

## **I. Introduction**

The Nevada Alternate Scales of Academic Achievement (NASAA) is the statewide alternate assessment for students assessed against alternate achievement standards. Less than 1% of students in the state meet the strict entry criteria for the NASAA. The NASAA assesses student academic performance through direct observation of specific tasks by the classroom teacher, based on how accurately the student completes the task and on how much assistance from the classroom teacher is required. Each task is an indication of a skill that is linked to the grade-level academic achievement. As a result, the academic achievement of all students in the state is assessed each school year, in Grades 3-8 and High School, either via the NASAA or the general education academic assessment. To assist this annual measurement, the classroom teacher uses special computer software for the NASAA, called the *Measured Progress ProFile*.

In accord with state and federal requirements, all students must participate in the Nevada Proficiency Examination Program. The students who are assessed using the NASAA are also provided specialized instruction and other services as individuals with disabilities, consistent with state statutes and the *Individuals with Disabilities Education Act* (IDEA), a federal law. Also, the *No Child Left Behind Act of 2001* (a federal law that sets high accountability requirements for schools, school districts, and states regarding academic achievement) requires that a yearly determination of academic proficiency be made for all students, based on achievement in English Language Arts (ELA), Mathematics, and Science.

Students who require the specialized instruction and related services of special education must have their individual progress reported based on a current Individualized Educational Program (IEP), including a determination of whether the student will be assessed using the general assessment (with or without permissible accommodations) or an alternate assessment. In Nevada, the IEP also includes a statement that the student met the criterion for participation made by the IEP Committee, and a statement of the potential consequences for this participation. The entry criterion for the NASAA is unchanged from previous years, when the alternate assessment was the *Skills and Competencies Alternate Assessment of Nevada* (SCAAN).

Determination of Adequate Yearly Progress (AYP) is required for all students in Grades 3-8 and High School for ELA, Math, and Science (beginning with the 2006-2007 school year, at certain grade levels). For AYP, every student in a public school at these grade levels is assessed, either with the NASAA or the general education academic assessment, the Criterion Referenced Test (CRT). The Science portion of the state CRT is currently administered only in Grades 5 and 8.

The NASAA is also the alternate assessment, for participation purposes, to the state's Iowa Test of Basic Skills (ITBS)/Iowa Test of Educational Development (ITED), the State Analytic Writing Test, and the High School Proficiency Exam (HSPE). Various forms of

the HSPE are tests of Reading, Math, Science, and Writing. The NASAA includes two components. The first is called Skill Monitoring, used to chart development throughout the school year. The second is called Event Recording, the formal standardized assessment. Event Recording is a means of measuring performance on a set of skills “on-demand,” then assigning a score for how accurately the student demonstrated each skill and the extent to which the student required assistance from the teacher to complete the skill. Event Recording with the NASAA is generally conducted early in the Spring semester, to coincide with the state administration of the CRT.

## **II. Structure of the NASAA**

The NASAA has four hierarchical levels, including the *content domain level*, *strand level*, *benchmark skill set level*, and *individual skill level* (see Table 1-2). The content domain refers to ELA, Math, and Science. The strand level refers to strands within a standard. For example, ELA Content Standard 1 includes strand 1.0.2 (Phonics) and strand 1.0.4 (Word Patterns and Meaning). The benchmark skill set level includes three levels of complexity within each strand (see Tables 1-2 for the three levels and a description of the benchmark skills). The individual skill level includes specific skills that are linked, but are less complex, than grade-level content. For example, one individual skill for language arts (ELA) at the Complex Extended Benchmark level (mid-range in complexity), within the Phonics strand is *identifies letters of the alphabet*.

On the NASAA, the process of setting alternate benchmarks began by identifying standards and content strands and with the standards that were most representative of what students should know and be able to do. To accomplish this task, a large panel of teachers and parents met during the 2004-2005 school year to draft alternate achievement standards. For language arts, this included eight of the *Nevada Content Standards for Kindergarten and Grades 1-8 and 12 for English Language Arts*. Then, 14 language-arts strands were determined to be the best representation of what students taking the NASAA were likely to know and be able to do. Finally, three strands were determined as essential enough to be mandatory for every student in the NASAA, at every required grade level, based on how relevant the skills were to the specialized needs of the students (see Table 3). For Math, nine strands were most found to be representative, based on four of the *Nevada Content Standards for Kindergarten and Grades 1-8 and 12 for Mathematics*. As with ELA, three Math strands were set as mandatory (see Table 3). For Science, a strand for Inquiry was established as mandatory, based on a panel of teachers and parents convened during the 2005-2006 school year. Two side-by-side skills are assessed in each Mandatory Strand, for a total of at 12 skills (14 skills at Grades 5, 8, and 11).

**Table 1: The Four Levels of the NASAA**

<p><b>Content Domain Level:</b> Academic content standards within ELA, Math, or Science.</p> <p><b>Strand Level:</b> Academic content embedded in a standard (e.g., phonics, word patterns and meaning), expressed across one or more grade levels</p> <p><b>Benchmark Skill Set Level:</b> Academic skills one of three levels of at challenge (complex, complex but extended, less complex).</p> <p><b>Individual Skill Level:</b> Academic skills based on specific performance activities (e.g., recognize numbers 1 through 5).</p>
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**Table 2: The Benchmark Skill Levels**

<p><b>CBK Level: Complex Benchmark Level</b> <i>Academic assessment of skills closely linked to the content standard.</i> <b>Mathematics Example:</b> Identify and use the properties of polygons (including interior and exterior angles) and elements of circles (e.g., angles, arcs, chords, secants, and tangent) to solve practical problems.</p> <p><b>CEB Level: Complex Extended Benchmark</b> <i>Academic assessment extended to students with more significant disabilities.</i> <b>Mathematics Example:</b> Construct two-dimensional shapes (e.g., more than one of the following: circles, triangles, or rectangles).</p> <p><b>LBK Level: Less Complex Extended Benchmark</b> <i>Academic assessment extended to students with most severe disabilities.</i> <b>Mathematics Example:</b> Select a manipulative of a specific shape (e.g., triangle, square, or circle).</p>
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**Table 3: Seven Mandatory Strands for Alternate Assessment; three for ELA, three for Math, plus one for Science**

Strand	
E: 2.0.1	Students use reading process skills and strategies to build comprehension; pre-reading strategies.
E: 8.0.4	Students listen to and evaluate oral communication for content, style, speaker's purpose, and audience appropriateness; following directions.
E: 10.0.1	Students participate in discussions to offer information, clarify ideas, and support a position; conversations and group discussions.
M: 2.0.1	To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations; patterns.
M: 3.0.2	To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements; measurement.
M: 4.0.1	To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties; two-dimensional shapes.
S: 1.0 N.5/N.8/N.12	To systematically examine the natural world, use data, record-keeping, and safe experimentation to conduct scientific inquiry.

### **III. *The Skills and Competencies Alternate Assessment of Nevada (SCAAN): Predecessor to the NASAA***

The basis for the current alternate assessment was the SCAAN, developed after the 1997 reauthorization of the *Individuals with Disabilities Education Act* (IDEA). Students with significant cognitive disabilities (who formerly were not required to participate in statewide and district-wide academic tests) could participate, using the SCAAN. The SCAAN assessment included 50 essential skills for language arts and mathematics, linked to state content standards but not to grade-level content past Grade Three. The SCAAN did not include a measurement of proficiency for academic achievement. The SCAAN as originally designed included observations of required skills through the use of digital-video clips and other objective evidence, as a means to validate the scores and surveys reported by the classroom teacher.

#### IV. Guidelines for Student Participation in NASAA

Participation in NASAA for an individual student must only be considered after the Individualized Educational Program (IEP) Committee has determined that the student cannot participate in a particular general assessment, even with appropriate modifications and accommodations. The IEP Committee must consider the following factors in determining if NASAA is appropriate for the student. The student will participate in NASAA only if the IEP Committee answers “YES” to all six statements. The participation guidelines are unchanged from longstanding guidelines for Nevada’s alternate assessment, with the recent addition that parents must be informed of potential consequences of the student being judged against alternate achievement standards

**Circle the appropriate response for each statement.**

1.	YES	NO	The student is receiving services under the <u>Individuals with Disabilities Education Act</u> (IDEA) through a current IEP.
2.	YES	NO	The student demonstrates cognitive ability and adaptive behavior that limits FULL participation in the general education curriculum, even with supplementary aids, accommodations, and modifications.
3.	YES	NO	The student’s level of educational performance is not primarily the result of specific learning disabilities; social, cultural, economic, or language differences; visual or auditory impairments; emotional-behavioral disabilities; or excessive or extended absences unrelated to the student’s disability.
4.	YES	NO	The student requires intensive instruction to acquire, maintain, and generalize skills necessary for application in school, home, work, and community settings.
5.	YES	NO	The student participates in modified, functional/academic curriculum that is not measured by general assessments.
6.	YES	NO	The parent/guardian has been informed of potential consequences of the student participating in the NASAA alternate assessment, and of being judged against alternate achievement standards.

As part of an annual review the IEP Committee must include, at a minimum, a statement explaining why the student cannot participate in the general assessment, even with approved accommodations. This statement must be provided for each applicable state and district-wide assessment scheduled to occur during the Anticipated Duration of Services period indicated on the front page of the student’s IEP (e.g., for a Grade 5 student this documentation must be provided for the CRT and the State Analytic Writing Exam, as well as any local district-wide academic assessment).

In addition, the IEP Committee is required to review the potential consequences of participation in the NASAA, as a student judged against alternate achievement standards, and to affirm that the parent has been informed.

## V. Full Disclosure Information for Parents

The NASAA is a measurement of academic achievement based on alternate achievement standards linked to grade-level content standards, with implications that must be reviewed with the parent or guardian be members of the IEP Committee:

**Potential Consequence, Complexity:** While the NASAA Extended Benchmarks are linked to grade-level standards, the degree of complexity of the skills assessed with the NASAA may differ significantly from the curriculum usually provided in the general education setting. The performance tasks used in the NASAA to determine proficiency are not directly equivalent to answering items on a pencil-and-paper test. Further information about the specific content of general education academic assessments is available to parents on the Nevada Department of Education website (<<http://www.doe.nv.gov/statetesting.html>>).

**Potential Consequence, the HSPE and Graduation:** Students assessed against alternate achievement standards have participated in the state assessment examination program for all students who will graduate in Nevada. However, the score obtained on the NASAA is not a HSPE score. In other words, the student's NASAA score cannot be substituted for a score attained on the HSPE, and it has not been demonstrated that students who participate in the NASAA are thereby prepared to complete the HSPE. Under state law, students must attain a passing score for all of the required academic subjects on the HSPE to earn a regular high school diploma. Students with IEPs (including students participating in the NASAA) may attain either a regular high school diploma (after passing all required portions of the HSPE), or an adjusted high school diploma. This decision must be an individual determination made by the student's IEP Committee.

**Potential Consequence, Moving to the General Academic Assessment (e.g., CRT):** Students who progress to high levels of accuracy with little or no need for teacher assistance on the more-complex skills on the NASAA will advance to the general academic assessment (CRT, ITBS/ITED, etc.), based on an at-least annual determination by the student's IEP Committee.

## **VI. Further Considerations for the IEP Committee**

The IEP goals and benchmarks and/or short-term objectives for academic achievement are a matter for careful consideration by the IEP Committee at each annual review. Considerations include:

- Does the student require participation in the NASAA?
- What results from a previous administration of the NASAA to include in the Present Levels of Academic Achievement and Functional Performance?
- Should a specific goal for ELA, Math, and/or Science be included?
- What benchmark skills should be included in the skill monitoring portion of the *Measured Progress ProFile* software? Through weekly measurements? Monthly measurements?
- What skills should be included in the Spring Event recording for the formal assessment? Are there other skills that should be tracked, but were not included in the Spring Event?

The final decision about the benchmark skills on each of the mandatory strands is made by the classroom teacher, based on the individualized needs of each student, plus input from the parent and the members of the IEP Committee. Goals and benchmarks or short-term objectives in the IEP should “line up” with the NASAA assessment.

## **VII. Who is Assessed and When**

The IEP Committee certified whether the student requires participation in the alternate assessment. For the NASAA, all students in Grade 3-8 and 11 must be assessed. Note that if the local school district uses district-wide assessments of academic achievement in additional grade levels, and has designated the NASAA as the alternate form of the district assessment, other grade levels may be required.

Other local school district policies may vary concerning use of the NASAA to students in grade levels where state reporting for AYP or Participation is not required. For example, all students at a designated school who meet the entry criteria for the NASAA may be included in the assessment as a means of conducting progress monitoring, as a matter of local administrative discretion. However, the determination of proficiency by the Nevada Department of Education (NDE) for AYP is limited to Grades 3-8 and 11.

## **VIII. Designating the Level of Complexity**

The NASAA is an assessment of academic achievement gains made by the student during the current school year (and over time), not simply a measure of the student's prior knowledge. The assessment is designed to allow a maximum of flexibility for instructional planning while addressing challenging academic goals. A profile of "perfect scores" does not necessarily illustrate what the student has learned, or what the student needs to learn. With 12 to 14 skills to be assessed, every student should be expected to demonstrate a range of accuracy.

Choosing the appropriate benchmark for the assessment requires careful planning and adjustment to assure that instructional levels of learning are being assessed. Benchmarks should be chosen that reflect a student's level of academic achievement. To this end, a benchmark should be selected based on the student's level of daily instruction. Benchmarks should depict a degree of difficulty that lies within the student's current instructional level. In choosing the benchmark thoughtfully, the resulting Event Recording will reflect a balance of challenge and mastery. Past achievement on the NASAA is also important. If a student has recently demonstrated a benchmark skill with high accuracy, a more challenging benchmark must be selected, unless there is a specific reason already discussed with the parent and the IEP Committee. Students who consistently attain the highest CBK benchmarks with high accuracy, for more than one academic year, should be considered for transition to the general academic assessment by the IEP Committee.

## IX. The Scoring Rubric

Performance on the NASAA is measured using the two-dimensional scoring grid shown in Table 4 based on accuracy and assistance. One axis, the *Accuracy of Skills and Concepts* (ASC), is defined as the extent to which the student performs a skill without error. The other axis, the *Level of Assistance* (LA), is defined as the extent to which the student requires visual, verbal, or physical assistance and support to perform the skill. In general, the level of assistance is indicated by the level of prompting the student requires to complete the skill (i.e., no prompting once directions are completed, least intrusive prompt, mid-level prompt, or greatest/intrusive prompt). Both axes, ASC and LA, have four levels. The descriptive label for each level is shown in Table 4. A detailed description of prompting levels is included in Table 5.

More points are awarded for accurate performance. More points are awarded for less assistance. As Table 4 reveals, scores for ASC and LA are added together to create a composite score that ranges from 0-6 for each skill. The NASAA assumes that each skill is of equal value when assessed; thus, scores for each skill can be summed across strands and standards within a content domain to yield a composite score for ELA, another for math, and a third for Science (at Grades 5, 8, and 11).

**Table 4: Accuracy and Assistance Scoring Rubric**

	High Accuracy (3 points)	Partial Accuracy (2 points)	Low Accuracy (1 point)	No Accuracy (0 points)
<b>Level of Assistance (LA)</b>				
No Assistance (3 points)	6 POINTS	5 POINTS	4 POINTS	3 POINTS
Low Assistance (2 points)	5 POINTS	4 POINTS	3 POINTS	2 POINTS
Partial Assistance (1 point)	4 POINTS	3 POINTS	2 POINTS	1 POINT
High Assistance (0 point)	3 POINTS	2 POINTS	1 POINT	0 POINT

Note: The score for each skill is the sum of points for accuracy and assistance. Total benchmark level score equals the sum of scores for each of the targeted skills (including Science at Grades 5, 8, and 11) within that content domain for that benchmark level.

**Table 5: Performance and Assistance Descriptors**

<p><b>Accuracy of Skills and Concepts (ASC): The extent to which the student can perform the skill or demonstrate the concept without error.</b></p> <p><b>3 = High Accuracy:</b> Student performs all parts of the skill with satisfactory accuracy.</p> <p><b>2 = Partial Accuracy:</b> Student performs most parts of the skill with satisfactory accuracy.</p> <p><b>1 = Low Accuracy:</b> Student performs some components of the skill, but with low accuracy.</p> <p><b>0 = No Accuracy:</b> Student cannot perform any components of the skill with satisfactory accuracy.</p> <p><b>Level of Assistance (LA): The extent to which the student requires verbal or physical directions and support to perform the skill.</b></p> <p><b>3 = No Assistance:</b> The student requires no prompts after initial directions to initiate and complete performance.</p> <p><b>No assistance</b> is reflected in the student’s independent response to natural cues. The student requires no prompts after initial directions to initiate and complete performance.</p> <p><b>2 = Low Assistance:</b> Student requires some physical and/or verbal prompts to begin the task, but works independently thereafter.</p> <p><b>Low Assistance</b> is reflected in the teacher using the least intrusive prompt. The student responds after the first prompt in the hierarchy (i.e., the least intrusive prompt). Only the least intrusive prompt is needed for the student to complete the activity.</p> <p><b>1 = Partial Assistance:</b> Student requires some physical and/or verbal prompts to begin and complete the task.</p> <p><b>Partial Assistance</b> is reflected in the teacher using the mid-level prompt. The student responds after the second prompt in the hierarchy (i.e., the mid-level prompt). The first prompt was given; the student did not respond or responded incorrectly. The student completes the activity following the second prompt in the hierarchy without any further assistance.</p> <p><b>0 = High Assistance:</b> Student requires extensive physical and/or verbal guidance to begin and complete the task.</p> <p><b>High Assistance</b> is reflected in the teacher using the greatest/intrusive prompt. The student responds after the third prompt in the hierarchy (i.e., the greatest intrusive prompt). The first and second prompts in the hierarchy were given; the student did not respond or responded incorrectly. Thus, the final prompt in the hierarchy was given. The greatest intrusive prompt provides the assistance the student needs to complete the activity.</p>
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## **X. Prompts and Assistance (Level of Assistance)**

### ***Frequently Asked Questions about the Chart of Prompts:***

**1. Do I use all of the prompts listed in Table 6, *The Chart of Prompts*?**

No.

**2. Am I required to use these prompts for the assessment?**

Yes.

**3. How many prompts do I have to use?**

Three prompts, as selected by the classroom teacher

**4. Which prompts should I select from the prompt hierarchy?**

Different students require different prompts. Prompts should be selected that are familiar to the student and are likely to show the highest level of student performance. Plan which prompts to use well in advance.

Select prompts based on individual student characteristics. For a student who has questionable vision, prompts that do not require the student to use vision in order to respond to the prompt should be selected. Rather, prompts would be used that convey information to the student in other ways (verbal, touch, or physical). For a student with questionable hearing, prompts should be used that do not require the student to access the prompt through the use of hearing. Instead, prompts that convey information in other ways (gesture/pointing, line drawings/photo, model, gesture, touch, or physical) should be selected. If a student is unable to imitate, a model prompt should not be used. If a student is averse to full physical guidance, prompts that do not require full physical assistance should be selected.

Selecting prompts that the student cannot access will result in a lower overall score, because the resulting lack of response will require use of a more-intrusive prompt.

**5. In what order should I give the prompts to the student?**

The prompts in Table 6 are organized in sequence from least-intrusive to most-intrusive. Use the selected prompts in the same order as they are shown in the hierarchy in the table. The first prompt selected from Table 6 is the least intrusive prompt. The second prompt will be more intrusive, and identified as the mid-level prompt. Finally, the third prompt will be the most intrusive prompt.

The flowchart on the next page highlights the process to follow in planning and delivering a “no prompt,” followed by three consecutive prompts in order.

**6. Do I have to select three consecutive prompts from the prompt hierarchy?**

No. You can select any three prompts as long as you organize them in the sequence from least intrusive to most intrusive. As stated above, use the prompts in the same order as in the table hierarchy.

**7. How is the prompt hierarchy different, depending upon the type of skill?**

The prompt hierarchy is implemented differently depending upon whether it is being used with a discrete skill or with a chained skill.

**8. What is a “discrete skill”? How is the prompt hierarchy used?**

A *discrete skill* is one that is a brief, single response with a clear beginning and ending. Examples include, but are not limited to, skills such as naming shapes, naming coins, identifying coin value, stating one’s name, responding “yes” or “no” to questions, and so forth. Each of these responses is a stand alone response with a clear beginning and end to the response. That is, when a student is presented with a shape (as one example) and asked to name it, there is only one response that is needed to complete the skill.

When using the prompt hierarchy with a discrete skill, you can follow the guidelines as specified: ensure student attention, allow time for an independent response to the natural cue, and then provide the pre-determined prompts in the specified order dependent upon student behavior. That is, you proceed through the prompt hierarchy only if the student does not respond or responds incorrectly to the lower level prompts in the hierarchy.

**9. How many discrete skills must be prompted within a benchmark?**

The number of discrete skills to be prompted is actually dependent upon the targeted benchmark. For example, if the targeted benchmark is to “identify two dimensional shapes (e.g., circles, triangles, and rectangles) regardless of size,” you would actually want to prompt the student to identify each shape. If you provided the student only with the opportunity to identify one shape, the student might unfairly earn a lower score if he or she was provided with the opportunity to identify all of the shapes. For example, it is possible that the student might require all three prompts to identify one shape, while being independent or requiring fewer prompts to identify other shapes. Presenting only the shape would result in a lower overall score for the student as compared to presenting all of the shapes and then scoring the student holistically according to level of assistance and accuracy of response across the shapes.

**10. How is the prompt hierarchy applied if it is being used with more than one discrete skill for the same benchmark?**

If the benchmark involves more than one discrete skill to assess student performance accurately, then you apply the prompt hierarchy from the beginning for each discrete skill within the benchmark.

Continuing with the shape example for the question above: for the shape (e.g., circle), you ensure that you have the student’s attention, provide an opportunity for an independent response, and then provide the pre-determined prompt hierarchy in order—dependent upon student response and remembering that you stop the hierarchy whenever the student responds accurately.

Then, for the second discrete skill in the benchmark (e.g., identify a triangle), you return to the beginning of the prompt hierarchy and ensure student attention, opportunity to respond to the natural cue, and then delivering the least intrusive prompt in the pre-determined hierarchy if the student responded incorrectly or did not respond. You would proceed through the hierarchy to the mid-level and greatest intrusive prompts as necessary, dependent on the student’s responses.

You would continue in this manner, returning to the beginning of the prompt hierarchy, for each discrete skill targeted and being assessed for the benchmark.

**11. How is the scoring rubric applied if the prompt hierarchy is started over for multiple discrete skills within the same benchmark?**

The scoring rubric is applied holistically. The level of assistance provided for each discrete skill is applied in a holistic manner for the entire targeted benchmark. Similarly, the level of accuracy is rated holistically for the entire student response for the targeted benchmark.

**12. What is a “chained skill”? How is the prompt hierarchy applied?**

A *chained skill* is one which requires a series of responses performed in order to accomplish a specific task. For example, in order for a student to write their name on a piece of paper, they would need to complete a chain of sequential steps (i.e., get out the piece of paper, take a pencil, grasp the pencil with appropriate pencil grip, place the point of the pencil on the paper, write each letter of their name in the proper order, put pencil on desk when complete). If any of the steps are omitted, you do not have a completed task.

The prompt hierarchy is applied to each step within the chained skill. For example, in the first step for writing ones’ name (e.g., getting out a piece of paper), the teacher should ensure student attention, provide an opportunity for the student to respond independently to the natural cue for this first step, and then move into the pre-determined prompt hierarchy and provide the least intrusive prompt, mid-level prompt, and greatest intrusive prompt as determined by student

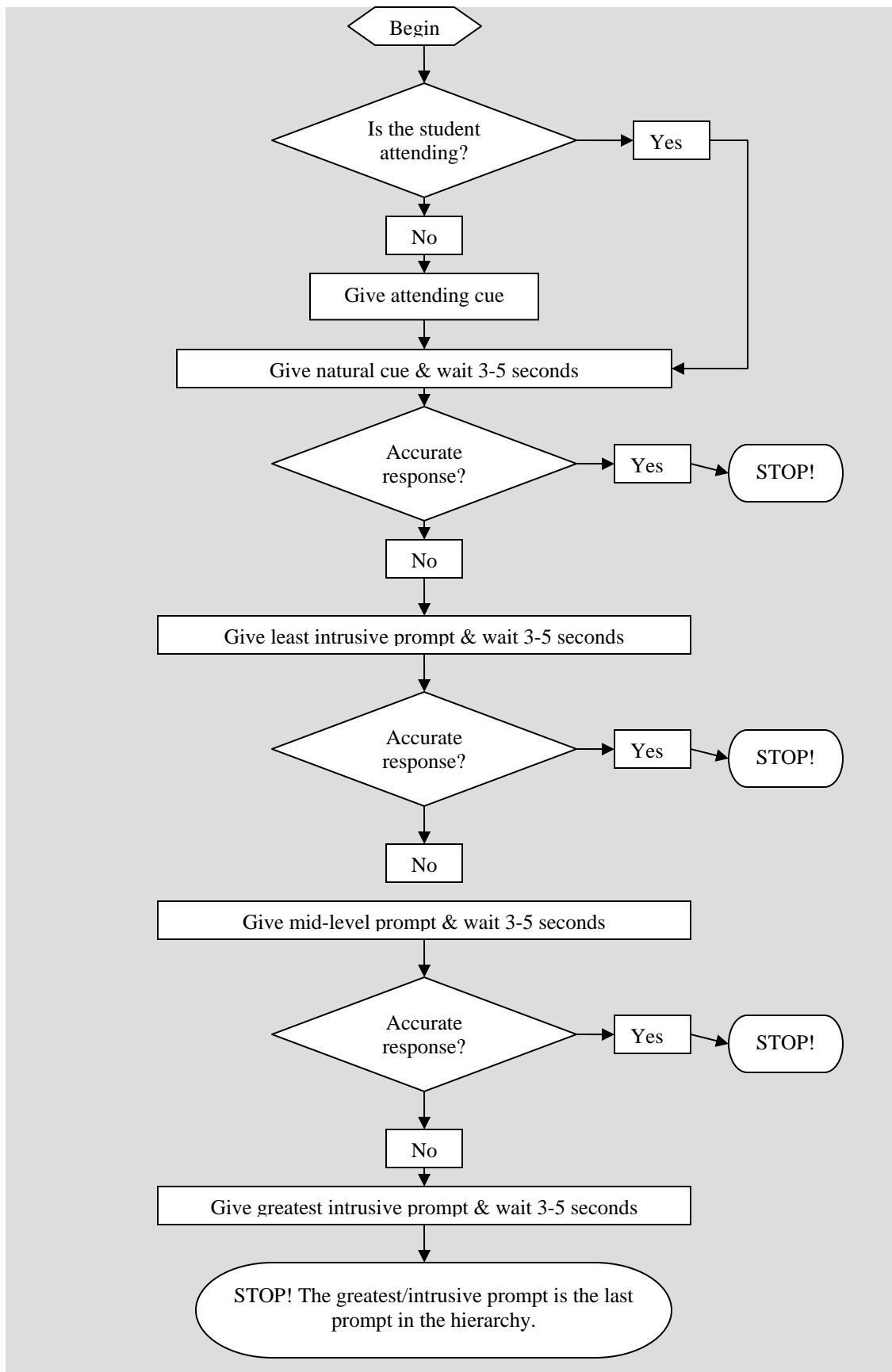
response (keeping in mind that more intrusive prompts are not delivered if the student responds to a less intrusive prompt). Then for the second step in the chained skill (e.g., get out a pencil), again ensure student attention, provide an opportunity for the student to respond independently to the natural cue for this first step, and then move into the pre-determined prompt hierarchy and provide the least intrusive prompt, mid-level prompt, and greatest intrusive prompt as determined by student response. You continue in this manner for each step of the chained response until the task is complete.

**13. How is the scoring rubric applied if the prompt hierarchy is started over for each step of a chained skill within the same benchmark?**

Similar to applying the rubric to multiple discrete skills within the same benchmark, the rubric is applied to a chained skill in a holistic manner. A student could possibly respond independently to some steps within the chained skill while requiring only the least intrusive prompt for the other steps, the mid-level prompt for yet other steps, and possibly the greatest intrusive prompt for other steps within the same chained skill. Thus, the teacher scores the level of assistance holistically, taking into account all of the student's responses.

Similarly, the level of accuracy is scored holistically. It is conceivable that a student could respond with a high level of accuracy to some steps within a chained response while responding with a low level of accuracy or no accuracy to other steps with the same chained skill. Thus, the teacher reviews student performance as a whole for the entire chain and applies the rubric.

### The Prompting Sequence Flowchart



**Table 6: The Chart of Prompts**

<p><b>Attending Cues:</b></p>	<p>Motions, verbal cues, or physical cues to gain student attention to task to prepare to begin the activity.</p> <p>Attending cues are individually determined based on the student’s characteristics and experiences and the activity or skill being presented. Attending skills should not interfere with or break the flow of student response.</p> <p>Not all students will require an attending cue. For many students, seeing the teacher prepare instructional materials serves as the attending cue so no artificial cuing is needed.</p> <p>Examples: Verbal statements include those such as, “Listen,” “Look,” “Get ready to work.” For some students (e.g., those with hearing impairments), an attending cue might be touching or gesturing toward the instructional materials, signing to the student, or providing a picture cue to the student. Another attending cue might be assisting the student to orient toward the materials. For other students (e.g., those with visual impairments), an attending cue might be cueing the student to tactually explore the instructional materials prior to the start of the activity.</p>
<p><b>Natural Cues:</b></p>	<p>A natural cue is an ordinary cue that naturally exists in the environment. For example, the presence of a book is a cue to pick up the book and look at it. The presence of math manipulatives is a natural cue to manipulate them. The presence of two props (e.g., pictures, photos, or objects) is a cue to make a choice.</p> <p>Always give the student the opportunity for independent response to natural cues (minimum 3-5 seconds), as per student ability level. Some students may require a longer wait time for independent responding. The amount of response time must be individually determined based on student characteristics.</p>
<p><b>Prompts:</b></p>	<p>The following prompts are presented in order of intrusiveness. Although there are eight different prompts, you do NOT use all of the prompts in one Event Recording. Select THREE prompts from the list based on the student and the activity (see <i>Frequently Asked Questions</i>, p. 11). After selecting three prompts from the list, you use the prompts in the sequence listed. It is not necessary to select three consecutive prompts from the list, but select three that are relevant for the student and the activity. Begin with the least intrusive prompt and progress to more intrusive prompts as determined by student response. Following are the prompts presented from least intrusive to most intrusive:</p>

	<b>Gesture/ Pointing:</b>	Hand motion, head nodding, looking, or pointing to direct a student to perform a behavior. A gesture/pointing prompt is used alone and is not paired with any other prompts. Example: a teacher points to a book as a prompt for the student to pick up the book. A teacher looks in the direction of the student’s schedule as a prompt for the student to select the next activity on the schedule.
	<b>Indirect Verbal Prompt:</b>	Asking the student a question or providing a non-specific verbal comment as a prompt to complete the activity or the next step in the activity. An indirect verbal prompt is used alone and is not paired with any other prompts. For example, “What’s next _____?” “What do you do now?” “Keep going.” An indirect verbal prompt could be presented simultaneously with sign language.
	<b>Direct Verbal Prompt:</b>	A specific verbal instruction as a prompt for the student to complete the activity or the next step in the activity. Use language that is very specific to the activity or the step to be completed. At this level within the prompt hierarchy a direct verbal prompt is used alone and is not paired with any other prompts. For example, “Pick up your book.” “Check the next activity on your schedule.” “Add the ones column.” “Choose one.” A direct verbal prompt could be presented simultaneously with sign language.
	<b>Photos/Line Drawings (with or without textures):</b>	Presenting the object/photo/line drawing as a prompt that tells the student how to do the activity or the next step in the activity. A photo/line drawing prompt would typically be paired with a direct verbal prompt. For example, showing a photo/line drawing of an open book while saying, “Open the book,” as a prompt for the student to open the book while saying, “Open the book.” Showing the student a photo of his/her schedule while saying, “Check your schedule,” as a prompt to check his/her schedule.
	<b>Model:</b>	Showing the student how to perform the activity or next step in the activity. Modeling prompts are typically paired with a direct verbal prompt. For example, demonstrating picking up the book while saying, “Pick up the book like this.” Demonstrating checking the schedule while saying, “Check your schedule like this.” After providing the model paired with a verbal prompt only once, the teacher then waits quietly to give the student an opportunity to respond.

	<b>Touch Prompt:</b>	A brief touch to the student (for example to the student’s hand, elbow, or shoulder). A touch prompt is typically paired with a direct verbal prompt. For example, touch the back of the student’s hand while saying “Pick up the book.” Touch the student’s elbow while saying, “Check your schedule.” After providing the touch prompt paired with a verbal prompt only once, the teacher then waits quietly to give the student an opportunity to respond.
	<b>Partial Physical Prompt:</b>	A prompt that provides physical assistance to the student <u>without</u> controlling his/her movements. A partial physical prompt is typically paired with a direct verbal prompt. For example, nudging the student’s hand toward the book while saying, “Pick up the book.” Lightly directing the student’s arm toward the schedule while saying “Check your schedule.” After providing the partial physical prompt (e.g., nudging the student’s hand) paired with a verbal prompt only once, the teacher then waits quietly to give the student an opportunity to respond.
	<b>Full Physical Prompt:</b>	The teacher places his/her hands directly on top of or directly under the student’s hands to move him/her through the activity or the step in the activity. A full physical prompt is typically paired with a direct verbal prompt. For example, physically guiding the student’s hands to pick up the book while saying, “Pick up the book.” Physically guiding the student’s hand to pick up the next item on the schedule while saying “Check your schedule.” Full physical prompts move the student through the activity without allowing the student to respond independently.
<b>Important Guidelines to Remember When Using Prompts</b>		<ol style="list-style-type: none"> <li>1. When using indirect or direct verbal prompts, provide the verbal statement only ONCE and then stop talking in order to allow the student an opportunity to process what was said and to then respond.</li> <li>2. Provide a verbal prompt only ONCE and then go to the next prompt in your hierarchy if the student does not respond or responds inaccurately. You only deliver the verbal prompt again if it is being PAIRED with a higher prompt from the hierarchy.</li> <li>3. When using indirect or direct verbal cues, use easy-to-understand language appropriate to the student’s age and appropriate to the activity.</li> <li>4. Give enough time after the instructional prompt to allow the student to focus on the natural cues and to initiate a response. Wait a minimum of 3-5 seconds after delivery of each prompt.</li> </ol>

## XI. Skill Monitoring and Work Sample

Standard and consistent results among different raters are critical to the NASAA. Practice using the scoring rubric is very important. The following sequence is suggested for classroom teachers to become familiar with the new alternate assessment and recording results in the *Measured Progress ProFile software*:

- Local practices vary; check with your NASAA trainer or building principal
- Practice with the scripted samples in this manual.
- Designate the 3-4 (or more) benchmark skills to be included in the skill monitoring.
- During instruction, use the Skill Monitoring criteria listed in the Nevada ProFile software to measure student performance on the rubric, based on a specific task or assignment. Each skill requires a rating for Accuracy of Skills and Concepts (ASC) and a rating for Level of Assistance (LA).
- Ratings for skill monitoring are based on student performance on tasks while a series of prompts are applied as necessary (see Table 7).
- **Work Samples are not recorded on video and are not timed. Work samples are not submitted for validation scoring.** The student performance during the work sample is recorded in the *Measured Progress ProFile software*.
- For the first semester using the NASAA, confer with other teachers and the NASAA Trainer concerning the ratings assigned for ASC and LA.
- Conduct monitoring at regular intervals. It is suggested that a minimum of three monitoring sessions be reported during each school year for the 3-4 targeted benchmark skills in the *Measured Progress ProFile software*. It is suggested that these results be included in other Progress Reports and other conferences with parents and teachers.
- Begin to conduct the Event Recording sessions, including the required stages of the event for each skill. **Event Recordings are structured and the results are recorded on video. Results are submitted for validation scoring.**
- Rate ASC and LA on the Event Recording for Each Skill, and report ratings in the Nevada ProFile software.
- Complete the *NASAA Event Recording Performance Rating Form*, including the ratings and final score.

## **XII. Scripted Work Samples**

Use of the scoring rubric requires a high degree of consistency in the ratings made by teachers. This section is an opportunity to practice and compare results among colleagues on how to score work samples. The recommended scores and the supporting reasons for each of the scripted work samples are supplied on the next two pages. The score for each of the work samples is left blank, for teachers to discuss in the training setting and only then to refer to the answer key.

### **Lisa Example Skill 1a:**

ELA (8.0.4) Following Directions

LBK- 7: Complete familiar task in accordance with daily routine.

### **Example of Behavior:**

Lisa is asked to wash her hands prior to eating. Lisa does not respond to the natural cues and so the teacher points to the sink. Lisa still does not respond and so the teacher provides a direct verbal cue (“Lisa, go to the sink.”) as the second prompt and Lisa then responds appropriately. The teacher then moves to the second step of the activity which is for Lisa to turn on the water. Again, Lisa does not respond to the natural cue (i.e., standing in front of the sink does not cue turning on the water). Since this is a new step, the teacher gives the first prompt by pointing to the faucet. Lisa does not respond and so the teacher gives the second prompt (i.e., the direct verbal) by saying “Lisa turn on the water.” Lisa responds appropriately and so the teacher moves to the next step in the routine: dispense the soap. Lisa again does not respond appropriately until after the second prompt. This same response pattern occurs for each of the remaining steps of the routine (e.g., scrubbing hands, rinsing hands, and drying hands).

### **Sample Accuracy and Assistance Scores**

Accuracy (ASC) =

Assistance (LA) =

Composite score = ASC + LA =

**Lisa Example Skill 1b:**

ELA (8.0.4) Following Directions

LBK- 7: Complete familiar task in accordance with daily routine.

**Example of Behavior:**

Lisa is asked to wash her hands prior to eating. Lisa responds to the natural cues and proceeds to the sink and turns on the water. However, she does not begin the next step of the routine (i.e., dispensing the soap). Thus, the teacher delivers the first prompt (the least intrusive prompt) in Lisa's pre-determined prompt hierarchy by pointing to the soap dispenser. Lisa still does not respond and so the teacher delivers the mid-level prompt, which was specified as a direct verbal (i.e., "Lisa, get some soap."). Lisa still does not respond and so the teacher delivers the greatest intrusive prompt which is a touch prompt to Lisa's hand. Similarly, the teacher must progress through the prompt hierarchy for the steps of scrubbing the hands and rinsing the hands. She dries her hands on her shirt.

**Sample Accuracy and Assistance Scores**

ASC =

LA =

Composite score = (ASC + LA) =

## **Scoring Key for Lisa Hand Washing**

### **Example Skill 1a:**

#### **Sample Accuracy and Assistance Scores**

Accuracy (ASC) = 3

Assistance (LA) = 1

Composite score =  $(3 + 1) = 4$

#### **Rationale for Accuracy and Assistance Scores:**

Lisa receives an accuracy score of 3 because she was able to perform all parts of the skill with satisfactory accuracy. She received an assistance score of 1 because she consistently required the mid-level prompt in order to complete the step.

### **Example Skill 1b:**

#### **Sample Accuracy and Assistance Scores**

ASC = 2

LA = 1

Composite score =  $(2 + 1) = 3$

#### **Rationale for Accuracy and Assistance Scores**

Lisa receives an accuracy score of 2 because she performs the task/subtasks with partial accuracy. She receives an assistance score of 1 because she did not require any prompts in the first steps of the task. However, for all other steps of the task she required the most intrusive prompt.

**Steve Example Skill 2a:**

Mathematics (4.0.1) Two-Dimensional Shapes

CEB- 1: Sort two-dimensional shapes (e.g., circles, triangles, and rectangles).

**Example of Behavior:**

Steve is assisting the art teacher to sort foam shapes for an art project for the class. Steve is asked to sort three different shapes (squares, circles, and triangles) into three separate piles. Steve makes several mistakes. His teacher provides an indirect verbal prompt by asking “Steve, are those shapes in the right piles?” Steve picks up the next shape to be sorted and places it in an incorrect pile. The teacher immediately provides the mid-level prompt in the hierarchy (i.e., a direct verbal) by saying “Steve, place that shape with the other circles.” Steve starts to put the circle with the squares and the teacher immediately provides partial physical prompt (i.e., the greatest intrusive prompt) by nudging Steve’s hand towards the circle pile. Steve does not accurately sort the shape after appropriate wait time.

**Sample Accuracy and Assistance Scores**

ASC =

LA =

Composite score = (ASC + LA) =

**Steve Example Skill 2b:**

Mathematics (4.0.1) Two-Dimensional Shapes

CEB- 1: Sort two-dimensional shapes (e.g., circles, triangles, and rectangles).

**Example of Behavior:**

Steve is assisting the art teacher to sort foam shapes for an art project for the class. Steve is asked to sort three different shapes (squares, circles, and triangles) into three separate piles. Steve begins to sort and correctly sorts circles, but cannot distinguish accurately between squares and triangles. His teacher provides no assistance once he begins.

**Sample Accuracy and Assistance Scores**

ASC =

LA =

Composite score = (ASC + LA) =

## **Scoring Key for Steve Sorting Shapes:**

### **Example Skill 2a:**

#### **Sample Accuracy and Assistance Scores**

$$\text{ASC} = 0$$

$$\text{LA} = 0$$

$$\text{Composite score} = (0 + 0) = 0$$

#### **Rationale for Accuracy and Assistance Scores**

Steve receives an accuracy score of 0 because he cannot perform any components of the skill with satisfactory accuracy after three separate trials. He receives an assistance score of 0 because his teacher provides extensive assistance, including verbal and physical guidance cues.

### **Example Skill 2b:**

#### **Sample Accuracy and Assistance Scores**

$$\text{ASC} = 1$$

$$\text{LA} = 3$$

$$\text{Composite score} = (1 + 3) = 4$$

#### **Rationale for Accuracy and Assistance Scores**

Steve receives an accuracy score of 1 because he performs the task with low accuracy (circles, but not squares and triangles). He receives an assistance score of 3 because Steve works independently without any assistance from his teacher.

### **Luigi Example Skill 3a:**

Mathematics (3.0.4)

LBK- 3: Select coins from a group of objects, to demonstrate that coins are money.

### **Example of Behavior:**

Luigi is preparing to go on a community-based outing; as part of the outing, they will be stopping at a fast-food restaurant to buy a drink. In advanced preparation of the activity, the teacher is assisting the students to ensure that they have their money ready as well as communication devices with the necessary vocabulary for the outing. Luigi is working on distinguishing coins from other objects. Luigi has physical impairments that require him to use a wheelchair for mobility; additionally, he is not able to use his upper extremities for fine motor skills due to the physical impairments. Luigi participates in many activities by communicating through the use of eye gaze. The teacher is asking Luigi to tell her which objects go in his wallet (i.e., the coins) and which objects go on his communication board (i.e., the line drawing communication cards). The teacher is sitting with Luigi and has the coins and communication cards mixed together in one pile. Luigi's wallet is placed to one side and his communication device is placed to the other side.

The teacher holds up a coin and asks Luigi where she should put it. Luigi gazes at his wallet. She holds up a communication card and Luigi looks at his communication device. The teacher continues in this manner for a total of 8 coins and 6 communication cards. Luigi indicates accurately for 7 out of 8 of the coins and 5 out of 6 of the communication cards. The teacher does not provide any prompts throughout the session.

### **Sample Accuracy and Assistance Scores**

ASC =

LA =

Composite score = (ASC + LA) =

### **Luigi Example Skill 3b:**

Mathematics (3.0.4)

LBK- 3: Select coins from a group of objects, to demonstrate that coins are money.

### **Example of Behavior:**

Luigi is preparing to go on a community-based outing; as part of the outing, they will be stopping at a fast-food restaurant to buy a drink. In advance preparation of the activity, the teacher is assisting the students to ensure that they have their money ready as well as communication devices with the necessary vocabulary for the outing. Luigi is working on distinguishing coins from other objects. Luigi has physical impairments that require him to use a wheelchair for mobility; additionally, he is not able to use his upper extremities for fine motor skills due to the physical impairments. Luigi participates in many activities by communicating through the use of eye gaze. The teacher is asking Luigi to tell her which objects go in his wallet (e.g., the coins) and which objects go on his communication board (i.e., the line drawing communication cards). The teacher is sitting with Luigi and has the coins and communication cards mixed together in one pile. Luigi's wallet is placed to one side and his communication device is placed to the other side.

The teacher holds up a coin and asks Luigi where she should put it. Luigi continues to look at the teacher. The teacher provides the first prompt (i.e., the least intrusive prompt) from Luigi's predetermined prompt hierarchy: a sweeping gesture across both of his choices (i.e., the wallet and the communication device). She then waits for Luigi to shift his eye gaze to one of the locations. When Luigi does not respond, the teacher provides an indirect verbal prompt (the mid-level prompt in the hierarchy) asking "Luigi, where does this go?" while continuing to hold up the coin. Luigi still does not respond and so the teacher then delivers the greatest intrusive prompt in the predetermined prompt hierarchy (a direct verbal prompt): "Luigi look at your wallet." Luigi then looks at his wallet. The teacher continues this process randomly intermixing coins and communication cards and asking Luigi to show her where they go. For the second coin, Luigi does not respond when the teacher holds up the coin and she delivers a gesture prompt (i.e., the least intrusive prompt) to which Luigi does not respond. She delivers an indirect verbal as the mid-level prompt and he responds immediately and accurately. For the third coin, Luigi requires the mid-level prompt (i.e., an indirect verbal prompt) after not responding to the least intrusive prompt. For the fourth coin, he responds to the natural cue of the teacher simply holding up the coin. For the fifth coin Luigi requires only the least intrusive prompt in the hierarchy--a gesture prompt--to respond correctly.

### **Sample Accuracy and Assistance Scores**

ASC =

LA =

Composite score = (ASC + LA) =

## **Scoring Key for Luigi Distinguishing Coins from Other Objects:**

### **Example Skill 3a:**

#### **Sample Accuracy and Assistance Scores**

$$\text{ASC} = 3$$

$$\text{LA} = 3$$

$$\text{Composite score} = (3 + 3) = 6$$

#### **Rationale for Accuracy and Assistance Scores**

Luigi receives an accuracy score of 3 because he completed the activity with a high degree of accuracy, making only one error on distinguishing coins from other objects. He received an assistance score of three because he completed the activity without any prompts from the teacher.

### **Example Skill 3b:**

#### **Sample Accuracy and Assistance Scores**

$$\text{ASC} = 3$$

$$\text{LA} = 1$$

$$\text{Composite score} = (3 + 1) = 4$$

#### **Rationale for Accuracy and Assistance Scores**

Luigi receives an accuracy score of 3 because he completed the skill with satisfactory accuracy. He receives an assistance score of 1 because he consistently required the mid-level prompt to complete the skill.

### **XIII. The Event Recording (Spring Event)**

The goal of the Event Recording is to afford the student an opportunity to complete the targeted skill with the highest possible degree of accuracy while being provided the lowest practical level of assistance. However, high accuracy with prompts is generally preferable to low accuracy with no assistance.

To plan the Event Recording, the teacher must be readily familiar with the *Chart of Prompts* (see Table 6), and have already matched the appropriate prompts to the student's need. This selection must be relevant to the student and the activity, keeping in mind student characteristics such as vision, hearing, and imitation skills. Once this hierarchy is determined for a specific student's activity, the same hierarchy is used each time the skill is taught to the student.

Prompts on the NASAA are the three prompts gleaned from the student-specific prompt hierarchy (i.e., least intrusive, mid-level prompt, most intrusive; see Table 6), while the student is being given a clear opportunity to demonstrate the skill accurately. The student's performance is measured after it is apparent that the student is attending (use attending cues while giving directions, if necessary). The teacher's direction to "begin" or "go" is followed by an absence of prompting, to allow the student to demonstrate the skill without prompts; that is, the student is given the opportunity to respond independently to the natural cues. If the student did not respond independently to the natural cue, then the teacher begins the trial with the first prompt in the hierarchy (i.e., least intrusive prompt).

Whether the student's response is "accurate enough" is a judgment made by the classroom Teacher. Based upon the rubric, If the student does not respond or responds inaccurately, the teacher moves to the next prompt in the hierarchy. The teacher's choice is to signal and continue to the next level of prompting, or to signal that the event is complete. The event is complete when the student responds to a prompt with highest accuracy or the teacher delivers the third and most intrusive prompt in the hierarchy and the student has a reasonable opportunity to respond; in either case the teacher also provides a hand signal to signify completion of the event.

**Table 7: The Event Recording: A Complete Protocol**

Phase of Event Recording	Steps within Phase
	<p><b>Please remember the previous discussion in <i>Frequently Asked Questions</i> that procedures are applied a bit differently for discrete versus chained skills. It might be helpful to review the FAQ now, and before beginning the Event Recording.</b></p>
Preparation	<ol style="list-style-type: none"> <li>1. Prepare to begin event recording (seating, teacher proximity, etc.). Hold up a sign cuing the viewer about the skill(s) that is/are being recorded.</li> <li>2. Gain student attention (use attending cues as highlighted in Table 6 <u>if necessary</u>).</li> <li>3. Provide instructional materials if required for activity. Provide a minimal cue to the student that it is time to start the activity (e.g., saying “Begin,” “Go,” gesturing to the materials) <u>only if necessary</u>. It is important to note that the teacher should be assessing skills that are routinely being taught to the student. Thus, it should not be necessary to provide any detailed instructions or exploration of instructional materials to the student just prior to the assessment. Due to the repeated exposure through the on-going instructional process, the student should be familiar with the activity and what is expected of him/her.</li> <li>4. Signal to Begin Observation (i.e., <i>hand wave</i>)</li> </ol>
Independent Response to Natural Cue	<ol style="list-style-type: none"> <li>5. Give the student the opportunity to respond to natural cues. (Wait minimum of 3-5 seconds for independent response.)</li> <li>6. If student responds accurately, signal end of observation (i.e., <i>hand wave</i>).</li> </ol>
Least Intrusive Prompt	<ol style="list-style-type: none"> <li>7. If the student does not respond or responds inaccurately, signal next level of assistance (i.e., <i>1 finger</i>).</li> <li>8. Provide the first prompt in the pre-determined prompt hierarchy (i.e., the least intrusive prompt). Again, wait a minimum of 3-5 seconds to allow the student an opportunity to respond to the least intrusive prompt.</li> <li>9. If student responds accurately, signal end of observation (i.e., <i>hand wave</i>).</li> </ol>
Mid-Level Prompt	<ol style="list-style-type: none"> <li>10. If the student does not respond or responds inaccurately, signal next level of assistance (i.e., <i>2 fingers</i>).</li> <li>11. Provide the second prompt in the pre-determined prompt hierarchy (i.e., the mid-level prompt). Again, wait a minimum of 3-5 seconds to allow the student an opportunity to respond to the mid-level prompt.</li> <li>12. If student responds accurately, signal end of observation (i.e., <i>hand wave</i>).</li> </ol>

Most Intrusive Prompt	<p>13. If the student does not respond or responds inaccurately, signal next level of assistance (i.e., <i>3 fingers</i>).</p> <p>14. Provide the third and final prompt in the pre-determined prompt hierarchy (i.e., the greatest intrusive prompt). If the greatest intrusive prompt is anything less than full physical assistance, wait a minimum of 3-5 seconds to allow the student an opportunity to respond to the greatest intrusive prompt. (Full physical prompts move the student through the activity or step and do not allow the student to respond on his/her own.) Given that this is the final prompt in the hierarchy, it is the end of the observation.</p> <p>15. Signal end of observation (i.e., <i>hand wave</i>).</p>
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**Example One:**

Ann is a student who requires a high number of prompts and who enjoys making small beaded necklaces and bracelets from a jewelry making kit to give to her friends. The teacher is beginning to teach her to replicate a pattern from a model, to build on the matching skills that Ann already displays. Ann usually requires a prompt to initiate an activity and generally works on task for no more than about 10 seconds. Ann’s vision and hearing are okay and are not issues that need to be addressed when selecting prompts for the prompt hierarchy. Ann does imitate models that are presented to her. She does not like full physical assistance and responds aggressively when any prompts beyond partial physical assistance are used with her. The three pre-determined prompts selected by Ann’s teacher were:

- Least Intrusive Prompt: Gesture
- Mid-Level Prompt: Direct Verbal
- Greatest Intrusive Prompt: Model

<b>Phase of Event Recording</b>	<b>Steps within Phase</b>
Preparation	<p>1. Prepare to begin event recording (seating, teacher proximity, etc.). Hold up a sign cuing the viewer about the skill(s) that is/are being recorded.</p> <p><i>Ann is seated at the location for the activity and the teacher is seated in close proximity to Ann. Instructional materials are present but out of view. The video is recording (but the activity is not yet underway).</i></p>

<p>Preparation (continued)</p>	<div data-bbox="1193 226 1360 319" style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> M: 2.0.1 LBK-4 </div> <p><i>The teacher holds up a printed sign (white sheet of paper) to cue the viewer about what skills(s) is/are being observed.</i></p> <p>2. Provide instructional materials if required for activity.</p> <p><i>The teacher sets up materials for Ann to make a necklace by following a model. All materials for making a necklace as well as the completed model are put on the table.</i></p> <p>3. Gain student attention (use attending cues as highlighted in Table 7 <u>if necessary</u>). Provide a minimal cue to the student that it is time to start the activity (e.g., saying “Begin,” “Go,” gesturing to the materials) <u>only if necessary</u>. It is important to note that the teacher should be assessing skills that are routinely being taught to the student. Thus, it should not be necessary to provide any detailed instructions or exploration of instructional materials to the student just prior to the assessment. Due to the repeated exposure through the on-going instructional process, the student should be familiar with the activity and what is expected of him/her.</p> <p><i>The teacher calls “Ann. Begin.”</i></p> <p>4. Signal to begin recording (i.e., <i>hand wave</i>)</p> <p><i>The teacher makes a short “stop” hand gesture as a signal for the viewer to begin the observation.</i></p> <p style="text-align: center;">- more -</p>
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<p>Independent Response to Natural Cue</p>	<p>5. Give the student the opportunity to respond to natural cues. (Wait minimum of 3-5 seconds for independent response.)</p> <p><i>Teacher silently counts to five.</i></p> <p>6. If student responds accurately, signal end of observation (i.e., <i>hand wave</i>).</p> <p><i>Ann does not respond to the natural cues (i.e., she does not initiate or respond independently) and so the observation is NOT over. The teacher will move on to the least intrusive prompt (i.e., the first prompt in the predetermined prompt hierarchy of three prompts).</i></p>
<p>Least Intrusive Prompt</p>	<p>7. If the student does not respond or responds inaccurately, signal next level of assistance (i.e., <i>1 finger</i>).</p> <p><i>Teacher holds up one finger indicating that he/she is moving to the first prompt in the hierarchy (i.e., the least intrusive prompt) because Ann did not respond independently to the natural cues.</i></p> <p>8. Provide the first prompt in the pre-determined prompt hierarchy (i.e., the least intrusive prompt)</p> <p><i>The teacher gestures to the materials by pointing to the string.</i></p> <p>9. Again, wait a minimum of 3-5 seconds to allow the student an opportunity to respond to the least intrusive prompt.</p> <p><i>The teacher counts silently to five.</i></p> <p>10. If student responds accurately, signal end of observation (i.e., <i>hand wave</i>).</p> <p><i>In this example, Ann does not respond to the prompt and it is necessary for the teacher to provide the mid-level prompt.</i></p>
<p>Mid-Level Prompt</p>	<p>11. If the student does not respond or responds inaccurately, signal next level of assistance (i.e., <i>2 fingers</i>).</p> <p><i>Teacher holds up two fingers indicating that he/she is moving to the second prompt in the hierarchy (i.e., the mid-level prompt) because Ann did not respond to the least intrusive prompt.</i></p>

<p>Mid-Level Prompt (continued)</p>	<p>12. Provide the second prompt in the pre-determined prompt hierarchy (i.e., the mid-level prompt).</p> <p><i>The teacher says to Ann “Pick up the string.” (Providing the direct verbal as the mid-level prompt as was specified in the pre-determined prompt hierarchy specific to Ann and this activity).</i></p> <p>13. Again, wait a minimum of 3-5 seconds to allow the student an opportunity to respond to the mid-level prompt.</p> <p><i>The teacher counts silently to five.</i></p> <p>14. If student responds accurately, signal end of observation (i.e., hand wave).</p> <p><i>In this example, Ann does not respond to the prompt and it is necessary for the teacher to provide the greatest intrusive prompt.</i></p>
<p>Most Intrusive Prompt</p>	<p>15. If the student does not respond or responds inaccurately, signal next level of assistance (i.e., 3 fingers).</p> <p><i>Teacher holds up three fingers indicating that he/she is moving to the third prompt in the hierarchy (i.e., the greatest intrusive prompt) because Ann did not respond to the mid-level prompt.</i></p> <p>16. Provide the third and final prompt in the pre-determined prompt hierarchy (i.e., the greatest intrusive prompt). If the greatest intrusive prompt is anything less than full physical assistance, wait a minimum of 3-5 seconds to allow the student an opportunity to respond to the greatest intrusive prompt. (Full physical prompts move the student through the activity or step and do not allow the student to respond on his/her own.) Given that this is the final prompt in the hierarchy, it is the end of the observation.</p> <p><i>The teacher says to Ann “Pick up the string.” while at the same time modeling picking-up the string. (Thus providing the model as the greatest intrusive prompt as was specified in the pre-determined prompt hierarchy specific to Ann and this activity).</i></p> <p><i>The teacher counted silently to five and Ann did pick up the string for this step of the activity.</i></p>

<p>Most Intrusive Prompt (continued)</p>	<p>17. Signal end of observation (i.e., <i>hand wave</i>).</p> <p><i>Because this is a multi-step activity, the teacher does NOT signal that the activity is over. Instead, the teacher moves to the next step of the activity which is to pick-up the first bead that matches the pattern on the completed model. In this example, the first bead on the model is a light pink glass bead. Ann picks up a correct bead independently, but does not place it on the string. Ann's teacher progresses through all levels of the prompt hierarchy as specified above. The next step of the activity requires that Ann match the second bead in the model (i.e., a light blue bead). Ann picks up a bead, but it is the wrong color. The teacher points to the correct color and Ann does not respond. The teacher then moves to the mid-level prompt (i.e., direct verbal), by stating "Ann, pick up a blue bead." Ann does so correctly and puts it on the string independently. Ann then independently and accurately selects a pink bead and places it on the string followed by independently and accurately selecting a blue bead and placing it on the string.</i></p> <p><i>The teacher makes a "stop" hand gesture as a signal to the viewer that the recording is over. The teacher praises Ann for a good effort and gives her the option of continuing independently if she would like.</i></p>
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**For Practice:**

**Score Ann's Performance:**

ASC (Level of Accuracy for Skills and Concepts): \_\_\_\_\_

LA (Level of Assistance): \_\_\_\_\_

Composite score = (ASC + LA) = \_\_\_\_\_

**Example Two:**

Guadalupe is a student who enjoys participating in making small beaded necklaces and bracelets from a jewelry making kit to give to her friends. Because Guadalupe has severe physical impairments that limit both her mobility skills and fine motor skills, she partially participates in this activity. Guadalupe has excellent matching skills and the teacher has targeted having Guadalupe replicate a pattern from a model as a next objective. Although

Guadalupe is not able to physically make the bracelets and necklaces, she participates in a meaningful way by telling the person with whom she is working (e.g., teacher, assistant, peer without disabilities) what bead comes next in the pattern. Guadalupe communicates much information through the use of eye gaze. There are no concerns regarding Guadalupe’s vision and hearing and so these factors do not need to be considered when selecting prompts for the prompt hierarchy. The three pre-determined prompts selected by Guadalupe’s teacher were:

- Least Intrusive Prompt: Gesture
- Mid-Level Prompt: Direct Verbal
- Greatest Intrusive Prompt: Model

<b>Phase of Event Recording</b>	<b>Steps within Phase</b>
Preparation	<p>1. Prepare to begin event recording (seating, teacher proximity, etc.). Hold up a sign cuing the viewer about the skill(s) that is/are being observed.</p> <p><i>Guadalupe’s wheelchair is positioned at the table for the activity and the teacher is seated in close proximity to her. Instructional materials are present but out of view. For this activity the materials include a completed necklace showing a pattern of pink, blue, pink, blue, etc., as well as three different color beads that could be used (e.g., the correct beads as well as a distracter color). The video is recording (but the activity is not yet underway).</i></p> <p><i>The teacher holds up a printed sign (white sheet of paper) to cue the viewer about what skills(s) is/are being observed.</i></p> <div data-bbox="1144 1192 1312 1287" style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> M: 2.0.1  LBK-4 </div> <p>2. Provide instructional materials if required for activity.</p> <p><i>The teacher sets up materials for Guadalupe to participate in making a necklace by following a model. All materials for making a necklace as well as the completed model are put on the table. Because Guadalupe will not complete the physical aspects of this activity, the teacher picks up the string because she will string the jewelry beads after Guadalupe uses eye gaze to tell her which one is next. The teacher ensures that the jewelry beads are in distinct piles so that it is possible to interpret Guadalupe’s eye gaze.</i></p> <p style="text-align: center;">- more -</p>

<p>Preparation, continued</p>	<p>3. Gain student attention (use attending cues as highlighted in Table 7 <u>if necessary</u>). Provide a minimal cue to the student that it is time to start the activity (e.g., saying “Begin,” “Go,” gesturing to the materials) <u>only if necessary</u>. It is important to note that the teacher should be assessing skills that are routinely being taught to the student. Thus, it should not be necessary to provide any detailed instructions or exploration of instructional materials to the student just prior to the assessment. Due to the repeated exposure through the on-going instructional process, the student should be familiar with the activity and what is expected of him/her.</p> <p><i>The teacher calls “Guadalupe. Begin.”</i></p> <p>4. Signal to begin recording (i.e., <i>hand wave</i>).</p> <p><i>The teacher makes a short “stop” hand gesture as a signal for the viewer to begin the observation.</i></p>
<p>Independent Response to Natural Cue</p>	<p>5. Give the student the opportunity to respond to natural cues. (Wait minimum of 3-5 seconds for independent response.)</p> <p><i>Teacher silently counts to five.</i></p> <p>6. If student responds accurately, signal end of observation (i.e., <i>hand wave</i>).</p> <p><i>Guadalupe does not respond to the natural cues (i.e., she does NOT initiate by looking at the pattern on the completed model and then shifting her eye gaze to the appropriate pile of jewelry so the observation is NOT over. The teacher will move on to the least intrusive prompt (i.e., the first prompt in the predetermined prompt hierarchy of three prompts).</i></p>
<p>Least Intrusive Prompt</p>	<p>7. If the student does not respond or responds inaccurately, signal next level of assistance (i.e., <i>1 finger</i>).</p> <p><i>Teacher holds up one finger indicating that she is moving to the first prompt in the hierarchy (i.e., the least intrusive prompt) because Guadalupe did not respond independently to the natural cues.</i></p> <p>8. Provide the first prompt in the pre-determined prompt hierarchy (i.e., the least intrusive prompt).</p> <p><i>The teacher provides a gesture by pointing to the completed</i></p>

Least Intrusive Prompt, continued	<p><i>model and then giving a sweeping gesture to the piles of beads.</i></p> <p>9. Again, wait a minimum of 3-5 seconds to allow the student an opportunity to respond to the least intrusive prompt.</p> <p><i>The teacher counts silently to five.</i></p> <p>10. If student responds accurately, signal end of observation (i.e., <i>hand wave</i>).</p> <p><i>In this example, Guadalupe does not respond to the prompt and it is necessary for the teacher to provide the mid-level prompt.</i></p>
Mid-Level Prompt	<p>11. If the student does not respond or responds inaccurately, signal next level of assistance (i.e., <i>2 fingers</i>).</p> <p><i>Teacher holds up two fingers indicating that she is moving to the second prompt in the hierarchy (i.e., the mid-level prompt) because Guadalupe did not respond to the least intrusive prompt.</i></p> <p>12. Provide the second prompt in the pre-determined prompt hierarchy (i.e., the mid-level prompt).</p> <p><i>The teacher says to Guadalupe “Tell me which bead is first.” (Providing the direct verbal as the mid-level prompt as was specified in the pre-determined prompt hierarchy specific to Guadalupe and this activity).</i></p> <p>13. Again, wait a minimum of 3-5 seconds to allow the student an opportunity to respond to the mid-level prompt.</p> <p><i>The teacher counts silently to five.</i></p> <p>14. If student responds accurately, signal end of observation (i.e., <i>hand wave</i>).</p> <p><i>In this example, Guadalupe does not respond to the prompt and it is necessary for the teacher to provide the greatest intrusive prompt.</i></p> <p style="text-align: center;">- more -</p>
	15. If the student does not respond or responds inaccurately, signal

<p>Most Intrusive Prompt</p>	<p>next level of assistance (i.e., 3 fingers).</p> <p><i>Teacher holds up three fingers indicating that he/she is moving to the third prompt in the hierarchy (i.e., the greatest intrusive prompt) because Guadalupe did not respond to the mid-level prompt.</i></p> <p>16. Provide the third and final prompt in the pre-determined prompt hierarchy (i.e., the greatest intrusive prompt). If the greatest intrusive prompt is anything less than full physical assistance, wait a minimum of 3-5 seconds to allow the student an opportunity to respond to the greatest intrusive prompt. Full physical prompts move the student through the activity or step and do not allow the student to respond on his/her own. Given that this is the final prompt in the hierarchy, it is the end of the observation.</p> <p><i>The teacher says to Guadalupe “Tell me which bead is first,” while at the same time providing a model of using an eye gaze to look at the correct pile by providing an exaggerated eye gaze to the correct pile for the first color bead. (Thus providing the model as the greatest intrusive prompt as was specified in the pre-determined prompt hierarchy specific to Guadalupe and this activity).</i></p> <p><i>The teacher counted silently to five and Guadalupe did look at the correct pile of beads.</i></p> <p>17. Signal end of observation (i.e., hand wave).</p> <p><i>Because this is a multi-step activity, the teacher does NOT signal that the activity is over. Instead, the teacher moves to the next step of the activity which is for Guadalupe to look at the pile of beads to indicate the next bead to go on the string, matching to the completed model. In this example, the second bead on the model is a light blue glass bead. Guadalupe looks at the correct pile accurately to show the teacher the second bead to place on the string. The third bead is light pink. Guadalupe does not respond and requires a gesture prompt (i.e., the first prompt in the hierarchy). Guadalupe responds to the gesture prompt by accurately shifting her eye gaze to the correct pile of beads. After watching the teacher place the pink</i></p> <p style="text-align: center;">- more -</p> <p><i>bead on the string, Guadalupe immediately and accurately</i></p>
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Most Intrusive Prompt, continued	<p><i>shifts her eye gaze to the pile of light blue beads.</i></p> <p><i>The teacher makes a “stop” hand gesture as a signal to the viewer that the recording is over. The teacher praises Guadalupe for a good effort and gives her the option of continuing to work on the necklace if she would like.</i></p>
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**For Practice:**

**Score Guadalupe’s Performance:**

ASC (Level of Accuracy for Skills and Concepts): \_\_\_\_\_

LA (Level of Assistance): \_\_\_\_\_

Composite score = (ASC + LA) = \_\_\_\_\_

**Table 8: A Comparison of Work Samples and Event Recording Characteristics**

	<b>Purpose</b>	<b>Event</b>	<b>Skills</b>	<b>Use Scoring Rubric?</b>	<b>Record in Profile Software</b>	<b>Make Video Clip?</b>
<b>Work Samples</b>	Skill Monitoring (formative)	Not timed	Assess 3-4	Yes	Monitoring (3+ times yearly)	No
<b>Event Recording/ Spring Event</b>	Summative Assessment	Timed	Assess 12 Mandatory	Yes	Spring Event (best example)	Yes

#### **XIV. General Guidelines and Ethical Practices for Test Administration**

The NASAA is both a formative assessment of performance (measuring progress) and a summative assessment of proficiency. The summative nature of the NASAA is to make a determination about the student concerning one of four common *descriptors* of adequate grade-level progress (Emerging, Approaching Standard, Meeting Standard, Exceeding Standard), as assessed using alternate achievement standards. It is important to administer the NASAA using planned, well-controlled conditions to assure a reliable and valid result, and to demonstrate clearly on the recording what the student has accomplished in the classroom.

##### ***Planning the Assessment***

Teachers should plan well ahead, prior to conducting either work samples or event recordings. Standardized testing conditions should be used to the extent practical. It is important to assess the student under the same conditions in order to establish a reliable and valid measure of growth (e.g., annual progress on IEP goals).

It is important to consider the physical and cognitive limitations of the student when planning the assessment in order to assure that each student has the opportunity to perform with some degree of accuracy. One of the powerful features of the NASAA is that it allows the classroom teacher to “retake” the recording as often as necessary to obtain the best example of the student’s performance.

### ***Grouping of Benchmark Skills for Measurement***

Considerable discussion occurred during the field test of the NASAA programs 2005-2006 school year, about the feasibility of measuring multiple skills in a single Event Recording, or in using the same Event Recording to demonstrate multiple skills. Two types of grouping were seen.

***Only one type of skill grouping is permitted for Event Recording:*** using *sequential recording*, a recording is conducted of oral reading skills by the student, followed immediately by the student writing an answer to the math question.

#### **Guidelines for grouping the recording of performance on benchmark skills:**

- **The event must be well-planned and smartly presented.**
- **Clear and visible labeling of the end of the Direction phase must be apparent for each skill (number of skills in Event = number of Direction phases).**
- **Skills must be sequential in the event, with no overlap between directions and prompts. Be very clear about the distinction between them!**
- **One prompt hierarchy must be evident for *each* skill performed during the recording.**
- **The duration of the recording should not exceed 30-40 seconds *in total time*.**
- ***Two* skills SHOULD NOT be represented by a single event recording (using one piece of evidence for multiple skills), unless the skills are the less-complex LBK skills (alert/respond). Where two skills are demonstrated on a single video where the benchmarks being assessed are not ALERT/RESPOND, the above guidelines MUST be followed.**
- **The event recording may be evidence for only one student.**

No where else is the use of clear hand signals and quality of the video photography more important, than if the validation scorer is to correctly interpret the demonstration of a series of skills in successive skills in one video! Please keep in mind that recordings presented that exceed 30-40 seconds are simply not manageable for most validation purposes.

#### ***Recording Strategies to Avoid***

- If a student response is fleeting (less than 2-3 seconds duration), the sequence must be repeated, or moved to more intrusive prompts to demonstrate that the response was not a random response. Generally, a low-complex response should be sustained for 3-5 seconds, or be evident in multiple short recordings, to be considered measurable at the validation scoring.

- In no more than *two* instances, throughout the entire assessment, may a single (identical) video be used as a measurement of different benchmark skills. A single video measuring different benchmark skills should be limited to the lowest LBK benchmarks such as ALERT/RESPOND.
- Working a student through a “laundry list” of several skills as an interactive lesson between teacher and student (or at a work site with the student employee and the supervisor) must be avoided.

### ***Examiner Preparation***

It is essential that each classroom teacher be adequately prepared to assess each student. Classroom teachers should review the training manual and consult with other teachers who have administered the NASAA for tips and strategies. For example, carefully consider close-in camera work, at a clear angle, in a manner that does not distract the student; don’t plan on getting a good product on the first take!

### ***Test Environment***

Each student should be tested under similar conditions including setting, to the degree practical. The following test conditions are recommended:

- Make sure the student is comfortable, well fed, and rested.
- Introduce each student to the purpose and format of the assessment.
- The setting and materials should be familiar to the student.
- Assess each student in a one-to-one setting unless a third party is necessary (a camera operator, if available, is suggested to help make the recording).
- Prepare examination testing materials and physical prompts before-hand and standardize across students. In the field test, some students fixated on hand signals, or were distracted from the task by the hand signals. Here, other means of communicating (cards, or cards held behind the head of the student by an assistant) may be necessary, or multiple “takes” may be necessary to lessen the novelty of the classroom teacher’s hand signals.
- Make sure that each student can view stimuli materials and respond easily.
- Keep the remainder of the student’s field of view clear of distractions.
- **Do not provide feedback** to the student about the accuracy of performance during the event recording. Feedback such as “good” or “you got it” will spoil the event recording, which must be conducted again with no feedback. Extraneous praise and encouragement to the student that discloses results is **feedback**. Save all comments that are not intended as a verbal prompt for *after the event recording*. Feedback is effective as part of instruction but inappropriate for objective testing conditions; this is another reason that the recording is best

designed to be very short in duration. Limit all interactions during the event recording to the planned prompting schedule.

### ***Administration Time***

Administer the NASAA in the morning if possible, or as soon as the student is available in the afternoon. All “repeats” should be conducted at about the same time of day. Plan how much time will be necessary to complete the assessment given the student’s skills and physical ability. Divide the assessment into manageable units of time, and provide reasonable break times in between recordings (for the sake of the student and the teacher!).

### ***Start and Stop Rules***

Stop the assessment trial after 2-3 minutes of unsuccessful performance on any given day, or when the student has demonstrated his or her best level of performance, in the classroom teacher’s opinion.

### ***Borderline Judgments***

The scoring rubric used with the NASAA, including the accuracy and assistance descriptions, is intended to provide clear guidelines for scoring. However, situations occur that necessitate subjective judgments. **If it is unclear which level of accuracy or assistance to assign, select the more conservative (lower score) of the two.** Make a note of the justification for the assigned score.

### ***Keep Running Notes***

The classroom teacher should use a paper copy of the *NASAA Event Recording Performance Rating Form* to assign the score immediately as the event is concluded, making short written notes where necessary, before attempting to make a new event recording of the next skill or activity.

### ***Supporting Evidence***

The video clips may be stored within the *Measured Progress ProFile*. The software also allows teachers to keep a list of “paper” documents that are evidence of skill completion. A file of paper documentation, separate from the NASAA electronic portfolio, is also acceptable for review by students, parents, and other members of the IEP committee.

### *Use the Standard Naming Convention for Videos*

The state system for processing results and validation scoring relies on a standard method of file naming for each video clip. The local NASAA Trainer will advise you further on how to store and maintain the video files.

## **XV. NASAA Participation and the Answer Document**

### Answer Document

Each student's participation in the NASAA is reported to the NDE Assessment, Program Accountability & Curriculum (APAC) through the state's Answer Documents (AD), or the scannable "bubble sheet" used for students participating in the general academic assessment (e.g., CRT, ITBS, etc.). **All students designated for participation in the NASAA must be included by having a "bubble sheet" completed at the same time as schools complete the AD for other students taking the state's general academic assessment.** The assessments where the AD must be completed include:

- Iowa Tests (ITBS/ITED): once, during each grade-level administration
- CRT: once, during each grade-level administration, Grades 3-8
- State Analytic Writing: once during the administration at Grades 5 or Grade 8
- HSPE, all four subject areas: (one AD completed for the NASAA in Grade 11, or in Grade 12 if NASAA was not documented for Grade 11)

**All student information on the AD must be completed consistent with local school district procedures for students taking the general academic assessment.** The school district assessment director may have additional procedures for using bar-coded labels. Most school districts will have the classroom teacher or the test security designee at the school verify the student information section of the AD. The following sections (fields) must be completed for students assessed with the NASAA, using the same procedures as students assessed with the state's general academic assessment:

- Student Name
- Student Number
- District Number
- School Number
- Region Number
- Programs (e.g., IEP)
- Years in District (YID)
- Years in School (YIS)
- Gender

- Birth Date
- Special Conditions (SPC) (bubble-in: NASAA)
- Race/Ethnicity
- **Leave Blank:** Subtests

For further questions or to obtain additional answer documents, each school has a designated test security administrator who is familiar with the procedures used for students taking the state’s general academic assessment. The special education teacher should confer with the building’s test administrator and then confirm routine procedures with the school principal to assure that ADs are completed with all required information for students participating in the NASAA at that school.

A NASAA administrator in the school district is assigned to oversee completion of local procedures. This administrator maintains a current list of students whose IEPs stipulate participation in alternate assessment, and a list of students who have actually completed the NASAA. Also, this administrator will coordinate with the district’s assessment director in assuring that the necessary procedures for documenting participation for NASAA is completed within the same timelines as the general academic assessment.

## **XVI. Validation Scoring (Second Scoring)**

Validation or “second” scoring is a required component of the NASAA. This is conducted in the Spring, by teams of teachers who are familiar with the scoring rubric but have no prior knowledge of the student. Then, the total score for each academic subject as reported by the classroom teacher is compared to the score reported by the validation teacher-scorer.

The NDE requires that all assessment results be reviewed by local districts, and that the districts submit the classroom assessment results to the state by a date in mid-February. That deadline is very important. **Check with the district’s NASAA administrator about specific deadlines in January-February**, as local compilation procedures vary. The NDE issues a calendar of deadlines, suggestions for local deadlines, and training activities. Teachers may obtain a copy from the district’s NASAA administrator in the school district or a NASAA trainer.

Validation scoring for the NASAA is conducted for 51–100% event recording folders submitted by every school district; in some districts all assessments records are validated. District administrators are not advised in advance of which NASAA records will receive validation scoring.

The Event Recording Folder is comprised of the recorded evidence of student performance and essential supporting evidence. Event Recordings should be good quality, with the typical digital-video “clip” lasting 15-40 seconds. Immediately after each recording the teacher should complete a rating of the event on the *NASAA Event*

*Recording Performance Rating Form* in the *Measured Progress ProFile* software. Related evidence, such as work samples or teacher notes, should be tagged with full identifying information (student name, student number, date of the evidence, teacher's name, school name, school district name). Note that there is adequate room on the *Profile* form to make most notes in a text box, and then have these text notes embedded into the final printout.

The Event Recording Folder is compiled for each student by the classroom teacher and consists of:

- a digital file including the video recording of each of 12/14 benchmark skills (6 for ELA and Math, 2 for Science, if required);
- a complete *Event Recording Performance Rating Form*, for each skill, including all identifying information, the skills assessed, and the classroom teacher's scores for each benchmark skill, printed from the *Measured Progress ProFile* program;
- another *Event Recording Performance Rating Form* listing all of the same information for each skill, except that the classroom teacher scores are omitted, as printed from the *Measured Progress ProFile* program;
- supporting additional written documentation from the teacher, if any;
- supporting student work samples, if any;

The printout of skills monitoring, or other evidence of routine progress monitoring conducted for the student, should not be submitted with the Event Recording Folder to the NDE.

NASAA Trainers in local districts are an excellent technical resource for preparing the Event Recording Folder, and will have additional local up-to-date tips and techniques. All 12/14 video "clips" for the student should be copied using the *Apple QuickTime* format, with a current version of *Quicktime*. The video recordings may be submitted on a CD while contained (embedded) in the *Measured Progress ProFile* software, by making a full archive of the student's folder as compiled in the *Measured Progress ProFile*. Instructions for how to copy a folder are included in the *User Manual for Measured Progress ProFile*.

Event recordings may not be submitted for validation scoring on VHS cassette, and attempting to record and edit Event Recording via VHS is strongly discouraged. **Media (compact disks, DVDs, or memory sticks) submitted for validation scoring will be returned to the school district, but it may take 4-6 months for processing. Make a full duplicate of the Event Recording Folder for each student, prior to submitting. Use one CD per student, to the extent practical.**

**Missing or incomplete Event Recording Folders may result in the designation of the student as Not Participating and/or Not Proficient.**

The NASAA administrator in the school district will have additional specific instructions about how the classroom teacher should review and prepare the Event Recording Folder.

Each Event Recording Folder should be placed in a separate clean 9 ½ x 12 1/2 envelope, with full identifying information: student name, student number, date of the evidence, teacher's name, school name, school district name, today's date. Envelopes should be sealed with a piece of tape. Please do not glue envelopes shut or fasten with metal bindings. Media files cannot be transmitted electronically to the NDE via the Internet at this time.

**The district is required to review and inventory all Event Recording Folders and to certify that the contents are readable and complete.** After that, the records are shipped to NDE by the NASAA administrator for the school district. Materials sent by individual classroom teachers or schools to the NDE will be returned to local school district, resulting in further delays in processing.

The NASAA field test in 2005-2006 resulted in high levels of agreement among raters, meaning that classroom teacher and validation teach-scorers were in agreement on the achievement score, based on the video evidence. With such agreement, the validation teacher's score for student performance is regarded as the "final" score. Where score disagreement occurs, a procedure for a third (and final) scoring of the video evidence may be conducted by the NDE, which could result in a new Determined Score from that of the validation teacher scorer. If indicated, these findings will be reported to the NASAA administrator for the school district.

Once the validation scoring has been completed, the determination of individual scores for proficiency will be tabulated at the NDE, and included in the recommended determination of proficiency for AYP (building, district and state levels). The release of individual proficiency scores will be made following the public notice of AYP in Mid-Summer. Results will be issued by the NDE to the NASAA administrator in the local district, who will designate how score distributions are to be made to parents and classroom teachers. The NDE is in the process of developing a student report based on the computerized scoring of the NASAA Answer Documents. These student reports will contain information that will provide parents with their student's overall proficiency in the areas of ELA, Math and Science.

## **XVII. Confidentiality and Test Security**

Care in handling and protecting private student information and the copyrighted *Measured Progress ProFile* software is very important. However, the NASAA does not require the same security protections of other high-stakes academic assessments such as the CRT, where revealing the content of test items or providing assistance on standardized tests is a violation of state law. The following operating principles must be kept in mind.

### ***Confidentiality***

The NASAA includes identifying information about students who are entitled to privacy protections described in the *Family Educational Rights and Privacy Act* (FERPA). The files, including student information in the *ProFile* software and the evidence of student performance comprise an educational record, requiring the same care and protection as any other educational record. School personnel administering assessments and using the software should be reminded of important confidentiality fundamentals that may come up in the course of documenting and sharing information based on the NASAA:

- Video content for the NASAA has the same student confidentiality standard as printed test content.
- While it is strongly suggested that parents be fully informed, compiling a record of video clips for the NASAA does not require prior written permission of the parent or guardian.
- Some school districts routinely request permission from the parent or guardian to release school news (including video taping by television stations) to the public. *Such a news release authorization (or a parent or guardian's refusal to release public information) does not apply to the school district's obligation to compile and maintain student records, including NASAA Event Recordings where indicated.*
- Parents and legal guardians have the right to review all educational records maintained for the student, until the student attains age 18 (and then the student has the right to review the educational records).
- Parental consent must be obtained to release or disclose the contents of educational records to a third party, unless that third party is a public school or agency entitled to the educational records.
- The NDE and the NASAA validation scoring process is a public agency entitled to the educational records. Viewing of the video clips is conducted exclusively by licensed teachers.
- Parents have the right to view only those educational records pertaining to their own child; the records and evidence of performance for other students must be protected.

- Procedures for recording the names and status of individuals who have access to a student's educational records must be maintained, the same as any other special education record.

The *Special Education Rights of Parents and Children* is a publication of the NDE that describes these principles in more detail. Local districts may have other supplemental materials available to teachers. For specific allegations of procedural violations or complaints, the parent or guardian should be referred to the local special education director or officer of procedural safeguards.

### ***Equipment and Data Security***

The *Measured Progress ProFile* is licensed on a limited basis by the NDE to assist teachers in conducting the state alternate assessments. Password protection or other procedures should be maintained according to local security procedures. Trainers should oversee the designation of passwords and record all users and passwords assigned and maintain a current list, in the event that access is required when the teacher is unavailable. The NASAA administrator in the school district is to receive a list of these passwords, and maintain a list for the school district.

Teachers using the *Measured Progress ProFile* software are also expected to take other reasonable precautions in protecting the confidentiality of the student records stored on the computer. Transporting student records on laptop computers and other highly-portable media is always of high concern. Local school district policy includes rules of practice pertaining to computer equipment; these should be familiar to all teachers.

Planning ahead will preclude most data calamities, but the first and foremost rule of data security is to make a complete archive of the *Measured Progress ProFile* on a regular basis, preferably at least once a week (and more often when multiple event recordings are being added each day). Other factors that may lead to lost, compromised, or corrupted student records:

- Use of the *Measured Progress ProFile* is authorized for use on school-district equipment specifically assigned for this purpose. Do not install the software in a personal or home computer system.
- Computer hardware and data contained therein can be stolen or vandalized if left unattended in unlocked rooms at school. Cable locks are recommended. Laptop computers are a very popular commodity for hardware thieves.
- Even with passwords, it happens that some unauthorized users enjoy the challenge of finding ways to bypass passwords or compromise network security measures; given sufficient access and opportunity the hacker will probably succeed.

- Data may be lost unintentionally if recording media (Compact Disks, memory sticks, etc.) are left in view, or if they are used for multiple purposes. Keep media with student information isolated and stored under lock and key.
- Computers linked to the internet are a popular target for destructive viruses, including some that will permanently corrupt files or reformat the media stored in the computer. Your district administrator does not wish to acquire these viruses from unprotected users. The validation score team does not wish to acquire these viruses from unprotected users. Anti-virus and firewall security measures are provided by local school districts, and these procedures must be followed.
- Network administrators or contracted repair persons may gain complete and immediate access to data files; allow only bonded, contracted repair persons access to your computer equipment.
- Limit the records of student information on the laptop to current, pertinent information. Do not store student information long-term on the computer.
- Computers are fragile. They misfire due to water damage, jarring, and in some cases even mild magnetic fields.
- Computers are easily damaged by desert heat, and media used to store data can be permanently damaged at temperatures as low as 110 degrees.

### **XVIII. Reporting Results to Parents**

Reporting NASAA results for academic achievement for ELA, Math, and Science for individual achievement is required by NCLB. These individual reports must be descriptive and report relative strengths and instructional needs. Under NCLB, individual reports must assist parents, teachers, and school principals in understanding and addressing specific academic needs. Results presented on the report must be accompanied by interpretive guidance. Student reports must be delivered to parents, teachers, and school principals as soon as possible after the assessment is administered.

The results from the NASAA are also included in the annual determination for whether the home school is meeting the state's standard of "adequate yearly progress," provided the public disclosure of this information would not provide identifying information about individual students. The reporting form for an individual student's AYP Determination is being developed.

The *Measured Progress ProFile* software includes a parent report on individual student results that summarizes the student's performance. If used in conferencing with the parent, it should be accompanied by an explanation of the skills assessed for the student, and the student's progress over time as reflected by results of progress monitoring. A more-detailed automatic parent report is being developed.

APPENDIX A

**Determining Student Grade Level by Date of Birth  
For Students Participating in the NASAA**  
*A Recommended Guide (Check for Local Approval)*

<b>Age by 9/01/07</b>	<b>DOB</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
7	10/99-9/00	X										
8	10/98-9/99		X									
9	10/97-9/98			X								
10	10/96-9/97				X							
11	10/95-9/96					X						
12	10/94-9/95						X					
13	10/93-9/94							X				
14	10/92-9/93								X			
15	10/91-9/92									X		
16	10/90-9/91										X	
17	10/89-9/90											X

APPENDIX B  
**NASAA Event Recording Performance Rating Form**  
 (NOTES Only: Enter Final Scores in ProFile Program)

Student Name: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_  
 ID#: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ State School # (XXX): \_\_\_\_\_

School District: \_\_\_\_\_ Distict # (XX): \_\_\_\_\_

√	Level	Grade Cluster	Strand (include code; i.e. "E: 1.0.1")		
	<b>II = CBK</b> <b>III = CEB</b> <b>IV = LBK</b>	<b>A = 3-5</b> <b>B = 6-7</b> <b>C = 8-12</b>	Code:		
			<i>Rate for Accuracy of Skill &amp; Concepts (ASC) and Level of Assistance (LA)</i>	ASC	LA
			<b>ASC and LA Rating =</b>	<input type="text"/>	<input type="text"/>
			<i>Behavioral Observations, Comments about Setting</i>		
			<i>Documentation as noted and attached to include in the NASAA Assessment Record:</i>		
			<b>Composite Score = Highest ASC + LA Rating =</b>		<input type="text"/>

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