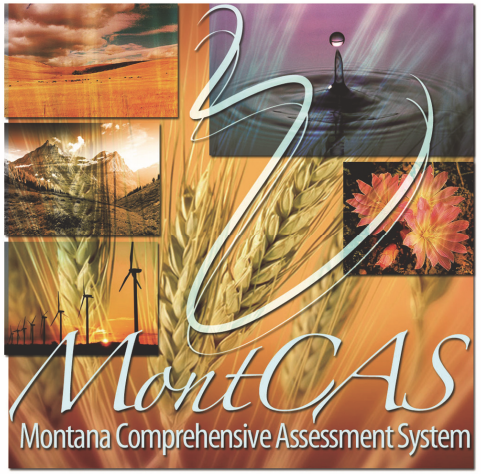
Montana Comprehensive Assessment System (MontCAS) Criterion-Referenced Test Alternate Assessment (CRT-Alternate Science)



Spring 2016
CRT-Alternate Science Administration Manual

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

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SYSTEM TEST COORDINATOR CRT-ALTERNATE PROCEDURAL CHECKLIST

Before Testing

1. Notify schools about the testing window (Feb. 17–Mar 24, 2016)

2. Receive memo in mid-to late January with password and directions to access the online CRT-Alternate Test Booklets. This arrives along with a copy of the *CRT Test Coordinator's Manual*.

3. Print and distribute the CRT-Alternate Test Booklets and the *CRT-Alternate Administration Manual* to test administrators.

4. Receive and distribute the Test Materials Kits. Since the Test Materials Kits do not change from year to year, some schools and grades may already have kits and therefore will not receive new ones.
   - Schools administering the CRT-Alternate for the FIRST TIME, or the first time administering a specific grade, will receive new Test Materials Kits.

5. Let teachers know the *CRT-Alternate Administration Manual* and Scoring Rubric are on the OPI website as well as the Measured Progress website at:
   - http://opi.mt.gov/curriculum/MontCAS/
   - iservices.measuredprogress.org select 'Montana' from the dropdown

6. Distribute the CRT-Alternate Return Materials and Answer Booklets Each student needs:
   - Answer Booklet (from CRT shipment)
   - A packet containing
     - white plastic envelope labeled "For return of CRT-ALTERNATE Test Materials"
     - Self-Check Checklist
     - Training Questionnaire
     - packing instructions

       Note: the white zip lock bag you receive can be reused or discarded

SYSTEM TEST COORDINATOR CRT-ALTERNATE PROCEDURAL CHECKLIST (CONTINUED)

After Testing

1. Receive used test materials from schools/administrators

2. Verify that each test administrator placed a student barcode label on the Answer Booklet, or completed page 1 of the Answer Booklet with a valid State Student ID.

3. Verify each test administrator wrote the student's full name on the following student materials:
   - CRT-Alternate Test Booklet
   - Teacher Recording Evidence Forms (inside test booklets)

4. Check to ensure the test administrator answered the training questions located on the yellow paper that was packaged with the Answer Booklet. Answers should be recorded on the second page of the Answer Booklet.

5. Materials for each student should be packaged and returned separately in the white plastic envelopes marked "For Return of CRT-ALTERNATE Test Materials." **There should be one white plastic envelope per student.** Each of the following items should be placed in each white envelope:
   - CRT-Alternate Test Booklet (keep intact)
   - Teacher Recording Evidence Forms (inside Test Booklet)
   - Answer Booklet
   - Material Replacement Form (if necessary)

6. Verify that the materials above have been placed in the white envelope. Please return CRT-Alternate in a box along with CRT test booklets and unused CRT Answer Booklets.

March 25, 2016: Last day to schedule a UPS pickup (iservices)
March 28, 2016: Last day to ship via UPS

TEST ADMINISTRATOR CRT-ALTERNATE PROCEDURAL CHECKLIST

Before Testing (prior to first week of the testing window)

1. Receive secure CRT-Alternate Test Booklet and *CRT-Alternate Administration Manual* from System Test Coordinator.

2. Receive Test Materials Kit from System Test Coordinator.

3. Receive CRT-Alternate Return Materials and instructions from System Test Coordinator.

    - Print the *CRT-Alternate Administration Manual* and Scoring Rubric (if you did not receive either from your System Test Coordinator) from the Materials CD or online at http://opi.mt.gov/curriculum/MontCAS/

    - iservices.measuredprogress.org (select "Montana Alternate Assessment").

4. View the Test Administrator Training materials from the OPI website and review the Self-Check Checklist.

5. Read the *CRT-Alternate Administration Manual* and the CRT-Alternate Test Booklet.

6. Adapt materials for student if necessary and cut apart answer cards.

7. Schedule time for administration and/or support.

    - The first week of the testing window may be used for these steps

During Testing

1. Administer the assessment. The testing window is **February 17–March 24, 2016**; it is suggested that the first week be used to view the training CD and prepare materials.

2. Fill out the Teacher Recording Evidence Forms, provided in the CRT-Alternate Test Booklet, during administration.

3. Call your System Test Coordinator if you have questions or need additional test materials.

TEST ADMINISTRATOR CRT-ALTERNATE PROCEDURAL CHECKLIST CONTINUED…

After Testing

1. Place a student barcode label on the Answer Booklet. If you did not receive a student barcode label follow the directions below.
   - **For public schools,** please contact your System Test Coordinator to obtain a State Student ID from the person responsible for entering student data into the AIM system. A completed Answer Booklet must be returned with a barcode label or a State Student ID.
   - **For private accredited schools, treatment facilities, or schools testing homeschooled students,** please contact Judy Snow at 406-444-3656 or jsnow@mt.gov for information on barcode labels and/or coding.

2. Write the student name and teacher name on the Answer Booklet; transfer student scores from the CRT-Alternate Test Booklet to the Answer Booklet.

3. Answer the teacher training questions located on the yellow paper that was packaged with the Answer Booklet in the clear plastic bag. Record your questionnaire responses on the last page of the Answer Booklet (for grade 3, you will record your response on page 2 of the Answer Booklet).

4. Submit the completed Teacher Recording Evidence Forms with the CRT-Alternate Test Booklet.

5. Complete and save the Self-Check Checklist for your future reference.

6. Write the student's name on the cover of the CRT-Alternate Test Booklet and on the Teacher Recording Evidence Forms.

7. **One white plastic envelope** is provided for **each** student who took the CRT-Alternate. Place the following materials in the envelope labeled "For Return of CRT-ALTERNATE Test Materials":
   - CRT-Alternate Test Booklet
   - Teacher Recording Evidence Forms
   - Answer Booklet (with student responses transcribed)
   - Material Replacement Form (if necessary)

8. **DO NOT SEAL THE ENVELOPE, AS YOUR SYSTEM TEST COORDINATOR WILL REVIEW THE CONTENTS.**
   Return all envelopes to System Test Coordinator on or before **March 25, 2016**.

REMINDERS FOR SPRING 2016

The CRT-Alternate is only being administered in science at grades 4, 8, and 10

- More information is available from OPI

CRT-Alternate training materials and replacement materials are only available online at OPI

- http://opi.mt.gov/curriculum/MontCAS/

All testing materials, CRT and CRT-Alternate, will again be included in one shipment.

- The Answer Booklets are part of the regular CRT shipment.
- The materials are in the school boxes by grade.

Return of CRT-Alternate envelopes:

- The Tyvek envelopes will not have shipping labels.
- The Tyvek envelopes must be sent to the system test coordinator who will ship them with other materials.
  - See *CRT Test Coordinator Manual* for details on what materials are to be placed in which boxes.

Preparing and Presenting Test Materials:

- Test administrators must cut apart all student response choices (found in the Test Materials Kit and also listed in the "Materials" column of the CRT-Alternate Test Booklet) prior to test administration.

- The "Materials" column listing the student response choices for an item has been specifically designed to ensure response choices for each item are presented in a specific order to the student. Test administrators should present the response choices on the student's work space from left to right based on the order of how the choices appear in the "Materials" column in the test booklet, unless individual student needs dictate a slightly different approach. Refer to the "Administration Procedures" section of this manual for examples.

Reminder: Monday March 14, 2016, is the first day of daylight-saving time. It is recommended that schools do not schedule testing on that day.

INTRODUCTION

Purpose of the MontCAS CRT-Alternate Assessment

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be included in each state's system of accountability and that students with disabilities have access to the general curriculum. The No Child Left Behind Act (NCLB) also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for specific groups of students (e.g., students with disabilities, students for whom English is a second language) on a disaggregated basis. These federal laws reflect an ongoing concern about equity: All students should be academically challenged and taught to high standards. The involvement of all students in the educational accountability system provides a means of measuring progress toward that goal.

To provide an option for participation of all students in the state's accountability system, Montana has developed the Criterion-Referenced Test-Alternate (CRT-Alternate Science). It is expected that only those IDEA-eligible students with the most significant cognitive disabilities will participate in the CRT-Alternate Science.

PARTICIPATION GUIDELINES

The decision as to how a student with disabilities will participate in the state's accountability system is made by the student's Individualized Education Program (IEP) team. When considering whether students with disabilities should participate in the CRT-Alternate, the IEP team should answer each of the questions in the chart below:

For each of the statements below, answer yes or no		
Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?	*YES*	*NO*
Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?	*YES*	*NO*
Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?	*YES*	*NO*
Does the student require direct and extensive instruction to acquire, maintain, generalize, and transfer new skills?	*YES*	*NO*

- **If the answer is NO to <u>any</u> of the above questions, the student must participate in the general CRT.**
- **If all answers are YES, the student is eligible to take the CRT-Alternate and is considered to have a significant cognitive disability.**

The decision to have a student participate in the CRT-Alternate
<u>may not be based on</u>

- excessive or extended absence;
- disability category;
- social, cultural, or economic factors;
- the amount of time receiving special education services; or
- academic achievement significantly lower than his or her same-age peers.

OVERVIEW AND STRUCTURE OF THE CRT-ALTERNATE

The CRT-Alternate is an evidence-based test that is aligned with Montana's content standards through expanded benchmarks, and measures student performance based on alternate achievement standards.

The CRT-Alternate consists of tasklets (short activities) in science for students in grades 4, 8, and 10. The assessment is composed of five tasklets with five or six items in each tasklet. The components of the test are identified below to provide an overview of the test and an introduction to terminology used to describe the test's structure. Each component of the test is described in detail in later sections of this manual.

- Rubric
  - Matrix that describes various levels of achievement for each test item.
  - Rubric incorporates increasing levels of teacher support designed to elicit a correct response from the student.
  - Rubric incorporates a numerical scale that extends from 4 to 0.

- Scoring
  - Scoring system structured by rubric.
  - Student performance on each item is scored based on amount of assistance required to elicit correct response.
  - Scoring rules guide the test administrator if the student is unresponsive, uncooperative, or repeatedly unsuccessful with test items.

- Scaffolding
  - Systematic process of providing increasing levels of assistance on each test item.
  - Aligned with the rubric.
  - Test booklet provides teacher instruction and suggested language to scaffold each test item.

CRT-ALTERNATE TEST DESIGN

The following chart shows how the CRT-Alternate is designed in all grades and content areas.

	Test Design
Format	• Five tasklets (short activities) per content area • Five or six items per tasklet
Introductory Items	• First item in each tasklet • Designed to gain student's attention, introduce the activity, and show materials that will be used • Scored at levels 4 or 0 of the rubric
Breaks	• Breaks between each tasklet
Student Evidence	• 1-2 tasklets require student evidence • 1 form needs to be filled out for each item that requires evidence
Scoring Rule	• Student must try every tasklet • Administration of a tasklet is halted only if the student scores a 0 for three consecutive items after administering the tasklet during two different test sessions
Test Materials Kits	• Contain student response choices and passages used with test items • Tabs in the Test Materials Kits are labeled by content area and tasklet number

Organization of information in the CRT-Alternate Test Booklet

The first page of each science tasklet describes the following:

- Content Standard(s) Addressed: the content standards and benchmarks that are being measured.
- Activity: a brief explanation of the tasklet activity.
- Materials Provided and Other Materials Needed: the materials provided in the Test Materials Kit are listed, as well as the teacher-supplied materials, along with a list of information on substituting and adapting materials.

The remaining pages in the Test Booklet present information in this four-column format:

Materials	Activity Steps Teacher will:	Student Work Student will:	Performance Indicators Use Scoring Guide TRANSFER SCORES TO ANSWER BOOKLET
The materials that are needed for each item and suggested student communication supports and strategies that may be helpful for some students are described in this column. Most materials can be found in the Materials Kit, but some materials supplied by the teacher.	This column contains information about how to display task materials and prepare the student for the question. A script for the teacher appears in bold and italicized print, and suggests language that can be used to present the item. The script is intended as a guide only, and should be adapted by the teacher as needed. Information on how to scaffold levels 3, 2, and 1 of the rubric for items that are scored at levels 4 through 0 is also provided in this column.	The correct student response and/or an explanation of how the student should be responding are provided in this column.	The performance indicator that is assessed by each item is identified in this column. The performance indicators come from the Montana Standards and Expanded Benchmarks. The performance indicator number and expanded benchmark number referenced to the Expanded Benchmarks document are also identified in this column.

ADMINISTRATION PROCEDURES

Who should administer the CRT-Alternate?

The special education teacher is the individual who typically administers the assessment. The test administrator must be someone who is certified, has worked extensively with the student, and is trained in the assessment procedures.

The test administrator may find it helpful to ask another person in the school to assist with administration. This additional person may include but is not limited to the following:

- parent/guardian
- general education teacher
- paraprofessional
- related service provider (speech/language therapist, psychologist, occupational or physical therapist, etc.)
- school counselor
- principal
- other educational professional

Getting ready

Advance preparation is critical for implementing the CRT-Alternate. Before beginning test administration, it is necessary to complete the following steps:

- Receive the secure CRT-Alternate Test Booklet from your System Test Coordinator.
- Receive Test Materials Kit. Review the materials to see if any modifications are needed for your student.
- View Test Administrator Training materials at http://opi.mt.gov/curriculum/MontCAS/
- Print the Scoring Rubric and *CRT-Alternate Administration Manual* from iservices.measuredprogress.org
- Read the *CRT-Alternate Administration Manual* to become familiar with the test administration and scoring procedures.
- Review the CRT-Alternate Test Booklet to become familiar with the tasklets and performance indicators.
- Consider how the student will access and respond to the tasklets. Determine the adaptations and supports the student will need.
- Check to ensure that you have all of the materials and resources you will need to complete the assessment. Some test materials are not included in the Test Materials Kit and must be gathered prior to testing. Provide and/or customize the assistive technologies that the student needs to access the materials and respond to the test activities.
- Schedule the assessment administration session for a time and place that are optimal for student effort and focus.

Preparing test materials before test administration

Test administrators should cut apart all student response choices (found in the Test Materials Kit and also listed in the "Materials" column of the CRT-Alternate Test Booklet) prior to test administration. Typically, test items are presented with four choices from which the student must select an answer. One of the choices is the correct response to the item, while the others are distracters. These four choices are presented as picture cards, number cards, answer cards, sentence strips, etc., depending on the test item. Cutting apart choice cards will allow the test administrator to present the choices to the student in a predetermined random order described below.

Presenting materials during test administration

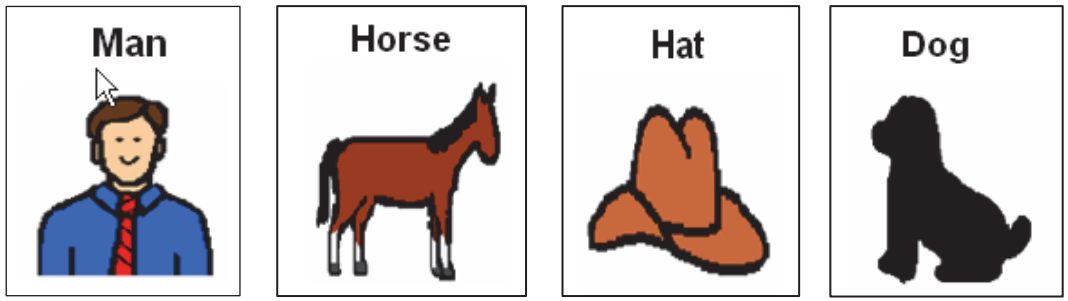
The "Materials" column listing the student response choices for an item has been specifically designed to ensure that response choices for each item are presented in random order to the student. Test administrators should present the response choices on the student's work space from left to right based on the order of how the choices appear in the "Materials" column in the Test Booklet. Examples on how to present student response choices to the student are on the following page.

Examples

Example 1: The “Materials” column lists the four student response choices represented in picture cards. The picture cards are listed in a specific order, starting with “man,” then “horse,” then “hat,” and lastly “dog.” These picture cards should be cut apart and then presented on the work space in front of the student starting with the first listed picture card, “man.” The “man” picture card should be placed in the left-most position. The “horse” picture card is then placed on the work space in the second-left position; “hat” in the third-left position; and “dog” is placed in the fourth-left position.

Materials
• Picture cards: • man • horse • hat • dog

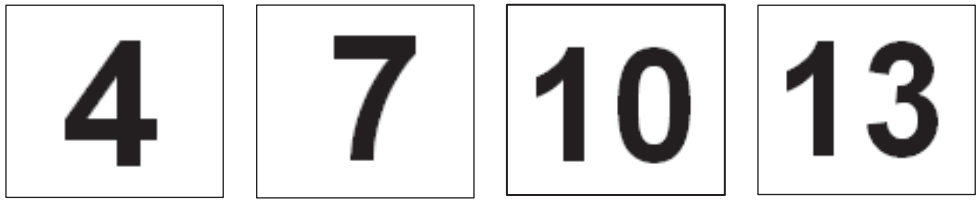
Place picture cards in front of the student in the following order from left to right:



Example 2: The “Materials” column lists the chart the student must refer to in order to respond to the item as well as four student response choices represented in number cards. The number cards are listed starting with the number 4, then 7, then 10, and lastly the number 13. The number cards should be cut apart and presented on the work space from left to right in front of the student starting with the first-listed number card, number 4. The remaining three number cards are then placed in sequence from left to right.

Materials
• Homework chart • Number cards: 4, 7, 10, 13

Place number cards in front of the student in the following order from left to right:



General guidelines for administering the CRT-Alternate

Several important considerations must be kept in mind while the assessment is being administered:

- Accurate scaffolding and scoring are very important. You may want assistance in observing the student and organizing materials to aid in accurate administration and scoring. A more detailed explanation of scaffolding and scoring is provided in the "Scoring Directions" section of this manual.

- You may write notes and scores in the CRT-Alternate Test Booklet as you administer the assessment. The Answer Booklet should be filled in using the data you recorded in the CRT-Alternate Test Booklet. The answer filled in on the Answer Booklet will be the official score.

- Score as you go. Score each performance indicator as it is completed, before you start the next item.

- Watch the student for indications that a break may be needed. Breaks are inserted in the Test Booklet. You may choose to stop at them or at another point in the assessment.

SCORING DIRECTIONS

Using scaffolding to gather student performance information

Scaffolding is a process of providing the student the support needed to respond to the test items. During daily instruction, many strategies are used frequently to ensure that a student experiences success. For example, if a student is unable to make a correct choice from a display of four pictures, the teacher reduces the complexity by removing one of the choices. Scaffolding serves this same function and is provided so the student will experience success in completing each tasklet. An important result of scaffolding is it helps the student demonstrate knowledge and skills. These skills can be described and measured, resulting in an accurate picture of what the student can do.

- The scoring system in the CRT-Alternate is built on increasing amounts of scaffolding, provided only when the student does not respond or responds incorrectly. This approach is sometimes described as a “least to most” prompt hierarchy.

- Each tasklet begins with items that introduce the subject and materials that will be used throughout the short activity. These items are scored as either a 4 (student responds accurately and with no assistance) or a 0 (student does not respond or actively resists).

- After these items are scored, each subsequent item within the tasklet is scored on a five-point scale of 4–0, with “4” representing a correct, independent response and “1” representing a correct response that has been completely guided by the teacher. A score of 0 is used when the student does not respond or actively resists participation.

A script is provided for scaffolding for each of the test items scored on all five levels of the rubric. It describes the prompts that can be used to scaffold the student to a level 3, level 2, or level 1. It may be used verbatim or modified by the test administrator to meet the needs of the student. For each test item, level 1 prompting is full support from the test administrator to guide the student to the correct response. Depending on the student and the test item, this may involve physically guiding the student to the correct response, or some other form of support that ensures the student responds correctly.

It is critical the test administrator deliver each item in a way that allows the student the opportunity to score at level 4.

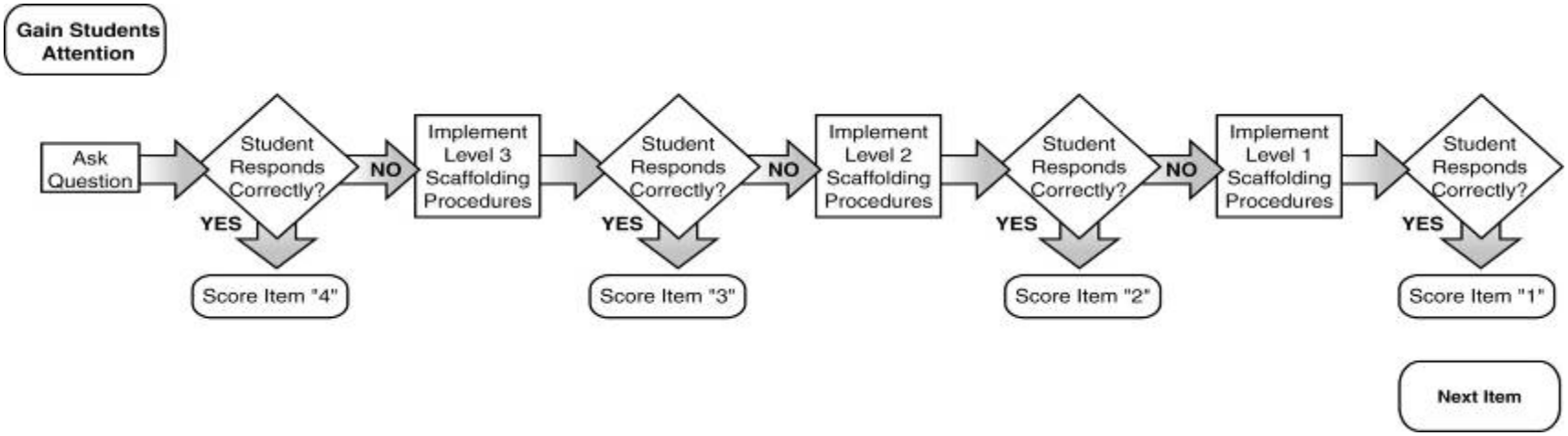
- Assume that the student can respond independently to each item, even if that is not the usual instructional practice.
- Follow the guidelines to observe the student demonstrating the performance required, and allow adequate wait time for the student to process the information and respond without assistance.
- Do not repeat the question multiple times.
- Then, if the student does not respond or responds incorrectly, scaffold the student to level 3—"student responds accurately when teacher clarifies, highlights important information, or reduces the range of options to three." Again, give the student adequate wait time.
- If the student does not respond or responds incorrectly, scaffold to level 2—"student responds accurately when teacher provides basic yes/no questions or forced choices between two options."
- If the student still does not respond with the desired behavior, scaffold to level 1—"student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance)." If the student resists participating for an item, the test administrator indicates a 0—"student does not respond or actively resists."

Scaffolding is based on the amount of information the student needs in order to reach the correct response. Think of it as a funnel. If the student can respond independently (4), no further information is needed. If the student does not respond accurately or independently, more information is given about the item and the choices are reduced (3) [see script in the CRT-Alternate Test Booklet]. This funneling toward the correct response continues as the student needs more assistance – by providing specific information about the item and a forced choice between two options (2) [see script in the CRT-Alternate Test Booklet], and finally, by guiding the student to the correct response (1) [see script in the CRT-Alternate Test Booklet].

In this way, the student is not expected to "get it" or "not get it," as in most on-demand assessments. The CRT-Alternate considers the level of assistance students need to demonstrate their knowledge and skills, and thus provides more precise information about student performance and achievement. This system is sensitive to small increments of change in student performance, an important consideration in describing the learning outcomes of students with severe disabilities.

This process must be used systematically with **each** item identified for scoring within tasklets. The intent is to give the student every opportunity to perform independently on each item. A visual depiction of this process is provided below.

Scoring process flow chart



Scoring Rubric

Each tasklet begins with introductory items scored only at levels 4 and 0. The rubric below is used to score remaining items on a five-point scale of 4–0. The test booklets provide space next to every performance indicator in which responses can be recorded in one of the four levels plus 0. **Only one response should be filled in for each item.**

4	3	2	1	0
Student responds accurately and with no assistance.	Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.	Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.	Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance).	Student does not respond or actively resists.

The scoring rubric is also provided on the Materials CD and is available online (see the Checklist on page 4 for the websites). Please have it available for reference as you work through the tasklets with the student.

During the administration of the tasklets, the test administrator is encouraged to record the responses and any notes about the student's performance in the CRT-Alternate Test Booklet. **Later, the scores will be transferred to the Answer Booklet.**

Scoring rule for ALL grades

The student must start all five tasklets. Score every item in a tasklet until the student scores at level 0 for three consecutive items. Stop the administration of the assessment at this point. On the next assessment session, re-administer the final three items on which the student scored a 0. If the student receives a level 0 on these three consecutive items again, halt the administration of the tasklet – leaving the remaining items in the tasklet blank and move on to the next tasklet. **Reminder:** If the student scores at level 0 for three consecutive items, the teacher must attempt to re-administer the tasklet one additional time in a separate session.

Halting rule examples

Example 1: The test administrator has administered tasklet 1 and is now administering tasklet 2 of the science test. The student has scored at level 0 on items 1 through 3. At this point, the test administrator stops the assessment. During the next assessment session, the test administrator reviews with the student the materials for tasklet 2 and re-administers items 1 through 3 in tasklet 2. The student scores at level 0 on items 1 through 3 again. The test administrator stops the administration of tasklet 2, does not administer the remaining two items, leaving them blank, and moves on to tasklet 3.

Example 2: The test administrator has administered tasklets 1 and 2 to the student and is now on tasklet 3 of the science test. The student has scored at level 0 on items 3 through 5. At this point, the teacher stops the assessment. During the next assessment session, the test administrator reviews tasklet 3 science materials with the student and re-administers items 3 through 5. This time the student scores at levels 1, 2 and 3 on items 3 through 5. The test administrator continues to administer the remaining two science tasklets. On tasklet 5, the student scores at level 0 on items 1 through 3. At this point, the test administrator stops the assessment. During the following assessment session, the test administrator reviews tasklet 5 science materials with the student and re-administers items 1 through 3. This time the student scores at level 2 on items 1 through 3. The test administrator continues to administer the remaining two items.

Scoring examples

This section illustrates how to use scaffolding and score a student's performance on designated items. Examples of what the test administrator might say and do at each level of the Scoring Rubric are shown for sample items. Example 1 involves answering, while example 2 involves a counting item.

Student responds accurately and with no assistance. (4)
For a student's performance to be scored 4, the student must demonstrate the observable behavior without additional information or direction to the correct response from the test administrator. The test administrator may repeat the question or focus the student's attention to the test item with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at me"; touch the student's hand or elbow). The test administrator may not give the student any additional information about what is expected, simplify the test item, or lead the student to the desired response in any way.

Example 1	Example 2
• *When given a choice of four pictures/objects and asked to indicate the one related to the prompt, the student names, eye gazes to, touches, or points to the correct picture/object accurately and independently, when given adequate wait time.* • If the student responds correctly, a score of 4 is given. • If the student responds incorrectly or does not respond at all, scaffold the student to the next level.	• *When asked to count five CD cases, the student counts them all correctly, given adequate wait time.* • If the student responds correctly, a score of 4 is given. • If the student responds incorrectly or does not respond at all, scaffold the student to the next level.

Student responds accurately when test administrator clarifies, highlights important information, or reduces the range of options to three. (3)

The test administrator provides more information about what behavior is expected and may clarify the directions. At this point in scaffolding, a demonstration of what is expected may be given, using an example that is parallel to the performance indicator assessed. If the item is structured in a multiple-choice format, the test administrator may remove one of the options (leaving three choices). The test administrator may refocus the student's attention to the test item, with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at the pictures"; touch the student's hand or elbow).

Example 1	Example 2
• *The incorrect picture/object chosen by the student is removed, and the student is asked again to indicate the one related to prompt. If the student did not previously respond at all, the test administrator will choose and remove one of the incorrect responses.* • *The test administrator says, "Remember the diagram we looked at? We looked at all of these pictures while looked at the diagram. (Indicate pictures.) Can you find the one from these three that we looked at while we studied the diagram?"* • If the student responds correctly, a score of 3 is given. • If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.	• *The test administrator demonstrates counting with one set of CD cases and says, "Now you count your CD cases."* • *The test administrator says, "I will help you get started counting. One, two…"* • If the student responds correctly, a score of 3 is given. • If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Student responds accurately when test administrator provides basic yes/no questions or forced choices between two options. (2)

The test administrator provides very specific information about what behavior is expected at this point. If the item is structured in a multiple-choice format, the test administrator may remove another one of the options (leaving two choices). Clearly providing a very narrow range of options, such as asking the student a yes-or-no question, is the type of assistance that may be provided. The test administrator may refocus the student's attention to the test item with visual, verbal, gestural, or physical cues (e.g., point to the work space; say, "Look at these two pictures"; touch the student's hand or elbow).

Example 1	Example 2
• *One more picture is removed, and only two choices remain. The test administrator asks, "Was the answer this picture or that picture?"* • If the student responds correctly, a score of 2 is given. • If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.	• *The test administrator says, "Here are the five cases we are counting. One, two, three, four...what comes next? Five or six?"* • If the student responds correctly, a score of 2 is given. • If the student responds incorrectly or does not respond at all, the test administrator will scaffold the student to the next level.

Student is guided to correct response by test administrator (e.g., modeling the correct response or providing full physical assistance). (1)

The test administrator reduces the options available to the student so that only the one correct response is available and the student chooses that option. The test administrator also may model the correct response so that the student repeats that response. Hand-over-hand assistance may be provided at this point in the assessment; the student may be gently guided to indicate the correct response. Hand-over-hand assistance implies that the student is allowing the test administrator to guide him or her to point to or otherwise indicate the correct response.

Example 1	Example 2
• *The correct picture is the only one left. The test administrator points to the one remaining picture and says, "This picture shows the answer. Can you show me the picture that shows the answer?" The test administrator then guides the student to the correct response.* • If the student responds to the administrator's guidance, a score of 1 is given. • If the student does not respond or actively resists, the test administrator will assign a score of 0.	• *The test administrator says, "Let me show you the cases while we count. One, two, three, four, five. Can you count them now, too?" The test administrator may take the student's hand to indicate each case as they count together.* • If the student responds to the administrator's guidance, a score of 1 is given. • If the student does not respond or actively resists, the test administrator will assign a score of 0.

Student does not respond or actively resists. (0)

By the time a student's performance reaches this point on the Scoring Rubric, previous forms of support, encompassed within levels 4 to 1, have been attempted for the item. **If the student shows a pattern of seriously resisting participation, is becoming fatigued, or is not attending to the test items in any way, it is recommended that the assessment be stopped and resumed at a later time.**

If the science tasklet is halted at any time during administration, show the student the materials with which you were working, and review the last item that the student completed before halting the assessment.

Example 1	Example 2
• *The student refuses to participate in the test item, resists hand-over-hand assistance, throws the materials, turns away, etc.* • *The student's responses are impossible to score; when guided to touch a picture, the student touches other objects.* • The assessment administrator will assign a score of 0.	• *The student mixes up or plays with the CD cases.* • *The student attends to other activities in the room and has no interaction with the test administrator or the assessment materials.* • The assessment administrator will assign a score of 0.

Scoring summary

The instructions and examples illustrate the following rules for scoring:

- Begin with the introductory items and score 4 or 0.
- Use the full scale of 4, 3, 2, 1, and 0 to score the rest of the items in each tasklet. Start with level 4 and work systematically through the scaffolding system for every performance indicator, as necessary, based on the student's response.
- Allow for appropriate wait time as you scaffold through each level of the Scoring Rubric.
- Do not repeat questions or directions numerous times.
- Visual, verbal, gestural, and physical cues are allowed in each level except 4.
- Record only one score for every item.
- Score at level 0 only if the student does not respond, or actively resists participation or prompting.
- Halt the administration if the student is showing a pattern of resisting, is becoming fatigued or is not participating in any way, and resume testing at another time.
- The student must start all five tasklets. Score every item in a tasklet until the student scores at level 0 for three consecutive items. Stop the administration of the assessment at this point. On the following assessment session, re-administer the final three items on which the student scored a 0. If the student receives a level 0 on three consecutive items again, halt the administration of the tasklet – leaving the remaining items in the tasklet blank and move on to the next tasklet. **Reminder:** If the student scores at level 0 for three consecutive items, the teacher must attempt to re-administer the tasklet one additional time in a separate session.

STUDENT EVIDENCE AND TEST A SURVEY

Documenting evidence of student performance

As mentioned earlier, the CRT-Alternate is an *evidence-based* test. In all grades, a magnifying glass in the "Activity Steps/Teacher Will" column of the CRT-Alternate Test Booklet indicates test items for which evidence of the student's response(s) to an item must be documented. Typically evidence is collected for one item in the science assessment. Student performance for these selected test items is documented on the Teacher Recording Evidence Form.

The Teacher Recording Evidence Form provides a format to document the entire sequence of responses made by the student to the test item. By reviewing the information on the form it is possible to visualize the student's complete response to the test item. **Teacher Recording Evidence Forms should be completed by the Test Administrator.** Although students assisted with the evidence in past years, they no longer assist in or complete student evidence. As the test item is presented to the student, the test administrator documents the modality used by the student to communicate a response, as well as the accuracy of the response at each step of the scaffolding process. Recording ends when the student demonstrates a correct response, with or without scaffolding. If the student independently answers the test item correctly and does not require scaffolding the test administrator should leave the remaining portions of the Teacher Recording Evidence Form blank. If the student was unresponsive to the test item then the test administrator should describe the student's behavior in the last section of the form. The test administrator may use the forms from the Test Booklet. The Teacher Recording Form is provided directly after the page with the test item for which evidence is being documented.

PLEASE NOTE: The student's name must be written on each Teacher Recording Evidence Form. Student Barcode Labels are NOT required. Teacher Recording Evidence Forms must be completed for each item that requires evidence. These forms must be returned to Measured Progress with the CRT-Alternate Test Booklet.

A sample of the Teacher Recording Evidence Form is provided on the next page of this manual. This represents the most common item type: multiple choice. For items that do not scaffold in this way there is an alternate form that requires the administrator to describe how scaffolding worked for that student.

SAMPLE

TEACHER RECORDING EVIDENCE FORM

Reading Tasklet 5	Item 2	Item 4
Indicate how the student communicated his or her response.	❒ Used words to respond ❒ Used communication device/display ❒ Pointed to/manipulated test materials ❒ Used auditory scanning ❒ Used gestures/sign language ❒ Other _____	❒ Used words to respond ❒ Used communication device/display ❒ Pointed to/manipulated test materials ❒ Used auditory scanning ❒ Used gestures/sign language ❒ Other _____
Indicate the student's initial response to the item before scaffolding.	❒ selected "boy" ❒ selected "ball ❒ selected "fun ❒ selected "tree" ❒ no response	❒ selected "tree" ❒ selected "girl" ❒ selected "boy" ❒ selected "play" ❒ no response
If applicable, indicate the student's response after level 3 scaffolding.	❒ selected "boy" ❒ selected "ball " ❒ selected "fun " ❒ selected "tree" ❒ no response	❒ selected "tree" ❒ selected "girl" ❒ selected "boy" ❒ selected "play" ❒ no response
If applicable, indicate the student's response after level 2 scaffolding.	❒ selected "boy" ❒ selected "ball " ❒ selected "fun" ❒ selected "tree" ❒ no response	❒ selected "tree" ❒ selected "girl" ❒ selected "boy" ❒ selected "play" ❒ no response
If applicable, indicate the student's response after level 1 scaffolding.	❒ selected "boy" ❒ selected "ball " ❒ selected "fun" ❒ selected "tree" ❒ no response	❒ selected "tree" ❒ selected "girl" ❒ selected "boy" ❒ selected "play" ❒ no response
If applicable, describe the student's behavior if the student was unresponsive to the item.	_____ _____ _____ _____	_____ _____ _____ _____

Write student name here.

Test Administration Survey

The last page in the CRT-Alternate Test Booklet contains a list of questions for the test administrator to answer after the administration of the science tasklets. Transfer all survey responses to the Answer Booklet after testing. Below is a sample of the Test Administration Survey.

TEST ADMINISTRATION SURVEY

The following information will be collected in the Answer Booklet for each student after administration of EACH content area:

1. Content exposure/generalization *(Mark only one.)*	
• The materials used and/or the information assessed in the tasklets were new to the student.	○
• The materials used and/or the information assessed in the tasklets have been introduced to the student several times prior to scoring.	○
• The materials used and/or the information assessed in the tasklets are very familiar to the student.	○
Test implementation	
2. The student completed all five tasklets.	Ⓨ
3. The Teacher Recording Evidence Form for each piece of student evidence is completed.	Ⓨ
4. Student's name is written on the Teacher Recording Evidence Form(s).	Ⓨ
Training	
5. Did you view the teacher training CD provided with the test materials before administering the test?	[illegible]
6. How valuable was the teacher training [illegible] scale of 1 (not very valuable) – 4 (extrem[illegible]?	[illegible] ○ 2 ○ 3 ○ 4

Administration time		**[illegible]tal time**
7. Set-up/planning time	○ ½ [illegible] ○ 1 [illegible] ○ 2 hr.	○ 3 hr. ○ 4 hr. ○ 5 hr. or more
8. Time directly administering the tasklets	○ ½ hr. ○ 1 hr.	○ 2 hr. ○ 3 hr. or more
9. Test administration sessions	○ 1 day ○ 2 days ○ 3 days	○ 4 days ○ 5 days ○ 6 or more days
10. How often did you use the breaks between the tasklets?		○ Always ○ Sometimes ○ Never

Assessment materials used	
11. Materials used were primarily those provided.	Ⓨ Ⓝ
12. Printed materials were cut apart and presented in the prescribed order.	Ⓨ Ⓝ
13. Materials were primarily nontext (e.g., pictures/videos, real objects).	Ⓨ Ⓝ
14. How helpful were the test materials in the [illegible]terials kit on a scale of 1 (not very helpful) – 4 [illegible] helpful)?	○ 1 ○ 2 ○ 3 ○ 4
15. Did [illegible] use[illegible] materials CD [illegible]vided in the [illegible] kit[illegible]	Ⓨ Ⓝ
[illegible]. If you [illegible]d th[illegible]aterials CD, ho[illegible] it on a [illegible] of 1 (n[illegible]ry help[illegible] – 4 [illegible]xtremely helpful)?	○ 1 ○ 2 ○ 3 ○ 4
Individualized adaptations used *(Mark all that apply.)*	
• Assistive technologies (e.g., AlphaSmart, calculator, BIGmack switch, Intellitools keyboard, etc.)	○
• Software programs (e.g., word prediction programs, Writing with Symbols, etc.)	○
• Presentation adaptations (teacher reads or signs, e-textbook, large print, etc.)	○
• Response adaptations (student dictates to teacher, student uses picture symbols, etc.)	○
• Other (please indicate):	○

SAMPLE

MAKING THE CRT-ALTERNATE ACCESSIBLE TO ALL STUDENTS

Adaptations and assistive technology are allowed

Because of the diversity in the population of students participating in the alternate assessment, test administrators will need to customize the materials and provide individualized ways for students to access the materials, participate in the assessment, and respond to test items. The same communication and response strategies routinely used with the student in daily instruction should be used in these tasklets. While preparing to implement the tasklets, think about the way in which you will deliver information to the student and the way in which the student will respond to you. Consider the student's physical, sensory, and cognitive skills when selecting and customizing test activity materials. There are no restrictions on the use of specialized materials and Assistive Technology (AT). **Use whatever approaches are effective in obtaining the best response from the student.** The use of supports will not affect the student's score.

Factors to consider when preparing to administer the CRT-Alternate:

- For students who receive related services as part of their educational program, therapists can provide guidance on optimal positioning and seating supports.
- Sensory and/or physical limitations may require modification in your delivery of a question or the use of alternatives to standard print materials.
- If the student uses some form of augmentative communication system, it is critical that response options are appropriate **for each item in the assessment**. This may necessitate the creation of different communication displays, overlays, or programming of a communication device.

Test Materials Kit

Test Materials Kits have been prepared for each grade-specific assessment. They include student response choices for questions that are structured as multiple-choice items, and picture symbols that can be used to support communication for students who require augmentative communication supports. Materials included in the kit are labeled with grade, tasklet number, item number and what it is (e.g., picture card, sentence/picture strip, number cards). Test Materials Kits were sent to System Test Coordinators and should be given to test administrators. Select the materials that are best suited to your student. Since it is not possible to anticipate every type of display that might be needed, you may need to further customize these materials before implementing the tasklets. Use the electronic version of the materials available at http://opi.mt.gov/curriculum/MontCAS/ to manipulate images and text to meet the needs of your students. **Please note that access to a color printer is critical when you print these materials.** A Material Replacement Form is included in the Test Materials Kits. Please fill out the form and place a check next to any materials that you need replaced for next year, and return it with the student's test materials in the envelope labeled "For Return of CRT-ALTERNATE Test Materials." After the administration of the assessment, all the Test Materials Kits need to be returned to the System Test Coordinator who will store them in a secure location for use in the following year of testing. Please note that all materials needed to administer the test are not included in this kit. Test administrators are responsible for gathering some materials (e.g., calculator, counters).

Implementation considerations for tasklets

The following examples are provided to demonstrate how various modifications or adaptations of tasklets could encourage student responses.

For tasklets that require the student to use a book, story, or other text

- Select a book format that best matches the student's needs and interests (e.g., large-print or audio format, Braille, adapted book on CD, or videotape).
- Provide an auditory list of choices (e.g., "Do you want to listen to a tape, or watch a video, or look at the BIG book?").
- Add picture symbols to each page of the text to reduce the complexity of the message and highlight the essence of the story.
- Provide actual objects associated with the story for the student to select.
- Provide time/opportunity for the student to explore the book.
- Tell the student it is time to listen to the story.
- Engage the student in turning pages of the book by adding Velcro tabs or sticks to simplify page turning.
- Present objects/textures that correspond to what is going on in the story.

For tasklets that require the student to identify pictures, match pictures, or sequence events in a story

- Depict available choices by displaying pictures.
- Use Velcro strip boards or magnetic boards and pictures to which Velcro dots or magnets have been attached on the back.
- Enlarge pictures or pair them with objects or with yes/no symbol cards.

For tasklets that ask the student to sequence a series of directions or place numbers in order

- Use Velcro strip boards or magnetic boards with number cards to which Velcro dots or magnets have been attached on the back.
- Program a set of switches with auditory output, such as a Step-by-Step Communicator, with the number cards placed on top.
- Use raised dots.

For tasklets that require multiple-choice response options

- Create a loop tape with spoken choices to allow students to scan in an auditory mode.
- Use pictures or objects as response options and picture symbols for yes/no responses.
- Use multiple BIGmack switches which may allow the student to make choices and answer yes/no questions.

For tasklets that require an open-ended response

- If necessary, describe concepts from sentence strips in simple terms and provide visual aids to illustrate concepts.
- Provide communication supports (e.g., choice board, overlay on a vocal output device, yes/no board) for students to use to express the information you are asking of them.

RETURNING THE ASSESSMENT MATERIALS

You should receive a package of CRT-Alternate Return Materials (one for each student) from your System Test Coordinator. Please check carefully to make sure you have all of the materials.

- White plastic envelope for returning each student's CRT-Alternate materials labeled "For return of CRT-ALTERNATE Test Materials." **There should be one envelope per student.**
- One barcode label for each student
  - **If you did not receive student barcode label, contact your System Test Coordinator for a State Student Identification Number.**
- Answer Booklet for each student (the Answer Booklet is the same for the CRT and the CRT-Alternate except for grade 3).

Please follow these steps when returning the assessment materials:

- Write the student name and teacher name on the Answer Booklet.
- Transfer the scores from the CRT-Alternate Test Booklet to the last page of the Answer Booklet.
- **Place a student barcode label in the designated area on the front page of the Answer Booklet.**
- **Write the student's full name in the designated area on the cover of the student's CRT-Alternate Test Booklet and on all Teacher Recording Evidence Forms.**

After the assessment is completed, gather the assessment materials, and place <u>each student's test materials in the separate white plastic envelope labeled</u> "For return of CRT-ALTERNATE Test Materials." **The following materials must be returned:**

- CRT-Alternate Test Booklet
- Teacher Recording Evidence Forms
- Answer Booklet (with barcode label attached)
- Material Replacement Form (if necessary):

Return the envelopes to your System Test Coordinator on or before **March 25, 2016.**

CONTACT INFORMATION

Assessment materials

Administrators:
Contact your System Test Coordinator

System Test Coordinators:
For questions regarding materials, shipments and return procedures, contact Measured Progress:

Montana Service Center at (888) 792-2741

Mellicent Friddell
Phone: 1-800-431-8901 x7024
Fax: 1-866-283-2197
E-mail: friddell.mellicent@measuredprogress.org

Administration procedures
For questions regarding the administration of the test activities, contact the Montana Office of Public Instruction or Measured Progress:

Judy Snow
Phone: 1-406-444-3656
E-mail: jsnow@state.mt.us

OR

Mellicent Friddell
Phone: 1-800-431-8901 x7024
E-mail: friddell.mellicent@measuredprogress.org

Suggestions
For suggestions on how to adapt the test activities for your students:

Gail McGregor
Phone: 1-800-732-0323 or
1-406-243-2348
E-mail: mcgregor@ruralinstitute.umt.edu

ACKNOWLEDGMENTS

The MontCAS Criterion-Referenced Test-Alternate Assessment (CRT-Alternate) was developed as a collaborative project between Measured Progress and the Montana Office of Public Instruction divisions of Assessment, Special Education, and Educational Opportunity and Equity.

Over the years there have been many occasions that have required intensive time and energy from teachers and administrators. These have included standard setting meetings, bias reviews and beta testing just to name a few. We would like to thank you all for your support and advice as OPI and Measured Progress work to refine and improve the assessment to best meet the needs of students and teachers.

Your continued support and advice is critical to improving the teaching and learning for all students in Montana.

Thank you.