

The Alaska Alternate Assessment

MONITORING ACCOMMODATIONS

From the Individual Education Plan
To the Classroom
To Assessment Day

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SOURCES:

- *Professional Development Guide: Accommodations Manual*
The Council of Chief State School Officers
- *Participation Guidelines for Alaska Students in State Assessments*
Alaska Department of Education
- *Alaska Comprehensive System of Student Assessment and Testing Accommodation*
Alaska Department of Education

All resources available at www.eed.state.ak

Activity #1

Think,
Pair
& Share



Activity Sheet

CHECK
YOUR
KNOWLEDGE!

Outcomes:

- Learn about accommodations for instruction and AkAA assessment.
- Learn how to select accommodations for individual students.
- Learn to administer accommodations during instruction and AkAA assessment.
- Learn to evaluate and improve accommodation use.

Modifications vs. Accommodations

Modifications are the changing, lowering or reducing of learning and assessment expectations.

This includes allowing a student to learn less material than is expected of other students or revising assignments or tests to make them easier.

Modifications are not allowed on the standard administration portions of the Alaska Alternate Assessment

Modifications vs. Accommodations

Accommodations are practices and procedures in the areas of

- Presentation
- Response
- Setting, and
- Timing/Scheduling

that provide equitable instructional and assessment access for students with disabilities.

Modification or Accommodation?

ACTIVITY # 2

A student knows the answers to the math questions on a test. However, her disability makes it difficult for her to hold a pencil and write the answers on the answer sheet.

Unless the student is given an accommodation, the test will measure her ability to hold a pencil instead of her proficiency in math.

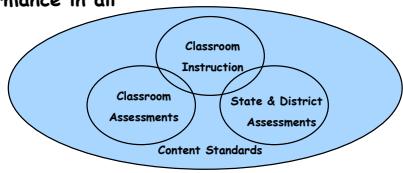
Activity #2

Think,
Pair
& Share

Modification
? Or ?
Accommodation

Accommodations

- Accommodations should be established to support student learning and performance in all areas



The Four Accommodation Categories

- **Presentation Accommodations**

--Allowing students to access information in ways that support their individual needs (or do not require them to visually read standard print). These alternatives can be auditory, multi-sensory, tactile, and/or visual.

Discussion: Acceptable accommodations for a student with significant reading limitations on the Alaska Alternate Assessment (AkAA).

Accommodation Categories

- **Response Accommodations**

--Allowing students to complete assignments, tests and activities in different ways including the use of assistive technology.

Discussion: Acceptable accommodations on the Alaska Alternate Assessment (AkAA) for a student with writing limitations.

Setting Accommodations

- **Setting Accommodations**

--Changing the location or conditions of the assessment setting.

Discussion: Acceptable accommodations on the Alaska alternate Assessment (AkAA) for a student who is unable to take an assessment in the traditional setting.

Accommodation Categories

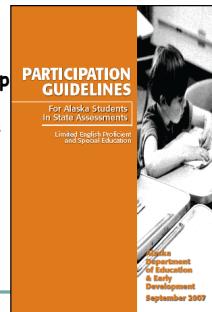
- **Timing/Scheduling Accommodations**
--Increasing the length of time to complete a test or assignment and/or changing the way the time is organized.

Discussion: Acceptable accommodations for a student who is not able to take an assessment in the traditional time frames.

Participation Guidelines

"The *Participation Guidelines for Alaska Students in State Assessments* is designed to help Alaska fulfill the commitment to include all students in State assessments."

The *Participation Guidelines* booklet is Alaska Regulation 4 AAC 06.775(a)



Participation Guidelines

A useful listing of acceptable accommodations can be found in the State's publication.

- **Timing/Scheduling (page 11)**
- **Setting (page 12)**
- **Presentation (pages 12& 13)**
- **Response (page 14)**

Take a few minutes on your own to look them over.

Participation Guidelines: Accommodation or Modification?

When evaluating an adaptation that is not included in these lists (i.e. when it is not clear whether the adaptation is an accommodation or a modification), the IEP team should answer the following threshold questions:

Participation Guidelines Page 15

Participation Guidelines:

Accommodation or Modification?

1. "Would the adaptation help the student demonstrate proficiency by reducing the effect of the disability on the student's performance?"

and....

Participation Guidelines:

Accommodation or Modification?

2. "Would the student use the adaptation in the classroom during regular school tasks and assessments?"

If the answer to either is "no," then the adaptation is probably not a reasonable or appropriate accommodation.

But....

Participation Guidelines:

Accommodation or Modification?

If the answer to both is "yes," then the next step is to determine whether the adaptation is an accommodation or a modification.

To do this, the IEP team considers the following 3 questions...

Participation Guidelines:

Accommodation or Modification?

3. "Does the adaptation impede the measuring of the skill that is being tested?"

a. "Would the adaptation give the student an unfair advantage over a student who has the same proficiency level and who is not eligible to use the adaptation?"

b. "Does any research support the conclusion that this adaptation does not alter the ability of the test to measure the student's skill level?"

(If needed, consult with the Alaska Department of Education.)

Participation Guidelines:

Accommodation or Modification?

4. "Would use of the adaptation cause a breach of test security?"

(If needed, consult with the Alaska Department of Education.)

5. "Would use of the adaptation make it impossible to score the test?"

(because it changes or alters the answer sheet)

Note: an exception may be the use of the qualified assessor to transfer the student's answers to the official answer sheet

Participation Guidelines:

Accommodation or Modification?

If the answer to 3, 4 OR 5 is "yes," then the adaptation is a modification and not allowed on the standard portions of the AkAA.

If the answers to questions 3, 4 AND 5 are a "no," then the adaptation is an allowable accommodation and may be used on the standard portions of the Alaska Alternate Assessment (AkAA)

Assistive Technology

Accommodation
vs.
Modification

Assistive Technology -- Active Participation...Communicating



Cheap Talk 4
(Enabling Devices)



Step By Step Communicator
(AbleNet)



DynaVox 3100

Communication devices must provide a means of active participation within the curriculum



Picture Exchange Communication System, PECS
(Pyramid Educational Consultants)

Assistive Technology -- Active Participation...Reading

Look carefully at the insect
objects
tactile cues

.. graphics/symbols (Writing with Symbols 2000, Widgit)

Voice Output Switches (Step-by-Step, AbleNet)

Assistive Technology -- Active Participation...Writing

word prediction (Read and Write Gold textHELP)

Find your action:

- 1 at
- 2 sail
- 3 the
- 4 to
- 5 what
- 6
- 7
- 8
- 9
- 10

Speak
Speak Aloud
Speak When Clicked
 Type When Clicked
Font Size
 Type a space after the word

Our report is on Polar Bears.

a custom overlay and adaptive keyboard (Overlay Maker, IntelliTools)

webbing software (Inspiration)

A portable keyboard (AlphaSmart)

Assistive Technology -- Active Participation...Writing

word stamps

sentence strips

A plant needs oxygen water

pictures - drawn, magazine

Individual, laminated symbols secured with Velcro (Boardmaker, Meyer-Johnson)

The plant needs sunlight.

Assistive Technology -- Active Participation

Don't Assume!

Even though assistive technology is used in the student's day-to-day school environment, it is still an adaptation that must be looked at to determine if it is an accommodation or a modification for the Alaska Alternate Assessment.

Documenting Accommodations

- Accommodations in instruction and assessment can be documented in any of three areas of the IEP:
 1. Consideration of Special Factors—
A.T. devices and services
 2. Supplementary Aids and Services—
aids, services, and other supports
 3. Participation in Assessments
how student will participate in state and district-wide assessments

Documenting Accommodations

- IEP team decisions should be based on...
 - the student's learning strengths & needs
 - how the student's learning needs affect the achievement of GLE's or ExGLE's
(Grade Level Expectations or Extended Grade Level Expectations)

Documenting Accommodations

- the specialized instruction
(e.g. learning strategies, organizational skills, reading skills)
the student needs to achieve GLE's or ExGLE's
- the accommodations that will increase the student's access to instruction and assessment by reducing the effects of the disability

Documenting Accommodations

Additional Documentation can be made using the Individual Education Program sheet (revised 8-09) that Aran shared yesterday.

Ensuring the Success of Accommodations

- Plan for implementation of the use of accommodations.
(when, where, with whom, how)
- Assess how accommodations are working and make adjustments as indicated.

Ensuring the Success of Accommodations

- Involve each student in selecting, using and evaluating accommodations.
- Inform all staff of routine accommodations and assist them in using them.
- Ensure that student is able to use the accommodation before assessments then, prepare prior to the day of testing so that they are available.

Activity #3

• Think,
Pair
& Share

Activity #3

Work with a partner to

1. Choose a student who would be eligible for the Alaska Alternate Assessment.
2. List adaptations this student would need in instruction and testing.
3. Identify which are accommodations and which are modifications.
4. Establish an implementation plan for use of the accommodations.

Useful Tools for Teachers and Assessors

1. Checklist of Access Needs That May Require Accommodations (Manual page 48)
2. Interview for Accommodations from Student's Perspective (Manual page 50)
3. Assessment Accommodation Plan (Manual page 52)



Accommodations Manual

Useful Tools for Teachers and Assessors

4. Assessment Accommodations Agreement (Manual page 53)
5. Logistics Planning Checklist (Manual page 54)
6. Accommodations Journal (Manual page 56)

Monitoring Accommodations

Do
Your
AhHaa's!

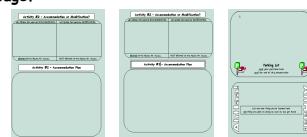
Time to
Check your
Parking Lot



•QUESTIONS
and
•DISCUSSION

For the Presenter

Below are three pages of activity sheets for your participants. Copy and paste them onto individual MS Word documents where you can enlarge each to fit the page.



Agenda
Mentor Focus Group
October 27, 2009
Topic: Scorer Reliability

USDOE has requested that EED conduct studies and provide evidence that there is inter-rater reliability among assessors and that scoring remains consistent over time. As this will impact districts, EED would like a discussion among mentors and solicits feedback and recommendations from the Alternate Assessment Mentor-Trainers.

Present each proposal to group for discussion and ask:

- ✓ How will this proposed study be received in the field?
- ✓ Issues, pros, cons.
- ✓ What is valuable about this study?
- ✓ What about this study might create a hardship in the district?
- ✓ Can this study be strengthened? Describe how.

Proposed Studies/Analyses	<ul style="list-style-type: none">• Re-scoring Writing Passages• Re-administering and Rescoring Specific Tasks with Review of Administration Checklist and Scoring Protocols• Reliability of Assessor Administration
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OPTIONAL COMMENTS:

Other changes to the Training System you may wish to provide feedback on include:

1. Test Security Agreement revisions
2. Reorganization of Web Based Training system
3. Reorganization of New Mentor Training
4. Additions to Annual Mentor Training
5. Filming new videos for web based training
6. Using videos of test administration/scoring for score behinds with mentors and protégés
7. Survey of Qualified Mentor Trainers for time spent coaching protégés online and on-site
8. Focus Group with Qualified Mentor Trainers

Focus Group Feedback on Reliability Proposals, October 27, 2009
Names of Participants in Table Group

Name and Explanation of Proposal: ***Re-scoring Writing Passages***

All writing passages will be mailed to the vendor for re-scoring as this is a task that has some subjectivity in scoring because it involves a scoring rubric (Ideas and Organization Scoring Rubric). TAC recommends that we do these. Additional up front training has been provided for scoring rubric in writing.

Please respond to these questions:

- ✓ How will this proposed study be received in the field?
- ✓ Issues, pros, cons.
- ✓ What is valuable about this study?
- ✓ What about this study might create a hardship in the district?
- ✓ Can this study be strengthened? Describe how.

Focus Group Feedback on Reliability Proposals, October 27, 2009
Names of Participants in Table Group

Name and Explanation of Proposal: ***Re-administering and Rescoring Specific Tasks, Review of Administration Checklist and Scoring Protocols***

A sampling of assessors will be selected to re-administer a task to a student and send the scoring protocol to the test vendor for analysis. This is a TAC recommendation. This will be a paper-pencil procedure (not online). Additionally, Qualified Assessors will be selected to send in the completed *Administration Checklist* along with Scoring Protocols to ensure that teachers are writing down student responses and correctly scoring student responses. Student responses contained on the scoring protocols will be compared with the scores entered into the data entry system. Checking the Administration Checklist and Scoring Protocols is an EED-DRA recommendation.

Please respond to these questions:

- ✓ How will this proposed study be received in the field?
- ✓ Issues, pros, cons.
- ✓ What is valuable about this study?
- ✓ What about this study might create a hardship in the district?
- ✓ Can this study be strengthened? Describe how.

Focus Group Feedback on Reliability Proposals, October 27, 2009

Names of Participants in Table Group

Name and Explanation of Proposal: ***Reliability of Assessor Administration Study***

This study includes video-taping assessors administering and scoring selected tasks followed by an evaluation by a committee of Qualified Assessors and AA Mentors. Please read attached document.

Please respond to these questions:

- ✓ How will this proposed study be received in the field?
- ✓ Issues, pros, cons.
- ✓ What is valuable about this study?
- ✓ What about this study might create a hardship in the district?
- ✓ Can this study be strengthened? Describe how.

DRAFT Plan to strengthen the evidence of inter-rater consistency in scoring and a plan for maintaining consistency of scores over time (4.2.c) for the Alaska Science Alternate Assessment based on Alternate Achievement Standards

According to Alaska's Technical Advisory Committee, the Alternate Assessment training of qualified assessors and mentors is a rigorous and effective system. The time and training requirements to become an alternate assessment qualified assessor far exceeds that of a proctor who administers the general education assessments. The alternate assessment assessors have come to terms with the additional time and training requirements because they realize they are scoring student responses as well as administering the assessments to a highly challenging population of students. The purpose of this intensive training is to ensure a thorough understanding of test administration and scoring procedures, and to ensure a standardized delivery statewide. Consistency and reliability of scoring can be accomplished by 1) scoring to a standard, 2) scoring across people, and 3) scoring over time. The alternate assessment qualified assessor instruction trains all assessors to the same standards of scoring and the same standards of test administration. The training is accomplished by web based training and proficiency tests as well as a live practice test which is evaluated and re-scored by the test vendor or a Qualified Mentor Trainer who has been certified by the vendor.

Alaska remains committed to its existing and thorough preparation of qualified assessors. Our focus on continuous improvement involves an annual program review. As a result of this evaluation, we are reorganizing the delivery of qualified mentor training, as well as updating student/test administrator training videos and proficiency modules for training qualified assessors. These revisions to the assessor training highlights the Alaska model of training to standards.

Peer Review has asked for a plan to ensure inter-rater reliability and maintaining score consistency over time. Alaska has asked its National Technical Advisory Committee (TAC) to provide input during the April 2009 meeting. According to Alaska's TAC, one of the biggest challenges to validity is not scorer reliability for fidelity to the scoring rules. In order to ensure that all scorers 1) understand and follow the administration rules, and 2) are making the same scoring decisions, several improvements to the Alaska Alternate Assessment assessor training system are underway as discussed above. Outlined in this plan of improvement are other strategies Alaska will implement to support inter-rater reliability and maintain consistency of scoring over time that were recommended by the TAC.

Alaska has considered both observations that include a second scoring of student responses by a trainer observer (score-behinds), as well as video-taping test administrations of students with re-scoring by a trained observer. These ideas were presented to TAC. They recommended that we not pursue these options as the video equipment, the filming procedures, and the presence of a stranger would most likely cause disruption to the student, and performances for a stranger would not necessarily yield accurate responses or true scores. Several members of the TAC were adamant that we should do no harm to students, and these kinds of invasive testing practices may be harmful to students and could jeopardize the intended result of best performances by students.

Additionally, Alaska does not video-tape general education test proctors to ensure test administration reliability, and Alaska does not plan on holding highly-trained special educators to a different standard for test administration reliability. All test proctors and alternate assessment qualified assessors sign test security agreements that contain explicit language about administering tests accurately, following training procedures and vendor test instructions. Proctors and Qualified Assessors certify that they understand the regulations that guide testing and are aware that test violations may be investigated and adjudicated by the Professional Teaching Practices Commission.

Alaska plans to strengthen the inter-rater reliability and score consistency of its alternate assessment employing two strategies: strengthening the front-end training of administrator/scorers and by conducting small studies and disaggregating data to evaluate the results of its emphasis on front-end training. A final review and evaluation along with constructing a new plan is built in to the schedule. The TAC will continue to provide advice and suggestions twice a year.

2010-2011

Reliability of Administration Study

That said, we will consider presenting to the TAC the possibility of a special study to examine the reliability of test administration to be completed during the test administration in 2010-2011. Even though we require intensive training and testing of Qualified Assessors in all content areas, as well as their ability to make accurate and consistent test administration decisions, we would like to see how this translates in the field when assessors are dealing with a range of students with significant cognitive disabilities.

This study will involve video-taping a sample of reading, writing, math, and science tasks administered to students in elementary, middle, and high school. The state and vendor will recruit a team of qualified assessors and mentors who will observe the video-taped test administrations and rate the assessors in approximately ten areas using a four-point scale. Areas of disagreement will be examined by the vendor and EED to determine strategies to strengthen the training procedures and to determine if additional monitoring or observations are needed.

Possible areas to be evaluated and re-scored:	For each of the dimensions above, they were directed to rate the accuracy of administration using the following four-point scale.
<ul style="list-style-type: none">• Student-Assessor Positioning• Materials Placement with Student• Student not distracted by scoring of protocol• Directions read correctly to student• Directions (if available) read correctly to student• Item (prompt) read correctly to student• Appropriate Rereading/Re-prompting as needed	<p>Rating Scale</p> <ul style="list-style-type: none">• 1 = extremely weak administration by Assessor• 2 = poor administration by Assessor• 3 = good administration but not fully correct• 4 = strong administration by Assessor

<ul style="list-style-type: none">• Pacing• Correct supports and reinforcement given• Items scored correctly• Evidence of adherence to administration Rules	
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Focus Group Feedback on Reliability Proposals, October 27, 2009
Names of Participants in Table Group

Other changes to the Training System you may wish to provide feedback on include:

9. Test Security Agreement revisions
10. Reorganization of Web Based Training system
11. Reorganization of New Mentor Training
12. Additions to Annual Mentor Training
13. Filming new videos for web based training
14. Using videos of test administration/scoring for score behinds with mentors and protégés
15. Survey of Qualified Mentor Trainers for time spent coaching protégés online and on-site
16. Focus Group with Qualified Mentor Trainers

Please respond to these questions: (**Please reference the study by number**)

- ✓ How will this proposed study be received in the field?
- ✓ Issues, pros, cons.
- ✓ What is valuable about this study?
- ✓ What about this study might create a hardship in the district?
- ✓ Can this study be strengthened? Describe how.

Discussion Activity and Mentor Survey

Challenges and Issues in Training Assessors-in-Training and Qualified Assessors

Directions: This activity can be completed in small table groups. Each group should have a mix of experienced mentors and mentors-in-training. Use the **Focusing Questions** and information from the icebreaker/introduction **30-minute Consultant** to spark discussion.

1. What is your major training issue(s)?

2. Do you have some resolutions to the above issue to share?

3. What systems are in place in your district to support you?

4. Do you have recommendations for DRA and EED on how the training we provide can help you? What other training do you need?

--Please select an idea to share with the whole group.

--Please turn in these documents.

--Please take the short survey: AA Mentors time spent training and supervising protégé's on lime green paper.

Table Group Summary - Mentor Discussion on Training Issues, October 2009					
Table Group #- Participant Names	Districts Represented in Table Group	Major training issues	Resolutions to major training issues	District Systems of Support	Recommendations to DRA_EED to assist Mentors
1-Terry Manning, Steve Ito, Marti Rookala, Regina Frazer, Linda Sims	Fairbanks, Southwest Region, Unalaska	Time for testing and implementation, material prep, doing whole training again	Subs, inform district admin about funds	Support from admin - <i>they want it done</i>	Don't change training, make it a retreat training
2-Kay Schrammeck, Pam Penrose, Terri Robbins, Deidre Jenson, Naomi Buck, Denise Brottem	Klawock, Hydaburg, Ketchikan, Southeast Island, Haines, Galena	1. Time and distance. Time to fully train and distance - getting all participants in one room. 2. Districts really need to "honor" their obligation to provide for the AA. They need to provide adequate time and also change their mindset to one in which they understand it is an integral part of assessment.	Ideal solution - Lab environment with between half and one full day just for proficiency training and then an additional day for practice tests for first time proteges. It is critical that training be "self-contained." It is also critical that participants leave with a feeling of "I have done it!" NOT "I am confused, all alone, and still have more work to do."	Some districts see the AA as an "extra." It needs to be addressed as part of the districts Assessment Plan - not separate - not different.	

Table Group #- Participant Names	Districts Represented in Table Group	Major training issues	Resolutions to major training issues	District Systems of Support	Recommendations to DRA_EED to assist Mentors
3-Debbie Westfall, Bill Bradshaw, Shane Hill, Diane George	Annette Island, Yukon Flats, Chatham, Yupiit	Time for training. Slow internet connection - Difficult to view videos. Are our protégés correctly testing/scoring with the discrepancies we noted in our group. Problem with testing intensive cognitively, physically impaired students (It's difficult to find out what they really know.)	Training/internet - Send teacher to Fairbanks to a hotel with fast internet for a weekend of training. He will be made accountable with online documentation and/or a report. Get a sub for coverage. Concerns about consistency. Intensive students - go immediately to ELOS. The law requires we do this test.	One district has no subs to provide coverage for training. Another district has no supports but is working on this. It's an audit year for them. Staff turnover is a problem. Travel budget - Schedule time with districts. Time is an issue. Two out of four districts represented were pleased with their district support.	
4-Bridget Wittstock, Karma Brown, Jo Champ, Amie Maranville	Petersburg, Nenana, Northwest Arctic, Fairbanks	Getting everyone on the same page in terms of scoring the written language. - Managing time to train protégé, monitor their progress, set up for subs, and administer and score tests. -Unethical staffing, actually was dishonest (not employed anymore), non-compliance with test presentation.	Making/providing anchor papers as guides for scoring. -Use school district inservice time to train protégés, maybe before school starts at the beginning of the year. -Use Skype to communicate with protégés at a distance. - Early release time dedicated	Not in place: good communication between DTC and SPED Directors. In place: Principal is very supportive, allows you time/subs. Superintendent also very supportive (he is the DTC-in-training).	Write a letter to the SPED Directors/Superintendents to support subs for SPED teachers to train protégés, prepare, administer and score tests.

Table Group #- Participant Names	Districts Represented in Table Group	Major training issues	Resolutions to major training issues	District Systems of Support	Recommendations to DRA_EED to assist Mentors
5-LeTitia Rhodes, Johnie Newman, Michelle Oleske	Alaska Gateway, Yukon Koyukuk, Lower Kuskokwim	We need teachers to score it correctly and take it seriously.	1. Use the practice tests throughout the year. 2. Give teachers time during the workday to do the practice tests. 3. Something linked to student proficiency for the teacher and the kid.	1. Administrative support for doing what we need to do to get the testing done correctly. 2. We paid a kid to take the practice test.	1. State issued certificate of proficiency on the AA. 2. Clear directive to administrators that contract time be given to complete testing requirements (for teachers).
6-Alyson Flahive, Jill Ramponi, Dan Kaasa, Rebecca Conclus	Copper River, Kenai, Bering Strait	1. The Organization and Ideas rubric confusion, difficult to train if we don't understand. 2. The two trial limit puts you under a lot of pressure.	1. Clarifying the rubric, provide multiple examples for each scoring level on the rubric, have a separate rubric for sentences and story prompts. 2. Four seems a more acceptable number of trials.	Most districts do not provide much support. All responsibility falls on the mentors. District leaders need to be more informed. Our districts are supportive with time to provide trainings.	It is good to have the resource on the EED website. Keep the yearly face-to-face mentors conference. Turn expectation into curriculum. Clarify writing rubric.
7-Carol Pate, Bonnie McCall, Regina Feliciano	Yakutat, North Slope, Lake and Peninsula	Objective rubric for writing idea section. Calibrate writing. Geographic - spread out.	Web-based trainers, such as iluminatt, maritec, etc. Develop a new rubric. Sentences vs. stories. Examples to act as anchors.	Tech (positive challenging). Administrators supportive. Lack of administration's understanding of mentor's job.	EED needs to provide more training for administrators as to the role of the mentors and what they are required to accomplish and clarification of use of money allocations.

Table Group #- Participant Names	Districts Represented in Table Group	Major training issues	Resolutions to major training issues	District Systems of Support	Recommendations to DRA_EED to assist Mentors
8-Lynn Marvel, Kathy Carl, Stacey Street, Brenda Stock, Debbie Treece	Juneau, Chatham, Kodiak, Valdez, Chugach	Find quality time to review, train, test, and travel to sites. Time away from students and classroom duties. Also, the attitudes of the QA when they find out they need to refresh, won't be happy... or at times even willing to participate in the training. The timing of the training is difficult. Intensive count date is in October, progress reports due. It's the end of the quarter as well.	Maybe moving the training to November would benefit everyone. Teachers are just getting to know their students. The first quarter of the school is incredibly busy setting schedules, training new staff, getting to know families.	Support from the DTC. There isn't a lot of significance in many people's minds with regards to these students being assessed.	Like to see the testing window the full month of March and April. Spring break and monitoring of files by EED is also in the spring.

Table Group #- Participant Names	Districts Represented in Table Group	Major training issues	Resolutions to major training issues	District Systems of Support	Recommendations to DRA_EED to assist Mentors
9-Beth Lynn, Rebecca Wilkie, Wendy Jacobsen, Johh Luck	Denali, Dillingham, Cordova, Lower Kuskokwim	1. Adequate time for training. 2. Resistance to being trained. 3. Lack of confidence of new mentors.	1. Create a timeline for training with lots of lead time. 2. Asking staff to indicate interest in assessing. 3. Have one staff member assess all students. 4. Be able to see the results when our scoring protocols were scored. 5. Blog/Wiki type online discussion board for AK assessors and mentors. 6. New mentor notification from EED to keep on track and on time. 7. Designate a para to prepare all AA materials.	Superintendents/SPE D Directors are very supportive. Serious lack of subs.	A way to write questions down throughout the day (during these group trainings) and then allow an hour or so at the end of the day to address them, e.g. stickies on a post-it chart. We like face-to-face, multi-day trainings.
10-Kelly Lytle, Nancy Shultz, Danny Frazier, Sandy Harvey	Mat-Su, Nome	Budget/time constraints to pull teachers out to train. Wide range of abilities of teachers. No clear guidance on next step (Powerpoint, organized handouts, etc.) Sub-issues - covering people to be out of their class.	Consider whether to bring all teachers in or just new teachers or have remote schools participate by web-conferencing. Revise last year's Powerpoint?	None. Whatever we design. Freedom to design how we see fit.	Not have AA training the day after intensive funding count, which is a concern for large districts.

Table Group #- Participant Names	Districts Represented in Table Group	Major training issues	Resolutions to major training issues	District Systems of Support	Recommendations to DRA_EED to assist Mentors
11-Kristen Brown, Susan Wilson, LaDonna Rees, Susan Diemer	Anchorage	1. Scheduling enough time for trainings on the master calendar. 2. Finding sub time for teachers to complete their training and material preparation.	1. Know what to expect in the following year. 2. Getting the practice test out there for teachers to use. 3. Getting the schedule set up for teachers to know what to expect.	Assessment consultant (SPED) that is a liaison between teacher consultants (mentors) and the DTCs.	Samples and more samples. -Clearer guidelines. -What is prompting? What is coaching?
12-Meggan Turner, Mandy Evans, Mary Jo Pike, Karen Macklin, Michele Friedman	Sitka, Skagway	1. Time to work together, including Q&A. 2. Writing assessment consistency. 3. Time to administer test during school day. 4. Wearing out the same people (the people who are competent and always volunteered to do things within the district).	1. Structural support, training from superintendents through paras. 2. Improved "Ideas and Organization" and more developmental approach to writing tasks to show progress over time. 3. Sub help or extra duty pay. 4. Merit pay via contracts or stipends.	Supportive superintendent and school board AND awesome SPED Director - the best.	4 cycle year training is better! So we don't have to meet and review yearly. Review online yearly. Every 4 years - travel.

IDEAS AND ORGANIZATION - SCORING GUIDE

Identify the score for **Ideas** and the score for **Organization** for your student's writing sample. Average the two scores and round the score to the appropriate whole number. For instance, a score of 2.4 or lower would round down to 2 for **Ideas and Organization**. A score of 2.5 or higher would round up to 3 for **Ideas and Organization**.

A transition in a sentence may include (but do not require) specific transitional words or conjunctions (e.g. although, however, but, etc), or words that connect similar thoughts. A transition in a story would also include appropriate use of conjunctions, or sentences that relate to each other and the topic. A bulleted list of activities could indicate appropriate "transition" if they relate to each other or to the topic.

Ideas	Organization	Points
No writing sample is generated.	No writing sample is generated.	0
The story has no point of view and details of content are lacking or inconsistent.	The story has a very limited number and sequence of ideas.	1
The story has a very typical or common point of view that is not well supported in the details of the content.	The story idea(s) are juxtaposed with little transition or order to sequence them.	2
Though the story is somewhat unusual in its point of view, it contains typical or common elements and somewhat inconsistently supports this content in the details.	The story ideas are not connected; a few transition words are present but don't function well to connect ideas; the beginning - middle - end are not sequenced.	3
The story has original elements that reflect a point of view and is generally supported with details that address most of the content.	The story ideas are loosely connected; some transition words are present but are not entirely consistent with the ideas; the story has a beginning, but the middle and the end are not clear.	4
The story is original with a highly original point of view that is consistently supported with details that address virtually all of the content (components).	The story presents well-connected ideas that consistently relate to each other, transition words are apparent and function consistently with the ideas; the story has a beginning - middle - end.	5