Alt-MSA
Alternate Maryland School Assessment

Alt-MSA Handbook Part 6: Resources to Support Implementation of Alt-MSA

Resources to Support Implementation of Alt-MSA

This section includes additional resources, examples, and templates for Alt-MSA. Please note that these documents are not required but may assist you with capturing student information.

Figure 6-1 Resources
Figure 6-2 Least Prompt Hierarchy
Figure 6-3 Completed Data Chart Example

Figure 6-4 Agenda for Principal Meeting
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Figure 6-7 TET Assignment of Mastery Objective Selection

Figure 6-8 Full Physical Template (landscape)
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Figure 6-18 Artifact Requirements Checklist (single artifact)
Figure 6-19 Artifact Requirements Checklist by Content Area
Figure 6-20 ABC's of Assessment (located in 2009 Handbook, part 4-29)

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Figure 6-1

Resources

Contacts: Test Examiners or School Test Coordinators who have questions about the Alt-MSA should contact the following individuals:
• **The Local Accountability Coordinator (LAC) in your local school system** • **The Alt-MSA Facilitator in your local school system**
Technical Support: Users with technical questions about ***Alt-MSA Online*** should call Pearson Technical Support:
1. Call (888) 639-0690 **2. Select Project** • Press 1 for Alt-MSA
Web sites: Test Examiners or School Test Coordinators may also refer to the following web sites for information about the Alt-MSA:
• **School Improvement web site:** http://www.mdk12.org **for reading, mathematics, and science SC and Toolkits for reading and mathematics** • **MSDE home page:** http://www.marylandpublicschools.org for the *Alt-MSA Handbook* online, select **"Testing"**, then **"Alt-MSA."** • **PearsonAccess:** www.pearsonaccess.com
Alt-MSA Online**:** http://www.altmsa.com (Note: this web site is used for on-line MO selection/writing, submission, verification or technical review, and printing)
A Parent Brochure translated to Chinese, Spanish, French, Korean, and Vietnamese can be found at Docushare.

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Instruction	
Using Prompts for Alt-MSA	Page 4-18
Designing and Implementing a System of Least Prompts	Page 6-4
Artifact Examples: Student Work and Data Charts	**http://www.altmsa.com** and choose the "Resource Center" tab.
Planning instruction in Reading, Mathematics and Science	School Improvement web site: http://www.mdk12.org http://www.altmsa.com and choose the "Resource Center" tab.
Writing the IEP to Support Attainment of Reading and Mathematics Content Standards	Page 4-42
Examples of Science Artifacts	**http://www.altmsa.com** and choose the "Resource Center" tab.
Planning Instruction in Reading, Mathematics, and Science	School Improvement web site: http://www.mdk12.org
Professional Development Online Training Modules	http://www.altmsa.com and choose the "Resource Center" tab.
Scoring	
Condition Code Examples	**http://www.altmsa.com** and choose the "Resource Center" tab.
Scoring Rubric	Page 5-3

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General Procedures for Designing and Implementing Least Prompt Hierarchy

Figure 6-2

Designing and Implementing Least Prompt Hierarchy (i.e., Increasing Assistance) Instructional Procedures

When using a least prompt hierarchy to teach a MO, teachers must first decide on a set of instructional prompts (usually 2-4) and arrange each prompt in ascending order from the least to the most assistive and give the prompts as needed.

The intention of using a system of least prompts is to provide the least amount of assistance necessary for the student to perform the requested behavior. Equally important is that the least prompting procedure minimizes any errors made by the student during instruction. As needed, the teacher will give each prompt in the hierarchy in increasing order until the student responds correctly. The final prompt in the hierarchy is the most direct and intrusive in order to get the student to perform the behavior.

The final prompt in the hierarchy is full physical assistance, but it does not always have to be. Teachers should base their decisions on prior experience with students to determine an effective hierarchy of prompts. Once the student responds correctly, reinforcement can be given which will then increase the likelihood that the behavior will occur in the future.

General Procedures

1. Define the instructional task and generate a Mastery Objective that aligns with the Maryland SC/CLG content standards, and which must include: the conditions under which the behavior is to occur, the observable and measurable behavior, number and type of prompt, and the criterion for mastery.
2. Design a data sheet or work sample sheet to record student responses.
3. Observe and record baseline information by having the student perform the behavior(s) and recording either a correct or incorrect response using the following notations:

(+) = CORRECT RESPONSE
(-) = INCORRECT OR NO RESPONSE
(0) = NO RESPONSE

4. Present a lesson on finding locations on maps, e.g. using coordinates, the key, and symbols.
5. Select 2-4 prompts (from those presented in Table 1 on page 6-5) and arrange the prompts in order from the least to the most assistive to instruct the student on the MO.
6. Provide needed materials, a task direction, a wait time, and teach the objective using the pre-selected, individualized least prompt hierarchy.
7. A task direction is a statement by the instructor to provide direction as to what the student must do to meet the MO. It is not to be considered or recorded as a verbal prompt.
8. If the student does not respond independently during the wait time, give the prompt with the least amount of assistance and then, if needed, give the subsequent prompts in the order listed in the hierarchy until the student responds accurately.
9. If the student responds independently and accurately, then record a (+); if a prompt is needed for the student to respond accurately, record student response next to the type of prompt provided.
10. Reinforce the student enthusiastically when the behavior is performed without a prompt, but also reinforce the student each time the behavior is completed with a prompt, regardless of the type or number of prompts given.

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Table 1.

Definitions and Notations of Instructional Prompts

(V) = VERBAL PROMPTS: May be direct or indirect

DIRECT VERBAL PROMPT: Describe in words exactly what the student must do (e.g., "Write the letter 'A' now.", "Add both numbers.", "Turn on the switch.").

INDIRECT VERBAL PROMPT: Provide a verbal reminder or verbally coax the student without stating the specific behavior (e.g., "What's next?", "Now what do you do?", "Sound out the word slowly.").

(G) = GESTURE PROMPT: Use hand or body motions to draw attention to an item associated with the objective (e.g., point to addition sign on a worksheet to prompt the student to add the numbers, tap a word on an index card to prompt the student to say the next word in the sentence).

(M) = MODEL PROMPT: Demonstrate part or all of a behavior to prompt an imitative response (e.g., write the letter "P" to show the student how to write the letter and then have the student write the letter).

(PP) = PARTIAL PHYSICAL PROMPT: Provide physical guidance at the elbow or shoulder.

(FP) = FULL PHYSICAL PROMPT: Provide hand over hand guidance.

Figure 6-3

Example of a Data Chart with Baseline and 3 Data Entries of Instruction

Student Name: *Jane Doe*		Content Connection/Alignment (e.g., title of book, content unit, etc.): *Reading-Informational Text/Grade 3-Social Studies: Map skills- Examining your school and local community.*		
Mastery Objective: *Given an atlas / map and a location, Jane will identify the location 1 time, with 100% accuracy.*				
Prompt type selected prior to assessment _____.				
Assistive Technology Used				
Observable, measurable target student behavior and distractor(s) used	Baseline Data Date: 10/30/2012	Date: 10/31/2012	Date: 11/01/2012	Date: 11/02/2012
Touch School	Prompt/Response I ——	Prompt/ Response I — V — G — M — PP —	Prompt/ Response I — V + G M PP	Prompt/ Response I — V — G — M + PP
Touch Home	Prompt/Response I ——	Prompt/ Response I — V — G — M — PP —	Prompt/ Response I — V — G — M — PP +	Prompt/ Response I + V G M PP
Touch Park	Prompt/Response I ——	Prompt/ Response I — V — G — M + PP	Prompt/ Response I + V G M PP	Prompt/ Response I — V — G + M PP
Total Accurate:	0/3	0/3	1/3	1/3
% Accurate:	0%	0%	33%	33%
Total # of selected prompt used	0	1 M	1 V, 1 PP	1 M, 1 G
Mastered/Not Mastered	NM	NM	NM	NM

Key: (√ or + =Correct Response) (X or - =Incorrect Response) (0 = No Response)

I=Independent, V=Verbal, G=Gesture, M=Model, PP=Partial Physical, FF=Full Physical

Note: During Baseline procedures, no prompts or reinforcement are given. Data Charts must be authentic and not computer generated. See data chart requirements on 4-15.

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Figure 6-3 Continued

A description of the Least Prompt Hierarchy instructional procedures is highlighted in Figure 6-2.

The instructions noted below correspond with Figure 6-3 on the date labeled 11/01/2012.

Example:

Description of Least Prompt Hierarchy Instructional Procedures

1. **Instruction for location of "School"**: Teacher gave the student a map and the task direction, "Where is the school?" and waited 5 seconds.

   - Student did not respond to the task direction within 5 seconds, so teacher recorded a (-) next to the **I**. Then the teacher gave the verbal prompt, "Touch the school"?
   - After the verbal prompt was given, the student touched the location of the school accurately within 5 seconds.
   - Teacher indicated that the student responded after a verbal prompt was given by recording a (+) next to **V**.

2. **Instruction for location of "Home":** Teacher gave task direction, "Where is your home?" and waited 5 seconds.
   - Student did not respond to the task direction within 5 seconds, so teacher recorded a (-) next to the **I**. Then the teacher gave the verbal prompt, "Touch your home"?
   - Student did not respond to the verbal prompt within 5 seconds, so teacher recorded (-) next to **V**. Then the teacher gave a gesture prompt, by tapping the map, and waited 5 seconds.
   - Student did not respond to the gesture prompt within 5 seconds, so teacher recorded (-) next to **G** and then gave a model prompt by touching a location on the map with his finger and waited 5 seconds.
   - Student did not respond to the model within 5 seconds, so the teacher recorded (-) by the **M** and then gave a partial physical prompt by taking the student's elbow and guiding it to the map.
   - Student did respond to the partial physical prompt within 5 seconds so teacher recorded (+) by **PP** and reinforced the student.

3. **Instruction for location of "Park"**: Teacher gave task direction, "Where is the park?" and waited 5 seconds.

   - Student touched the correct location of the park independently within 5 seconds, so teacher reinforced student and recorded (+) by the I on data sheet.

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Figure 6-4

Agenda for Principal Meeting with STC and Test Examiners

During this meeting, to be held very early in the school year, the tasks and decisions listed below must be addressed. This list may be used as an agenda and checklist.

_____Identify the students who will participate in Alt-MSA.

_____If applicable, Full Physical (Medically Fragile) Excusal (See 1-7 through 1-9)

_____Identify the Test Examiner Team for each student and complete the TET form on page 7–9 in the *Alt-MSA Handbook*. This form must be placed in each student's portfolio.

_____Review the individual student results from the previous test administration, including the condition codes assigned at scoring and sent to Principals in the Summer, and identify skills and concepts to be assessed.

_____Identify the Test Examiners who will select/write the Mastery Objectives, collect baseline data, and submit artifacts for each Mastery Objective of the assessed content standard topics. (See Figure 6-7)

_____Establish subsequent meeting times for TETs, including the STC, to complete the tasks listed in the TET Meeting Agenda below.

_____Review the timelines and guidelines for Mastery Objective selection in Part 3 of this Handbook.

_____Identify professional development that will support the TET in instruction and administration of Alt-MSA.

_____Monitor the progress of the portfolio development and other requirements. (See Figure 6-6)

_____Identify instructional materials and resources that will support the TET in instruction and administration of Alt-MSA.

Figure 6-5

Agenda for Test Examiner Team Meetings (After meeting with Principal)

_____(1) Review the test results for each student, and (2) refer to the Mastery Objective Bank for the student's grade level and select skills and concepts that are challenging and attainable that will be taught and assessed for Alt-MSA.

_____Review IEP for present levels of Academic Achievement and functional Performance and to identify reading and mathematics objectives that may be used for Alt-MSA.

_____Identify Test Examiners who will select/write specific Mastery Objectives to align with the Alt-MSA criteria, collect baseline data for each Mastery Objective, submit the accompanying artifacts, and determine how Mastery Objectives will be electronically entered and submitted by October 19, 2012 (See Figure 6-7)

_____Establish responsibilities of instructional assistants.

_____Establish location of the portfolios so that each TET member has access to submit his/her assigned artifacts.

_____Establish timelines for each task and identify how timeline will be monitored.

_____Monitor the progress of the portfolio development and other requirements.

Figure 6-6

TET Plans Mastery Objective Development, Instruction, and Assessment for Alt-MSA

Use the chart below to guide TET planning for assigning responsibilities to team members and monitoring the completion of the required components of instruction and Alt-MSA. This will ensure that students receive the necessary instruction to achieve the Alt-MSA MOs.

Student Name_____

TET or other staff member	September (1) Meet with Principal and TET to plan Alt-MSA (2) Review prior Alt-MSA test results, select skills and concepts to be assessed (3) Select or write MOs (4) Collect baseline data (5) Organize and begin to compile portfolio components	October (1) Submit MOs for Principal review (2) Submit Principal-approved MOs to contractor (3) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5,8, and 10), videotape (4) Send MOs to parents/ guardians (5) Organize & compile portfolio components	November (1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5,8, and 10), videotape (2) Revise any newly written MOs on which vendor feedback is received (3) Organize and compile portfolio components	December (1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5,8, and 10), videotape (2) Organize and compile portfolio components	January (1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5,8, and 10), videotape (2) Organize and compile portfolio components	February (1) Collect baseline data, teach, and assess MOs for 2 reading, 2 math, 1 science (grades 5,8, and 10), videotape (2) Organize and compile portfolio components (3) Parent reviews Portfolio	March (1) Parent reviews Portfolio (2) Complete assessment (3) Collect, label, and pack Portfolios for pickup and scoring
Principal							
STC							
Special Education Teachers							
General Education Teachers							
Related Service Providers (SLP, OT, PT, Vision, D/HOH Service Providers, and home-hospital teachers)							
Instructional Assistants							
Other: (specify)							

Figure 6-7

TET Assignment of Mastery Objective Selection, Instruction, Assessment, and Artifact Submission

Student Name_____

Reading Mastery Objectives	General Education Classroom/ Science Teacher	Special Education Teacher	Speech Pathologist	Art Teacher	Physical Education/ Health Teacher	Music Teacher	Occupational Therapist/ Physical Therapist	Instructional Assistant	Other
Phonics/Sight Words MO 1-2									
Vocabulary MO 3-4 (#3 or #4 aligned with science)									
General Reading Comprehension MO 5-6									
Informational Text MO 7-8 (#7 or #8 aligned with science)									
Literary Text MO 9-10									

Figure 6-7 Continued

TET Assignment of Mastery Objective Selection, Instruction, Assessment, and Artifact Submission

Student Name_____

Mathematics Mastery Objectives	General Education Classroom/ Science Teacher	Special Education Teacher	Speech Pathologist	Art Teacher	Physical Education/ Health Teacher	Music Teacher	Occupational Therapist/ Physical Therapist	Instructional Assistant	Other
Algebra MO 1-2									
Geometry MO 3-4									
Measurement MO 5-6 (#5 or #6 aligned with science)									
Data Analysis MO 7-8 (#7 and #8 aligned with science)									
Number Sense MO 9-10									
Science Mastery Objectives									
Earth/Space Science MO 1									
Life Science MO 2									
Chemistry MO 3									
Physics MO 4									
Environmental Science MO 5									

Figure 6-8

Full Physical Template

Name: _____

Alignment: Grade _____ Reading/Math/Science Title/Topic/Unit: _____

Age and grade appropriate materials used for instruction and assessment.

Science SC Alignment for reading and mathematics MOs: _____

Mastery Objective # _____:

Key: ✓ or + = correct x or – = incorrect or no response I = independent
V or VP = Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP = Partial Physical Prompt FP = Full Physical Prompt AT= Assistive Technology

	Baseline											
	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
AT Device												
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
% Correct												
Mastered ?												

Data sheet designed at James E. Duckworth/KMS

Figure 6-9

Full Physical Template

Name: _____

Alignment: Grade _____ Reading/Math/Science Title/Topic/Unit: _____

Age and grade appropriate materials used for instruction and assessment.

Science SC Alignment for reading and mathematics MOs: _____

Mastery Objective # _____:

Key: ✓ or + = correct x or – = incorrect or no response I = independent
V or VP = Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP = Partial Physical Prompt FP = Full Physical Prompt AT= Assistive Technology

	Baseline					
	Date:	Date:	Date:	Date:	Date:	Date:
AT Device						
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
% Correct						
Mastered ?						

Page 1 of 2

Data sheet designed at James E. Duckworth/KMS

Figure 6-9 (continued)

Full Physical Template

Name: _____

Reading/Math/Science MO #: _____

Key: ✓ or + = correct x or – = incorrect or no response I = independent
V or VP = Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP = Partial Physical Prompt FP = Full Physical Prompt AT= Assistive Technology

	Baseline					
	Date:	Date:	Date:	Date:	Date:	Date:
AT Device						
Student will	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
% Correct						
Mastered ?						

Page 2 of 2

Figure 6-10

Full Physical Template (5 items)

Name: _____

Alignment: Grade _____ Reading/Math/Science Title/Topic/Unit: _____

Age and grade appropriate materials used for instruction and assessment.

Science SC Alignment for reading and mathematics MOs: _____

Mastery Objective # _____:

Key: ✓ or + = correct x or – = incorrect or no response I = independent
V or VP = Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP = Partial Physical Prompt FP = Full Physical Prompt AT= Assistive Technology

	Baseline					
	Date:	Date:	Date:	Date:	Date:	Date:
AT Device						
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
% Correct						
Mastered ?						

Page 1 of 2

Figure 6-10 (continued)

Full Physical Template (5 items)

Name: _____

Reading/Math/Science MO #: _____

Key: ✓ or + = correct x or – = incorrect or no response I = independent
V or VP = Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP = Partial Physical Prompt FP = Full Physical Prompt AT= Assistive Technology

	Baseline					
	Date:	Date:	Date:	Date:	Date:	Date:
AT Device						
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
% Correct						
Mastered ?						

Page 2 of 2

Data sheet designed at James E. Duckworth/KMS

Figure 6-11

Data Chart Template

Name: _____

Alignment: Grade _____ Reading/Math/Science Title/Topic/Unit: _____

Age and grade appropriate materials used for instruction and assessment. Prompt type selected prior to assessment _____

Science SC Alignment for reading and mathematics MOs: _____

Mastery Objective # _____:

Key: ✓ or + = correct x or – = incorrect or no response I = independent
V or VP = Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP = Partial Physical Prompt FP = Full Physical Prompt AT= Assistive Technology

	Baseline											
	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
AT Device												
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
Student will	Prompt Response I	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP	Prompt Response I V G M PP FP
% Correct												
Total # of Prompt Type Used												
Mastered ?												

Data sheet designed at James E. Duckworth/KMS

Figure 6-12

Data Chart Template

Name: _____

Alignment: Grade _____ Reading/Math/Science Title/Topic/Unit: _____

Age and grade appropriate materials used for instruction and assessment. Prompt type selected prior to assessment _____

Science SC Alignment for reading and mathematics MOs: _____

Mastery Objective # _____:

Key: ✓ or + = correct x or – = incorrect or no response I = independent
V or VP = Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP = Partial Physical Prompt FP = Full Physical Prompt AT= Assistive Technology

Student will	Baseline Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Total # of Prompt Type Used	None												
Accuracy Score													
Mastered?													

❑ Mastery demonstrated on work sample/video tape/audio tape

Data sheet designed at James E. Duckworth/KMS

Figure 6-13

Video Artifact Cover Sheet

Video Artifact

Name:

Mastery Objective #

Alignment: Grade _____ Reading / Math Aligned with Science Yes / No

SC Grade Level Alignment _____

Title / Topic / Unit _____

Science SC Alignment for reading and mathematics MOs: _____

Age and grade appropriate materials used for instruction and assessment.

Prompt type selected prior to assessment _____

All information is stated on video.

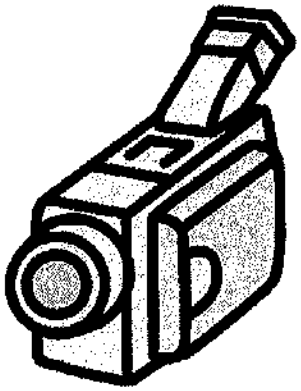

Figure 6-14

Artifact Cover Sheet (Sample 1)

Student: _____ Grade: _____

Reading/Mathematics Objective # _____

Grade Level Connnection: (Unit of Instruction) _____

SC Grade Level Alignment: _____

Science SC Alignment for reading and mathematics MOs: _____

Grade/age and grade appropriate materials used for instruction and assessment.

Mastery Objective:

Date of Baseline Artifact: _____

Total Accurate: _____

Percent Accurate: _____

Date of Mastery Artifact: _____

Prompt type selected prior to assessment: _____

Total Accurate: _____

Percent Accurate: _____

Prompt Type & Number Used (1 per test item with a maximun of 5 prompts for entire artifact)

Independent: (I) _____

Verbal Prompt: (V) _____

Gesture Prompt: (G) _____

Model Prompt: (M) _____

Partial Physical: (PP) _____

Full Physical: (FP) _____

Key:
(C) = Correct Response
(X) = Incorrect Response

Assistive Technology:

Figure 6-15

Artifact Cover Sheet (Sample 2)

STUDENT WORK COVER SHEET

Student Name:	❑ **Mastered** ❑ **Not Mastered**

Reading/Mathematics Objective (Copy from Alt-MSA Final Test Document):

SC Grade-Level Alignment

Science SC/Biology CLG (for Science alignment - content standard, indicator, objective, grade, science category) :

Prompt Type: ❑ Independent ❑ Verbal ❑ Gesture ❑ Model ❑ Partial Physical ❑ Full Physical

(One Prompt Type must be determined AFTER instruction and **PRIOR** to final artifact)
Reminder: 1 Prompt per test item – 5 Prompts maximum for total artifact

Content and Grade Connection:

Grade: _____ Subject: ❑ Reading ❑ Mathematics ❑ Science

Unit: _____ Unit: _____

Grade: _____ Unit: _____

Assistive Technology Used (if applicable)**:**

Baseline – Must be 50% or less

DATE: _____

SCORE: _____ %

Prompt Type Selected Prior to Assessment: ___I____

Artifact – 80% to 100% = Mastery

DATE: _____

SCORE: _____%

Type of PROMPT: ❑ I ❑ V ❑ G ❑ M ❑ PP ❑ FP

Number of PROMPTS: ❑ 1 ❑ 2 ❑ 3 ❑ 4 ❑ 5

*3 School Days between Baseline and Mastery

Comments:

KEY:		
I	Independent	After task directions, TE gives NO prompts
V	Verbal	TE uses phrase to prompt (Check your schedule, What's next?)
G	Gesture	TE uses action to prompt (Point or tap object, Facial expression)
M	Model	TE demonstrates response (Pushes switch, Moves object, Demonstrates action NOT answer)
PP	Partial Physical	TE touches student to elicit response (Hand, Elbow, Shoulder)
FP	Full Physical	TE uses hand-over-hand for student response and completes step with student
NR	No Response	Student fails to engage
✓ or +	Correct	Correct response
x or –	Incorrect	Student responds with wrong answer even after one prompt

Page # _____

Figure 6-16

Artifact Template

Name: _____ Date: _____ BASELINE / MASTERY Score: _____

Prompt type selected prior to assessment: _____

Alignment: Grade _____ Reading / Math / Science Title/Topic/Unit: _____

Age and grade appropriate materials used for instruction and assessment.

Science SC Alignment for reading and mathematics MOs: _____

Mastery Objective # _____:

Key: ✓ or + = correct x or – = incorrect or no response I = independent
V or VP = Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP = Partial Physical Prompt FP = Full Physical Prompt AT= Assistive Technology

Figure 6-17

Artifact Template

Name: _____ Date: _____ BASELINE / MASTERY Score: _____

Prompt type selected prior to assessment: _____

Alignment: Grade _____ Reading / Math / Science Title/Topic/Unit: _____

Age and grade appropriate materials used for instruction and assessment.

Science SC Alignment for reading and mathematics MOs: _____

Mastery Objective # _____:

Key: ✓ or + = correct x or – = incorrect or no response I = independent
V or VP = Verbal Prompt G or GP = Gestural Prompt M or MP = Model Prompt
PP = Partial Physical Prompt FP = Full Physical Prompt AT= Assistive Technology

Figure 6-18

Artifact Requirements Checklist (single artifact)

	Artifact Requirements
	Student name , first and last. If using a cover sheet, the student's first and last name must be on both the coversheet and artifact. If multiple pages are used in sections 3, 4 and 5, TEs must place student's full name (first and last) on each accompanying page. (Student written and if necessary then have an adult re-write the name both first and last)
	Baseline data (must indicate that student performs 50% or less accuracy)
	Date student was assessed using this artifact (include month, day and year. Data charts must include complete dates (M/D/Y) and data for each observation.)
	Mastery Objective being assessed.
	Accuracy Score (% or # correct)
	Type of prompt selected for artifact prior to assessment noted at top of page. Indicate the specific test item where the prompt was used, not to exceed 5 total prompts on the entire artifact.
	For science alignment MOs, the Science Content Standard label, the grade at which the artifact is aligned and the science content standard should be stated.
	Key to interpret TE notations
	Page numbers (must correspond to table of contents)
	Observable and measurable student response (data charts must include specific words, behavior or skill that is being assessed, all artifacts should include task direction given to student)
	Data Charts must show 3-5 recorded observations of instruction prior to attainment of the criterion level. Recorded observations of instruction DO NOT include baseline or attainment of mastery
	Alignment and connection to grade-level curriculum should be documented on all student artifacts.
	Materials used should be documented and should show evidence of being respectful to the student's grade and age.
	Each type of artifact must show at least 3 different school days between baseline and mastery.
Video/audio artifacts: 1 reading and 1 math objective must be videotaped and included in student portfolios.	
	Student introduces self, if possible giving first and last name.
	Student or staff state date/month/year.
	TE reads entire Mastery objective.
	TE states prompt type selected, grade level alignment and connection to curriculum and materials.
	Student completes task.
	TE states the number of test items on artifact, number and type of prompt used and the student's accuracy score.

Figure 6-19

Artifact Requirement Checklist

Name: _____

Grade _____

Baseline / Mastery

Math MOs	1	2	3	4	5 (Aligned with Science: Yes / No)	6 (Aligned with Science: Yes / No)	7	8	9	10
Artifact aligns with MO If not: STOP										
Full Name										
Mastery Objective										
Alignment Statements for math and science if applicable										
Baseline/Mastery Date										
Clear Student Response										
Teacher Notations: Answers marked correct or incorrect										
Key to Teacher Notations										
Accuracy Score										
Prompt Type Selected Prior to Assessment: Marked by each response where used, and totaled on artifact										
Reviewer's initials and date of review										

Checklist developed at James E. Duckworth by Kate Schick

Figure 6-19 (continued)

Artifact Requirement Checklist

Name: _____

Grade _____

Baseline / Mastery

Reading MOs	1	2	Aligned with Science Yes	Aligned with Science No	Aligned with Science Yes	Aligned with Science No	5	6	Aligned with Science Yes	Aligned with Science No	Aligned with Science Yes	Aligned with Science No	9	10
Artifact aligns with MO If not: STOP														
Full Name														
Mastery Objective														
Alignment Statements for reading and science if applicable														
Baseline/Mastery Date														
Clear Student Response														
Teacher Notations: Answers marked correct or incorrect														
Key to Teacher Notations														
Accuracy Score														
Prompt Type Selected Prior to Assessment: Marked by each response where used, and totaled on artifact														
Reviewer's initials and date of review														

Checklist developed at James E. Duckworth by Kate Schick

Figure 6-19 (continued)

Artifact Requirement Checklist

Name: _____

Grade _____

Baseline / Mastery

	Earth Biology	Life Biology	Chem Biology	Physics Biology	Environ Biology
Science MOs	**1**	**2**	**3**	**4**	**5**
Artifact aligns with MO If not: STOP					
Full Name					
Mastery Objective					
Alignment Statement					
Baseline/Mastery Date					
Clear Student Response					
Teacher Notations: Answers marked correct or incorrect					
Key to Teacher Notations					
Accuracy Score					
Prompt Type Selected Prior to Assessment: Marked by each response where used, and totaled on artifact					
Reviewer's initials and date of review					

Notes:

Checklist developed at James E. Duckworth by Kate Schick

Figure 6-19 (continued) Artifact Requirement Checklist

Name: _____

Baseline / Final

ARTIFACT CHECKLIST

READING	1	2	3 (Aligned with Science: Yes / No)	4 (Aligned with Science: Yes / No)	5	6	7 (Aligned with Science: Yes / No)	8 (Aligned with Science: Yes / No)	9	10
Artifact aligns with MO If not: STOP										
Full Name										
Mastery Objective										
Alignment Statements for reading and science if applicable										
Baseline/Mastery Date										
Clear Student Response										
Teacher Notations: Answers marked correct or incorrect										
Key to T.E. Notations										
Accuracy Score										
Prompt Type Selected Prior to Assessment: Marked by each response where used, and totaled on artifact										
Reviewer's initials and date of review										

MATH	1	2	3	4	5 (Aligned with Science: Yes / No)	6 (Aligned with Science: Yes / No)	7 (Aligned with Science: Yes / No)	8 (Aligned with Science: Yes / No)	9	10
Artifact aligns with MO If not: STOP										
Full Name										
Mastery Objective										
Alignment Statements for math and science if applicable										
Baseline/Mastery Date										
Clear Student Response										
Teacher Notations: Answers marked correct or incorrect										
Key to T.E. Notations										
Accuracy Score										
Prompt Type Selected Prior to Assessment: Marked by each response where used, and totaled on artifact										
Reviewer's initials and date of review										

Figure 6-19 (continued)

Artifact Requirement Checklist

Name: _____

Grade _____

	Earth Biology	Life Biology	Chem Biology	Physics Biology	Environ Biology
SCIENCE	1	2	3	4	5
Artifact aligns with MO If not: STOP					
Full Name					
Mastery Objective					
Alignment Statement					
Baseline/Mastery Date					
Clear Student Response					
Teacher Notations: Answers marked correct or incorrect					
Key to Teacher Notations					
Accuracy Score					
Prompt Type Selected Prior to Assessment: Marked by each response where used, and totaled on artifact					
Reviewer's initials and date of review					

Notes:

Figure 6-20

ABC's of Assessment

ABCs of Merging Assessment and Instruction

Assess, instruct, assess, instruct, assess, instruct, and so forth.

Begin with a clear expectation of what the student is to learn.

Collaborate with others to develop meaningful instruction and assessment.

Design adaptations/modifications to use across the curriculum.

Embed skills into all activities to facilitate meaningful contexts and generalizations.

Functional skills include academics and literacy.

Generalizations occur after a skill has been learned.

Have instructional materials mirror things that are available during assessment.

Integrate skill instruction/application/generalization across the curriculum.

Judge your performance by that of your students.

Keep assessment tasks clear and concise.

Look for other learning opportunities within an activity or lesson.

Make adaptations that lots of students can use.

Never say, "She/he won't get anything out of it."

Opportunities for instruction/assessment may occur outside of school for all students.

Prepare the student and yourself well in advance of assessment activities.

Question why a student's performance isn't as good as it should be.

Review with the student how he did at the end of instruction and refocus on the expectations at the beginning of each lesson.

Systematic instruction toward skill acquisition is essential.

Take a look at the general education curriculum, content, and assessment first.

Utilize technology.

Vary instructional techniques and assessment modes ot meet students' learning styles/preferences.

Wait for the student to respond.

Xpect that your student will learn.

Your instruction is reflected in your students' performance.

Zoom in on the most important parts of an activity/lesson/unit.

Harold L. Kleinert & Jacqui Farmer Kearns. (2004, July) *Alternate Assessment. Brooks Pulishing*. Chapter by Jean Clayton, Mike Burdge, and Harold Kleinert.

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