



Rhode Island Alternate Assessment (RIAA)

2013–2014 RIAA Policies and Procedures

<http://www.ride.ri.gov/>



Acknowledgements

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ProFile Questions (Technical Issues)

Measured Progress Help Desk:
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ProFile Web Address

<https://profile.measuredprogress.org/RIAA/login.aspx>

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Table of Contents

Contact Information	3
Program and Policy Questions.....	3
Content Questions	3
ProFile Questions (Technical Issues)	3
ProFile Web Address.....	3
Training and Drop-in Registration Questions	3
RIAA Listserv	3
Important Dates and Deadlines for 2013–14	5
Important Note about Eligibility for the RIAA.....	6
Introduction to the Rhode Island Alternate Assessment.....	6
The Design & Structure of the RIAA	6
The Testing Cycle.....	7
District and School Administrator Responsibilities.....	7
Figure 1: Structure of RIAA for Reading, Mathematics, and Writing.....	8
Figure 2: Structure of RIAA for Science	9
Eligibility for the RIAA	10
Documenting the Decision.....	10
Important Dates for Determining Eligibility for the RIAA	10
Student Found Eligible before January 6, 2014	10
Student Found Eligible after January 6, 2014	10
How to Register Students for the RIAA	11
When to Register a Student	11
Outplacement Schools in Rhode Island or Other States	11
Transferring a Student.....	11
Step 1: Sending School	12
Step 2: Transfer Student Form	12
Step 3: Receiving School	12
Step 4: Sending the Datafolio	12
What to do when.....	12
Removing a Student from the RIAA	12
State-Approved Special Considerations (SASC) and Exemptions from State Assessment.....	13
NEW: Exemptions from Testing.....	13
ProFile	13
Process for Viewing Datafolio Entries in ProFile as an Administrator	14
ProFile Is Locked after Each Collection Period	14
Reviewing Datafolios	14
The Importance of Communication	16
What is Augmentative/Alternative Communication (AAC)?	16
RIAA Testing Materials: Receiving and Shipping	17
Receiving Test Materials	17
Returning Test Materials.....	17
Appendix A: Eligibility Criteria.....	18
Appendix B: Affirmation of Test Security and Fidelity of Implementation (SAMPLE).....	20

Important Dates and Deadlines for 2013–14

RIAA LISTSERV NOTICES: It is important that teachers and administrators who are responsible for administering the RIAA receive all notices and updates regarding this assessment. If you are not a member of the listserv or need to change your email address, please contact Jasmine Rezendes at jasmine.rezendes@ride.ri.gov

Training Dates	
September 19 (AM)	Introduction to the RIAA* <i>Half-day session for teachers new to the RIAA</i>
September 19 (PM)	RIAA Science Training* <i>Half-day session for teachers new to RIAA Science</i>
September 26	Updates for Returning Teachers*
Student Registration	
September 16	ProFile Opens for Student Registration
January 6	Registration Closes for the 2013–14 Testing Year
January 6	Last Day to Remove Students from Class Lists
April 4	Last Day to Submit State-Approved Special Considerations and Waivers for SASC and Exemptions from Testing
Materials Shipments	
November 27	First Round Rosters Pulled for Binder Orders
December 13	Round 1 Binder Shipment
January 10	Second Round Rosters Pulled for Binder Orders
January 22	Round 2 Binder Shipment
April 7	Return Materials Shipped to Schools
May 2	UPS Pickup
Drop-In Sessions	
October 9, 10	Winman Jr. High Library
January 15, 16	Warwick, RI
March 13	
Assessment Dates	
Collection Period 1	
September 30 – November 12	Collection Period 1: Assessment
November 12 – December 13	Wrap-Up and Administrative Review
December 13	ProFile Locks Collection Period 1**
Collection Period 2	
January 6 – 31	Collection Period 2
January 31 – February 14	Wrap-Up and Administrative Review
February 14	ProFile Locks Collection Period 2**
Collection Period 3	
March 3 – April 4	Collection Period 3
April 4 – May 2	Wrap-Up and Administrative Review
May 2	ProFile Locks**

***NOTE:** Introduction training sessions will be limited to those teachers new to the RIAA for this school year. All teachers who administered the RIAA last year (2012–2013) should register for either the morning or afternoon **Updates for Returning Teachers** sessions.

****NOTE:** All open and close/lock dates times are midnight. During these dates, access for making changes to documentation will be available only for the current collection period. Read-only access will be available throughout the year for printing.

Important Note about Eligibility for the RIAA

This document was written with the assumption that the student's individualized education program (IEP) team met and determined that the student meets all eligibility criteria required for participation in the RIAA and that all procedures and guidelines were followed in making that decision.

If the student's IEP team has not met or you have questions about eligibility for this assessment, please read and use the *2013–2014 IEP Team Guidance on Eligibility for the RIAA* found on the RIDE website:
<http://ride.ri.gov/InstructionAssessment/Assessment/RhodeIslandAlternateAssessmentRIAA.aspx>

Introduction to the Rhode Island Alternate Assessment

Participation in the Rhode Island Assessment Program is an important means of ensuring that each student has the opportunity to acquire the knowledge and skills addressed in the Grade Level and Grade Span Expectations (GLEs and GSEs). The majority of students with disabilities will learn in general education classrooms, participate in the general education curriculum, and participate in the subject area assessments of the NECAP. However, some students with significant cognitive disabilities require an alternative method of assessment. The small numbers of students who cannot participate in the NECAP, even with accommodations, participate in the Rhode Island Alternate Assessment (RIAA). The RIAA is based on the Alternate Assessment Grade Span Expectations (AAGSEs), which are an extension of the NECAP GLEs and GSEs.

The Individuals with Disabilities Act (IDEA) of 2004 is the federal special education law that requires that students with disabilities be involved in the general education curriculum with supplementary aides and supports when necessary. This law further requires that students with disabilities be included in all general and district wide assessment programs with appropriate accommodations or alternate assessments when necessary, as determined by their IEP team. In addition, the No Child Left Behind Act (2001), Title I requires that all students participate in state assessments in reading, mathematics, and science and that their performance results be reported. This legislation supports Rhode Island's Article 31.

High-quality assessments provide information upon which to base ongoing development of curriculum and instruction that is responsive to individual student needs. Students with significant cognitive disabilities are valued and contributing members of their school and community and are assessed using the RIAA. The RIAA design consists of an assessment that utilizes Structured Performance Tasks (SPTs), which promote integrated academic and life opportunities for students. Capturing evidence of student learning is the core of the RIAA. Teachers collect data and student work to assess the student's progress, accuracy, and independence. The collected evidence provides documentation that ensures a connection between GSEs and GLEs, Rhode Island AAGSEs, and instruction.

The Design & Structure of the RIAA

The RIAA assesses content in reading, mathematics, writing, and science. The scope of standards assessed on the RIAA is much narrower than on the NECAP assessments, in order to accommodate the unique needs of the students. Within each content area, two strands are identified to be assessed; one is required and the other is the teacher's choice after careful consideration of the student's needs and goals. After teachers select the AAGSEs, they design the assessment activity. This activity provides the context for assessing the standard. This design allows for content, instruction, and assessment to be successfully linked and provides a framework for evaluating what students know and can do in reading, mathematics, writing, and science.

Science follows the same structure except that the science investigation is the focus. From the science investigation, teachers assess students' science content knowledge (Knowledge Entry) as well as their ability to conduct aspects of the investigation (Inquiry Entry).

Diagrams of the RIAA structure for reading, mathematics, writing, and science are on the following pages. For more information on how teachers administer the RIAA in their classrooms, please read the *RIAA Administration Manual & Resource Guide* given to teachers during the fall training sessions or discuss plans directly with teachers implementing the RIAA.

The Testing Cycle

The RIAA is a year-long assessment beginning in October and concluding in May. This long testing window is further divided into three smaller sections, called collection periods. It is useful to think of each collection period as a NECAP-like testing window in which testing is taking place for all required content areas: reading, writing, mathematics, and science. Each collection period contributes to the score of the student. Missing collection periods lower the student's score.

The assessment information that teachers gather during each collection period is entered into the secure online tool, ProFile, managed by Measured Progress. After each collection period closes, ProFile locks, preventing further entries or edits. Administrators are able to view assessment information for each student in their building, district, and/or outplacement school by following the instructions in the last tabbed section of this manual, ProFile Instructions.

District and School Administrator Responsibilities

The RIAA is a state assessment and should be treated as such. This means district and school administrators have the responsibility to:

- Ensure that teachers who have students taking the RIAA attend appropriate training sessions. *See calendar for applicable training sessions.*
- Provide time for teachers to administer the assessment and enter data into ProFile by the dates listed in the calendar.
- Monitor the datafolios of students in their schools, districts, and outplacement facilities to ensure accurate and timely entry of assessment information and to provide additional support where needed.
- Review the datafolio, discuss it with the teacher, and sign the Affirmation of Test Security before shipping the datafolio to Measured Progress.
- Provide score reports and copies of past datafolios (from at least the last school year) to teachers so they can make appropriate assessment and instructional decisions for the current school year.
- Develop policies regarding who can see a student's datafolio. Information and data entered into ProFile is confidential and is to be treated as secure and subject to applicable FERPA guidelines.

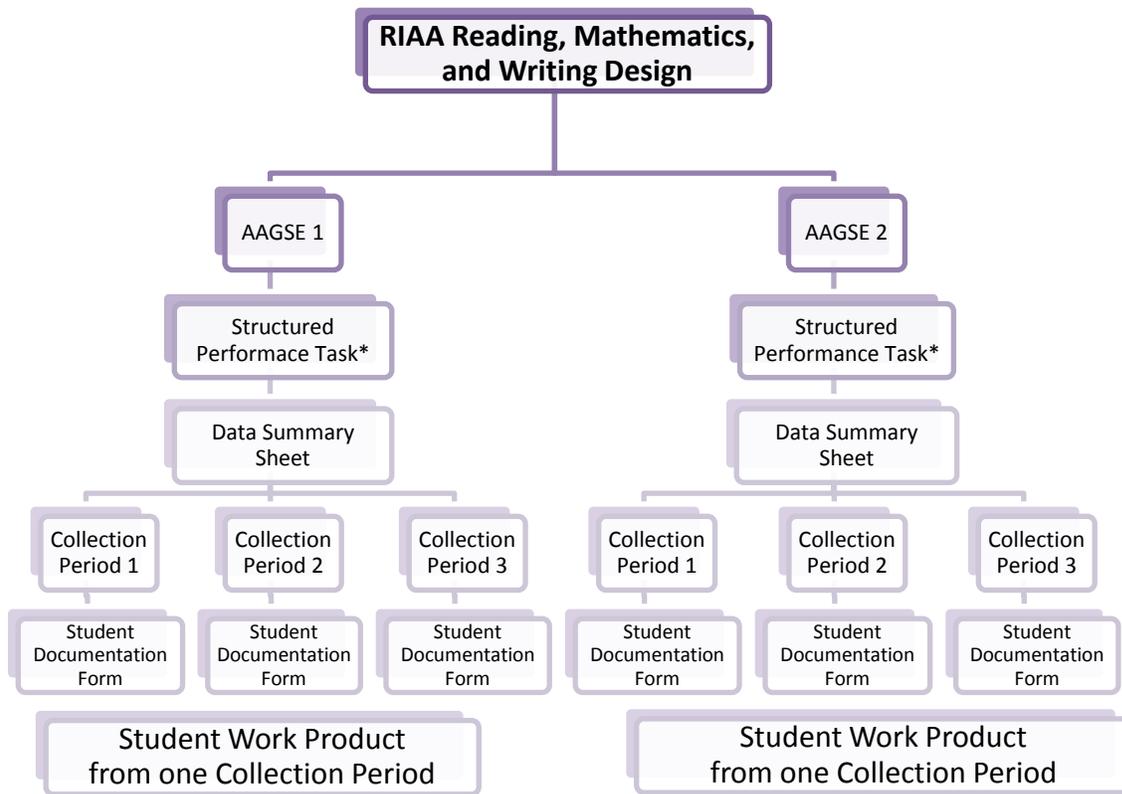


Figure 1: Structure of RIAA for Reading, Mathematics, and Writing

Alternate Assessment Grade Span Expectation (AAGSE): These are the standards that teachers use to design instruction and assessment activities and are extensions of the GLEs and GSEs on which the NECAP is designed.

***Structured Performance Task (SPT):** Each AAGSE is required to be assessed as part of an academic, standards-based lesson or unit. *Beginning this year, the SPTs are generic in nature in order to promote better alignment with each district's standards-based curriculum.*

Data Summary Sheet (DSS): This form summarizes the results of the assessment for each collection period.

Student Documentation Form (SDF): On this form, the teacher must describe the larger context of the student's participation in the assessment, the assessment activity, how well the student performed (Accuracy), and how much of the assessment the student did on his or her own (Independence). For one of the collection periods, there must be evidence of the student's participation in the assessment activity in the form of either a photograph or actual student work.

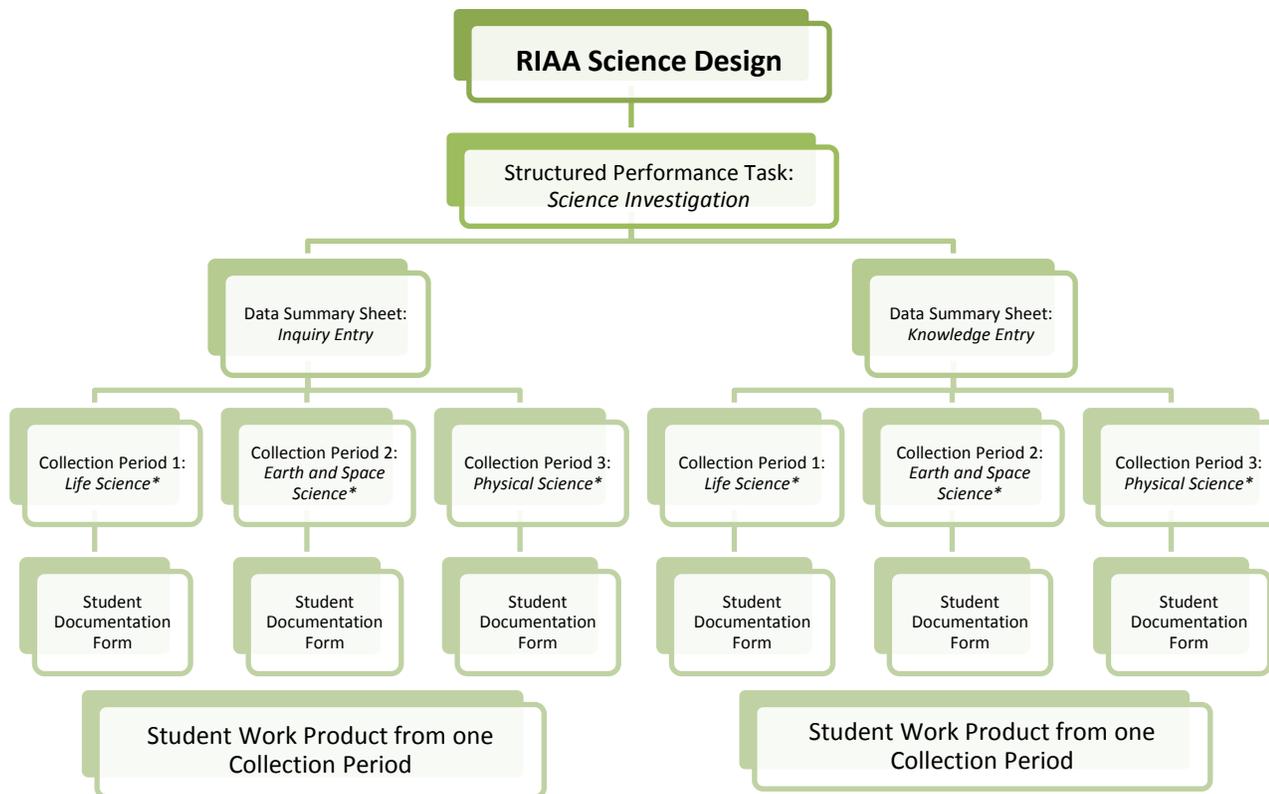


Figure 2: Structure of RIAA for Science

* The science domains are not required to be assessed in this order. Each science domain must be assessed in a different collection period in the order that makes instructional sense to the teacher. For one of the collection periods, there must be evidence of the student’s participation in the assessment activity in the form of either a photograph or actual student work.

Eligibility for the RIAA

It is assumed that students' IEP teams have already completed the three-step process for determining eligibility for this assessment. If not, or for specific and detailed guidance for IEP teams on determining a student's eligibility for the RIAA, please read the *2013–2014 IEP Team Guidance on Eligibility for the RIAA*. It can be found on the RIDE website at:

<http://www.ride.ri.gov/InstructionAssessment/Assessment/RhodeIslandAlternateAssessmentRIAA.aspx>.

Evidence that CAN be used to make eligibility determinations. Eligibility decisions should be made using a variety of evidence that includes test results from state, district, and classroom assessment and schoolwork; professional medical and psychological assessments; and observations by teachers, parents, and professionals that reference academic standards and other important developmental and adaptive behavioral benchmarks. For a complete list and for student examples, read the *2013–2014 IEP Team Guidance on Eligibility for the RIAA*.

Evidence NOT to be used for eligibility determinations. Determinations cannot be made using only one piece of data or evidence. Eligibility determinations cannot be based only on the cognitive ability of the student; therefore, IQ score alone should not be the sole criterion for decision-making. In addition, eligibility is not based on the placement of students in self-contained classrooms or on behavior issues, nor should one person make a unilateral decision regarding the eligibility of the student. IEP teams must consider all of the criteria for eligibility and ensure that families understand the criteria for and implications of participating in the RIAA. Not all students with an IEP will be eligible to take the RIAA. For a complete list and for student examples, read the *2013–2014 IEP Team Guidance on Eligibility for the RIAA*.

Documenting the Decision

If the IEP team determines that a student is eligible for the RIAA, it must document the decision and include that documentation with the IEP. An IEP team LEA representative must sign the completed Participation Criteria Form and place it in the student's permanent school record along with the IEP. **This process must be followed regardless of grade level.** For example, grade 9 students do not take the RIAA, but the Participation Criteria Form should be completed and kept in the student's permanent school record.

Important Dates for Determining Eligibility for the RIAA

Student Found Eligible before January 6, 2014

If students are found eligible to take the RIAA prior to January 6, 2014, teachers must add them to their class list using the ProFile system and begin the assessment. The teacher should log in to ProFile and add each student following the instructions on the screen. If a student's information cannot be found, teachers should submit a note through the Questions tab in the ProFile system and provide the name, SASID, and grade of the student. The teacher will be notified when the student is added to the ProFile database.

Student Found Eligible on or after January 6, 2014

If a student is found eligible to take the RIAA on or after January 6, 2014, that student will not be able to participate in the RIAA for the 2013–14 school year and should not submit a datafolio or take NECAP.

When was eligibility determination made?								
Sept.	Oct.	Nov.	Dec. – Jan 5th	Jan. 6th	Feb.	March	April	May
Student participates in RIAA.				Submit SASC Exemption from Testing request. Student participates in the RIAA for the 2014–15 school year and does not take any NECAP assessments.				

How to Register Students for the RIAA

District personnel are not responsible for registering students. ALL Rhode Island teachers, including teachers in private special education schools (in and out of state), will use the ProFile online system to register students by creating class lists. These lists will trigger the registration, binder ordering, and shipment processes. Dates can be found at the beginning of this manual.

An administrator has read-only viewing privileges of the class lists and any data and narratives entered into the ProFile system.

To register students, teachers will need the following:

1. An account with ProFile.
2. SASIDs for each student they need to register.
3. The first and last names of each student they need to register.
4. Current grade of the student.

When to Register a Student

See the calendar at the beginning of this document for current registration dates.

The RIAA is a year-long assessment with three distinct collection periods, or assessment windows. Each collection period contributes data and information that determine the progress a student makes in each content area throughout the year. For this reason, a missed collection period will affect a student's score. Students who enter the RIAA after the beginning of the second collection period may not be able to demonstrate student progress throughout the year. For this reason, students who are determined eligible for the RIAA after the beginning of the second collection period will not be enrolled in the RIAA until the next academic year.

Outplacement Schools in Rhode Island or Other States

All teachers who have students enrolled from a public school district in Rhode Island must use the ProFile system to register and document the assessment for students taking the RIAA. However, it is the responsibility of the Rhode Island school district to ensure that all eligible students included on their enrollment take all applicable assessments required by the state of Rhode Island.

The process for registering a student who is out of state or in an outplacement school is the same. Teachers in any outplacement school must have an account in ProFile; this allows the teachers to create class lists, register students, and receive binder shipments. For registration, teachers will need an account with ProFile, and the SASIDs, first and last names, and grade level of the students in their class.

Transferring a Student

Transferring a student is necessary when the student fulfills both of the following conditions:

1. The student remains eligible for the RIAA.
2. The student remains on the enrollment list of a Rhode Island public school district.

NOTE: If a student moves to another state and does not remain on the enrollment of a Rhode Island school district, teachers must submit the incomplete datafolio for scoring.

If the student does not meet both of these conditions, the student must be removed (see previous section) from the class list if he/she moves before the last day of the third collection period.

Step 1: Sending School

The sending school's teacher must release the student from his or her class list (on ProFile) by selecting TRANSFER STUDENT, then completing and printing the form.

Step 2: Transfer Student Form

The sending school's teacher must place the completed Transfer Student Form inside the datafolio pocket, and send the datafolio, along with any student work collected, to the new school, following district protocols for the transfer of student records.

Step 3: Receiving School

The receiving school's teacher must complete the Receiving Transfer Student Form in ProFile. This will allow any data collected by the former teacher to be transferred to the new teacher. Once that step has been completed and the binder with student work is received, the teacher can begin to add any data in ProFile and new student work to the binder.

Step 4: Sending the Datafolio

Any narratives and data entered into ProFile and any student work collected by the teacher during any of the collection periods must be submitted to Measured Progress for that student. In most cases, a student's in-progress RIAA datafolio (binder and materials) will be sent to the new school following district policies for the transfer of student records. The new school will complete the student's datafolio and submit it to Measured Progress for scoring.

What to do when...

A transfer student is not found in ProFile. If the receiving school's teacher cannot find the student in the ProFile system, and thus cannot add the student to the class list, the teacher should contact Measured Progress's technical support help desk at mptechhelp@measuredprogress.org. The receiving school's teacher should be prepared to provide the student's information, including SASID, to Measured Progress, including the sending school's and teacher's names, if known.

The datafolio and student work are not received. First, contact the sending school's principal. If you continue to have difficulties, contact Michelle Couture at Measured Progress (Couture.Michelle@measuredprogress.org) or Heather Heineke (heather.heineke@ride.ri.gov).

Removing a Student from the RIAA

Teachers will remove a student from the class list only when a student is no longer eligible for the RIAA, i.e., if the student moves outside Rhode Island AND does not remain on the district's roster. If the student moves anywhere within Rhode Island and remains eligible for the RIAA, please see directions on pages 11-12 on how to transfer a student.

To remove a student: To remove a student from RIAA, a teacher must log into the ProFile system and select REMOVE next to the student's name on the class roster. Teachers are required to provide a reason for the removal of a student. The teacher will receive an email confirmation of the student's removal from the class roster. **Any evidence produced by the student during any of the collection periods must be included in the datafolio and submitted to Measured Progress for scoring.**

State-Approved Special Considerations (SASC) and Exemptions from State Assessment

Almost every student, including those with very serious, chronic, and fragile medical conditions, can participate in the state assessments. Typically, if a student can receive instruction, the student can participate in the state assessment, whether at home, at school, or in another setting. In the rare situation in which a student may be unable to participate in any part of the RIAA, an exemption request that includes proper documentation may be made no later than the end of the third collection period. All requests must be made online **and** faxed to RIDE.

Before requests can be made, it is important to read the regulations and requirements. The *State-Approved Special Considerations for Statewide Assessments: Guidelines & Forms* explains the required documentation and process. After the guidelines have been read, requests must be completed online and all forms and documentation must be faxed to RIDE. The SASC guidelines can be found at <http://www.eride.ri.gov/SASC/>.

NOTE: Exemptions submitted for more than one year may not be granted. The intent of the exemption is to provide a one-year waiver from state testing and accountability requirements. Any issues that prevent a student from being tested during one year should be resolved by the following testing cycle.

NEW: Exemptions from Testing

If a student is found eligible for the RIAA on or after January 6, 2014 (the start of the second collection period), it will not be possible to provide enough evidence to demonstrate progress across the year. This puts the student and the school at a disadvantage, because it is too late to take the RIAA, and the NECAP assessments are inappropriate for the student's needs and abilities. In this instance LEAs should request an exemption from state assessment, for this student. Thus, students who qualify for the RIAA will no longer be required to take the NECAP assessments.

Approval of this exemption allows a student to participate in RIAA the following school year (2014–15) and exempts the student from any assessments that would be required for the 2013–14 school year. The process for completing this exemption is this same as before; instructions are found in the SASC guidelines.

<i>When was eligibility determination made?</i>								
Sept.	Oct.	Nov.	Dec. – Jan 5th	Jan. 6th	Feb.	March	April	May
Student participates in RIAA.				Submit SASC Exemption from Testing request. Student participates in the RIAA for the 2014–15 school year and does not take any NECAP assessments.				

Attendance

Students who have chronic health or other issues that prevent them from attending school on a regular basis are not eligible for an exemption from testing.

ProFile

Instructions for administrators and teachers are located in the ProFile Instructions tabbed section at the end of this manual.

ProFile is an online system designed by Measured Progress where teachers will enter all of their assessment narratives and data. At the end of the year, teachers must print all of the required documentation from ProFile, for each student, and place it into the three-ring binders that Measured Progress will ship to the students' schools in December. Teachers must insert the student work collected throughout the year and return the completed binders to Measured Progress for scoring.

Special education directors and principals are able to view, in a read-only format, what teachers have entered into ProFile throughout the year. This facilitates monitoring and shortens the time required for reviewing datafolios at the end of the year. It is important to remember the following about ProFile and the viewing of student datafolios:

- ProFile is the only approved method to submit assessment information for the RIAA.
- It is the responsibility of the district to develop policies regarding who can see a student's information. However, information and data entered into ProFile is confidential and is to be treated as secure, private, and subject to applicable FERPA guidelines.
- District administrators have the right to view the datafolios of students in outplacement schools participating in the RIAA both in Rhode Island and in any other state.

Process for Viewing Datafolio Entries in ProFile as an Administrator

It is important that school and district administrators monitor the RIAA in their schools and districts just as they would any other state assessment. At the close of the testing cycle, principals are required to sign the *Affirmation of Test Security and Fidelity of Implementation* form before submitting the datafolio for scoring. By signing this form, the principal, teacher, and any other teachers involved in the administration of the RIAA certify that the policies and procedures outlined in this manual and the *Administration Manual and Resource Guide for Teachers* have been followed. Signing the form also certifies that the data, narratives, and any student work submitted were properly collected on the dates provided.

After teachers create their class lists, they will need to enter the email address(es) of the administrators, including principals, district special education directors, and/or district testing coordinators who need to view the data and narratives. Administrators can view this information in a read-only format; they cannot make changes to any of the documentation.

ProFile Is Locked after Each Collection Period

It is important to view these collection periods as testing windows. For this reason, the first collection period will be "locked" four weeks after the closing date and the second collection period two weeks after. The third collection period includes spring break, so teachers have three weeks to complete their data entry in ProFile. Teachers will be able to input narratives and data only for the applicable collection period. Dates for these closures are provided at the beginning of this manual. Teachers will still be able to print and have read-only access to their data and narratives. However, they will not be able to change any of the information after the collection period locks.

The only way to document evidence for the RIAA is through the ProFile system. ***Handwritten or modified datafolio entries or student work will be invalidated.*** Each datafolio is a valid and reliable collection of evidence of student learning only if the assessment is administered during the appropriate collection period. Locking the collection periods is one way to ensure that each student assessment is conducted within the appropriate testing window.

Reviewing Datafolios

By signing the Affirmation form, school administrators and teachers are certifying that the collection of evidence in the datafolio is a true representation of what the student knows and can do across various content areas. Administrators should feel comfortable signing the Affirmation form. However, before signing, administrators should review each datafolio to ensure that they understand how each student has been instructed and assessed over the year.

There are three options for determining the level of review necessary:

1. **Comment codes.** On previous years' score reports, the comment codes gave more information about how the datafolio was scored. If any of the following comment codes are listed on the score reports, administrators may want to review the datafolios with the teacher.

- 08: SDF does not describe how the AAGSE/Inquiry Construct was assessed.
 - 10: SDF does not describe application of the AAGSE/Inquiry Construct.
 - 12: Evaluation of Student Performance documented on the SDF does not reflect assessment of the AAGSE/Inquiry Construct.
 - 15: Student work does not demonstrate student performance of the AAGSE/Inquiry Construct.
 - 18: Two out of three collection periods are not scorable.
2. **Datafolio is identified for potential testing irregularities.** If a datafolio is identified for potential testing irregularities, that means a scorer found evidence presented in a way that could jeopardize the validity of the assessment for a particular student. The state is obligated to ensure that all testing irregularities are investigated.
3. **Datafolio score and/or comment codes indicate a teacher needs additional support for one of the following:**
- Entering data into ProFile
 - Organizing/developing instructional activities
 - Organizing/completing the datafolio in general
 - Dealing with an increase in workload. Was there an increase in the number of students the teacher assessed?
 - Becoming aware of the drop-in help sessions. For dates and location, please see the calendar at the beginning of this manual.

Practical Look at the Datafolio. To perform a quick review, ask the following questions:

- Does the Data Summary Sheet (DSS) show three assessment dates per collection period and were the assessments conducted within the collection period? Does the date on the student work match the date on the summary sheet?
- Is the activity in the Student Documentation Form (SDF) clearly described?
- Are all entries included for all content areas?
- Is student work included in the form of either a photograph showing the student engaged in the assessment activity or the product of the assessment itself (writing sample, chart, graph, etc.)?
- Is the student work graded appropriately and according to what the teacher said was assessed?
- Does the student work include the student's name and a date?

How to Evaluate Student Work. In order to gauge whether or not the student work accurately shows what the student knows and can do, it is helpful to answer the following questions.

1. Is the student work an assessment of the AAGSE?
2. Is the name of the student and the date on each work sample?
3. Is the student work graded?
4. Are the levels of accuracy, assistance, and independence noted on the student work?
5. For a photograph:
 - a. Does the photograph show the student engaged in the assessment?
 - b. Is the student demonstrating the AAGSE in the photograph?

Discussing the Datafolio: Suggested Topics to Deepen Understanding

Below are some topics and questions that could help facilitate discussion of the datafolios:

1. Each entry should describe and show what the student knows and can do regarding the standard being assessed.
2. The teacher should be able to clearly explain how the work sample or the photograph is evidence of the student's knowledge and/or ability.
3. Discuss how the student's level of independence changed or stayed the same across the collection period or the year.
4. Discuss improvements/challenges in the student's knowledge and skills over the year.
5. Discuss the student's communication plan. Is it meeting the student's needs academically and socially?

Support for Teachers and Students

Drop-In Sessions

The RIAA is a demanding assessment design and requires a lot of planning and organization. These sessions are designed to help teachers problem-solve any aspect of the RIAA, ask questions on any topic, and receive moral support from other expert teachers. Information on drop-in sessions can be found at the beginning of this manual.

Online Resources

The following resources are provided for teachers as they plan their assessment activities and instructional units:

RIDE:

<http://www.ride.ri.gov/InstructionAssessment/Assessment/RhodeIslandAlternateAssessmentRIAA.aspx>

Sherlock Center at Rhode Island College: <http://www.ric.edu/sherlockcenter/wwslist.html>

The Importance of Communication

It is important that all students have a strategy and/or device that allows them to communicate in a way that goes beyond addressing basic needs. Without a communication system that allows students to show what they know and can do academically *and* also addresses their personal and social needs, an adequate education, that encourages students to reach their full potential, cannot be ensured. Communication is essential to all people, regardless of their ability level.

Communication devices and strategies should be evaluated each year to ensure that each student has the device that best suits his or her needs and abilities. These systems should allow the student to engage meaningfully both socially and academically. To foster and support communication competence, RIDE is organizing and supporting the Rhode Island Statewide Communication Competence Initiative in order to facilitate growth and understanding in this area.

What is Augmentative/Alternative Communication (AAC)?

Although the same systems can be used for either augmentative communication or alternative communication needs, there is a difference between the two.

Communication devices that either supplement a person's speaking ability or replace it completely are referred to as AAC. The term "Augmentative/Alternative Communication" refers to any mode of communication other than speech. AAC includes systems such as sign language, symbol or picture boards, and electronic devices with synthesized speech.

Augmentative communication systems are used by people who already have some speech but whose speech is unintelligible or people who require an additional communication system to allow them full access to the many ways communication is used. In such cases, other modes of communication are used to support or supplement what the person is able to communicate verbally.

Alternative communication systems are used when a person does not have the ability to speak. These systems are for people who must make all of their ideas, wants, and needs known through a method other than speech.

RIAA Testing Materials: Receiving and Shipping

Receiving Test Materials

Students must be registered for the RIAA by January 6, 2014, in order to receive a three-ring binder and tabs. For information on registering a student, please turn to page 12. For the materials shipment dates, please see the calendar at the beginning of this manual.

Returning Test Materials

Please refer to the Return Materials Information sheet provided with the April 2014 return materials shipment for detailed directions.

ALL datafolios will be picked up by UPS on May 2 on or shortly after 8:00 a.m. UPS will not wait for datafolios to be packaged, so make sure packages are complete and ready to be shipped that morning.

If UPS doesn't arrive on May 2, 2014:

- **DO NOT call UPS.**
- Call Michelle Couture at Measured Progress at 800-431-8901 x2252 or email her at couture.michelle@measuredprogress.org so she can arrange another pickup date.

As with NECAP, *do not* send shipping materials to the new school for students who transferred out of the Rhode Island school system or who are no longer eligible to take the RIAA. Shred all labels with student information on them.

For students who were found no longer to be eligible for the RIAA **before January 6, 2014**, a datafolio does not have to be submitted for scoring *if they are taking the NECAP the following school year*. If they are not taking the NECAP, then the first collection period assessment and student work must be submitted for scoring.

For students who are no longer eligible for the RIAA **after January 6, 2014**, a datafolio containing the first collection period's assessment data and student work **must** be submitted for scoring. Please follow packing directions included in the return materials shipment and submit the datafolio for scoring.

Appendix A: Eligibility Criteria

To determine if a student should participate in the RIAA, the IEP team must review all important information over the child's lifetime and from a variety of settings (i.e., home, school, community), in order to determine that the child should participate in RIAA. Only those students who meet *all* of the following criteria and factors are eligible to participate in RIAA. If the team cannot answer 'yes' based on these criteria, its members must determine what accommodations are necessary for the student to participate in the NECAP general assessment. The team may refer to the NECAP accommodations manual for further information in this area. IEP teams must document assessment decisions annually on the IEP form and attach the Participation Criteria for the Rhode Island Alternate Assessment Form to the student's IEP. Specific guidance for IEP team members can be found in the *2013–14 IEP Team Guidance on Eligibility for the RIAA*.

Participation Criteria for the Rhode Island Alternate Assessment Form

Updated June, 2013. This form should be completed, signed, and placed in the student's permanent record.

Student Name: _____ DOB: _____

State-Assigned Student ID (SASID): 1000-_____ IEP Date: _____

Participation Criteria	Documentation Description <i>(must be provided for each criteria or attach Documentation of Evidence Worksheet)</i>	Decision*
Student has a disability that significantly impacts cognitive function and adaptive behavior.		<input type="checkbox"/> YES <input type="checkbox"/> NO
The student's instruction is aligned to the RI Alternate Assessment Grade Span Expectations, including academic skills and short-term objectives/benchmarks.		<input type="checkbox"/> YES <input type="checkbox"/> NO
The student is unable to apply academic skills in home, school, and community without intensive, frequent, and individualized instruction in multiple settings.		<input type="checkbox"/> YES <input type="checkbox"/> NO

**If any of the criteria decisions are "no", the student cannot participate in the RIAA. Instruction and curriculum for this student should be aligned to the GLEs/GSEs (or CCSS/CCCs) appropriate for his or her grade level and the student should participate in the NECAP assessments required for his or her grade level, with appropriate accommodations.*

Additional Factors: The list below contains factors that should **not** be used on their own to make a decision about a student's eligibility status for the RIAA. Descriptions of each are included in the *2013-14 IEP Team Guidance on Eligibility for the RIAA*.

1. The student has a cognitive or specific learning disability, visual or auditory disabilities, or emotional-behavioral disabilities.
2. The student's instructional reading or general performance level is below grade level.
3. The student is also considered an English Language Learner (ELL).

IEP Team Assurance of Parental Notification: The IEP team has thoroughly discussed the evidence gathered to determine eligibility for the RIAA. No one factor was used to make the determination (Additional Factors 1-3 above). The IEP team has informed the parent(s) of the implications of their child's participation in the RIAA, namely that:

1. Their child's achievement will be measured based on alternate academic achievement standards.
2. Beginning with the 2014 graduating class, the RIAA cannot be used to meet the state assessment requirement for receiving a diploma since the RIAA is based on alternate grade level and grade span expectations (L-6-3.3; Guidance for 2011 Secondary Regulations, p. 16). Additional guidance regarding graduation requirements for students taking the RIAA can be found here: <http://www.ride.ri.gov/StudentsFamilies/RIPublicSchools/DiplomaSystem.aspx>. District regulations and guidance should also be available through the district office.
3. They have been informed of any other implications, including any effects of local policies on the student's education resulting from taking an alternate assessment based on alternate academic standards.

IEP Team Eligibility Determination: The IEP team *does/does not (circle one)* find this student eligible to participate in the RIAA.

Name of LEA Representative (print): _____ Date: _____

Signature of LEA Representative: _____

Appendix B: Affirmation of Test Security and Fidelity of Implementation (SAMPLE)

RIAA Affirmation of Test Security and Fidelity of Implementation
June 2013

Each assessment instrument in the Rhode Island State Assessment Program is procured and disseminated to local school districts by the State of Rhode Island under the authority of the Commissioner of Elementary and Secondary Education and the Rhode Island State Board of Education.

It is the position of the Rhode Island Department of Education that any compromise of the security of assessment instruments constitutes professional misconduct, which could lead to the suspension or revocation of education certification under R.I.G.L. 16-11-4, which provides for revocation “for cause.” All school staff who administer the RIAA and all support staff who assist in facilitating the administration of test materials are required to sign an affirmation form acknowledging their understanding of test security expectations; the form must then be included in each student’s datafolio.

Furthermore, principals are required to sign the validation form providing assurances that, to the best of their knowledge, the test security procedures have been followed and test administration guidelines and procedures set forth in the *RIAA Administration Manual & Resource Guide, 2013–14* have been followed. In addition, principals are required to specifically note any exceptions or problems. Should such affirmation and assurances of a submission be intentionally false, erroneous, or defective, the affirmation official may be prosecuted criminally under R.I.G.L. 11-18-1 and may be suspended or suffer revocation of an educational certificate for cause under R.I.G.L. 16-11-4.

All personnel who contribute to the RIAA datafolio are expected to read and follow the test administration instructions and procedures provided by the Rhode Island Assessment Program for RIAA. All contributing staff and the principal shall sign the affirmation listed below prior to submitting the datafolio.

I affirm that I have read and understand the *RIAA Affirmation of Test Security and Fidelity of Implementation*. I further affirm that the datafolio of *student name* is the result of a true and accurate assessment of said student’s performance.

Name: _____ Position: _____

Signature: _____ Date: _____