



New Hampshire
Alternate Assessment

Guide to Interpreting Reports:

**NH Alternate Assessment
Portfolios Completed May 2008**

Grades 2-8, 10 and 11

**Statewide
Educational Improvement and Assessment Program**

New Hampshire Department of Education

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Acknowledgments

We wish to thank the countless teachers in New Hampshire who teach and support our students in developing alternate portfolios that help us to see how much these students can *and are* growing in reading, writing, mathematics and science skills. Through you, we are learning to understand what they know and can do. We extend special thanks this year also to the teams of educators who worked for long hours with the Department to develop new alternate achievement level proficiency descriptions and who participated in setting the final alternate achievement standards for reading, writing, mathematics and science. The New Hampshire Department of Education also extends deep appreciation to the following individuals who offered guidance during the development of the NH Alternate Assessment Portfolio process. We thank you all for your hard work, and for your many contributions.

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Introduction

The materials in this *Guide to Interpreting Reports* are provided to assist parents, community members and school personnel in reading and interpreting the individual Student Reports, School Rosters, and Summary Reports.

New Hampshire Alternate Assessment (NH Alternate) is designed for students with significant cognitive disabilities who are not able to participate in the statewide paper and pencil general assessment test even with accommodations. Participation of all students in statewide assessment programs is required by federal law (the Individuals with Disabilities Education Improvement Act of 2004 and the No Child Left behind Act of 2001). The NH Alternate provides an assessment of your student's individual progress toward curriculum-based alternate achievement standards. These alternate achievement standards are linked to the same curriculum standards as students who take the paper and pencil assessment. Alternate Assessment allows parents and educators to know how students with disabilities participating in NH Alternate are progressing toward learning the knowledge and skills contained in the *New Hampshire Curriculum Frameworks*. A NH Alternate portfolio is developed individually for each participating student. The portfolio focuses on skills that are relevant for each individual student and provides a different way for each student to demonstrate what he or she knows and is able to do in accordance with standardized criteria developed by parents, educators, policy makers and administrators working together at the state level.

NH Alternate is not a paper and pencil test, but consists of a yearlong collection of samples and summaries of each child's graded work as it progresses toward the same learning standards by which all students are assessed. Depending on the grade and age of the student, the alternate achievement standards include knowledge and skills in the areas of Reading/English Language Arts and Mathematics. Each student's report contains scores for the content areas in which he or she was assessed during the 2007-2008 school year. The IEP team selected the most appropriate knowledge and skills to teach and measure based on each student's Individual Education Plan and levels of performance observed at the beginning of the year. Teachers spent much of last year teaching this knowledge and skill set, and collecting evidence on each student's growth. The resulting portfolios, or collections of student work samples, were submitted to the New Hampshire Department of Education for scoring last spring. Teachers were carefully trained to score the portfolios reliably. Each portfolio was scored according to several dimensions that are related to higher student achievement. The scoring rubric is included in the attached information.

This is the eighth year that students with disabilities have participated in NH Alternate statewide, and that reports on the results are being released. Parents and teachers have an opportunity to use these reports in conjunction with other information to better plan individual educational programs. It is important to understand how to read and interpret the reports, and how best to use the results. It is also important to be careful not to misuse the information. The scores are not intended to compare children, or to evaluate each student's teacher(s). The scores provide information that will help parents and teachers work together to create increased opportunities for children to learn. When parents and educators examine these results together, they will be able to determine appropriate adjustments in students' educational programs. This is the most appropriate use of these results.

The results of the 2008 NH Alternate have been reported in individual student reports and on school rosters this November. **Information on these reports is confidential.** The Department of Education will not publicly disclose information or results at the school or district level that do not include at least ten students at a grade level who participated in a NH Alternate portfolio. Please keep this in mind when discussing NH Alternate results in a public manner. The only level at which the 2008 NH Alternate results will be publicly released is at the aggregated district and state level.

For questions about the NH Alternate please contact the New Hampshire Department of Education:
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Portfolio Components

The Scoring Rubric represents the criteria on which the portfolio is judged. It is based on effective practice and current research and has two parts: the Performance Dimension and the Program Dimension.

The Performance Dimension is used to evaluate two areas. The first performance area evaluates **student progress** toward achieving curriculum-based skills. The second performance area evaluated is the extent of **connections and access to the curriculum** standards found within the *New Hampshire Curriculum Frameworks*.

The Program Dimension evaluates effective practice in three areas. The first program area evaluates opportunities the program affords the student to transfer or **generalize learned skills** and knowledge to a variety of settings that provide opportunities for students to interact with nondisabled peers or different adults. The second program area evaluates the **opportunities afforded to students to be self-directing**, by making choices, planning, monitoring, and evaluating their own performance as active participants in their own learning. It should be noted that this dimension evaluates the opportunities offered by the program, not the number of times the student actually does plan, monitor, and evaluate his or her progress. The third program area evaluates the **appropriate use of supports** for students and the degree to which supports used are naturally built into the activity.

In order to understand the scoring, some description needs to be offered. Portfolios are contained in a 3-ring notebook binder that holds specific information supplied by the team on behalf of the student. Each binder, for grades 2-7 and 10, has a section for student work in Reading, and a section for student work in Mathematics. At grades 4, 7, and 10, binders also have a section for student work in Writing. Lastly, at grades 4, 8, and 11, binders have a section for student work in Science. Each section holds student work samples relating to two curriculum standards in that content area. (2 standards in Reading, 2 in Math, 2 in Writing and 2 in Science). Evidence related to one single content standard is called an “entry” and contains examples of student work related just to that content standard. The Reading section has two entries, the Math section also has two entries, and the Writing and Science sections, when included, also have two entries.

Sample Confidential Student Report:

1. Performance Scores are the most heavily weighted scores in the portfolio. Base points (1 to 4) earned in Student Progress are multiplied x 4 to yielding raw scores that range from 4 to 16. The same weight is given to base points earned showing Connections & Access to the General Curriculum. The score range possible in the Connections & Access sub-area of Performance is also 4-16 points.

2. Program Score base points are less heavily weighted. Base points earned under Generalized Performance (1-4) are multiplied x 3, producing a sub-score range of 3-12. Self Determination and Supports base points (1-4 in each area) are each multiplied by a factor of 1, producing a sub-score range of 1-4 for Self Determination, and also a sub-score range of 1-4 for Supports.

3. All 5 weighted sub-scores are then added together to produce a Total Raw Score. Total Raw Scores earned can range from 13 to 52. On page 8 you'll find a Total Raw Score to Achievement Level Conversion Chart.



New Hampshire
Alternate Assessment
Student Report
School Year: 2007-2008
Portfolios Submitted: May 2008

Student: XX
District: XX
School: XX
Portfolios Completed: XX
XX

Content Area	Performance Scores		Program Scores			Total Raw Score = (4xA) + (4xB) + (3xC) + D + E	Achievement Level
	Student Progress (A)	Connections & Access to General Curriculum (B)	Generalized Performance (C)	Self-Determination (D)	Supports (E)		
Reading	123	123	123	123	123	123	XX XX
Mathematics	123	123	123	123	123	123	XX XX
Writing	123	123	123	123	123	123	XX XX

Content Area	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
Reading	123	123	123	123
Mathematics	123	123	123	123
Writing	123	123	123	123

Reading Achievement Level Description

Partially Proficient (Level 2): Student is demonstrating *some progress* in targeted reading skill(s) using the modified reading materials and/or activities presented. Student has *some access* to modified reading materials that are linked to general education reading curriculum activities.

Opportunities to practice reading skills in various settings are *somewhat limited*. Opportunities for self determination are *inconsistent*. Typical peer interactions are *inconsistent or not evident*.

Redesigned instructional supports, team supports, and/or task structure *may be necessary* for this student to access modified grade-linked reading materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination.

Mathematics Achievement Level Description

Proficient (Level 3): Student is successfully demonstrating *moderate progress* that is consistent with the intended goal(s) in targeted mathematics skill(s). Student *has access to and is using* a variety of modified mathematics materials that are linked to general education mathematics curriculum activities.

Opportunities to practice mathematics skills are offered in *varied settings, or consistently within a general education or other natural setting*. Opportunities for self determination and interaction with typical peers are *consistent*.

Instructional supports, team supports, and/or task structure are *adequate* for this student to access modified grade-linked mathematics materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination. Remaining areas of weakness can be addressed by the existing team.

Writing Achievement Level Description

Proficient (Level 3): Student is successfully demonstrating *moderate progress* that is consistent with the intended goal(s) in targeted writing skill(s). Student *has access to and is using* a variety of modified writing materials that are linked to general education writing curriculum activities within this grade.

Opportunities to practice writing skills are offered in *varied settings, or consistently within a general education or other natural setting*. Opportunities for self determination and interaction with typical peers are *consistent*.

Instructional supports, team supports, and/or task structure are *adequate* for this student to access modified grade-linked writing materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination. Remaining areas of weakness can be addressed by the existing team.



New Hampshire
Alternate Assessment
Student Report
School Year: 2007-2008
Portfolios Submitted: May 2008

Student:	Mary Smith
District:	Monadnock Regional
School:	Troy Elementary School
Portfolios	
Completed:	End of Grade 8 - 2008

XX

Content Area	Performance Scores		Program Scores			Total Raw Score = (4x A) + (4x B) + (3x C) + D + E	Achievement Level
	Student Progress (A)	Connections & Access to General Curriculum (B)	Generalized Performance (C)	Self-Determination (D)	Supports (E)		
Science	123	123	123	123	123	123	XX XX XX

New Hampshire Alternate Assessment: Achievement Level Distribution of Students Statewide				
Content Area	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
Science	123	123	123	123

Science
Achievement Level Description

Proficient with Distinction (Level 4): Student is successfully demonstrating *extensive progress* in targeted science skills. Student *has access to and is using* a variety of modified science materials that are linked to general education science curriculum activities.

Opportunities to practice science skills are offered in *varied settings* and include naturally embedded supports, or this student is *included fulltime in the general education classroom for science*. Opportunities for interaction with typical peers and different adults are *extensive*. Opportunities for self-determination are *consistent and include all required components*.

Instructional supports, team supports, and task structure are *effective* and allow this student to successfully access modified grade-linked science materials and/or activities in a manner that promotes skill progress, generalization of performance, and self-determination.

v.1.01 Grades 4,8,11



New Hampshire Alternate Assessment
 Disaggregated Results, All Grades
 [contentarea]
 School Year: 2007-2008
 Portfolios Submitted: May 2008

School: School Name
 District: District Name

REPORTING CATEGORIES	SCHOOL												DISTRICT				STATE					
	First Tested Approved ALT	First Tested Other ALT	Tested in ALT	Level 4		Level 3		Level 2		Level 1		Tested in ALT	Level 4	Level 3	Level 2	Level 1	Tested in ALT	Level 4	Level 3	Level 2	Level 1	
	N	N	N	N	%	N	%	N	%	N	%	N	%	%	%	%	N	%	%	%	%	
All Students																						
Gender																						
Male																						
Female																						
Not Reported																						
Primary Race/Ethnicity																						
American Indian or Alaskan (Native)																						
Asian																						
Black or African American																						
Hispanic or Latino																						
Native Hawaiian or Pacific Islander																						
White (non-Hispanic)																						
No Primary Race/Ethnicity Reported																						
LEP Status																						
Currently Receiving LEP Services																						
Former LEP Student - monitoring year 1																						
Former LEP Student - monitoring year 2																						
All Other Students																						
IEP																						
Students with an IEP																						
All Other Students																						
SES																						
Economically Disadvantaged Students																						
All Other Students																						
Migrant																						
Migrant Students																						
All Other Students																						
Title I																						
Students Receiving Title I Services																						
All Other Students																						

Level 4 – Proficient with Distinction; Level 3 – Proficient; Level 2 – Partially Proficient; Level 1 – Substantially Below Proficient



New Hampshire Alternate Assessment
 State Summary Report: Reading Results
 School Year: 2007-2008, Portfolios Submitted: May 2008

Portfolios Completed During Teaching Year	Students at Each Achievement Level												
	NI-Alt Enrolled	Not Tested Approved: Alt	Not Tested Other: Alt	Tested in Alt	Level 4		Level 3		Level 2		Level 1		
	N	N	N	N	N	%	N	%	N	%	N	%	
All Grades													
2005-06	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
2006-07	XX	XXX	XX	XXX	XX	XX	XX	XX	XX	XX	XX	XX	XX
2007-08	XX	XXX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Cumulative Average	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
Grade 2													
2005-06				XX									
2006-07				XX									
2007-08				XX									
Cumulative Average				XXX									
Grade 3													
2005-06													
2006-07													
2007-08													
Cumulative Average													
Grade 4													
2005-06													
2006-07													
2007-08													
Cumulative Average													
Grade 5													
2005-06													
2006-07													
2007-08													
Cumulative Average													
Grade 6													
2005-06													
2006-07													
2007-08													
Cumulative Average													
Grade 7													
2005-06													
2006-07													
2007-08													
Cumulative Average													
Grade 10													
2005-06													
2006-07													
2007-08													
Cumulative Average													

Substantially Below Proficient (Level 1)
 Student demonstrates little or no progress in any targeted reading skills using the modified reading materials and/or activities presented. Student is not accessing modified reading materials that are linked to general education curriculum activities. Opportunities to practice reading skills in various settings are limited. Opportunities for self-determination and typical peer interactions are rare or not present. Redesign of instructional approach, learn supports, and/or task structure are necessary for this student to access modified grade-linked reading materials and/or activities in a manner that promotes skill progress, generalization of performance, and self-determination. (Raw Score 13-28)

Partially Proficient (Level 2)
 Student is demonstrating some progress in targeted reading skills using the modified reading materials and/or activities presented. Student has some access to modified reading materials that are linked to general education reading curriculum activities. Opportunities to practice reading skills in various settings are somewhat limited. Opportunities for self-determination are inconsistent. Typical peer interactions are inconsistent or not evident. Redesign of instructional supports, learn supports, and/or task structure may be necessary for this student to access modified grade-linked reading materials and/or activities in a manner that promotes skill progress, generalization of performance, and self-determination. (Raw Score 29-37)

Proficient (Level 3)
 Student is successfully demonstrating moderate progress that is consistent with the intended goals in targeted reading skills. Student has access to and is using a variety of modified reading materials that are linked to general education reading curriculum activities. Opportunities to practice reading skills are offered in varied settings, or consistently within a general education or other natural setting. Opportunities for self-determination and interaction with typical peers are consistent. Instructional supports, learn supports, and/or task structure are adequate for this student to access modified grade-linked reading materials and/or activities in a manner that promotes skill progress, generalization of performance, and self-determination. Remaining areas of weakness can be addressed by the existing team. (Raw Score 38-46)

Proficient with Distinction (Level 4)
 Student is successfully demonstrating extensive progress in targeted reading skills. Student has access to and is using a variety of modified reading materials that are linked to general education reading curriculum activities. Opportunities to practice reading skills are offered in varied settings and include naturally embedded supports, or the student is included full-time in the general education classroom for reading. Opportunities for interaction with typical peers and different adults are extensive. Opportunities for self-determination are consistent and include all required components. Instructional supports, learn supports, and task structure are effective and allow this student to successfully access modified grade-linked reading materials and/or activities in a manner that promotes skill progress, generalization of performance, and self-determination. (Raw Score 47-52)

Description of Data Reported

Achievement Levels

Achievement levels describe what students at each level know and are able to do within the program provided. Proficiency levels for the NH Alternate at grades 2-8, 10 and 11 are: Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient.

The NH Alternate Assessment is divided into two scoring dimensions:

1. **The Performance Dimension** looks at student progress in reading, writing or mathematics content areas. In addition, student work samples are assessed for the quality of their connections and access to the general curriculum. Student access must show linkage to grade-level curriculum, but may do so at a reduced level of depth, breadth, and complexity that matches the learning needs of the individual student.
2. **The Program Dimension** has three subcategories that evaluate the student's educational program: Generalized Performance (use of the skill across different settings and situations), Self-Determination (opportunities for the student to direct and monitor his or her own performance), and Supports (the match between the level of assistance needed and student capacity for independence).
3. **Base Points Earned in Each of the Five Sub-Areas:** A student can receive a minimum of 1 and a maximum of 4 base points in each of the 5 sub-areas (described in 1 and 2 above). Base points are awarded in each sub-area using a **scoring rubric** (see scoring rubric on page 10 of this guide).
4. **Calculating Sub-Area Raw Scores:** These base points are multiplied by a weighting factor yielding a weighted raw score for each of the 5 sub-areas. To obtain sub-area raw scores, Student Progress base points are multiplied x 4; Connections & Access base points are multiplied x4; Generalized Performance base points are multiplied x3; Self Determination base points are multiplied x1; and Supports base points are multiplied x1.
5. **Calculating Total Raw Score for the Content Area:** The 5 weighted sub-scores are then added together producing a Total Raw Score for the Content Area. Content Area Total Raw Scores range from a minimum of 13 to a maximum of 52 weighted raw score points.
6. **Alternate Assessment Portfolios are scored a minimum of two times each.** For the Performance Dimension base points are required to match exactly or be adjacent. A third score is required when the scores of scorer 1 and scorer 2 are not exact or adjacent. For the Program Dimension base points are also required to match exactly or be adjacent (i.e. scores of a 1 and a 2, or scores of a 2 and a 3). A third score is required when the scores of scorer 1 and scorer 2 do not match or are not adjacent. If a student receives a score with a decimal in it, it means that scorer 1 and scorer 2 gave the subcategory adjacent scores and therefore the score the student receives is the average of the two scores. For example, scorer 1 gives a score of 1 and scorer 2 gives a score of 2, the student gets the average of the 2 scores which would be a 1.5. The quality of the scoring process is closely monitored and recorded throughout the process. If at any time a scorer is found to be performing below threshold level, they are pulled from scoring, retrained, and portfolios impacted are rescored by more senior scorers. Scorer reliabilities are reported in the technical documentation that is also available for this assessment. In 2005, statistical data show that extremely reliable inter-rater agreement was, in fact, achieved.

**Total Raw Score
To
Achievement Level Conversion Chart
2007-2008**

Grade Span:	If Total Raw Score for the content area is:	Then Achievement Level for the content area is:
All grades: 2-8, 10 & 11	47-52	Level 4: Proficient with Distinction
	38-46	Level 3: Proficient
	29-37	Level 2: Partially Proficient
	13-28	Level 1: Substantially Below Proficient

Achievement Level Descriptions:

<p align="center">Level 4: Proficient with Distinction</p>	<p>Student is successfully demonstrating <i>extensive progress</i> in targeted content skills. Student <i>has access to and is using</i> content materials that are linked to general education content curriculum activities.</p> <p>Opportunities to practice content skills are offered in <i>varied settings</i> and include naturally embedded supports, <i>fulltime in the general education classroom</i>. Opportunities for interaction with typical peers and different adults for self determination are <i>consistent and include all required components</i>.</p> <p>Instructional supports, team supports, and task structure <i>are effective</i> and allow this student to successfully access content materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination.</p>
<p align="center">Level 3: Proficient</p>	<p>Student is successfully demonstrating <i>moderate progress</i> that is consistent with the intended goal(s) in targeted content materials that are linked to general education content curriculum activities.</p> <p>Opportunities to practice content skills are offered in <i>varied settings</i>, or <i>consistently within a general education classroom</i>. Opportunities for self determination and interaction with typical peers are <i>consistent</i>.</p> <p>Instructional supports, team supports, and/or task structure are <i>adequate</i> for this student to access modified general education content materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination can be addressed by the existing team.</p>
<p align="center">Level 2: Partially Proficient</p>	<p>Student is demonstrating <i>some progress</i> in targeted content skill(s) using the modified content materials and/or has <i>some access</i> to modified content materials that are linked to general education content curriculum activities.</p> <p>Opportunities to practice content skills in various settings are <i>somewhat limited</i>. Opportunities for self determination and peer interactions are <i>inconsistent or not evident</i>.</p> <p>Redesigned instructional supports, team supports, and/or task structure <i>may be necessary</i> for this student to access content materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination.</p>
<p align="center">Level 1: Substantially Below Proficient</p>	<p>Student demonstrates <i>little or no progress</i> in any targeted content skills using the modified content materials and/or Student is <i>not accessing</i> modified content materials that are linked to general education curriculum activities.</p> <p>Opportunities to practice content skills in various settings are <i>limited</i>. Opportunities for self determination and peer interactions are <i>or not present</i>.</p> <p>Redesigned instructional supports, team supports, and/or task structure <i>are necessary</i> for this student to access content materials and/or activities in a manner that promotes skill progress, generalization of performance, and self determination.</p>

Scoring Rubric

The following rubric was used to score the NH-Alternate portfolios according to several dimensions. These dimensions were selected since research on effective practices has shown that these factors relate positively to increased academic achievement of students with disabilities. Schools and parent are encouraged to use this rubric to interpret the scores provided on the Student Reports and School Rosters.

**Scoring Rubric for NH Alternate Assessment
2007-2008**

P E R F O R M A N C E	Student progress How is the student progressing on developing targeted content area skills and/or knowledge related to content standards and/or the student's IEP?	1 Limited evidence of student progress on developing specifically targeted skills in either entry in this content area	2 Evidence of student progress on developing specifically targeted skills in one entry in this content area	3 Evidence of student progress on developing specifically targeted skills in both entries in this content area OR Evidence of extensive progress on developing specifically targeted skills in one entry in this content area	4 Evidence of extensive progress on developing specifically targeted skills in both entries in this content area
	Connections and access to general curriculum How is the student progressing on using targeted skills to access general curriculum content-related skills and/or knowledge?	Limited evidence of applying targeted skills to acquire Curriculum Framework standards in this content area	Evidence of applying targeted skills to acquire Curriculum Framework standards in one entry in this content area	Evidence of applying targeted skills to acquire Curriculum Framework standards in both entries in this content area OR Extensive evidence of applying targeted skills to acquire Curriculum Framework standards in one entry in this content area	Extensive evidence of applying targeted skills to acquire Curriculum Framework standards in both entries in this content area

P R O G R A M D I M E N S I O N S	Generalized performance Where and with whom does the student use this skill?	1 Student uses targeted skill related to the content standard in one setting without typical peer interaction.	2 Student uses the targeted skill related to the content standard in two settings without typical peer interaction.	3 Student uses the targeted skill related to the content standard in two settings, one of which must be a natural setting with different adults and interacting with typical peers. OR Student uses the targeted skill related to the content standard in one natural setting with different adults and interacting with typical peers.	4 Student uses the targeted skill related to the content standard in three settings, two of which must be a natural setting with different adults and interacting with typical peers. OR Student performance is in the general classroom so that the student is interacting with typical peers in that content area full time as evidenced in both entries and where natural supports are present.
	Self-determination How is the student encouraged to make choices, monitor, plan, and evaluate?	Little evidence that the student has opportunities to make choices or self-monitor or self-plan his or her work products related to the targeted skill or self-evaluate his or her performance on the targeted skill	Evidence that the student has opportunities to make choices or monitor his or her work products related to the targeted skill within one (1) entry	Evidence that the student has opportunities to make choices and monitor his or her work products related to the targeted skill in both entries OR Evidence that the student has opportunities to make choices and monitor and self-plan his or her work products related to the targeted skill in one (1) entry	Evidence that the student has opportunities to make choices and monitor and self-plan his/her work products related to the targeted skill, and self-evaluate his or her performance on the targeted skill in both entries
	Supports How is the student receiving assistance and supports?	Use of appropriate supports (i.e., accommodations, modifications, or assistive technology) is limited.	Use of appropriate supports (i.e., accommodations, modifications, and/or assistive technology) is evident in one entry in this content area.	Use of appropriate supports (i.e., accommodations, modifications, and/or assistive technology) is evident in both entries in this content area. OR Natural supports are used in one (1) entry and use of appropriate accommodations, modifications, and/or assistive technology, is evident in both entries in this content area.	Natural supports are used in both entries. Use of appropriate accommodations, modifications, and/or assistive technology, is evident in both entries in this content area.

Content Standards Assessed:

Each content area was assessed in terms of two (2) standards from the New Hampshire Curriculum Frameworks. One standard was *required* of *all* students in each content area assessed. Each student's IEP Team *chose* the second standard. All the content standard standards – required and choice – are published in the NH Alternate Assessment Educators' Manual, which is available at the NH Department of Education website (www.ed.state.nh.us). The required standards are listed on the following pages for each content area.

Required Portfolio Entries for 2007–2008

Entry 1 Reading (ALL grades 2, 3, 4, 5, 6, 7, and 10)

Reading Content Standard 1: Students will demonstrate the interest and ability to read age/grade-appropriate materials fluently, with understanding and appreciation.

Entry 2 Reading (ALL grades 2, 3, 4, 5, 6, 7, and 10)

Choose one of the following standards: *English/Language Arts Content Standard 4, 5, 6, or 7.*
(See Reading Content Standards Chapter 6)

Entry 1 Writing (Grades 4, 7, and 10 only)

Writing Content Standard 2: Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.

Entry 2 Writing (Grades 4, 7, and 10 only)

Choose one of the following standards: *Writing Content Standard 5, 6, or 7.*
(See Writing Content Standards Chapter 6)

Entry 1 Mathematics (ALL grades 2, 3, 4, 5, 6, 7, and 10)

Mathematics Content Standard 3–4: Students will communicate their understanding of mathematics and recognize, develop, and explore mathematical connections.

Entry 2 Mathematics (ALL grades 2, 3, 4, 5, 6, 7, and 10)

Choose one of the following standards: *Mathematics Content Standard 1–2, 5–8, 9–11, 13, or 14–17.*
(See Mathematics Content Standards Chapter 6)

Entry 1 Science (Grades 4, 8 and 11 only)

Science Content Standard 1: Student will demonstrate an increasing understanding of how the scientific enterprise operates.

Entry 2 Science (Grades 4, 8, and 11 only)

Choose one of the following standards: *Science Content Standards 2-20*
(See Science Content Standards Chapter 6)

NH-Alternate Portfolio Scoring Fact Sheet 2007-2008

- Portfolios are scored by experienced New Hampshire teachers who are not familiar with the specific student or program represented by the portfolio.
- Scorers are NOT permitted to view or score any portfolio created by or for any person or within any school or district with which they are familiar.
- This year scoring of all portfolios was completed during the summer scoring institute which ran from July 5th through July 20th.
- The Scoring Institute includes a minimum of ½ day training for all scorers prior to any portfolio scoring.
- The training includes the use of portfolio samples as examples.
- Quality monitoring and control of the scoring process is a high priority. Individual scorer performance is continuously monitored for accuracy and reliability. This performance is recorded and tracked throughout the scoring process. Scorers who fall below an acceptable level of performance (80% reliability) are pulled from scoring. They are then retrained, and, to continue, must demonstrate and maintain highly accurate and reliable scoring performance. If an individual scorer's performance falls below threshold, then the portfolios scored by this individual during the period of poor reliability are re-scored by highly performing scorers.
- Department of Education and Measured Progress staff members are on hand at all times to answer questions and to clarify and resolve issues that arise.
- Scorers use the scoring worksheets to guide them through a structured comparison between the portfolio evidence submitted and the scoring rubric as they rate each dimension of a portfolio. In this way, individual portfolio entries are scored and a combined Content Area score is determined according to the rubric.
- Content area entries are composed of the evidence submitted in the portfolio. This evidence includes: charted progress records, multiple student work samples, and examples of student attempts at self-determination during skill acquisition.
- Each portfolio is scored by 2 independent scorers.
- First and second scores in each dimension must be an adjacent or exact match to be considered non-discrepant. A dimension in a portfolio will be scored a third time, by a more senior scorer, if there is a discrepancy between the first and second scorers of more than 1 score point.
- There is a Table Leader for every 5 to 6 scorers to assist with the scoring process.
- Table Leaders are given an extra ½ day of training prior to the scorers arriving at the Scoring Institute.
- All portfolios and the evidence they contain are considered to be confidential. All persons handling portfolios are required to sign a confidentiality form and are not to discuss student names, schools or contents of the portfolio outside of the Scoring Institute.
- Alternate portfolio scores are figured into local school accountability measures just as assessment scores for student in the general NH Assessment.
- After scoring, portfolios are returned to the Office of the School Superintendent directed to the attention of the Special Education Director. (See "Policy for NH-Alt Portfolio Return and Storage")