



Participation Guide for NH Alternate Learning Progressions Assessment 2010-2011

**For More Information on NH Alternate Assessment,
go online to:
www.education.nh.gov (Choose: Assessment, then NH-Alternate)**



NH ALTERNATE LEARNING PROGRESSIONS ASSESSMENT:

Guiding Principles

The following are guiding principles for the New Hampshire Alternate Learning Progressions Assessment:

- All students can learn.
- Expectations and standards for all students should be high.
- The purpose of the New Hampshire statewide assessment is to support improvement in instruction, curriculum, and program delivery.
- **All students will be assessed on *academic progress made in Reading and Mathematics during grades 2-7 and 10, Writing during grades 4, 7 and 10, and Science during grades 4, 8 and 11.***
- Participation in the New Hampshire statewide assessment is considered to be a civil right for each and every student.
- The New Hampshire Department of Education supports the use of appropriate accommodations to enable the vast majority of all students to participate in the large-scale, statewide general assessment based on grade-level achievement standards.
- Alternate assessments are designed for those students with the **most severe cognitive disabilities** who are unable, even with the best instruction and with accommodations, to show proficiency on grade-level academic achievement standards.
- The NH Alternate Assessment incorporates academic tasks that are linked through learning progressions to help a student move toward grade-level academic activities. Assessment tasks are designed to assess content knowledge at developmental entry points within the learning progressions that are appropriate to the individual student's current instructional levels. In assessment based on alternate achievement standards, these entry points may start below grade level.
- Assessment tasks are made accessible to each student in an academically rigorous manner by addressing each student's sensory access and communication needs. Access to content is provided by identifying and employing student communication, interaction, and representation *strengths*.
- Although required, statewide assessment is not tied to graduation in New Hampshire.
- IEPs must document participation in the New Hampshire statewide assessment.

During 2010-2011 for <u>Alternately Assessed</u> Students in Grade:	What content areas are assessed?			
	Reading	Math	Writing	Science
2	Yes	Yes	-	-
3	Yes	Yes	-	-
4	Yes	Yes	Yes	Yes
5	Yes	Yes	-	-
6	Yes	Yes		
7	Yes	Yes	Yes	-
8	-	-	-	Yes
10	Yes	Yes	Yes	-
11	-	-	-	Yes

The Collaborative Decision-Making Process

When to Decide:

At an IEP team meeting (*recommended* no later than **September 30th** of each calendar year so that instruction can begin promptly), the following question relative to how a student with disabilities will participate in the statewide assessment program needs to be asked and answered:

*Can the student participate in the general statewide assessment, with or without accommodations, or does such a **cognitive disability** exist that he or she cannot meet the general education standard of performance and needs to participate in the New Hampshire Alternate Learning Progressions Assessment that is based on curriculum entry points that are below grade level?*

For Whom Is the New Hampshire Alternate Assessment Appropriate?

A student is eligible to participate in the New Hampshire Alternate Assessment if her or his IEP team determines that the student meets **all** of the following participation criteria:

1. The **student has an IEP**.
2. Evidence that the student's demonstrated **cognitive disability and adaptive behavioral skills**
 - prevent her or him from demonstrating achievement of the proficiency standards described in the *New Hampshire Curriculum Frameworks*, even with appropriate accommodations and high-quality instruction, and
 - require individualized instruction in multiple settings (school, work, home, and other environments) to acquire, generalize, and transfer skills necessary for functional application.
3. There is **historical data** (current and longitudinal across multiple settings) that confirms the individual student criteria listed above.

Document in the IEP:

Any decision related to a student's participation in the general statewide assessment, with or without accommodations, or in the New Hampshire Alternate Assessment, shall be explicitly identified in the student's IEP plan.

Characteristics of Students Appropriately Served in the New Hampshire Alternate Assessment

Limited Communication: The student may have very limited vocabulary and language skills, or may be non-verbal. The student may use simple language structures to communicate and seldom acquires new communication skills through incidental learning;

This does not include any student with "limited communication" who has no effective communication system in place or under active development AND

Very Low Levels of Academic Achievement: Performance in the subject matters of reading, writing, and mathematics is significantly below that of same-aged peers (e.g., *performance level expectations must be modified to a reduced or simpler level of performance from the content standards set for general education or "typical" New Hampshire students*). When typical general education peers are reading paragraphs and answering questions, the alternate assessment student might be matching objects, pictures, or symbols, and when typical peers are writing and solving equations, the alternate assessment student might be using objects, symbol systems, or pictures to show more basic connections;

This does not include students working just 1 or 2 grade levels below grade-level, or any student who has not had full opportunity to benefit from empirically sound instructional intervention. This also does not include any student who has, as documented in IEP team meeting notes, had a cognitive disability "ruled out" in order to identify the students as a child having a specific learning disability and not mental retardation AND

Highly Specialized Instruction: The student generally requires systematic instruction with tasks broken into small steps. In addition, the student needs deliberate instruction to apply learned skills across multiple settings (e.g., school, home, work, and other settings); **AND**

Ample Supports: The student requires individualized instructional, technological, or interpersonal supports to make progress in learning. The student *requires accommodations* to demonstrate proficiency of even the *modified* performance expectation levels described above, such as modeling and repeated demonstration, physical support, specially designed prompting procedures, and alternate or augmented communication systems

This does not include any student who needs ample support but has no clear evidence of severe cognitive disability.

The Alt Portfolio Process takes the least amount of time when:

- There is ongoing collaboration between ALL team members regarding the development of tasks, planning activities, and data collection methods
- There is ongoing collaboration between general education and special education in regards to content instruction and assessment
- The content skills that are being taught follow the NH Alternate Learning Progressions and, therefore, are directly linked to the general curriculum—the NH Curriculum Frameworks

The Alt Portfolio Process is most difficult and time-consuming:

- When there is minimal collaboration to support student skill development, to plan activities, and collect data
- When special educators work in isolation to provide instruction and assess academic progress
- The content skills that are being taught have a weak connection to the general curriculum or are not standards-based.

Decision Making Worksheet

Participation of Students with Disabilities in Statewide Assessment

At an IEP team meeting held no later than **September 30th** of each calendar year, the following question relative to how a student with disabilities will participate in the statewide assessment program needs to be asked and answered: *Can the student participate in the general statewide assessment, with or without accommodations, or does evidence exist that suggests he or she need to participate in the New Hampshire Alternate Assessment based on the participation criteria?*

For assistance with this decision, refer to the NECAP Accommodations Guide for current year (<http://www.education.nh.gov/instruction/assessment>). (Choose: NECAP Test Administration materials for current year.)

THIS FORM MUST BE INCLUDED WITH THE PORTFOLIO

A student is eligible to participate in the New Hampshire Alternate Assessment if his or her IEP team determines that the student meets **all** of the following participation criteria:

1. Does the student have an IEP?

_____ *Yes. Continue to #2.*

_____ *No. Student is not eligible for the New Hampshire Alternate Assessment.*

2. Can the student participate in the General Assessment with appropriate accommodations?

_____ *Yes. If this is the case, list appropriate testing accommodations in the student's IEP and choose General Assessment with Accommodations for state testing.*

_____ *No. List the ways in which the student's cognitive disability and adaptive behavioral skills would prevent this student from participating in the General Assessment, even with appropriate accommodation, and then continue to #3.*

3. Is there evidence that the student's demonstrated cognitive disability and adaptive behavioral skills prevent him or her from demonstrating achievement of the proficiency standards, as described in the *New Hampshire Curriculum Frameworks*, through participation in the general statewide assessment, even with appropriate accommodations?

_____ *Yes. Continue to #4.*

_____ *No. Consider new accommodations that would enable this student to participate in grade-level general assessment.*

AND...

4. Is there evidence that the student’s demonstrated cognitive ability and adaptive behavioral skills require individualized instruction in multiple settings (school, work, home, and other environments) to acquire, generalize, and transfer skills necessary for functional application?

_____ Yes. Describe below, then continue to #5.

Describe how the student’s program requires individualized instruction in multiple settings for this student to acquire, generalize and transfer skills:

_____ No. Consider new accommodations that would enable this student to participate in grade-level general assessment.

5. Does the historical data (current and longitudinal across multiple settings) confirm the individual student criteria listed above?

_____ Yes. Describe below, then continue to the summary.

What historical data were used to support items #2, 3, and 4 above?

_____ No. Consider new accommodations that would enable this student to participate in grade-level general assessment.

Characteristics of students appropriately served under Alternate Assessment (check all that apply):

- Limited Communication:** The student may have very limited vocabulary and language skills, or maybe non-verbal. The student may use simple language structures to communicate and seldom acquires new communication skills through incidental learning;

*This does not include any student with “limited communication” who has no effective communication system in place or under active development **AND***

- Very Low Levels of Academic Achievement:** Performance in the subject matters of reading, writing, and mathematics is significantly below that of same-aged peers

*This does not include students working just 1 or 2 grade levels below grade-level, or any student who has not had full opportunity to benefit from empirically sound instructional intervention. This also does not include any student who has, as documented in IEP team meeting notes, had a cognitive disability “ruled out” in order to identify the students as a child having a specific learning disability and not mental retardation **AND***

- Highly Specialized Instruction:** The student generally requires systematic instruction with tasks broken into small steps. In addition, the student needs deliberate instruction to apply learned skills across multiple settings (e.g., school, home, work, and other settings); **AND**
- Ample Supports:** The student requires individualized instructional, technological, or interpersonal supports to make progress in learning. The student *requires accommodations* to demonstrate proficiency of even the *modified* performance expectation levels described above, such as modeling and repeated demonstration, physical hand-over-hand guidance, specially designed prompting procedures, and alternate or augmented communication systems

This does not include any student who needs ample support but has not clear evidence of severe cognitive disability.

Summary Decision

Based on the review of the information above, the IEP team has determined that the student will participate in the:

- General Assessment (NECAP) without accommodations
- General Assessment (NECAP) with Accommodations (include accommodations in student's IEP)
- New Hampshire Alternate Assessment

Team Members Involved in Decision-Making Process:

Printed Name/Signature:

Role/Position:

Transitioning students between NECAP and NH Alternate Assessment:

If you are considering transitioning your student from the Alt to the NECAP, your student may take the NECAP on a trial basis only by filling in the child’s full name and SASID number on the NECAP test booklet. Be sure to record on page two any accommodations used in the test administration. Do NOT mark the bubble “homeschooled”. Submit the test normally with all the other NECAP tests completed. The student’s SASID number will identify that he/she has already completed an Alt Assessment Portfolio. The data system will automatically use her Alt score as the official score of record. Your school will receive an item analysis report with the trial NECAP results for this student. You will also receive a student level NECAP data file. You will only receive a formal parent report for the official test of record (NH Alternate Learning Progressions Assessment).

The chart below can guide you in transitioning your student between assessments in either direction:

9-30-08 v3



Transitioning Special Education Students between the NH-Alternate and NECAP Assessment Systems

From NH-Alt to →NECAP		From NECAP to →NH-Alt	
If student most recently completed and submitted year-long NH-Alt Portfolio in May of Grade:	Then, the <i>next</i> statewide assessments the student should take are the NECAP Tests as shown below in Grade:	If student most recently completed the NECAP Test shown below in Grade:	Then, the student must start the year-long NH-Alt Portfolio in the fall and submit it in May of Grade:
2 Alt. Reading & Math →	4 Oct. NECAP in Reading & Math; 4 May NECAP in Science	2 Not Applicable (NECAP does not test in this grade.)	
3 Alt. Reading & Math →	4 May NECAP in Science Then ↓ 5 Oct. NECAP in Reading, Math, & Writing	3 Oct. NECAP in Reading & Math →	3 Alt. Reading & Math
4 Alt. Reading, Math Writing & Science →	6 Oct. NECAP in Reading & Math	4 Oct. NECAP in Reading & Math →	4 Alt: Reading, Math Writing & Science
5 Alt. Reading & Math →	7 Oct. NECAP in Reading & Math	4 May NECAP in Science →	5 Alt: Reading & Math
6 Alt. Reading & Math →	8 Oct. NECAP in Reading, Math & Writing 8 May NECAP in Science	5 Oct. NECAP in Reading, Math & Writing →	5 Alt: Reading & Math
7 Alt. Reading, Math & Writing →	8 May NECAP in Science	6 Oct. NECAP in Reading & Math →	6 Alt: Reading & Math
8 Alt. Science →	11 Oct. NECAP in Reading, Math & Writing, 11 May NECAP in Science	7 Oct. NECAP in Reading & Math →	7 Alt: Reading, Math & Writing
10 Alt. Reading, Math & Writing →	11 May NECAP in Science	8 Oct. NECAP in Reading, Math & Writing →	8 Alt: Science
11 Alt. Science ↓ HS required assessment is now finished.		8 May NECAP in Science →	10 Alt: Reading, Math & Writing Then ↓
		11 Oct. NECAP in Reading, Math & Writing →	11 Alt: Science HS required assessment is now finished.
		11 NECAP (May) Science HS required assessment is now finished.	

