

Montana Comprehensive Assessment  
System (MontCAS, Phase 2)

Criterion-Referenced Test  
Alternate Assessment

**CRT-Alternate**

Special Education Advisory Panel

February 5, 2004

Montana Office of Public  
Instruction and Measured  
Progress

# Our overview will address:

- # The CRT-Alternate's place in the big testing picture
- # Guidelines for participation
- # Development of the CRT-Alternate.
- # Design characteristics
- # Test administration procedures (scaffolding/scoring).
- # Customizing the test to individual students.
- # District access to test materials
- # Training plans

# 2004 Montana Comprehensive Assessment System

## Phase 1

- Norm-referenced test—the Iowas
- Calculator use by IEP only
- Grades 4, 8, 11
- Reading, language arts, math, social studies, science
- Multiple choice
- Timed test
- March 8 - 26, 2004
- Funded by the state

## Phase 2

- Criterion-referenced test
- Calculator use for all students on portions of the test
- Grades 4, 8, 10
- Reading and math
- Multiple choice, math short answer and constructed response
- Untimed test
- March 29-April 16, 2004
- Funded by NCLB

# Decisions about Participation

- # CRT-Alternate is intended for students with severe cognitive disabilities
- # Participation decisions made and documented by student IEP teams
- # Guidance document provides questions to assist determining which test is appropriate for a student
- # A full range of accommodations are possible with the CRT

# Guidance Document Questions

- # Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?*
- # Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?*

(continued)

- # *Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?*
- # *Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?*

# In reviewing answers:

- # All questions "yes" = CRT-Alternate
- # Any questions "no" = CRT with appropriate accommodations
- # CRT accommodation possibilities include reading the reading test to students, i.e., nonstandard accommodation
- # Nonstandard accommodation results in Novice score for school accountability purposes

# Development of CRT-Alternate

- # Contract with Measured Progress
- # Variety of approaches considered
- # Needed approach that would satisfy conditions of Compliance Agreement between OPI and U.S. Department of Education
- # Critical characteristic: technical adequacy

# Developing the CRT-Alternate: Sources of Guidance/Review

- # August content development meetings
  - Differentiated instructional activities
  - Coverage of the state learning standards
  - General and special educators
- # Advisory Board Review
- # Beta test
- # Technical Advisory Committee

# Characteristics of the test

- # Evidence-based structured observation
- # Test activity derived from typical instructional unit
- # Skills tested are referenced to a set of Extended Benchmarks (non-grade level performance indicators – foundational skills)
- # 1 activity each for reading and math
- # Each activity contains between 20 and 30 test items to score

# Other critical design features

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- # Flexible enough to accommodate the wide range of abilities and characteristics of target population
- # Flexibility in content, NOT STRUCTURE, of activities
- # Scoring is sensitive enough to be able to detect small increments of growth
- # Results can guide special educators in formulating standards-based IEP objectives

# Who gives the test?

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- # Special education teacher
- # Someone who is certified and has worked extensively with the student
- # Someone who has been trained to administer this assessment

# Preparing to administer the test

- # Attend training!
- # Read CRT-Alternate test booklets
- # Select activity (suggested vs. teacher-designed)
- # Review activity sequence
- # Download/organize materials
- # Customize assistive technology supports

# Overview of the CRT-Alternate suggested reading test activities

## # Reading - Grade 4

- Select materials to be read, answer who, what, where questions, and create & share a graphic product.

## # Reading Grade 8

- Use resources in the library, understand text, identify main idea, and complete a scavenger hunt.

## # Reading Grade 10

- Use a newspaper to find information about a movie

# Overview of the CRT-Alternate math test activities

## # Math Grade 4

- Count, sort, organize and display data on a bar graph, and create patterns.

## # Math Grade 8

- Organize and display data on a bar graph, extend a table, measure length and calculate.

## # Math Grade 10

- Use tables to compare prices, count, add & subtract whole numbers & money.

# How Students with Severe Challenges are Assessed

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## # Scaffolding

- Prompting & scoring

## # Adaptations

- Providing access
- Assistive Technologies

# Scaffolding

- # A process of providing the student with support needed to respond to the task (least to most prompting hierarchy).
- # A structured scoring system that allows students to be successful.
- # A way to help students demonstrate what they CAN do.

## Level 4 = no assistance

- # Student responds accurately and with no assistance.
- # The student must demonstrate the observable behavior without additional information or direction to the correct response.
- # No additional information about what is expected can be given.
- # The task may not be simplified.
- # The student may not be lead to the desired response in any way.

## Level 3 = clarify, or provide 3 options

- # Student responds accurately when teacher clarifies, highlights important information or reduces the range of options to three.

- # Provide more information about what behavior is expected.
- # Clarify the directions.
- # Demonstrate what is expected, using an example that is parallel to the performance indicator.
- # If the item is structured in a multiple choice format, remove one of the options (leaving at least 3 choices).
- # Refocus the student's attention to the task, with visual, verbal or physical cues (e.g., point to the workspace, say, "look at the pictures," touch the student's hand or elbow).

## Level 2 = forced choice

- # Student responds accurately when teacher provides basic yes/no questions or forced choices between two options.
- # Provide very specific information about what behavior is expected.
- # If the item is structured in a multiple choice format, remove another one of the options (leaving 2 choices).
- # Provide a very narrow range of options, such as asking the student a yes or no question.
- # Refocus the student's attention to the activity, with visual, verbal or physical cues (e.g., point to the workspace, say, "look at these two pictures," touch the student's hand or elbow).

## Level 1 = full assist

- # Student is guided to correct response by teacher (e.g., modeling the correct response or providing full physical assistance.
- # Provide hand-over-hand assistance.
- # Guide the student gently to indicate the correct response. Hand-over-hand assistance implies that the student is allowing him/herself to be guided to point to, or otherwise indicate, the correct response.

## 0 = Inconclusive

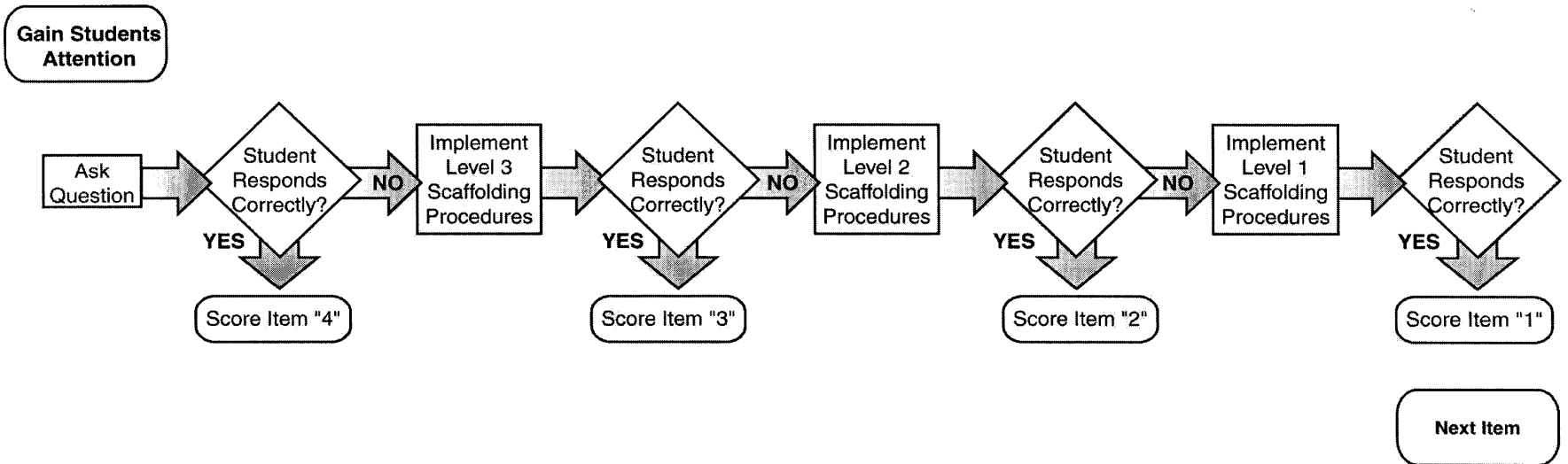
- # Student does not respond or actively resists.
- # All previous forms of support, encompassed within Levels 4 to 1, have been attempted.
- # If the student shows a pattern of seriously resisting participation, is becoming fatigued, or is not attending to the task in any way, stop and resume at a later time.

# Scaffolding is scripted for suggested activity

- # Suggested language for levels 3 and 2
- # Modify as needed for student
- # Level 1 = full assist in appropriate modality

# Scoring Aligned with Scaffolding Levels

Scoring process flow chart



# Scoring Rubric

## Montana Alternate Assessment Scoring Guide

### Performance (independence and accuracy)

Used to score every item during the structured observation test activity.

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

# Scoring Procedures

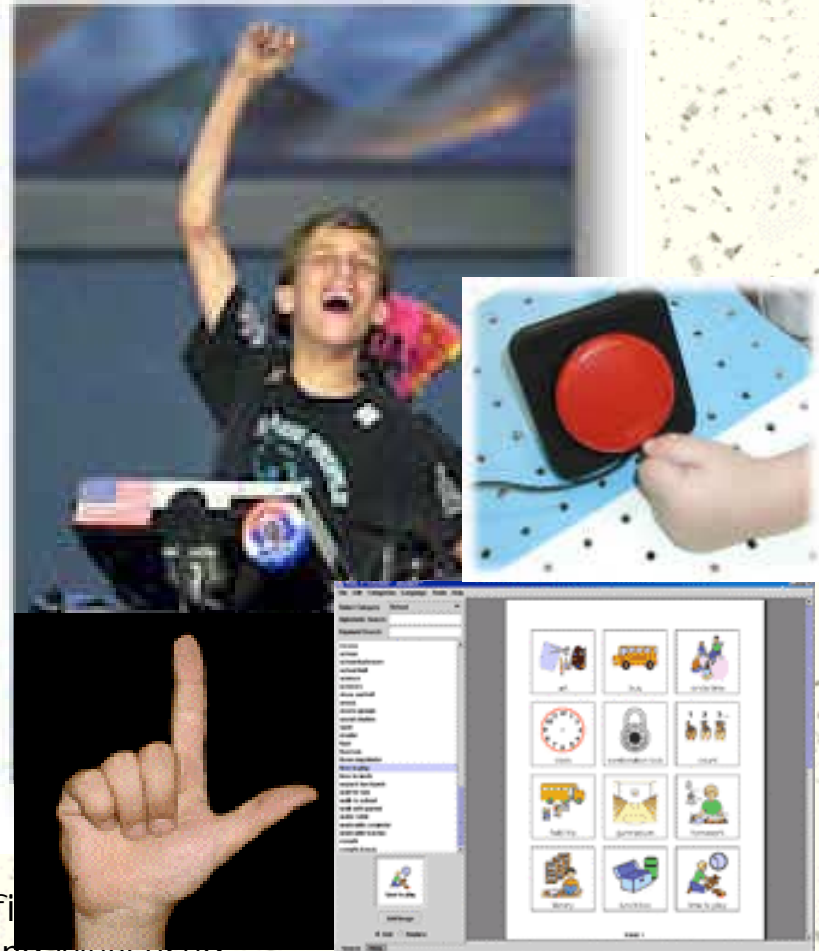
- # Score every item until the student scores in level 1 or 0 for five consecutive items.
- # Halt the administration if the student scores in level 1 or 0 for five consecutive items.
- # Leave remaining items blank.

# Adaptations and assistive technology

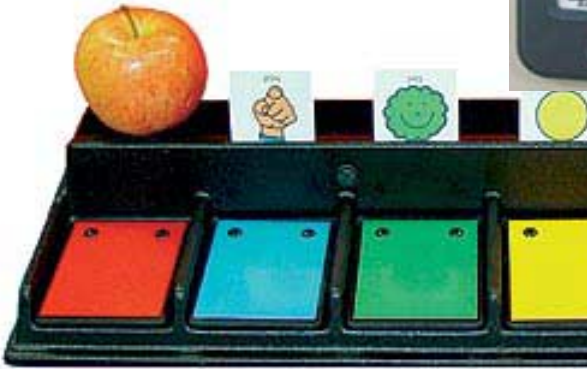
ANY TYPE of adaptations and assistive technologies ARE allowable on the MontCAS 2 CRT-Alternate.

# The Alternate Assessment is, by design, completely flexible

- # Students for whom this assessment is designed vary in how they communicate
- # Test administrator must consider how a student receives information, and how they typically respond

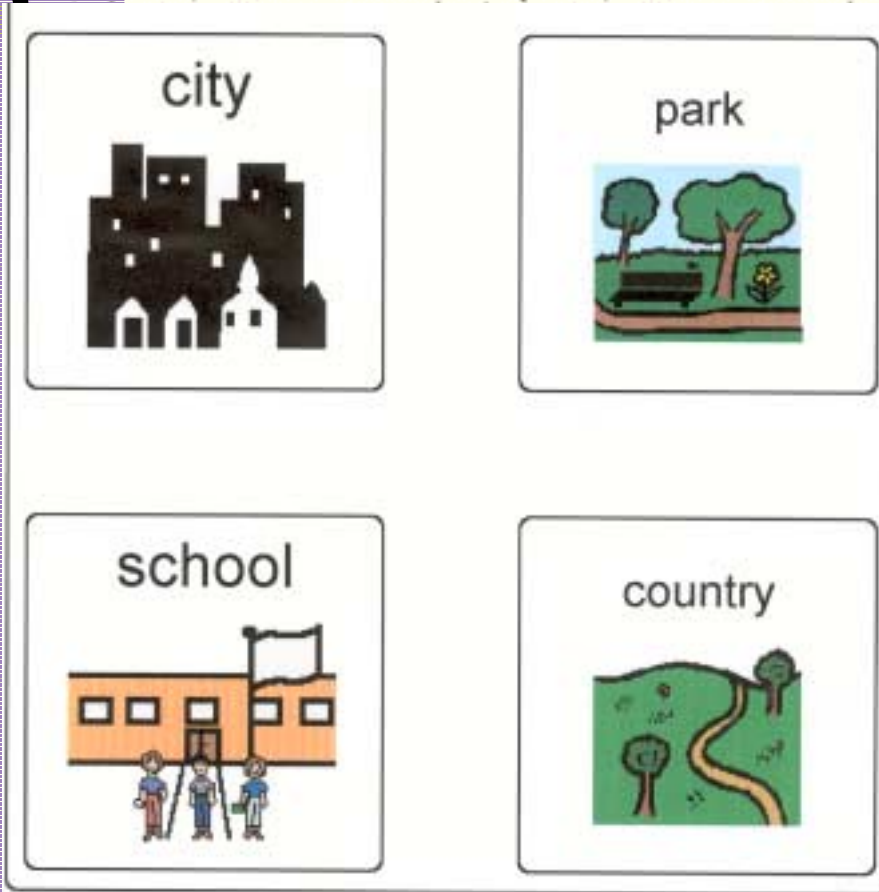


# Communication Supports



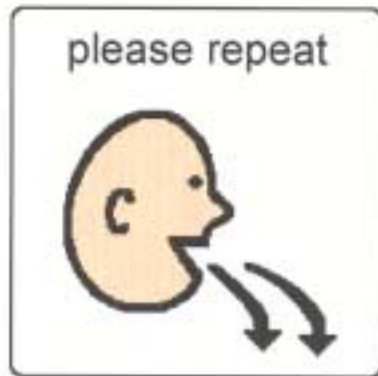
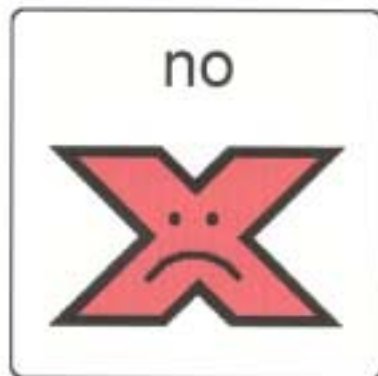
- # What system does the student use to communicate on a daily basis?
- # Customize THIS system to the demands of the assessment task.
- # Download/adapt response materials.

# Technology Supports for a Multiple Choice Question





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# Technology Supports for Yes/No Situations




# Open-Ended Questions Require Structured Response Options


I want to go




people




verbs



things



places



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# Training about the CRT- Alternate

- # Statewide training on 2/13
- # Question and Answer sessions following week