

# TCAP-ALT PA



## Teacher's Manual 2014–2015

State of Tennessee Department of Education

Office of Assessment Logistics



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## **Section I: Test Security**

### Test Security and the Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, 4.]

The State will:

- Establish security guidelines to ensure the integrity of the testing process.
- Implement safeguards to ensure portfolio security.
- Communicate through the System Testing Coordinator and Special Education Supervisor matters concerning security and materials handling.
- Conduct random visits during testing to ensure test security and consistency of administration.
- Provide Breach of Testing Security Report forms to document local test security concerns.
- Review submitted Breach of Testing Security Reports and follow up as needed.
- Release student-specific test data only to authorized personnel.

## State Test Security Guidelines

The Public School Systems, State Special, and Non-Public Schools MUST:

1. Adopt a locally monitored test security policy that incorporates, at a minimum, these State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.
2. Train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records.
3. Maintain confidentiality of student-specific accountability demographic information and test results at all times.
4. Restrict handling of test materials to authorized personnel at all times.
5. Confirm that student is the person named on the evidence sheet for each testing session.
6. Apply the same confidentiality to the portfolio process as is granted to all other TCAP Test administrations.
7. Require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions.
8. Share information included in the portfolio with authorized persons only.

The Teacher/Instructor will:

- 1) Maintain documentation as evidence to the validity of the portfolio.
- 2) Apply the same confidentiality to the portfolio process as is granted to all other TCAP Test administrations.
- 3) Share information included in the portfolio with authorized persons only.

If a potential breach has occurred:

- 1) Immediately report a potential breach of test security to the System Testing Coordinator who will immediately contact Deb Malone Sauberer, Executive Director, Office of Assessment Logistics. The number is 615-741-0720.
- 2) The System and School must conduct and document an immediate and thorough local investigation of the incident.
- 3) The System will report results and recommendations to the Office of Assessment Logistics. A breach may or may not warrant suspension (T.C.A 49-1-607). If immediate suspension is necessary, contact the Division of Teacher Licensure at 615-532-4880.
- 4) Failure to report a breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.

For frequently asked questions about test security, please see the state website:

[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

## Section II: Participation Guidelines

### Student Participation in the Alternate Portfolio Assessment

To determine if a student may be assessed with the TCAP-Alt PA, the following steps must be taken:

- 1) The school psychologist must complete information in EasyIEP. If your system does not use EasyIEP, your system portfolio coordinator should contact the State Portfolio Coordinator.
- 2) The school psychologist must review all student assessment information that relates to The Participation Guidelines form, Section I.
- 3) The school psychologist must complete Section I, first cell. If available include highest and lowest component scores. If not available, add a note to explain why the information is not available (e.g., student not testable, but Vineland attempted twice and Woodcock-Johnson once).
- 4) The IEP team must complete the remainder of Section I. If all answers to Section I are “yes,” the student meets the requirements to be considered as a TCAP-Alt PA participant.
- 5) The IEP team must determine whether the TCAP-Alt PA is the most appropriate assessment method for that student. If appropriate, complete Section II.  
**IMPORTANT: The student’s grade level will dictate which content areas must be assessed.** See Section V, page 10 of this manual for specifics
- 6) The Participation Guidelines form must be signed by both the principal and the school psychologist. An electronic signature is acceptable for the psychologist’s signature. However, the principal **MUST** provide a handwritten signature.

Note: The school psychologist is not required to be a part of the IEP team and is only responsible for completing Section I.

For frequently asked questions about participation guidelines, please see the state website: [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

### **Section III: Medical Exemptions**

If you believe there are students who qualify for medical exemption:

1. Contact the system Special Education Supervisor.
2. Provide the names of all students who may qualify.
3. The Special Education Supervisor will
  - a. contact the office of Assessment Logistics
  - b. request the number of forms needed and
  - c. provide the students' names.
4. Medical Exemption (ME) forms will be sent via email to the Special Education Supervisor.
5. The Special Education Supervisor must distribute the forms to the appropriate personnel.
6. Relevant data will be collected and completed forms will be returned to the Special Education Supervisor.
7. The Special Education Supervisor must ensure that everything needed for ME consideration is included. Signed originals are to be included. Send the application package to the following address (DO NOT FAX):

Portfolio Assessment Coordinator  
Office of Assessment Logistics  
710 James Robertson Parkway  
Andrew Johnson Tower, 7<sup>th</sup> Floor  
Nashville, TN 37243

8. The Office of Assessment Logistics will coordinate with the Department of Special Education to review information and determine eligibility.
9. A letter of eligibility or of ineligibility with a copy of the original application will be sent to the Special Education Supervisor. If a student is determined ineligible, further instructions will be included in the letter. If a student is determined eligible, complete a Report of Irregularity and follow the directions below. You must return a binder with completed demographic information for a medically exempt student. For further information, contact your system Special Education Supervisor.

#### **Sending Medical Exemption Information to Vendor**

Instructions:

1. Fill out a Student Demographic Sheet for the medically exempt student.
  - a. The litho code number on the demographic sheet must match the litho code number on the binder label.
  - b. Fill in the "Absent" bubble on the Student Demographic Sheet.
  - c. Complete all demographic information for the exempt student.
2. Place the completed Student Demographic Sheet beneath the plastic cover of the student binder.
3. Place a copy of the approved Medical Exemption Form in the student binder in front of the tabbed dividers. The Medical Exemption form is the first thing the scorer sees.

4. If you have more than one student who is medically exempt, place a sturdy rubber band around the binders of the medically exempt students to keep those binders together. On a piece of plain paper, write “Medical Exemptions” in bold letters. Slide the paper between the rubber band and the top binder.
5. **RETURN THE BINDER (OR BINDERS) TO THE VENDOR**, along with the other unused portfolios from your system.

## Section IV: Transfer Students

Each year, a number of students transfer to Tennessee schools from other states or from one Tennessee school to another. This can create confusion.

If the student enters your school from another state **on or before November 30**, you must complete a portfolio for that student following the instructions for the regular rubric.

If the student enters your school from another state **after November 30, but before January 1**:

- A complete portfolio must be submitted for the student.
- The student's portfolio will be scored using the modified rubric. This means that only one content standard (i.e., one graph/evidence sheet pair) must be included per content area assessed.
- Darken the "modified rubric" bubble.
- Darken the bubble that identifies the student as enrolled after November 30.
- Complete a Report of Irregularity (RI) for the student.

If the student enters your school from another state on or after January 1, contact your system portfolio coordinator, who will contact the Office of Assessment Logistics.

If a student enters your school from another Tennessee school system, you should receive the contents of his or her binder from the previous school. If you do not receive the contents of the binder, you must complete a portfolio for the student. The portfolio must be scored with the regular TCAP-Alt PA rubric.

For frequently asked questions about transfer students, please see the state website:  
[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

## **Section V: Entry Requirements**

### Determining Content Areas for Assessment

TCAP-Alt Portfolio entry requirements correspond to General Education TCAP Assessment requirements at the student's assigned grade level. Content areas will be determined based on the student's grade level.

#### **Grades K–2**

- These portfolios are scored at the system level. Do not send to the vendor.
- TCAP-Alt PA is **ONLY** required for students in grades K–2 if the school district provides district-wide assessments at the K–2 grade levels.
- If the school system provides district-wide assessments for grades K–2, portfolio entries for the TCAP-Alt PA must correspond to the areas tested by the school system. Entries for the K–2 TCAP-Alt PA may include reading/language arts, math, and science.
- If the school district does not provide district-wide assessments at the K–2 grade level, the TCAP-Alt PA is not required for K–2 students in that district.

#### **Grades 3–8**

Assess students in reading/language arts, math, and science (all content areas) each year.

#### **High School**

Assess students in reading/language arts, math, and science (specific grades below) during in their high school career.

- Grade nine – assess math
- Grade ten – assess science
  - All science APIs must be chosen from the Life Science section of the TCAP-Alt PA Content Standards and Alternate Performance Indicators document.
  - In order to meet the requirement that the three APIs assessed must relate to three *different* content standards, Life Science has been divided into multiple subsections (Cell Structure and Function, Interactions Between Living Things and Their Environments, Biodiversity, Food Production and Energy for Life, Heredity and Reproduction, and Biological Change).
  - Each of the chosen APIs should come from a different subsection of the Life Science section of the API list.
- Grade eleven – assess reading/language arts.
  - The reading/language arts entry must include one writing Alternate Performance Indicator (API).

Determine which rubric you will use. Instructions for rubric determination are in Section VI. Once you have determined which content areas to assess and which rubric to use, download the Alternate Performance Indicators (API) from the state website:

[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml)

Ensure the API chosen is located under the correct grade-level cluster for the student. See Section VII for detailed instructions for selecting APIs, filling out required components, and assembling the binder.

## Section VI: Rubric Determination

The Rubric is the blueprint by which the portfolio is scored.

- Qualified Scorers will review each portfolio.
- Numerical points in Content, Choice, Supports, Settings, and Peer Interactions are calculated (Section XII: Glossary).

There are three types of Rubrics: 1) TCAP-Alt PA, 2) TCAP-Alt PA Modified, and 3) TCAP-Alt PA Homebound.

1. Use the TCAP-Alt PA for only those students with the most significant cognitive disabilities as determined by the IEP team. The decision about a student's participation in the TCAP-Alt PA should not be made on the basis of the student's possible poor performance on the general assessment.
  - If using the TCAP-Alt PA Rubric, assess three different content standards per content area.
    - Fill out one graph and one evidence sheet per content standard assessed, according to the instructions provided in Section VII.
    - At least 15 occurrences of data collection must be documented throughout the data period for each API.
    - The TCAP-Alt PA Rubric assesses all five dimensions (Content, Choice, Settings, Supports, and Peer Interactions) for each of the three APIs per content area.
2. Use the TCAP-Alt PA Modified Scoring Rubric only under the following conditions:
  - Student absences are excessive (student is present 40% or less during the data period) OR
  - Student transfers from out-of-state after November 30 but before January 1 OR
  - Student attends school but has an abbreviated schedule (1/2 day or less)
  - If using the TCAP-Alt PA Modified Rubric, assess one API per content area.
    - Fill out one graph and one evidence sheet per content area assessed, according to the instructions provided in Section VII.
    - The TCAP-Alt PA Modified Rubric assesses all five dimensions (Content, Choice, Settings, Supports, and Peer Interactions) for ONE API per content area.
  - A Report of Irregularity (RI) MUST be completed and included in the student's binder if you are using the modified rubric. The RI can be downloaded from the state website: [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).
3. Use the TCAP-Alt PA Homebound Scoring Rubric only under the following conditions:
  - Student is placed on homebound status for the entire school year OR
  - Student attends a special day school.
  - The special day school serves only students with significant cognitive and adaptive disabilities AND

- The student's TCAP-Alt Participation Guidelines document cognitive and adaptive skills are equal to or less than 50.
- If using the TCAP-Alt PA Homebound Rubric, assess one API per content area.
  - Fill out one graph and one evidence sheet per content area assessed, according to the instructions provided in Section VII.
  - The TCAP-Alt PA Homebound Rubric assesses only Content and Choice for ONE API per content area.
- A Report of Irregularity MUST be completed and included in the student's binder if you are using either the modified or the homebound rubric. The RI can be downloaded from the state website:  
[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

For frequently asked questions about TCAP-Alt PA rubrics and rubric determination, please see the state website: [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

## 2014–2015 TCAP-Alt PA Scoring Rubric

Dimension scoring progresses linearly from left to right with each successive cell showing all the characteristics of the one preceding it. Minimum requirements indicated must be met to obtain points above 0.

DIMENSIONS	10 Points	20 Points	30 Points	40 Points	50 Points
<b>CONTENT</b>	Content Standard(s) is/are stated, but <u>not related</u> to content area AND/OR activity(ies) is/are <u>not age appropriate</u> or related to the content area AND/OR there is at least one graph but no evidence sheet AND/OR there is at least one evidence sheet but no graph AND/OR all APIs or all activities are missing.	Content Standard(s) with activity(ies) related to Alternate Performance Indicator(s) is/are evident. Data collection/graphing includes <u>less than 15 occurrences</u> and/or shows <u>no</u> progress.	One Content Standard <i>with</i> a minimum of <u>1</u> activity related to the Alternate Performance Indicator evident. <u>At least 15 occurrences</u> of data collection and graphing showing progress documented throughout the data period. All data collection is related to the Alt Performance Indicator.	Two different Content Standards with a minimum of <u>1 activity</u> related to the Alternate Performance Indicators per content standard are evident. <u>At least 15 occurrences</u> of data collection and graphing showing <u>progress</u> documented throughout the data period for each Alt Performance Indicator assessed.	Three different Content Standards with a minimum of <u>1 activity</u> related to the Alternate Performance Indicators per content standard are evident. <u>At least 15 occurrences</u> of data collection and graphing showing <u>progress</u> documented throughout the data period for each Alt Performance Indicator assessed.
DIMENSIONS	4 Points	8 Points	12 Points	16 Points	20 Points
<b>CHOICE</b>	Choice evidenced, but <u>not age appropriate</u> .	Choice evidenced, but <u>not related</u> to activity.	Choice evidenced <u>and</u> related to at least <u>1</u> activity.	At least 2 types of Choice evidenced <u>and</u> related to at least <u>2</u> activities. (See TCAP-Alt Teacher's Manual for examples of Choice types)	At least 3 types of Choice evidenced <u>and</u> related to at least <u>3</u> activities. (See TCAP-Alt Teacher's Manual for examples of Choice types)
DIMENSIONS	2 Points (Each Following Dimension)	4 Points (Each Following Dimension)	6 Points (Each Following Dimension)	8 Points (Each Following Dimension)	10 Points (Each Following Dimension) *Maximum number of points is automatically awarded to students fully included in the general classroom for the Content Area assessed.
<b>SUPPORTS</b>	Support is <u>only</u> special education teacher and/or assistant directed.	<u>Natural support</u> evidenced in an inclusive setting but not connected to activity.	<u>Natural support</u> is evidenced in an inclusive setting in only <u>1</u> activity.	<u>Natural support</u> is evidenced in inclusive settings in at least <u>2</u> activities.	<u>Natural support</u> is evidenced in inclusive settings in <u>3</u> activities.
<b>SETTINGS</b>	Instruction evidenced occurs <u>only</u> in special education settings.	Instruction evidenced occurs within <u>multiple</u> settings, <u>1</u> of which is inclusive.	Instruction evidenced occurs within <u>2</u> inclusive settings.	Instruction evidenced occurs within <u>3</u> inclusive settings.	Instruction evidenced occurs within <u>4</u> inclusive settings.
<b>PEER INTERACTIONS</b>	Student interactions are evident <u>only</u> with other students who meet TCAP-Alt Participation Guidelines.	Student interactions with peers are <u>not related</u> to the Alternate Performance Indicator assessed.	Student interactions with peers <u>are related</u> to the Alternate Performance Indicator assessed under <u>1</u> content standard.	Student interactions with peers <u>are related</u> to the Alternate Performance Indicators assessed under <u>2</u> different content standards.	Student interactions with peers <u>are related</u> to the Alternate Performance Indicators assessed under <u>3</u> different content standards.

## 2014–2015 TCAP-Alt PA Modified Scoring Rubric

This rubric is to be used only under the following conditions:

- student absences are excessive (student is present 40% or less during the data period);
- student transfers from out-of-state after November 30;
- student attends school, but has an abbreviated schedule (1/2 day or less).

A Report of Irregularity must be completed prior to submitting the portfolio for scoring.

Dimension scoring progresses linearly from left to right with each successive cell showing all the characteristics of the one preceding it. Minimum requirements indicated must be met to obtain points above 0.

DIMENSIONS	10 Points	20 Points	30 Points
<b>CONTENT</b>	Content Standard(s) is/are stated, but <u>not related</u> to content area AND/OR activity(ies) is/are <u>not age appropriate</u> or related to the content area AND/OR there is at least one graph but no evidence sheet AND/OR there is at least one evidence sheet but no graph AND/OR all APIs or all activities are missing.	Content Standard(s) with activity(ies) related to Alternate Performance Indicator(s) is/are evident. Data collection/ graphing includes <u>less than 15 occurrences</u> and/or shows <u>no</u> progress.	Content Standard(s) with a minimum of <u>1</u> activity related to the Alternate Performance Indicator evident. <u>At least 15 occurrences</u> of data collection and graphing showing progress documented throughout the data period. All data collection is related to the Alt Performance Indicator.
DIMENSIONS	4 Points	8 Points	12 Points
<b>CHOICE</b>	Choice evidenced, but <u>not age appropriate</u> .	Choice evidenced, but <u>not related</u> to activity.	Choice evidenced and <u>related to at least 1</u> activity.
DIMENSIONS	2 Points	4 Points	6 Points
<b>SUPPORTS</b>	Support is <u>only</u> special education teacher and/or assistant directed.	<u>Natural support</u> evidenced in an inclusive setting but not connected to activity.	<u>Natural support</u> is evidenced in an inclusive setting in <u>only 1</u> activity.
<b>SETTINGS</b>	Instruction evidenced occurs <u>only</u> in special education settings.	Instruction evidenced occurs within <u>multiple</u> settings, <u>1</u> of which is inclusive.	Instruction evidenced occurs within <u>2</u> inclusive settings.
<b>PEER INTERACTIONS</b>	Student interactions are evident <u>only</u> with other students who meet TCAP-Alt Participation Guidelines.	Student interactions with peers are <u>not related</u> to the Alternate Performance Indicator assessed.	Student interactions with peers <u>are related</u> to the Alternate Performance Indicator assessed under <u>1</u> content standard.

For definitions of terms found on this rubric and for additional scoring rules, see the TCAP-Alt PA Teacher's Manual.

# 2014–2015 TCAP-Alt PA Homebound Scoring Rubric

This rubric is to be used ONLY under the following conditions:

- 1) student is placed on homebound status for the entire school year;  
OR
- 2) student attends a special day school
  - the special day school services students with significant cognitive and adaptive disabilities, and
  - the student's TCAP-Alt Participation Guidelines document cognitive and adaptive skills equal to or less than 50.

A Report of Irregularity must be completed prior to submitting the portfolio for scoring.  
If the student is placed on homebound for only part of the year, contact the Office of Assessment Logistics at 615-741-0720 for scoring instructions.

Dimension scoring progresses linearly from left to right with each successive cell showing all the characteristics of the one preceding it. Minimum requirements indicated must be met to obtain points above 0.

DIMENSIONS	10 Points	20 Points	30 Points
<b>CONTENT</b>	Content Standard(s) is/are stated, but <u>not related</u> to content area AND/OR activity(ies) is/are <u>not age appropriate</u> or related to the content area AND/OR there is at least one graph but no evidence sheet AND/OR there is at least one evidence sheet but no graph AND/OR all APIs or all activities are missing.	Content Standard(s) with activity(ies) related to Alternate Performance Indicator(s) is/are evident. Data collection/ graphing includes <u>less than 15 occurrences</u> for students in Special Day Schools or less than 10 occurrences for students receiving homebound services with graphing showing progress documented throughout the data period. All data collection is related to the Alt Performance Indicator.	One Content Standard with a minimum of <u>1</u> activity related to the Alternate Performance Indicator evident. <u>At least 15 occurrences</u> of data collection for students in Special Day Schools or 10 occurrences for students receiving homebound services with graphing showing progress documented throughout the data period. All data collection is related to the Alt Performance Indicator.
DIMENSIONS	4 Points	8 Points	12 Points
<b>CHOICE</b>	Choice evidenced, but <u>not age appropriate</u> .	Choice evidenced, but <u>not related</u> to activity.	Choice evidenced <u>and</u> related to at least <u>1</u> activity.

For definitions of terms found on this rubric and for additional scoring rules, see the TCAP-Alt PA Teacher's Manual.

## **Section VII: Required Portfolio Components**

### How to Create a TCAP-Alt PA Portfolio

In Section V, you determined which content areas (subjects) to assess. Next, you should download the Alternate Performance Indicators (APIs) from the state website:

[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml)

You must scroll down the web page in order to find the link.

The content standards are clearly labeled at the top of each section of the document titled “Content Standards and Alternate Performance Indicators.” (For example, reading/language arts has three content standards: Reading, Writing, and Elements of Language. Math has five content standards: Numbers and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability).

On the next page is an example of what the Content Standard and Alternate Performance Indicator document looks like.

Content Standard: **Reading:** The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.

**Alternate Learning Expectation (ALE): R.1. Develop oral language and listening skills**

<b>Alternate Performance Indicators (API)</b> Gr. K–2	<b>Alternate Performance Indicators (API)</b> Gr. 3–5	<b>Alternate Performance Indicators (API)</b> Gr. 6–8	<b>Alternate Performance Indicators (API)</b> Gr. 9–12
<ol style="list-style-type: none"> <li>1. Communicate wants and needs</li> <li>2. Identify/label people, symbols, and objects</li> <li>3. Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events</li> <li>4. Identify functions of objects</li> <li>5. Attend to speaker</li> <li>6. Demonstrate awareness and interest in familiar pictures</li> <li>7. Interact with parts of story through familiar hand motions and expression of emotions</li> <li>8. Respond to speaker (e.g., yes-no questions and choice decisions)</li> <li>9. Engage in dialogue (e.g., conversation/communication with others)</li> <li>10. Respond to the speaker by following one-step directions</li> <li>11. Engage verbally with stories in books, television, and movies</li> <li>12. Recite from memory parts of familiar books</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate wants and needs</li> <li>2. Identify/label people, symbols, and objects</li> <li>3. Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events</li> <li>4. Identify functions of objects</li> <li>5. Attend to speaker</li> <li>6. Demonstrate awareness and interest in familiar pictures</li> <li>7. Interact with parts of story through familiar hand motions and expression of emotions</li> <li>8. Respond to speaker (e.g., yes-no questions and choice decisions)</li> <li>9. Engage in dialogue (e.g., conversation/communication with others)</li> <li>10. Respond to the speaker by following one-step directions</li> <li>11. Engage verbally with stories in books, television, and movies</li> <li>12. Recite from memory parts of familiar books</li> <li>13. Identify opposites</li> <li>14. Ask and respond correctly to many types of questions (e.g., who, what, where, when, and why)</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate wants and needs</li> <li>2. Identify/label people, symbols, and objects</li> <li>3. Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events</li> <li>4. Identify functions of objects</li> <li>5. Attend to speaker</li> <li>6. Demonstrate awareness and interest in familiar pictures</li> <li>7. Interact with parts of story through familiar hand motions and expression of emotions</li> <li>8. Respond to speaker (e.g., yes-no questions and choice decisions)</li> <li>9. Engage in dialogue (e.g., conversation/communication with others)</li> <li>10. Respond to the speaker by following one-step directions</li> <li>11. Engage verbally with stories in books, television, and movies</li> <li>12. Recite from memory parts of familiar books</li> <li>13. Identify opposites</li> <li>14. Ask and respond correctly to many types of questions (e.g., who, what, where, when, and why)</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate wants and needs</li> <li>2. Identify/label people, symbols, and objects</li> <li>3. Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events</li> <li>4. Identify functions of objects</li> <li>5. Attend to speaker</li> <li>6. Demonstrate awareness and interest in familiar pictures</li> <li>7. Interact with parts of story through familiar hand motions and expression of emotions</li> <li>8. Respond to speaker (e.g., yes-no questions and choice decisions)</li> <li>9. Engage in dialogue (e.g., conversation/communication with others)</li> <li>10. Respond to the speaker by following one-step directions</li> <li>11. Engage verbally with stories in books, television, and movies</li> <li>12. Recite from memory parts of familiar books</li> <li>13. Identify opposites</li> <li>14. Ask and respond correctly to many types of questions (e.g., who, what, where, when, and why)</li> </ol>

The best way to determine which content standards and APIs to use is to read the documents and make note of which APIs most closely correspond to the IEP objectives you have chosen for the student.

A portfolio can earn maximum points by choosing three DIFFERENT content standards for each content area (subject) to be assessed using the regular TCAP-Alt PA Scoring Rubric. The only exception is high school science. Because all high school science APIs must be chosen from the Life Science section of the TCAP Alt-PA Content Standards and Alternate Performance Indicators document, Life Science has been divided into multiple subsections, such as Cell Structure and Function, Biodiversity, and Biological Change. For high school students, each of the chosen APIs must come from a different subsection of the Life Science section of the API list.

Once you know which content standards you will assess, refer to the Alternate Learning Expectations (ALEs) aligned to those content standards. As shown above, the ALE is identified by the letter of the corresponding content standard and a number signifying the level of the ALE. For example, on the previous page, a Level 1 ALE for the content standard “Reading” is *R.1 – Develop oral language and listening skills*.

Beneath each ALE is a numbered list of goals called Alternate Performance Indicators (APIs). The API is identified by the number of the ALE plus the number that corresponds with the API’s placement in the list. For example, an API for the 3–5 grade level cluster ALE R.1 is *R.1.4 – Identify functions of objects*. You MUST use the entire API number (e.g., not simply “4,” but “R.1.4”).

If the student’s portfolio is to be scored using a regular rubric, choose one API for each of three DIFFERENT content standards for each subject to be assessed. (If the student’s portfolio is to be scored using a modified or homebound rubric, choose one API for each subject assessed.)

**BE SURE TO USE THE API LIST FROM THE CURRENT YEAR. BE SURE THE CHOSEN API IS IN THE COLUMN UNDER THE CORRECT GRADE LEVEL CLUSTER FOR THE STUDENT.**

Choose an API that is closely related to one of the student’s IEP goals. Some APIs are only appropriate for the lowest functioning students. For example, “Communicate wants and needs” is not an appropriate API for a student who can already express wants and needs clearly. “Make marks on paper” is not an appropriate API for a student who can already draw recognizable objects or write words. If you are not sure which APIs are appropriate for a student’s assessment, visit the Sample Activities link at the state website:

[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml) and look through the exemplar activities. This may help you decide which APIs might best reflect the lessons you plan to do with the student.

Sometimes you cannot find an API that exactly matches the student's IEP. For example, the API says that the student will follow three-step directions, but the student's IEP goal says the student will follow two-step directions. **You must use the API as written.** The API is a long-term goal, so it is fine for it to be of a higher level than the objective in the student's IEP. **Any adjustments should be made in the activity, not in the API.** For example, imagine a student who is learning to count sets of five objects. The student's IEP says the student will count sets to twenty. The API says the student will count sets to 100. You should use the API as written (count sets to 100), and then document an activity that reflects the student's actual instructional level (e.g., "Given twenty marbles, the student placed five marbles in each of four plastic cups"). If the student has already mastered the API as written, it is not an appropriate API. You should choose another, higher-level API from the same column.

Next, print out the necessary forms needed to collect data and compile the portfolio. This is very important, as only current, state-approved forms (dated 2010 or later) will be scored. **DO NOT** use forms from previous years. To obtain the forms, locate Appendix C in this manual or download them from the Forms Packet link at the state website:

[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml)

On these forms, you may type in the content standard, ALE, API, and activity before printing out the forms.

For each portfolio you will need:

- Table of Contents;
- Participation Guidelines from EasyIEP (as described in Section II);
- Affidavit of Student Performance;
- Evidence sheet (three per content area/subject assessed for regular rubric, one for modified or homebound). If you plan to type your activities using the fillable online forms, you should download and complete the evidence sheet *after the activity to be documented has been completed.*
- Graph (three per content area/subject assessed with the regular rubric, one for modified or homebound; see "Graphs" section on the upcoming pages to determine which graphs you should choose).

You **MAY** need a Report of Irregularity form (**ONLY** if modified or homebound rubric is to be used). If a Report of Irregularity is included, it should be placed in the front of the binder so it is the first thing the scorer sees.

See additional directions for Medically Exempt student binders (p. 4).

Place the forms in a secure binder for future transfer to an official state binder after it arrives and before it is returned to the vendor. Add evidence sheets as they are completed.

Two exemplar portfolios have been assembled for clarification. They are located on the state website: [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

There is also a link in Appendix A of this manual. You may wish to refer to these exemplars as you go through the following steps.

The following components are required. If any of these components are missing, the portfolio will receive a score of “0.” These components should be placed in the portfolio in the order given. Instructions for each component are given below.

1. Table of Contents form
2. Participation Guidelines
3. Affidavit of Student Performance with both teacher’s and principal’s signatures
4. One evidence sheet per content standard to be assessed (three per content/subject area)
5. One graph per content standard to be assessed (three per content/subject area)

**A BLANK PAGE OR A PAGE WITHOUT THE REQUIRED SIGNATURES AND INFORMATION IS CONSIDERED MISSING.**

When placing the graphs and corresponding evidence sheets in the binder, each evidence sheet should come immediately before the graph to which it corresponds.

For portfolios to be scored with the regular TCAP-Alt PA rubric, there should be three evidence sheets and three graphs per content area (subject) being assessed. For portfolios to be scored with the modified or homebound rubric, there should be one evidence sheet and one graph per content area (subject) being assessed.

## Component Descriptions Listed in Order of Placement

All forms, with the exception of the Student Demographic Sheet, should be typed or filled out in blue ink. In fact, any handwritten information should be in blue ink so as to easily distinguish it from photocopied text. The Student Demographic Sheet must be filled out with a number 2 pencil.

You may make a copy of the student's portfolio for your records, but the original must be sent to the vendor. All of the forms (with the exception of the student's Participation Guidelines) must be original, not photocopied.

Instructions for correct completion of the forms are as follow:

### Table of Contents

This page indicates where information is located, lists the student name, date of birth, grade level, and school. Once the portfolio has been assembled, write the page numbers in the bottom right-hand corner of each page so that scorers can easily find all required data/information. You may begin numbering with the Table of Contents as page 1, or you may begin numbering with page 1 as the first page of the Participation Guidelines. Whichever you choose, number the pages consecutively from that point forward. (You do not need to number the tabbed dividers between the content areas.)

Complete the Table of Contents by writing or typing the page number on which each section begins in the blank across from the name of that section.

You may use the comment box for information needed for accurate scoring (e.g., that the student transferred into special day school late in the year and should be scored with regular rubric; that the student has lunch daily in the cafeteria with a class of general education peers).

On the next page is an example of a correctly completed Table of Contents.



# Table of Contents

Student Name: Ben Weasley

Date of Birth: 9 / 7 / 2004 Assigned Grade Level: 3

System: Sunnybrook SSD School: Hoxley Elementary

	Page Number(s)
Participation Guidelines.....	<u>1</u>
Affidavit of Student Performance.....	<u>3</u>
Entry #1: Reading/Language Arts.....	<u>4</u>
Entry #2: Math.....	<u>10</u>
Entry #3: Science.....	<u>16</u>

Comments:

### Participation Guidelines

This form documents the student's eligibility for the TCAP-Alt PA. In the event of a federal audit, the Participation Guidelines form provides proof that the IEP team determined that the TCAP-Alt PA was an appropriate assessment for the student. The school psychologist must fill out Section I of the Participation Guidelines form, the IEP team must complete Section II, and the principal must sign, whether or not he or she was a member of the IEP team. The updated form is included in EasyIEP. For a more detailed explanation of this component, see Section II of this manual. If your school does not have access to EasyIEP, contact your system testing coordinator.

The Participation Guidelines included in the student's portfolio should be a copy. The original should be kept in the student's special education folder along with his/her IEP.

Include both pages of the participation guidelines that qualify the student for participation in the TCAP-Alt PA for the *current* school year. You must include both sections of the Participation Guidelines, as well as the page with the principal's signature. While an electronic signature will suffice for the school psychologist, the principal's signature **MUST** be hand-written.

### Affidavit of Student Performance

This form is a part of the test security process for the TCAP-Alt PA and is recognized by the state as a legal and binding document. The affidavit must be signed **IN INK** by the teacher of record, as well as by the principal. This affidavit verifies that the student's portfolio is an accurate and ethical representation of that student's educational program and progress. The original affidavit page must be included in the student's portfolio. You should keep a copy for your records. **BE SURE TO CHECK THE BOX THAT VERIFIES THE VALIDITY OF THE DATA CONTAINED IN THE PORTFOLIO.** Otherwise, it will be assumed that the data is not valid.

### Evidence Sheet

Now you are ready to fill out the evidence sheet. The evidence sheet is a "snapshot" of one date/data collection point from the graph. It represents **ONE** lesson. Choose only **ONE** data point per API to be documented on the evidence sheets. All information provided on the evidence sheet must pertain to **ONLY** that single occurrence. The date documented on the evidence sheet **MUST** also be recorded as a data point on the graph. The evidence sheet provides evidence that you know how to choose an appropriate activity and give an appropriate choice for the API assessed by that evidence sheet/graph pair. If the API, activity, and choice are correct on the evidence sheet, we can assume the others indicated on the accompanying graph are also correct. If the API, activity, and choice are **NOT** correct on the evidence sheet, we have to assume that those on the graph are incorrect as well.

When deciding which day to represent on the evidence sheet, it is best to consider which day will best meet the demands of the assessment. If possible, choose a day when instruction occurred in an inclusive setting and when the activity to be documented can be clearly explained. **BE SURE TO CHOOSE A DAY ON WHICH THE STUDENT WAS GIVEN AN APPROPRIATE CHOICE.** This is very important, since it is the presence of a valid, appropriate choice on the date recorded on the evidence that allows other choices to be taken from the graph.

Step 1: Fill in the Student Name, Grade Level, Data Point Date, Content Area Assessed (circle), Content Standard, Alternate Learning Expectation (ALE), and Alternate Performance Indicator

(API) at the top of each evidence sheet. Write the number of the ALE and API along with corresponding wording as a safeguard against transcription errors. You may identify the ALE by code only, but the API MUST include both the API code and the written API description. Be sure to use the API list from the CURRENT year. The date chosen MUST be represented on the graph. If the date on the evidence sheet is not on the graph, none of the information on the evidence sheet may be used.

For example (taken from 3–5 grade cluster):

Student Name: John Smith Grade Level: 4 Data Point Date: 9/15/2014

Content Area Assessed: Math

Content Standard: Numbers and Operations

Alternate Learning Expectation: NO. 1—the student will understand numbers, ways of representing numbers, relationships among numbers, and number systems

Alternate Performance Indicator: NO. 1.4. Identify numerals 0–30

Please write the entire API code (e.g., NO. 1.4), not just the final digit(s).

Here is an example of the top section of the evidence sheet, correctly filled out:

Evidence Sheet  
State Required TCAP-Alt PA Form

Student Name: Ben Weasely

Grade Level: 3 Data Point Date (MUST BE PLOTTED ON GRAPH): 12/15/10

**CONTENT**

Content Area (Check One):  Reading/Language Arts     Math     Science     Social Studies

Content Standard: Reading

Alternate Learning Expectation Code and ALE:

R.1 Develop oral language and listening skills

Alternate Performance Indicator Code and API:

R.1.2 Identify/label people, symbols, and objects

Please note that the date includes both the month and the day. It is not a single number, such as “4” or “15.” IF THERE IS NO APPROPRIATE DATE ON THE EVIDENCE SHEET, OR IF THE DATE ON THE EVIDENCE SHEET IS NOT ON THE GRAPH, NOTHING ON THE EVIDENCE SHEET WILL RECEIVE CREDIT.

Step 2: Activity—In the space provided, write a clear and specific description of what took place during the lesson. This description should include the materials used (or make it clear that no materials were used or needed), make it clear how the activity relates to the API, and describe both the action the student performed and how the student performed it. A well-worded activity will contain all of these elements: materials, the relationship to the API, what the student is doing, and how the student is performing the task.

The activity must be reproducible. This is why it is so important to clearly communicate HOW the student performed the activity. For example, if the activity involves writing sentences, your description must indicate HOW the student wrote the sentences (e.g., whether the student dictated to a peer, typed on a computer or word processor, wrote on a whiteboard with a marker, wrote in a salt tray with an index finger, or wrote on paper with a pencil).

Because activities should be recorded after they have happened, they should be worded in the past tense. They should also include the student's name. In other words, say, "[student's name] was given a paper bag, yarn, markers, felt, buttons, scissors, and glue. He used these materials to create a paper bag puppet representing George Washington. Then he and a peer used their puppets to role play an imaginary scene between George Washington and Abraham Lincoln." Do NOT say, "The student will make a paper bag puppet."

Activities should be stated so clearly that a complete stranger could read the description of the activity and understand what action was performed and what materials were used. The more specific, the better. "Shapes" is not a clear description of an activity. "The student will identify shapes" is not a clear description of an activity. A repetition of the API is not an acceptable description of an activity. A good example of an activity is: "When shown a series of flannel board shapes, [student's name] identified a circle, square, and triangle by pointing to each as the teacher named it." Here is another: "Ten circles and ten triangles were drawn on the floor in random order with artist's chalk. [Student's name] distinguished between circles and triangles by jumping onto the circles with both feet and hopping onto the triangles with one foot."

**IT IS VERY IMPORTANT THAT THE ACTIVITY BE CLEARLY STATED.**

The Content, Choice, and Supports scores (and to a lesser extent, Peer Interactions) are linked, either directly or indirectly, to the activity. If none of the activities are clear, the Content score is limited to 10 on all three scoring rubrics, the Choice score is limited to a score of 8 on all three scoring rubrics, and the Supports score is limited to 4 on the regular and modified rubrics. (The Supports dimension is not measured on the homebound rubric.) It also becomes more difficult to determine whether the peer interaction described is related to the API.

Sample activities for each content area and grade level cluster may be found on the Tennessee State Department of Education website:

[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml)

General Notes about Activities:

- An Activity is NOT an API. It is the specific method of instruction that will lead to the mastery of the API. For example, if the API says that the student will "identify and/or name given shapes (i.e., circles, squares, triangles, and rectangles)," the activity should NOT say, "The student identified circles, squares, triangles, and rectangles" or "The student identified a triangle." It should explain one lesson taught to help the child learn that skill (e.g., "Given a whiteboard with a large triangle outlined in red, [student's name] used a laser pointer to follow the outline.")
- The description must be unambiguous. For example: "The student manipulated objects" is NOT an activity. "Given 12 buttons and a cup, [student's name] placed the buttons in the cup" IS an activity. "The student learned about volcanoes through videos, experiments, worksheets, and books" is NOT an activity, as we cannot tell what specific instruction occurred on that day. A better choice would be, "[Student's name] helped

make a model volcano erupt using baking soda and vinegar” or “[Student’s name] watched a video about volcanoes.”

- For further examples see Sample Activities Link at [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml)
- The activity must be related to the API. Over time, the activity could lead to mastery of the API. Make sure the relationship between the activity and the API is clear. For example, if the API says the student will learn directional labels such as left, right, above, and below, it is not clear how “the student put felt facial features on a paper plate puppet” is related. In order to make that relationship clear, you should phrase the activity in such a way that the relationship becomes clear: “Given a paper plate and felt facial features, [student’s name] arranged the features to make a recognizable face, following verbal cues such as ‘put the nose above the mouth’ or ‘put this ear on the left side of the plate.’” If the activity is not clearly related but is a prerequisite (for example, grasping a tennis ball as a prerequisite to holding a pencil), add a brief note explaining the relationship. Just writing “prerequisite” in parentheses is enough.
- Spell out the names or titles of materials used. DO NOT use acronyms.
- If the activity is clear and appropriate for the API, it will be assumed that other activities represented on the graph are also appropriate. (Each dot on the graph represents one activity.) This allows choices (if an appropriate example is shown on the evidence sheet) and natural supports (if all verifying evidence is present) from the graph to be credited.
- If the activity is unclear, it will be assumed that other activities represented on the graph are also unclear. In this case, choices (if an appropriate example is shown on the evidence sheet) and natural supports (if all verifying evidence is present) are considered “evidenced but not related to activity” and are scored accordingly as specified by the rubric.
- Activities related to food are ONLY appropriate if they are academic in nature (for example, ordering from a menu or using symbols or pictures to represent food needs). Food-related activities must be tied to symbol use or must be academic in nature (e.g., telling which foods are fruits and which are vegetables, identifying foods as cold or hot, telling which foods are healthy choices).
- Pointing to, signing, or naming desired foods and crying to indicate needs are not appropriate for this assessment.
- Activities related to toileting are not appropriate for this assessment.

Below is a chart showing several activities that are not acceptable, the reason why each is not acceptable, and an example of a more appropriate way of expressing each activity.

API	Activity That Does NOT Receive Credit	Why This Activity Does Not Receive Credit	GOOD Activity
A.1.2 Sort objects by three attributes (e.g., size, color, or shape)	[Student's name] sorted objects by color.	Missing materials. We cannot tell what objects the student sorted.	Given a small bin of round plastic counters, [student's name] sorted the counters into three different plates by color (red, yellow, blue).
R.1.1 Communicate wants and needs	[Student's name] and a peer went to the concession stand at the basketball game. The peer asked [student's name] what he wanted, and [student's name] said, "Pizza."	Asking for or pointing to food is inappropriate for this academic assessment. For requesting food to be appropriate, the request must be tied to a picture, written symbol, or written word(s).	[Student's name] and a peer went to the concession stand at the basketball game. The peer asked [student's name] what he wanted, and [student's name] gave the peer his Picture Exchange Card representing pizza.
R.1.1 Communicate wants and needs	[Student's name] attended Library class. He had a headache and raised his hand to ask if he could lie down.	This is a spontaneous event, not an instructional activity. The only way for the teacher to initiate this "activity" would be to somehow give the child a headache and teach him how to ask for help. Obviously, this would be inappropriate.	The teacher asked [Student's name] what he would do if he had a headache, and the student verbally discussed ways in which he might communicate his discomfort and ask for help.
R.4.10 Organize or sort words by category, function, or feature (including describing words by category)	[Student's name] sorted words into three groups: animals, plants, and transportation.	Missing materials. We do not have enough information to tell how the student sorted words.	[Student's name] sorted word cards into three different stacks: animals, plants, and transportation.
W.1.16 Write to entertain and inform (e.g., experience stories, pictures, and shared writing)	[Student's name] wrote three sentences about a monkey in a Laundromat, taking care to leave a space between each word.	Missing materials. This activity cannot be replicated because we cannot tell what the student was writing on or with.	Given a pencil and a sheet of notebook paper, [student's name] wrote three sentences about a monkey in a Laundromat, taking care to leave a space between each word.

<p>NO. 3.4 Add and subtract whole numbers (no more than two digits) up to 30</p>	<p>[Student's name] demonstrated the ability to compute fluently by adding and subtracting whole numbers (with no more than two digits) up to 30 using flashcards, worksheets, dry erase boards, or the computer.</p>	<p>This description is too broad. We cannot tell what materials were used or what the student did during <i>this</i> lesson, on <i>this</i> day.</p>	<p>[Student's name] was given M&amp;Ms and 10 laminated flashcards, each with a two-digit addition or subtraction problem. [Student's name] worked each problem, using the M&amp;Ms as counters, and wrote the answers on the flashcards with a dry-erase marker.</p>
<p>A.2.4 Identify and extend a numerical or geometric pattern</p>	<p>[Student's name] studied a geometric pattern provided by the teacher. She then added the next five shapes in the pattern.</p>	<p>Missing materials. We cannot tell if the student was completing a worksheet, stringing beads in a pattern, drawing the pattern on a dry-erase board, or using Colorforms, blocks, or other manipulative.</p>	<p>[Student's name] studied a geometric pattern of three repeating felt shapes placed on a flannel board by the teacher. [Student's name] then added the next five felt shapes in the pattern.</p>
<p>NO. 2.2 Recognize a whole and its parts</p>	<p>During center time, [student's name] worked with a peer to explore the rice table by placing his hands in the rice and pulling out three "buried" bear counters.</p>	<p>This activity does not relate to the API. It would be an excellent activity for NO. 1.1, NO. 1.2, or NO. 1.3. (This teacher replaced the API with an "invented" prerequisite skill: "interact with surroundings." You MUST write the original API, and the original API is the one the activity must match.)</p>	<p>During center time, [student's name] worked with a peer to explore a whole orange, an orange cut into halves, and an orange cut into eight wedges. [Student's name] touched and manipulated the oranges while discussing with the peer how the wedges and halves would fit together to make a whole.</p>
<p>M.1.9 Recognize and follow a simple daily schedule.</p>	<p>[Student's name] was given a schedule to follow throughout the day. The student's schedule was checked by a peer tutor as she followed her schedule.</p>	<p>This description is too broad. Tell us what the student did <i>during one lesson</i>, rather than trying to cover an entire day.</p>	<p>After Reading class, [Student's name] showed a peer that it was time to go to Art class by moving the Reading card from the Velcro tab on the "to do" side of his/her schedule to the "completed" pocket on the other side and then pointing to the Art card.</p>
<p>ES.2A.4 Identify seasons.</p>	<p>[Student's name] recited the days of the week to a peer.</p>	<p>This activity does not relate to the API. Reciting the days of the week will not lead to identifying seasons.</p>	<p>With verbal prompts from a peer, [student's name] used crayons on art paper to draw a fall scene.</p>

Step 3: Choice is connected to activities on the rubric.

- In the section under “Mark Only One,” mark the type of choice the student was given.
- In the section under “Circle Student’s Choice,” under Choice 1 and Choice 2, specify two of the options the student was given and circle what the student chose.
- The two options given must be appropriate for the type of choice given. For example, if the choice type is “who to work with,” the two options should clearly be people. If the choice type is “where to work,” the two options should be places in which the activity could appropriately occur. If the choice type is “materials,” the two options should be specific materials that could be used in the activity.
- It is not appropriate to give a choice of *choice types*. For example, you may not give a student a choice between “materials” and “who to work with.” You must choose *one* type to record on the evidence sheet and give two options that are appropriate to that type.
- If the student refused to choose between options provided, write a note of explanation stating that the listed options were offered and that the student would not choose between them. There **MUST** be a circle indicating the choice the student made or a note explaining that a choice was offered but not accepted.

Below is an example of a correctly filled-out Choice section:

**CHOICE**

Choice: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity.  
Check only ONE.

Materials       Reward/positive reinforcement for completing activity       Who to work with  
 When to work on the activity       Where to work on the activity

On the spaces below, write the two choices offered and circle student's choice:

Choice 1: Devontae      Choice 2: Michael

Notice that only one choice type is bubbled, that both options are related to the type of choice given, and that the student’s choice is circled.

General Notes about Choice:

- A choice is a) appropriate for the activity, b) not inherent to the activity, and c) something the teacher would reasonably and ethically offer the child. (To do or not do the activity, to take turns, to refrain from hitting or biting, etc. are not valid choices. If the activity is copying from the board, “looking” is not a valid choice because the activity cannot be completed without looking.) A choice between “fidgeting” and “walking” is not a valid choice. A choice is a decision between two equally acceptable options.
- For maximum points on the regular TCAP-Alt PA Scoring Rubric, there must be three different and appropriate types of choice evidenced throughout the content area (subject). These choices may come from the evidence sheets, the graphs, or some combination thereof. For maximum points on the TCAP-Alt PA Modified Scoring Rubric and the TCAP-Alt PA Homebound Scoring Rubric, there must be one choice evidenced.
- If the choices reported are not age appropriate, the choice is considered “evidenced but not age appropriate.” If none of the choices for a given content area (subject) are age appropriate, the Choice score is limited to 4 points.

- Food choices are ONLY appropriate if they are related to the activity (for example, a student uses coins “earned” during a math lesson on money to purchase snack items from a classroom store). Choosing between popcorn and a candy bar as a reward is not appropriate for this assessment and will not be considered a valid choice. Choosing between popcorn and a sticker is also not a valid choice.
- The types of choices “when to work” and “where to work” are frequently misused. “When” is not a choice between today and tomorrow or between now and later. It means the student was given a choice of doing this assignment before or after some other event (occurring on the same day), or perhaps to do it in the morning or in the afternoon. Since students do not get to choose when specialty classes (such as P.E. or music) are scheduled, it is not appropriate to give a student a choice of when to go to these classes. “Where” is not a choice between here and there. It means the student was given a choice between two different areas of the classroom (e.g., the art center or the student’s desk). It is also appropriate for the student to choose to do a math worksheet in the special education classroom or in the general education math class. It is NOT appropriate to give a student a choice between doing a math worksheet in the special education classroom or during gym class.
- The rubric connects Choice to Activity (see explanation under “Activity” above). Therefore, if the activity is unclear, inappropriate, or unrelated to the API, the choice is considered “evidenced but not related to activity.” If none of the reported choices for a given content area (subject) are related to the activity, the Choice score is limited to 8 points.
- If the recorded choice is valid and appropriate for the activity, it will be assumed that other choices represented on the graph are also valid and appropriate. *This allows choices from both the evidence sheet and the graph to be credited, as long as the choice on the evidence sheet is also recorded on the graph for that date.*
- If the recorded choice is valid but unrelated to the activity, it will be assumed that other choices represented on the graph are also unrelated to the activity. In this case, choices on the evidence sheet and the graph are considered “evidenced but not related to activity” and are scored accordingly as specified by the Rubric.
- If there is no recorded choice, or if the recorded choice is not valid, or if the choice on the evidence sheet is not recorded on the graph for that date, it will be assumed that none of the choices represented on the graph are valid, and *no choices may be taken from the graph.*
- If no valid choices are evidenced, the Choice score for that content area (subject) is 0.

Step 4: Peer Interactions must be related to the API and activity. A peer may NOT meet participation guidelines for TCAP-Alt PA. For students in grades 3-8, a peer is no more than two grade levels above or below the student being assessed. For students in grade 9, peers may be in grade 7 or higher. For students in grade 10, peers may be in grade 8 or higher. For students in grades 11–12, peers may be in grade 9 or higher.

- In the blank provided, write a sentence of explanation describing the interaction between the peer and the student. This explanation should describe what the two students did together and how the interaction related to the activity and API. Did the peer model how to participate in the activity by doing a similar assignment alongside the student being assessed? Did the peer encourage the student to participate in the activity? Did the peer help the student complete the work? “Peers verbally encouraged Anaxamander to help

paint the volcano,” “Peers helped Anaxamander count the correct change for the cashier,” and “Peers included Anaxamander in the group discussion of Brazil” are appropriate descriptions of how the student and peers interacted. “Anaxamander interacted well with his peers” is NOT an appropriate description, as it does not tell what the students did or indicate whether or not the interaction was related to the instructional activity. “Peers encouraged Anaxamander” would not be sufficient, since it does not show the relationship to the API. “Peers said hi and gave Anaxamander a high five” would not be related to an API about identifying coins. It would be related to an API about interacting with others or responding to other students. Pre-task and post-task activities (such as just taking the student to the room where the activity will be performed or handing the student a stack of materials) are not related to the API. The interaction MUST be related to the actual instruction.

- The description of the interaction between the student and peer should be specific and detailed. You must include the peer interaction description, even if it is also included in your activity.
- The peer should sign his/her first name and write his/her grade level on the appropriate lines.

It might be helpful to use one of the following structures when writing peer interactions:

1. [Peer’s name] helped [student’s name] [with what part of this specific API-related activity] by [performing what specific action].

OR

2. Peer’s name] and [student’s name] worked together to [complete this specific API-related activity].

Here are some examples:

- “Millicent helped Anaxamander write his story about anteaters by spelling unfamiliar words for him and reminding him to put spaces between words.” (Structure #1)
- “James helped Susan make a diorama of an Egyptian burial chamber by encouraging her to put the plastic figures in the right places.” (Structure #1)
- “Brent and Todd worked together to build a model airplane, then took turns measuring how far it would fly.” (Structure #2)
- Jesse and Branson worked together to make a construction paper skeleton and label the skull, arms, hands, legs, feet, and ribs. (Structure #2)

If you choose not to use the above formulas, make sure the description includes the above information, even if it is in a different order. For example, instead of saying, “James helped Susan make a diorama of an Egyptian burial chamber by encouraging her to put the plastic figures in the right places,” you might say, “James encouraged Susan to put the plastic figures in the diorama of an Egyptian burial chamber.” This phrasing includes the necessary information: how James helped Susan complete this specific, API-related activity.

Below is a chart showing some peer interaction descriptions that cannot receive credit, the problem with the description, and an improved version of the description that can receive credit:

<b>API</b>	<b>PI Description That Does Not Receive Credit</b>	<b>Reason Credit Is Not Given</b>	<b>Good PI Description</b>
G.1.1 Identify and name given shapes	[Student's name] was very happy and worked well with her peer tutor.	We cannot tell how the peer interaction relates to the API or what the student and peer did together.	[Peer's name] pointed to each plastic shape and asked [student's name] the name of the shape. (OR [Peer's name] helped [student's name] identify the shapes by pointing to each one and asking [student's name] the name of the shape.)
LS.4.4 Recognize that animals obtain their food by eating plants or other animals	[Student's name] worked on his "animal foods" worksheet independently at his desk beside his classmates in his science class.	We need to see actual interaction; what are the peers doing to help or encourage the student to learn this skill?	[Student's name] worked independently at his desk while his classmates modeled the appropriate way to complete the "animal foods" worksheet. (OR Peers helped [student's name] do his "animal foods" worksheet by modeling the appropriate way to complete it.)
W.1.7 Trace or reproduce letters correctly	Peer helped carry materials for [student's name] to the library to work on the activity.	The peer interaction must be related to the API. Just carrying materials or accompanying the student to the place where instruction will occur does not show that relationship.	[Peer's name] encouraged [student's name] to make a bookmark and write his/her name on it. (Or [Peer's name] helped [student's name] make a bookmark by encouraging him to cut out the bookmark and write his name on it.)

<p>M.1.1 Identify which is larger/smaller, longer/shorter, taller/shorter, heavier/lighter, or which will hold more/less when given two similar objects</p>	<p>[Student's name] participated in a block stacking activity. He was required to stack all the big blocks.</p>	<p>There is no indication that a peer interacted with the student at all during this activity.</p>	<p>[Peer's name] gave [student's name] verbal cues about whether or not each block should be included in the stack of big blocks. (OR [Peer's name] gave verbal cues to help [student's name] identify which blocks should be included in the stack of big blocks.)</p>
<p>LS.5.1 Respond to a familiar adult (e.g., teacher, parent, adult sibling)</p>	<p>A third-grade peer said "hi" to [student's name] in the cafeteria, and [student's name] said "hi" back.</p>	<p>The peer interaction is not related to the API, which specifies responding to an adult. A third-grade peer is not an adult.</p>	<p>[Peer's name] accompanied [student's name] to the cafeteria and modeled how to respond appropriately when greeted by the cashier.</p>
<p>R.6.2 Demonstrate ability to use charts, graphs, pictures, cartoons, newspapers, magazines, or computer-generated materials</p>	<p>[Peer's name worked hard to make the Lego Millennium Falcon.]</p>	<p>There is no indication that the peer actually interacted with the student.</p>	<p>[Peer's name] and [student's name] worked together to build the Lego Millennium Falcon according to the picture diagram given.</p>

## General Notes about Peer Interactions

- The rubric connects Peer Interactions to the content standard and API. For maximum points on the regular TCAP-Alt PA Scoring Rubric, there must be evidence of three peer interactions per content area (subject). These may come from either graphs or evidence sheets, but only one per content standard.
- For maximum points on the TCAP-Alt PA Modified Scoring Rubric, there must be evidence of one peer interaction. The TCAP-Alt PA Homebound Scoring Rubric does not require evidence of peer interactions.
- Because only one peer interaction per content standard may be counted, the peer interaction may be documented on EITHER the evidence sheet or the graph for each content standard assessed. It is not necessary to document peer interactions on both. However, it can be helpful to do so, in case one or the other fails to receive credit. If you do record peer interactions on both pages, each should be for a different day.

Below is a correctly completed Peer Interactions section of the evidence sheet:

**Peer Interaction**

**Peer Interaction: On the spaces below, complete Peer Interaction information. Interaction must relate to activity.**

Devontae pushed Ben's wheelchair to his "mark" on stage. At intervals, Devontae asked Ben to identify seven characters from the play. All peers gave Ben encouragement to identify the characters named. He responded with gestures and eye gaze.

Peer Signature: Devontae Grade: 2

Note: The evidence sheet and the graph are related. Parts of the graph may be completed before the day documented on the evidence sheet, and parts of the graph may be completed after. The evidence sheet reflects ONE activity on ONE DAY represented on the graph. The date represented by the evidence sheet MUST be recorded on the graph. If the date represented on the evidence sheet does not appear on the graph, or if there is no date on the evidence sheet, the information on the evidence sheet cannot be scored.

## Graphs

Step 1: Choose the type of graph most appropriate for the kind of activities you are doing with the student. There are four graph choices. Each graph has been designed to chart data collection differently.

The following is a description of each graph:

### Graph 1

- Measures progress based on amount of prompting required to complete a given activity
- Most appropriate for students in need of the most assistance
- Definition of Prompt
  - Independent w/o Prompt: student completed activity without assistance
  - Proximity Prompt: student performs task with teacher/instructor in close range
  - Verbal Prompt: words given to encourage student to perform task
  - Modeling: demonstration of task by teacher/instructor
  - Touch Prompt: occasional physical contact to encourage student to perform task
  - Hand-Over-Hand: teacher/instructor physically assists student's hand in manipulation for task completion
  - Full Physical Prompt: teacher/instructor completely, physically assists student in manipulation for task completion
  - Physical Withdrawal: student does not complete task

### Graph 2

- Measures progress based on number of attempts taken before student independently completes task
- Most appropriate for prerequisite skills, such as grasping a pencil or making marks on paper

### Graph 3 (BEST GRAPH TO USE)

- Can be adapted to a variety of purposes
- Most versatile graph
- One possible adaptation is to ask the student to perform task five times. Each attempt is worth 20%.

### Graph 4

- Most suitable for task analysis
- When using this graph, make sure that Step 1 is the easiest for student to complete. The line should go up from Step 1 to indicate progress. If you are using a backward chain, Step 1 should be the one the student is expected to master first. Again, the line should go up to indicate progress.

Once the choice of graph is determined, print the graphs needed from Appendix B or download them from the state website: [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

DO NOT alter graphs in any way except for the addition of unique setting codes, if needed.

Step 2: Fill in the Student Name, Content Standard, ALE, and API at the top of each graph page. If you are using the online forms at [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml), you may type in the Content Standard, ALE, API, and activity before printing out the forms. You may identify the ALE by code only, but the API MUST include both the API code and the written API description. Be sure to use the API list from the CURRENT year. The date chosen MUST be represented on the graph.

For example (taken from 3–5 grade cluster):

Student Name: John Smith Grade Level: 4  
 Content Standard: Numbers and Operations  
 Alternate Learning Expectation: NO. 1—the student will understand numbers, ways of representing numbers, relationships among numbers, and number systems  
 Alternate Performance Indicator: NO. 1. 4. Identify numerals 0–30

Below is an example of the top section of a correctly completed graph page:

Graph 3  
TCAP-Alt PA State Required Form

Student Name: Ben Weasely Grade Level: 3

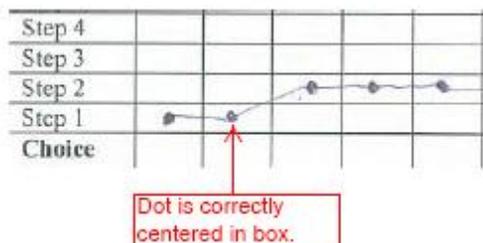
Content Area (Check One):  Reading/Language Arts  Math  Science  Social Studies

Content Standard: Reading

Alternate Learning Expectation Code and ALE:  
R.1 Develop oral language and listening skills

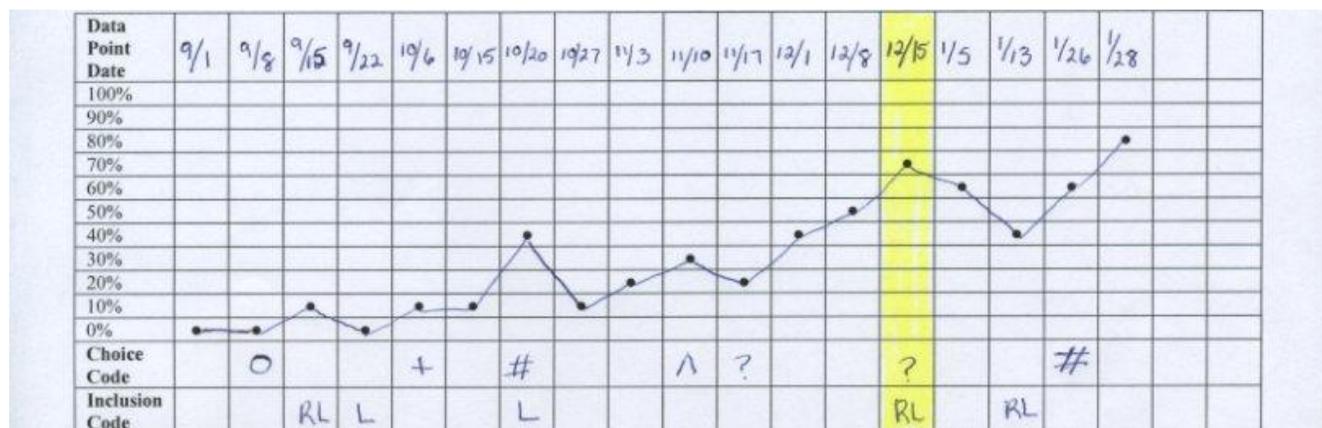
Alternate Performance Indicator Code and API:  
R.1.2 Identify/label people, symbols, and objects

Step 3: For each day data is collected for an Alternate Performance Indicator (API), write the date in the appropriate box on the top line of the graph. It is advisable to highlight the date represented on the evidence sheet. Indicate student performance by marking the corresponding box under the date with a point CENTERED in the box. The “point” is a dot, which represents the ACTIVITY. Here is a close-up of a correctly placed dot:



The State-approved graphs are constructed in such a way that a dot placed ON the line (with the line running through it) cannot be read, because it is impossible to tell which number the dot is intended to represent. DO NOT place the dots on the line (with the lines running through them)—not even to represent increases of 5%. DOTS PLACED ON THE LINE (WITH THE LINES RUNNING THROUGH THEM) WILL NOT RECEIVE CREDIT.

Below is an example of the data collection section of a correctly completed graph page:



Step 4: As data collection continues, connect the dots to create a line graph. A line graph is the ONLY acceptable type of graph. BAR GRAPHS WILL NOT RECEIVE CREDIT.

- Be sure that the line connecting the dots goes UP to show progress.
- Be sure the line connecting the dots is thin enough that the dots can be seen. A dot that is not clearly visible cannot be counted as a data point. (A line that merely passes through a box with no dot is not considered a data point. The dot MUST be identifiable.)
- A lack of uniformity in the placement of the dots can make the graphs impossible to read. Therefore, the dot should be centered in the box for easy readability. (For example, on the “percent” graph, 10% is in the center of the box.) This graph is not designed to record 5% intervals. An increase of 10% is considered one increment for the purposes of determining progress.
- For maximum points on the regular TCAP-Alt PA Scoring Rubric or the TCAP-Alt PA Modified Scoring Rubric, each graph must have 15 data points and must show progress. Progress is defined as at least three occurrences during which the student performed at least two increments above the lowest point. These occurrences must appear AFTER the *first occurrence* of the lowest point. The lowest point is defined as the point at which the student’s performance was the worst. If there are not three occurrences after the lowest point, the graph is considered a “no progress” graph, regardless of how well the student did before the lowest point occurred. For maximum points on the TCAP-Alt PA Homebound Scoring Rubric, students attending special day schools must have 15 data points showing progress. Students receiving homebound services must have 10 data points showing progress.
- It is advisable to leave enough time at the end of the data collection period that, if a student’s performance drops to its lowest point at 10–15 data points, there will be time to show progress or to choose a different date to represent on the graph.
- If a student has an uncharacteristically bad day near the end of the data collection period and recording data on that day would result in a “lowest point” that would negate the student’s prior progress, it is appropriate to wait and collect the data on a different date. In that case, you would not record the uncharacteristic performance on the graph, but would choose a later, better performance to record instead.
- If possible, data should be dispersed throughout the data collection period.

- If a student is absent on the day you normally collect data, do not record that date on the graph. Choose a different date on which to collect data, once the student returns. Data cannot be collected on a student who is absent.
- The student’s performance cannot “flatline” for more than five consecutive days. This means that there can be no more than five data points in a row at the same level of success. On the sixth day, something **MUST** change: the student’s performance must improve or decline, the API must change, or the instruction must change. To indicate a change of API, a thick red vertical line should be drawn and a statement made to the effect that the chosen API was either mastered or inappropriate for this student and that a new one has been chosen. Along with this statement, write the number and description of the new API. The new API **MUST** be related to the same content standard. If the student is already working toward the lowest possible API for that content standard, or if you believe the API you have chosen is appropriate despite the student’s lack of progress, adjustments should be made at the instructional level. For example, if you have chosen the API, “Make marks on paper,” and you have been unsuccessfully working toward the prerequisite skill of grasping a paintbrush, it is both acceptable and appropriate to teach a lower level, more accessible prerequisite skill, such as reaching toward a colorful wand with a ribbon on it. In that case, you should draw the red line *as if you were* changing the API, but write in an explanation of the instructional adaptation instead of a new API. **DO NOT CHANGE THE WORDING OF THE API.**
- If a graph “flatlines” for more than five consecutive days, the graph is considered “no progress,” regardless of what happened before or after the flatline.

To see further examples of a completed graph, refer to the Exemplar Portfolios located on the state website at [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

There is also a link in Appendix A. For further explanation of items, see descriptions located in previous section for “Evidence Sheet” or in Section XII: Glossary.

Note: Each data point on the graph represents ONE activity done with the student in pursuit of the chosen API goal. These may or may not be the same activity documented on the evidence sheet, but they should all be related to the same API (except in the case of an API change related to a “flatlined” graph, explained above), and instruction should be designed so that results can be represented by the chosen graph. The teacher should keep the raw data documenting student performance in case the graph is ever questioned or must be reconstructed for any reason (e.g., flood, fire, vandalism).



settings (such as academic classes other than the four subjects covered by this assessment), put the name of the class on the line marked “Other” and create a code that is easily distinguished from those assigned by the state. The form has two places for additional settings and setting codes. If you need more, you may add them using the same format.

- If the box is blank, a special education setting will be assumed.
- Special education settings (including speech therapy, resource classes, and comprehensive development classes) are never inclusive.
- Specialty Area classes (music, art, computer lab, P.E., etc.) are inclusive settings if both special education students AND typically developing students are receiving instruction in the class. They are NOT inclusive settings if only special education students (or only special education students and peer tutors) are in the class.
- The cafeteria is not inclusive if only the special education class is there at the time, or if the special education class is seated apart from the general education students. If you are using the cafeteria as an inclusive setting, you must provide a note explaining that the student was there with his or general education peers. It must also be clear that the cafeteria is an appropriate setting for the API being taught.
- Hallway, vending machine, office, recycling area, etc., are not considered inclusive, because typically developing students are not generally receiving instruction there. If you are using one of these locations as an inclusive setting, you must include a note explaining why, in this particular instance, that setting WAS inclusive (for example, an entire fourth grade class was painting a historical mural in the hallway and the special education student being assessed was participating in that activity).
- Spell out the names of specific locations. DO NOT use acronyms.
- Use the Table of Contents comment box to define settings that may be school-specific or unfamiliar to people outside your system (e.g., Hawk Time, Don Adams).
- The setting should be an appropriate one in which the activity might occur. For example, in Home Economics, a student might copy a chart about measurements used in cooking, but it would be inappropriate to copy a chart about the planets or about the geological features of the Earth.
- Settings and Supports are closely related. In order to get credit for Settings, there must be an appropriate natural support signature, title, and setting code to verify that the student was present in that setting and that the setting was inclusive. The setting code and title MUST be placed correctly. The title tells who worked with the student, while the setting code tells where the instruction occurred.

#### General Notes about Settings:

- For maximum points on the regular TCAP-Alt PA Scoring Rubric, instruction must occur in four inclusive settings per content area (subject) assessed. These may come from the evidence sheets, the graphs, or some combination thereof. For maximum points on the TCAP-Alt PA Modified Scoring Rubric, instruction must occur in two inclusive settings. The TCAP-Alt PA Homebound Scoring Rubric does not require evidence of inclusive settings.
- If there is no evidence that the student received instruction in any inclusive settings, the Settings score is limited to 2 points for that content area (subject). **EVIDENCE OF SETTING IS A SIGNATURE, INCLUSION CODE, AND APPROPRIATE TITLE OF A NATURAL SUPPORT, ALL APPROPRIATELY PLACED.**

- Classroom and Homeroom are considered special education settings, unless there is evidence (e.g., a written note) to the contrary. Speech, Life Skills, the clinic, and the resource classroom are always considered special education settings. (If you are referring to an inclusive “speech and drama” class, rather than a speech therapy class, please write a note explaining that this is the case.)
- A Language Development classroom is a general education class and is inclusive.
- The general education classrooms for the four primary content areas (reading/language arts, math, and science) are counted as many times as they occur.
- If you use labs or other inclusive reading or math programs as part of your general education language arts, math, or science curriculum, you should use the state-provided code for that general education content area. If you give them separate codes, they will be treated as specialty areas.
- Other areas, such as specialty areas (music, library, P.E., computer lab, art, etc.), other academic classes (Home Economics, Small Animal Care, Cosmetology, etc.), the cafeteria, the playground, the hall, etc., can only be counted once each per content area.
- Band, Orchestra, Strings, Chorus, and other music classes all fall under the general heading of Music. Collectively, they count once. The weight room, gym, and specific sports all fall under the general heading of P.E. Collectively, they count once.
- As stated above, if settings such as the hallway, office, conference room, etc. are used, a statement of explanation must be included explaining why this setting was chosen and what makes it inclusive.
- As stated above, if the cafeteria is used, a note must be included explaining that the student was there with his or her general education peers.
- If a student goes to multiple general education classes other than the four assessed by TCAP-Alt PA (e.g., Spanish, Home Economics, Small Animal Care, Typing), each of these classes should be assigned its own code, and that code should be clearly marked in the “codes” section of the graph.
- Community settings, such as restaurants and stores, may be used once per type, per content area, *as long as the student’s experience there was inclusive*. If a student went on field trips *with general education peers* to McDonald’s, Pizza Hut, and Captain D’s, credit would be given for one inclusive setting, because those settings are all of the same type. If a student went on field trips *with general education peers* to Target, Wal-Mart, and K-Mart, credit would be given for one inclusive setting. However, if a student went on a field trip to McDonald’s and another to Wal-Mart *with general education peers*, credit would be given for two inclusive settings because these two settings are very different. **COMMUNITY SETTINGS REQUIRE A NOTE EXPLAINING WHY THEY ARE INCLUSIVE** (e.g., that this was a field trip attended by both special education and general education students). **FIELD TRIPS INCLUDING ONLY SPECIAL EDUCATION STUDENTS OR ONLY SPECIAL EDUCATION STUDENTS AND PEER TUTORS ARE NOT CONSIDERED INCLUSIVE.**
- Work-based learning for students age 16 and up is considered inclusive and can be counted as a specialty area class (counted once for Settings but multiple times for Supports). Each work-based learning setting should be given its own code and described as “[Setting] (WBL). Here are some examples of how they would look in the Inclusion Codes section of the graph:  
 Other: (Setting) Kroger (WBL) (Code) K  
 Other: (Setting) McDonald’s (WBL) (Code) Mc

Here is an example of a graph with a correctly completed Inclusion Code section:

Inclusion Code																				

**Inclusion Codes:**  
 General Education Reading/Language Arts: RL  
 General Education Math: MA  
 General Education Science: SC  
 General Education Social Studies: SS  
 Music: MU  
 Library: L  
 Physical Education: PE  
 Other: (Setting) \_\_\_\_\_ (Code) \_\_\_\_\_ Other: (Setting) \_\_\_\_\_ (Code) \_\_\_\_\_

**Choice Codes:**  
 @ Materials  
 # Record  
 † Who  
 \* When  
 + Where

**Support Signatures:** A signature is required per inclusion code as indicated on graph. Only one signature is required per inclusion code. Please include Inclusion Code and Title after each signature. Signature attests the student worked on the API above in an INCLUSIVE setting associated with the person signing on each date indicated on the graph.

Name: Deanna Koehler Inclusion Code: SC Title: General Ed Teacher 2nd gr.

**Important to include inclusion code and full title.**

### Step 7: Support Signatures

- For the purposes of this assessment, the Support section of the graph refers to natural support. Natural support is assistance available to both special education students and their typically developing peers. It ONLY occurs in inclusive settings. For example, if the general education teacher comes into the special education classroom to give a lesson or presentation to the special education students only, the general education teacher is NOT considered natural support.
- A natural support signature should be provided for each DIFFERENT inclusive setting indicated on the graph. (For example, if “art” is listed twice, “music” is listed once, and the general education reading class is listed three times, the art, music, and general education reading teachers should each sign once.) The signature on the graph verifies that the student attended that INCLUSIVE class and worked on the selected API on all of the specified dates.
- Each teacher signing the graph MUST indicate which inclusive setting should be ascribed to him/her by putting the setting code in the appropriate place on the signature line.
- Each teacher signing the graph MUST include his/her title. It is NOT enough to say “teacher.” (Special education teachers are also teachers.) Instead, the music teacher should say, “Music teacher.” The librarian should say, “Librarian” or “Media Specialist.” The third grade general education teacher should say “Grade 3 general education teacher,” “General education teacher—grade 3,” “Third grade general education teacher,” or something to that effect. A high school chemistry teacher should say, “Chemistry teacher.”
- The setting code and title MUST be placed correctly. The title tells who worked with the student, while the setting code tells where the instruction occurred. If the setting code portion of the signature line is blank, it will be assumed that the person signing went to the special education class to provide support, and neither the setting nor the support will receive credit. If the title portion is blank, it will be assumed that the person signing is special education personnel, and neither the setting nor the support will receive credit.
- The person who signs the graph page should be the person who provided the natural support (e.g., a library assistant may not sign portfolios if the librarian who provided the natural support is out with bronchitis).
- General education teachers (including music, gym, and other specialty area teachers) may be counted multiple times, even though their settings count only once. For example: the

gym teacher could provide natural support on three occasions for maximum points on the regular TCAP-Alt PA scoring rubric. This is because the interaction that takes place between the student and the teacher providing natural support is more important than the location in which that interaction occurs. Also, the support given during instruction is sustained throughout the instructional period (unlike an exchange of money with a cashier or ordering from a server at a restaurant).

- Persons providing natural support who are not teachers (cafeteria manager or cashier, P.E. Assistant, etc.) may be counted only once per content area, regardless of how many times they appear.
- Four lines are provided for signatures. If you do not have four DIFFERENT inclusive settings for which you need signatures, you may leave the extra lines blank.
- The special education teacher or teaching assistant may be considered natural support ONLY in an integrated setting where they are working collaboratively with the general education teacher and providing support to both special education students and typically developing peers (e.g., grade-level math class taught collaboratively by special education and general education teachers). If this occurred, a note must be written explaining that this was the case.
- For maximum points on the regular TCAP-Alt PA Scoring Rubric, three instances of appropriate natural support must be evidenced across the content area (subject). These may come from the evidence sheets, the graphs, or some combination thereof. For maximum points on the TCAP-Alt PA Modified Scoring Rubric, one instance of natural support must occur. The TCAP-Alt PA Homebound Scoring Rubric does not require evidence of natural support.
- A one-on-one aide is NOT natural support.
- Only adults are considered natural support.
- Some examples of natural support are:
  - Specialty teachers in inclusive classes (such as music, art, P.E., computer lab, etc.)
  - Librarian
  - School cafeteria worker or manager (if the student goes with a general education class, or if all of the students—both special education AND general education—go at the same time and intermingle)
  - It is no longer appropriate for a person in the community, such as the cashier at Wal-Mart to sign as natural support. The general education teacher in charge of the group should sign.
  - General Education teacher

Below is an example of the Settings and Supports section of a correctly competed graph page:

**Support Signatures:** A signature is required per Inclusion code as indicted on graph. Only one signature is required per Inclusion code. Please include Inclusion Code and Title after each signature. Signature attests the student worked on the API above in an INCLUSIVE setting associated with the person signing on each date indicated on the graph.

	Name	Inclusion Code	Title
1.	<i>Deanna Koehler</i>	<i>RL</i>	<i>General Ed. Teacher 2<sup>nd</sup> gr.</i>
2.	<i>Tatle Kleece</i>	<i>L</i>	<i>Librarian</i>
3.			
4.			

### Step 8: Peer Interaction

- If a peer interaction occurred, and if an appropriate description with the signature and grade level of a peer did not appear on the evidence sheet, the description, signature and grade level must appear on the graph.
- Grade level of peer must be included along with an explanation of the type of interaction and activity.
- As noted in the “Evidence Sheet” section, this explanation should describe how the interaction related to the activity. Did the peer model know how to do the activity by doing a similar assignment alongside the student being assessed? Did the peer encourage the student to participate in the activity? Did the peer help the student complete the work? “Peers verbally encouraged Anaxamander to help paint the volcano,” “Peers helped Anaxamander count the correct change for the cashier,” and “Peers included Anaxamander in the group discussion of Brazil” are appropriate descriptions of how the student and peers interacted. “Anaxamander interacted well with his peers” is NOT an appropriate description, as it does not indicate whether or not the interaction was related to the instructional activity.
- A chart of acceptable descriptions of peer interactions can be found in the “Evidence Sheet” section.
- A peer interaction recorded on the graph page must include the peer’s signature, an appropriate grade level, and the date on which the peer interaction occurred. That date MUST be one of the dates on the graph in order to receive credit.

Below is an example of the Peer Interactions section of a correctly completed graph page:

**Peer Interaction:** In the space below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to API.  
Note: A peer cannot qualify for TCAP-Alt PA.

During a small-group activity (phonics BINGO), peers helped Ben put his markers on his BINGO card, which had pictures to identify instead of letters.

Peer Signature: Devontae Grade: 2 Date: 11/3/10

## **Section VIII: Portfolios Scored with a Modified or Homebound Rubric**

If a portfolio is to be scored with the modified or homebound rubric, a Report of Irregularity must be completed and placed in the front of the student's binder.

In order for a student's portfolio to be scored with the TCAP-Alt PA Modified Rubric, the student must fall into one of the following categories:

- transferred into the school system from out of state after November 30;
- has an abbreviated schedule;
- has an excessive number of absences.

The teacher must fill out a Report of Irregularity form. The original form must go in the front of the student's binder so it is the first thing the scorer sees.

In order for a student's portfolio to be scored with the TCAP-Alt PA Homebound Rubric, the student must fall into one of the following categories:

- has been receiving homebound services for the entire school year;
- attends a special day school.

The teacher must fill out a Report of Irregularity form. The original form must go in the front of the student's binder so it is the first thing the scorer sees.

You can find a copy of the RI form on the official state website:

[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml)

The Report of Irregularity should be placed in the front of the student's binder so that it is the first thing the scorer sees when he or she opens the binder. For further instructions regarding the Report of Irregularity, contact your system Special Education Supervisor.

For frequently asked questions about portfolios to be scored with the modified or homebound rubric, please see the state website: [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

## Section IX: Do's and Don'ts of Portfolio Assembly

**DO** include all required components, including current forms (updated 6/2010 or later).

**DO** include only requested material.

**DO** place the content areas in the following order:

- Reading/Language Arts
- Math
- Science

**DO** make sure all documentation is clear.

**DO** make sure the activity is clear and specific.

**DO** make sure there is a strong correlation between the API and the activity.

**DO** be mindful of age appropriate work and materials.

**DO** spell out the names of places, titles, and materials (e.g., use Picture Exchange Cards, not PECs).

**DO** write a note of explanation if there are unusual circumstances (such as a special education teacher acting as natural support in a general education classroom).

**DO** make sure all inclusive settings are clearly defined.

**DO** make sure all signatures include an appropriate title and the code for the setting to which they are attached. Make sure the title and code are in the correct place.

**DO** make sure the Participation Guidelines form is correctly filled out and signed by the principal and the school psychologist.

**DO** use White-Out ONLY for minor corrections, NEVER for student names.

**DON'T** include extraneous materials, such as:

- IEP documents (except Participation Guidelines)
- Content areas that should not be assessed (such as math for a high school student who is not being tested in math this year)
- Test results
- Work samples
- Photographs of the student
- Medical records
- Social Security numbers

**DON'T** use forms from previous years.

**DON'T** use the same evidence sheet and/or graph for multiple entries (e.g., graphs should not be identical).

**DON'T** use Wite-Out® or any means to put one student's name on a copy of another student's portfolio.

**DON'T** photocopy signatures. The only photocopy allowed is the Participation Guidelines.

**DON'T** photocopy data charts (graphs).

**DON'T** use acronyms. Spell out the names of places, titles, and materials.

**DON'T** use more than one API or activity on the same evidence sheet.

**DON'T** use more than one API per graph unless the original API was replaced.

**DON'T** reword the API. Any modifications should be reflected in the activity only.

**DON'T** use sheet protectors. Although they are attractive, they are heavy, and they can cause the binders to pop open.

## **Section X: Binder Assembly and Return Instructions**

Teachers: Assembling and Returning Portfolio to Building Level Testing Coordinator

### Instructions:

1. Before removing the Student Demographic Information sheet, please verify that the number on the cover of the portfolio binder and the number in the bottom right-hand corner of the Student Demographic Information sheet match. If they do match, proceed to Step 2. If they do not match, contact your Building Level Testing Coordinator.
2. Remove the Student Demographic Information sheet from under the clear plastic cover on the front of the portfolio binder.
3. Fill out the Student Demographic Information sheet using a number 2 pencil (see separate instructions inserted in the inside front pocket of each binder; they are also reproduced on the next two pages).
4. Write the student's name on the label on the front of the portfolio binder.
5. After the Student Demographic Information sheet is completed, replace it under the clear plastic cover on the front of the portfolio binder. If this sheet somehow becomes torn, tape it together before replacing it in the front of the binder.
6. Insert the Table of Contents, Participation Guidelines, and Affidavit of Student Performance, in that order. These should be the first papers in the portfolio before the tabbed dividers, unless there is a Report of Irregularity form. If a Report of Irregularity form is required (e.g., if a portfolio is to be scored with a homebound or modified rubric), insert it at the front of the portfolio binder BEFORE the Table of Contents so it is the first page the scorer sees.
7. Insert the evidence sheets and graphs for reading/language arts behind the divider labeled "Reading/Language Arts." The evidence sheet and graph for each content standard should be placed together, with the evidence sheet first and the graph immediately following (e.g. Reading evidence sheet, Reading graph, Writing evidence sheet, Writing graph, Elements of Language evidence sheet, Elements of Language graph). Be sure to use the state-approved graphs and evidence sheets available on the state website at: [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).
8. Insert the evidence sheets and graphs for the remaining content areas (subjects) in the same manner. When the portfolio has been assembled, reading/language arts should be first, followed by math, and science. (High school students may have only one or two content areas. K-2 portfolios should be scored at the local level, should NOT be kept in official TCAP-Alt PA binders provided by the vendor, and should not be sent to the vendor.)
9. If there is no entry for a given content area (subject), please insert the "No Entry" sheet in the position for that content area (behind the divider). The "No Entry" sheet can be found in the front pocket of the portfolio. If you have more than one content area with no entry, copies of the "No Entry" form should be made and inserted.
10. Review the portfolio to make sure all of the material in the portfolio belongs to the same student, that all required elements are present, and that no additional material has been included. Also, check to make sure that the student whose materials are in the binder is the same as the student who is named on the demographic sheet under the clear plastic cover on the front of the portfolio binder.

11. Double check to make sure the number on the cover of the completed portfolio matches the number in the bottom right-hand corner of the Student Demographic Information sheet (if it does not match, this could result in inaccurate AYP information).
12. When all of your portfolios have been completed, return them to your Building Level Testing Coordinator by the date he or she has specified.

For frequently asked questions about binder assembly and return, please see the state website: [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

## Section XI: Filling Out the Student Demographic Sheet

### Instructions – Student Demographic Information

#### Coding Instructions for Portfolio Assessment, Grades 3-12

Incorrect, incomplete, or illegible information will result in inaccurate student data, delay test processing, and possibly have a negative impact on final reports. Fill in **ONLY ONE** circle in each column.

#### Instructions:

Ensure student demographic information is properly marked:

- use No. 2 pencil to make dark, solid marks that fill the circle completely;
  - make no stray marks;
  - mark only one circle; marking more than one circle will invalidate the coding;
  - erase changes completely;
  - when writing, print legibly.
1. **NAME:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of that column under that letter space.
  2. **UNIQUE STATE ID NUMBER:** The student's Unique State ID number must be printed in the boxes and the corresponding circles filled in below each number. If the number does not have enough digits to fill all of the spaces provided, precede it with the number of zeroes (0s) needed to make it fit.
  3. **BIRTH DATE:** Fill in the appropriate circles for the month, day, and year of birth. If the day is a single-digit number, precede it with a zero (0).
  4. **SCHOOL #:** Print the number of the school the student currently attends in the spaces provided, and fill in the corresponding circles below. If the number does not have enough digits to fill all of the spaces provided, precede it with the number of zeroes (0s) needed to make it fit. Homebound students should use the number of the school through which they receive homebound services. **SPECIAL DAY SCHOOL INSTRUCTIONS:** Please see state website: [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).
  5. **SYSTEM #:** Print the number of the student's current school system in the spaces provided, and fill in the corresponding circles below. Homebound students should use the number of the system through which they receive homebound services. If the number does not have enough digits to fill all of the spaces provided, precede it with the number of zeroes (0s) needed to make it fit. **SPECIAL DAY SCHOOL INSTRUCTIONS:** Please see state website: [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).
  6. **NON-PUBLIC #:** If the school where the student attends is not a public school, print the non-public school number in the spaces provided, and fill in the corresponding numbers below. If the number does not have enough digits to fill all of the spaces provided, precede it with the number of zeroes (0s) needed to make it fit. **SPECIAL**

DAY SCHOOL INSTRUCTIONS: Please see state website:  
[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

7. ETHNIC ORIGIN/RACE: Fill in the circle that best represents the student's ethnic origin (must choose only one) and fill in the circle or circles that best represent the student's race (must choose a minimum of one, or as many as apply).
8. CODE A/B (All schools complete this information):  
Fill in the appropriate circle for each child in every school.
  - Code A: ELIGIBLE for free or reduced lunch price
  - Code B: NOT eligible for free or reduced lunch price

Code A or B:

Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's School Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. This requirement applies to all students taking all state mandated assessments. Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

9. ASSIGNED GRADE: Fill in the circle corresponding to the student's grade level.
10. MEMBERSHIP DATA: Fill in the circle for the student's membership using the following codes.
  - 1 The student HAS BEEN continuously enrolled in this school since the first reporting period.
  - 2 The student has NOT been continuously enrolled in this school but HAS BEEN enrolled in this school district since the first reporting period.
  - 3 The student has NOT been continuously enrolled in this school district but HAS BEEN enrolled in a Tennessee public school district since the first reporting period.
  - 4 The student has NOT been continuously enrolled in a Tennessee public school district since the first reporting period.

Note: Home school and private school students should be coded "4."

11. GENDER: Fill in the appropriate circle.
12. ABSENT: Fill in this circle if the student has a state-approved medical exemption form.
13. SCORING RUBRIC: Fill in corresponding circle for the rubric with which the student's portfolio should be scored. If a modified rubric is to be used, fill in the appropriate circle to indicate the reason. If you are not certain whether this student's portfolio is eligible to be scored using a modified or homebound rubric, see the eligibility requirements, which can be downloaded from:  
[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

14. If the student’s portfolio is to be scored using the homebound rubric because he/she has received homebound services for the entire year, you should fill in the “Homebound” circle only. If the student’s portfolio is to be scored with the homebound rubric because he/she attends a special day school, fill in the “Homebound” circle AND the “Special Day School” circle. Do NOT fill in any of the circles listed under the “Modified” circle. If the student’s portfolio is to be scored using the modified rubric, fill in the “Modified” circle and the circle indicating the reason for using the modified rubric; do NOT fill in either the “Homebound” or “Special Day School” circle, even if the student is currently receiving homebound services.

Note: Incorrectly completing these circles may adversely affect the student’s score.

15. STATE USE ONLY: Please do not write in this box. It is for state department use only.
16. ESL SERVICES: If the student is receiving ESL services, fill in the appropriate circle and the AYP status.
17. OTHER PROGRAMS: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). If not, leave this section blank. For a list of children with COEs, contact the local Title I Director.
18. TITLE I (Only schools receiving Title I funds complete this information):
- SWP—Schoolwide Program: Fill in the corresponding circle for each student in the Title I schoolwide project school.
  - TAS—Targeted Assistance School: Fill in the corresponding circle for each student in the Title I targeted assistance program.
  - TAS Direct Service: Fill in the corresponding circle for each student receiving direct Title I assistance. (This section is not to be filled out if the student is enrolled in a schoolwide project school.)
  - Poverty Level Percentage: Fill in the corresponding circle for each student in a Title I targeted assistance or schoolwide project school. The poverty level is the percentage reported in the school’s annual Title I plan.
19. SPECIAL EDUCATION: Fill in the circle corresponding with the appropriate number of hours for each student receiving special education services.
20. FUNCTIONALLY DELAYED: Functional Delay is not an IDEA-recognized disability. If a Functionally Delayed student is assessed with an alternate assessment, scores will be reported as non-proficient and as a non-participant for AYP purposes. If the student’s primary disability is Functional Delay, fill in the “Functionally Delayed” circle and do not code special education hours.
21. SYSTEM, SCHOOL, and TEACHER: Names must be printed in the appropriate spaces. For private schools, the system name should be the same as the school name. Homebound students should use the name of the system and the school through which they receive homebound services.

Note: Please verify that student demographic information is correctly coded to ensure accurate reporting for AYP Accountability.

This is the Unique State ID for Student Demographic Sheet



### Personal Information for Ben Weasley

<b>Name:</b>	<b>First</b>	<b>Middle</b>	<b>Last</b>	<b>Suffix</b>
	Ben		Weasley	
<b>Student ID:</b>				<b>Soc Sec Number:</b>
<b>State ID Number:</b>	3560258			

For frequently asked questions about the Student Demographic Sheet, please see the state website: [http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml).

LAST NAME		FIRST NAME		MI	UNIQUE STATE ID #	BIRTH DATE		SCHOOL #	SYSTEM #	NON-PUBLIC #
						Month	Day	Year		
A	A	A	A	A	0	Jan	0	0	0	0
B	B	B	B	B	1	Feb	1	1	1	1
C	C	C	C	C	2	Mar	2	2	2	2
D	D	D	D	D	3	Apr	3	3	3	3
E	E	E	E	E	4	May	4	4	4	4
F	F	F	F	F	5	Jun	5	5	5	5
G	G	G	G	G	6	Jul	6	6	6	6
H	H	H	H	H	7	Aug	7	7	7	7
I	I	I	I	I	8	Sep	8	8	8	8
J	J	J	J	J	9	Oct	9	9	9	9
K	K	K	K	K		Nov				
L	L	L	L	L		Dec				

# TCAP-AIT PA



## TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM

ASSIGNED GRADE

- 3  4  5  6  7  8  
 9  10  12

MEMBERSHIP DATA

- 1  2  3  4

GENDER

- Female  Male

ABSENTEE STATUS

- 

ETHNIC ORIGIN

- Must Choose Only One:  
 Hispanic or Latino  
 Non-Hispanic or Non-Latino

RACE

- Must choose a minimum of one, or as many as apply:  
 American Indian or Alaska Native  
 Asian  
 Black or African American  
 Native Hawaiian or Other Pacific Islander  
 White

CODE A B

- Code A  Code B

### SCORING RUBRIC

- Regular  
 Modified  
 Abbreviated Schedule (1/2 day or less)  
 Transfer from out of state after 11/30/12  
 Attendance

If "Modified" or "Homebound" is selected at left, please also indicate level.

HOMEBOUND

- Homebound  
 Special Day School

OTHER PROGRAMS

- Title I SWP (Schoolwide Programs)  
 Migrant  
 Title I TAS (Targeted Assistance Schools)

ESL SERVICES

- Choose Only One:  
 EL Excluded  
 EL  
 T1  
 T2

SPECIAL EDUCATION

- Special Education Services (less than 4 hours per week)  
 Special Education Services (4 through 22 hours per week)  
 Special Education Services (23 or more hours per week)

FUNCTIONALLY DELAYED

- (Do Not Include in Special Education)

TEACHER NAME \_\_\_\_\_

SYSTEM NAME \_\_\_\_\_

SCHOOL NAME \_\_\_\_\_

## Section XII: Glossary

**Activity** – classroom instruction in which individual, measurable, observable skills are taught

**Adaptations** – any change to the environment that allows the student to become more independent (picture schedules or checklists, picture overlays for the computer, picture maps, loop tape instructions)

**Age Appropriate** – degree to which the skills taught, the activities and materials selected, and the language used reflect the chronological age of the student

**Alternate Learning Expectation** – identifies the essential core of learning for the grade level clusters identified for TCAP-Alt PA participants

**Alternate Performance Indicators** – goals to be worked toward during current school year

**Assessment Team** – persons responsible for day-to-day implementation of the student’s educational plan (general education teacher, special education teacher, school administrator, building level testing coordinator, teaching assistant, therapists, special area teachers, etc.). May or may not be members of the IEP team.

**Choice Dimension** – degree to which the student has the opportunity to make content related choices within activities

**Content Area** – academic curriculum area or subject assessed (reading/language arts, mathematics, and science)

**Content Standard** – skills all students are expected to develop within each content area

**Content Dimension** – degree to which the activities for instruction, performance, and generalization are age appropriate, functional, and meaningful (promote increased independence)

**Data Period** – refers to the evidence collection period for the portfolio (data collection must be distributed throughout the entire data collection period)

**Evidence Sheet** – form required to show evidence of one specific activity represented on a student’s graph. Form shows documentation of instruction occurring for each content area included in the assessment.

**Inclusive Settings** – environments where instruction/application/generalization of skills occurs with natural proportions of age-appropriate peers present (do not include special education settings such as speech, OT, PT, clinic, etc.)

**Natural Support** – assistance provided for all students (disabled and non-disabled) by adults in inclusive settings (e.g., assistance provided by the librarian in the school library, and/or assistance provided by a general education teacher)

**Peer Interactions Dimension** – degree to which the student has access to peers during program instruction

**Peers** – students within two grade levels of the student assessed who do not meet TCAP-Alt PA Participation Guidelines. For students in grade 9, peers may be in grade 7 or above. For students in grade 10, peers may be in grade 8 or above. For students in grades 11–12, peers may be in grade 9 or above.

**Portfolio** – compilation of documentation of student performance and progress on specific TCAP-Alt PA Alternate Performance Indicators (should be a natural part of daily instruction and provide opportunities for a wide range of instructional strategies)

**Progress** – documented primarily through data collection. Progress is shown by a minimum of 3 separate occurrences at least two increments above the lowest point. If the student shows mastery for a sustained period of time (5 data collection occurrences in a row), the difficulty level of the skill should be increased or a new Alternate Performance Indicator chosen.

**Prompt** – cue that elicits a response. When prompting is no longer needed, the student is considered independent. If a student refuses to respond to prompting, s/he is considered physically withdrawn. The following defines types of prompts used within this assessment.

- **Proximity** – student performs task with teacher/instructor in close range
- **Verbal** – words given to encourage student to perform task
- **Modeling** – demonstration of task by teacher/instructor
- **Touch** – occasional physical contact to encourage student to perform task (e.g., elbow, hand, shoulder, center of back)
- **Hand-over-Hand** – teacher/instructor physically assists student’s hand in manipulation for task completion
- **Full Physical** – teacher/instructor completely physically assists student in manipulation for task completion

**Rubric** – scoring guide

**Settings Dimension** – degree to which multiple inclusive settings or environments are used for instruction and/or generalization (e.g., integrated, general education classroom, library, cafeteria, campus, integrated work site, post office, restaurant, store, public transportation, sports center, etc.)

**Student Schedule** – format (objects, symbols, pictures, physical cues, auditory cues, and/or words) that the student uses to find out what comes next and for task completion

**Supports Dimension** – degree of special education support or natural support provided during instruction

# Appendix A

## TCAP-ALT PA Scoring Notes (Guidelines Given to Scorers)

Before Scoring: Look for the student's grade level so you will know what column to look in for the APIs.

### Content

Ask:

- 1) Do we have an evidence sheet and graph *with matching dates*?
- 2) What is the content standard?
- 3) Is there an acceptable API for that grade level and content area/subject (Language Arts, Math, Science)?
- 4) Is there an acceptable activity that is related to the API (Related to API? Materials? Can we tell what the student doing and how he/she is doing it?)
- 5) Does the graph have at least fifteen data points? Does it show progress? (Are there three days on which the student did *two increments* better than the **lowest point**?

(Find 1<sup>st</sup> occurrence of lowest point. Count up 2 increments. Are there at least 3 different days *after* that point where the dot is that high or higher? These days do not have to be consecutive.)

If the API was mastered or too difficult, did the teacher change APIs or show change in instruction? (Flat line no more than 5 days, must have change on Day 6. Different API, change in instruction, or change in progress.

Yes to all of the above = one Content Standard Set. Ask: How many *different* Content Standard Sets are there? Find the appropriate column on the rubric and score accordingly.

### Choice

Choice is related to activity.

Ask:

- 1) Is there an acceptable activity?
- 2) Is there a valid choice on the evidence sheet?
- 3) Does it match the information given for that day on the graph? (If no, choice is bad. No choice, no evidence, can't look on graph)
- 4) If eligible, are there additional occurrences of *different types* of Choice on the graph?
- 5) If there are no acceptable activities, is there anything that would count as a choice had the activity been acceptable? If so, the portfolio may receive a score of 8—Choice evidenced but not related to activity.”

### Settings

Not tied by *rubric* to activity or API.

Ask:

- 1) Is instruction occurring in an inclusive setting?
- 2) Is the setting appropriate for the activity/API?
- 3) Is there a signature to verify that the setting is inclusive?
- 4) Did the person signing include an appropriate title (not just “teacher”) and the code for the setting to which the signature should be attached?
- 5) How many times can it count? (Multiple times for a “Big 4” classroom, or once for a specialty area or other inclusive setting?)

### Supports

Supports are related to activities.

Ask:

- 1) Is the activity on the evidence sheet acceptable?
- 2) Is there an inclusive setting in which the API could legitimately be taught?
- 3) Is there a signature for the Natural Support person, an appropriate title, and a code that explains which setting should be attached to the signature?
- 4) How many times can it count? (Multiple times for teachers in their class or once for anyone who is not a teacher?)
- 5) If there were no acceptable activities, is there anything we could use as Natural Support if the activity had been acceptable? If so, the portfolio can receive a score of 4 in Supports for “Natural Support evidenced but not related to activity.”

### Peer Interactions

Peer Interactions are related to content standards/APIs. For each *different* content standard, we can look for *only one* Peer Interaction.

Ask:

- 1) Do I have a valid API?
- 2) Can I tell that what the student and peer are doing together that is related to the API?
- 3) Is there a peer signature, appropriate grade level, and valid description of the interaction on the evidence sheet?
- 4) If not, does the graph page have a peer signature, appropriate grade level, a date, and an acceptable description of the interaction?
- 5) If there are no creditable Peer Interactions, do I have at least one peer signature, appropriate grade level, and date that corresponds to a date on the graph? If so, the portfolio can receive a score of 4 for evidence of Peer Interaction.

Peer – A student who does not qualify for TCAP-Alt PA. For grades 3-8, the peer is no more than two grades above or below the special education student. For grade 9, a peer can be in grade 7 or above. For grade 10, a peer can be in grade 8 or above. For grades 11 and 12, a peer is in grade 9 or above. For any high school student, a peer may be unlimited grades/years above. A teacher or educational assistant may **NOT** be a peer. It is fine for a peer tutor to sign. If it is a group activity; any student in the group may sign. If PI description specifies **ONLY** one peer worked with student, that peer must sign.)

## NOTES

### General Notes (See chart, below)

- If the date on the evidence sheet is not on the graph, the evidence sheet may not be used. The graph can be used to only to get settings, evidence of Natural Support, and peer interactions. (See chart.)
- If there are no dots on the graph, all we can get from it are settings, evidence of Natural Support OR a Support only on the day of the evidence sheet, and peer interactions. This “graph” cannot be used to award a Content score of 20. (See chart.)
- If the dots are plotted on the lines (i.e., with the lines clearly running THROUGH the dots), treat as no dots. We can get settings as normal, peer interactions as normal for graph page, and Evidence of Support OR full Support on date of evidence sheet and days (if any) where the dot is correctly placed. If eligible for Choice (based on evidence sheet), additional choices may be taken from days (if any) on which dot is correctly placed. (See chart.)
- Bar graph is treated as a graph with no dots. (See chart.)
- If there is no evidence sheet at all, the graph can be used to get settings, evidence of Natural Support, and peer interaction as normal for graph page. (See chart.)
- If there is ONLY an evidence sheet (no graph), use whatever scorable information can be taken from the evidence sheet. (See chart.)
- Bad API: look for evidence of choice, settings as normal, evidence of support, evidence of peer interaction (signature, appropriate grade level, date corresponding to date on graph). (See chart.)

### Notes about Content

- For each content area, for maximum points, we need three complete *different* Content Standard Sets.
- Duplicate sets (for example, a second or third evidence sheet/graph pair for Writing) are not considered complete sets. (When deciding which one to use for the Content score, choose the best one.)
- If there are duplicate standards, the Content score is limited accordingly, but we can still use all three APIs and Activities for scoring Choice, Natural Supports, and Settings. (For Peer Interactions, we can credit only one per content standard.)
- A score of 20 means that the *only* thing keeping us from having even one complete Content Standard Set is a graph that has too few points (more than zero and less than 15) or does not show progress.
- A score of 10 means there are no complete Content Standard Sets, for any reason *other* than a graph with no progress or too few dots.
- If the activity does not match the API, the activity is not considered acceptable.
- An acceptable activity must relate to the API, must make it clear what (if any) materials were used, and must be clearly worded so that someone unfamiliar with the student can tell what the student was doing and how he/she was doing it. If the activity is writing or drawing, we need to know what materials were used.
- An API is not an activity.

- The API should be age appropriate (meaning, it comes from the correct column of the TCAP-Alt PA Content Standards and Alternate Performance Indicators booklet). If from the wrong grade level column, API is not acceptable.
- Activities that involve pointing to or asking for food are not appropriate, unless tied to symbol use (e.g., letters or pictures). Food-related activities must be tied to symbol use or must be academic in nature (e.g., telling which foods are fruits and which are vegetables, identifying foods as cold or hot, telling which foods are healthy choices).
- Students in grades 3-8 should have all three content areas.
- High school students (grades 9-12) may have one, two or three content areas.
- If a high school student is tested in Science, it should only be Life Science. The three APIs should come from three different categories of Life Science. This is the only exception to the “3 different content standards” rule.
- If there are no graphs AND no evidence sheets for a content area/subject, the portfolio is not scorable.
- If the forms used are from 2009 or earlier, the portfolio is not scorable.

### **Notes about Choice**

Choice is related to the activity. *If* there is an acceptable activity, and *if* the evidence sheet indicates an appropriate choice, the graph becomes eligible to provide additional choices. Each occurrence (dot) on the graph counts as a separate activity/occurrence during which we may look for Choice (i.e., there can be one choice per occurrence on the graph). If the above criteria are met and there are multiple choices indicated on the graph, it is possible to get the maximum points for Choice from a single graph. We need at least three occurrences of Choice across the entire content/subject area, and each must be a different type.

- ***IF*** the activity was good, ***AND IF*** the evidence sheet showed a valid choice ***AND IF*** that choice is recorded on the graph for that date, we may look for further choices on the graph.
- If there is no acceptable activity, we cannot look for Choice on either the evidence sheet or the graph. (The most we can look for in that evidence sheet/graph pair is “Choice evidenced,” which may be used if there are no valid choices for the content area.)
- Evidence of Choice means there was something that would have gotten credit had the activity been good.
- Choice is: a) appropriate for the activity, b) not inherent to the activity, and c) something the teacher would reasonably and ethically offer the child. (To do or not do the activity, to take turns, to refrain from hitting or biting, etc. are not valid choices. If the activity is copying from the board, “looking” is not a valid choice.)
- Food choices are not acceptable, ***unless they are directly related*** to the activity being done (e.g., a money activity that involves getting a treat from a vending machine, ordering from a menu).

- Two options that were offered to the student must be shown on the evidence sheet. Both options must be congruent with the type of choice indicated.
- A Choice of Choices (e.g., who to work with and where to work) is not acceptable.
- A “choice” may not be the answer to the question being asked (e.g., if the student is asked to choose which of two objects, a basketball or a pillowcase, is white, the choice options cannot be a basketball and a pillowcase).
- One of two options must be circled **OR** a note must be provided saying that a choice was offered but the student did not choose between them.

### **Notes about Settings**

We can look for settings, even if the activity was not acceptable, *as long as there is a signature (with an appropriate title and code) to verify that the setting was inclusive*. Each occurrence on the graph counts as a separate occurrence/activity during which we may look for Settings (i.e., there can be one Setting per date on the graph).

- A verifying signature for each setting **MUST** occur on the page on which it is found and **MUST** include the code for the setting and the title of the person signing. (“Teacher” is not enough. We need something like “Grade 4 General Ed. Teacher,” “Art Teacher,” “Geometry Teacher,” “Librarian,” etc.) The setting code and title **MUST** be placed correctly. The title tells who worked with the student, while the setting code tells where the instruction occurred.
- The General Ed Classroom for the four primary content areas (Language Arts, Math, and Science) can be counted as many times as it occurs. This includes a Language Development classroom.
- Everything else—such as Specialty Areas (music, library, P.E., computer lab, art, etc.), other academic classes (like Home Economics, Small Animal Care, and Cosmetology), community settings (such as stores, museums, and restaurants), the playground, bookstore, etc.—can be counted only once.
- The hallway, office, cafeteria, conference room, teacher workroom, and other places that are typically not inclusive may or may not be appropriate inclusive settings, depending on what is being done there. If these settings are used, there **MUST** be a note explaining *why they are inclusive*.
- Guidance is an inclusive setting for grades 3-8. For high school portfolios, Guidance must be accompanied by a note explaining why it is inclusive.
- Classroom and Homeroom are considered special education settings, unless there is evidence to the contrary (for example, a note from the teacher explaining that it is inclusive).
- Speech is always a special education setting, as are Life Skills classes and the resource Classroom.
- The clinic is not an acceptable inclusive setting.
- ISS is not an acceptable inclusive setting.
- Community settings are inclusive **ONLY** as work-based learning or if there is a note explaining that general education peers were also present, but each *type* of community setting may be used only once per content area/subject. For example,

we could count both McDonald's and Kroger, but we could not count both McDonald's and Wendy's, as those are too similar.

- The setting should be an appropriate one in which the activity might occur. For example, in cosmetology class, a student might copy a chart of plants used in makeup or hair dyes, but it would be inappropriate to copy a chart about photosynthesis or the phases of the moon.

### **Notes about Supports**

Supports are related to activities. If there is an acceptable activity, we can look for one Natural Support for each inclusive setting. .

- If there is no activity on the evidence sheet, or if the “activity” is so broad we can’t tell what’s being done, we cannot look for Supports on the graph. The most we can look for on that graph is “Natural Support evidenced but not related to activity.”
- Evidence of Support consists of a signature, title, setting code for the corresponding inclusive setting (everything you would need for credit if the activity were good).
- The title must somehow indicate that this is a general education teacher (e.g., general ed 3<sup>rd</sup> grade, music teacher). Just saying “teacher” is not enough. Special education teachers are also teachers.
- **ALL** general education *teachers* (including music, gym, and other specialty area teachers) may be counted multiple times—as many times as their inclusive setting occurs—even if their settings count only once. (For example, the gym teacher could provide Natural Support on 3 occasions for full credit.) The librarian is considered a teacher.
- Natural Supports who are not teachers may be counted only once per content area. For example, a cafeteria worker who helped a student each day could be counted only once for Language Arts, once for Math, once for Science, etc.
- Natural Support **occurs only in inclusive settings**. If any of the above people work with the special education student in a non-inclusive setting, it is no longer Natural Support. Special education personnel are not Natural Support, unless there is a note explaining that, during this particular lesson, the special educator was providing assistance to all of the students in the inclusive environment, including typically developing peers.
- Natural Support – a person in an inclusive setting who is available to help both the typically developing students and the special education students with similar (though perhaps modified) activities. Some examples of Natural Support are:
  - a) Specialty area teachers in inclusive classes (such as music, art, library, P.E., computer, etc.)
  - b) Cafeteria Worker or Manager
  - c) General education teacher

## **Peer Interactions**

Peer Interactions are related to content standards/APIs.

For each *different* content standard, we can look for *one* peer interaction.

If the API is bad, we can look only for “evidence of peer interaction,” which consists of a peer signature, an appropriate grade level, and a date that corresponds to a date on the graph. (For the PI on the evidence sheet, the date on the evidence sheet is also the date of the PI.)

A peer is defined as a student who does not qualify for TCAP-Alt PA. For grades 3-8, the peer is no more than 2 grades above or below the special education student. For grade 9, a peer can be in grade 7 or above. For grade 10, a peer can be in grade 8 or above. For grades 11 and 12, a peer is in grade 9 or above. For any high school student, a peer may be unlimited grades/years above. A teacher or educational assistant may **NOT** be a peer. For a group activity, any in the group may sign. If PI description specifies **ONLY** one peer worked with student, that peer must sign.)

No Date on Evidence Sheet	Bad API	Bad Activity	No Dots on Graph	Dots on Line
<p>Evidence Sheet goes away. <b><u>From graph</u></b> can get:</p> <ul style="list-style-type: none"> <li>• Settings as Normal</li> <li>• Evidence of Support</li> <li>• PI as normal for graph page (specific enough, signature, appropriate grade level, date on graph)</li> </ul>	<p>Activity goes away. Can look for:</p> <ul style="list-style-type: none"> <li>• Evidence of Choice</li> <li>• Settings as Normal</li> <li>• Evidence of Support</li> <li>• Evidence of PI (signature, appropriate grade level, date on graph)</li> </ul>	<p>Can look for:</p> <ul style="list-style-type: none"> <li>• Evidence of Choice</li> <li>• Settings as Normal</li> <li>• Evidence of Support</li> <li>• PI as normal if specific enough with signature, appropriate grade level, and date on graph. May get it from either graph page or evidence sheet.</li> </ul>	<p><b><u>From Evidence Sheet</u></b>, can get info as normal.</p> <p><b><u>On graph</u></b>, can look for:</p> <ul style="list-style-type: none"> <li>• Settings as Normal</li> <li>• Evidence of Support OR full Support only on day of Evidence Sheet</li> <li>• PI as normal for graph page (spec. enough, signature, appropriate grade level, date on graph)</li> </ul>	<p><b><u>From Evidence Sheet</u></b>, can get info as normal.</p> <p><b><u>On graph</u></b>, can look for:</p> <ul style="list-style-type: none"> <li>• Settings as Normal</li> <li>• Evidence of Support OR Support only on day of Evidence Sheet and any dates on which the dot is correctly placed</li> <li>• Additional Choices (if eligible from Evidence Sheet) on date of Evidence Sheet and any dates on which the dot is correctly placed</li> <li>• PI as normal for graph page (specific enough, signature, appropriate grade level, date on graph)</li> </ul>

No Evidence Sheet	No Graph			
<p><b><u>From graph</u></b> can get:</p> <ul style="list-style-type: none"> <li>• Settings as Normal</li> <li>• Evidence of Support</li> <li>• PI as normal for graph page (specific enough, signature, appropriate grade level, date on graph)</li> </ul>	<p><b><u>From Evidence Sheet,</u></b> can get info as normal.</p> <ul style="list-style-type: none"> <li>• API</li> <li>• Activity</li> <li>• Choice or Evidence of Choice</li> <li>• PI or Evidence of PI (signature, appropriate grade level, date on evidence sheet)</li> </ul>			

## Appendix B

Additional resources are available at the state website:

[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml)

Once on the website, go to the section titled “Exemplars, Sample Activities, and Tutorials” and click on the links to access the following:

- Exemplar Portfolios
- Sample Activities
- Tools and Tutorials
- Integrating Portfolio with Day-to-Day Instruction

# Appendix C

## Forms

Forms also available for download at:

[http://tn.gov/education/assessment/alt\\_assessment.shtml](http://tn.gov/education/assessment/alt_assessment.shtml)



# Table of Contents

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Assigned Grade Level: \_\_\_\_\_

System: \_\_\_\_\_ School: \_\_\_\_\_

	Page Number(s)
Participation Guidelines .....	_____
Affidavit of Student Performance .....	_____
Entry #1: Reading/Language Arts .....	_____
Entry #2: Math .....	_____
Entry #3: Science .....	_____

Comments:



## TCAP-Alt Portfolio Affidavit of Student Performance

Student First and Last Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Student State ID #: \_\_\_\_\_

Assigned Grade: \_\_\_\_\_

System Name: \_\_\_\_\_ School Name: \_\_\_\_\_

### Teacher Affidavit

I, the undersigned, do attest that all work contained in this Tennessee Alternate Portfolio Assessment was performed by the student in the presence of a teacher and/or paraprofessional.

Further, in compiling this evidence with the student and/or on his/her behalf, I did not fabricate, alter, or modify student work samples, products, or data. I followed all administration procedures, protocols, and requirements as outlined in the TCAP-Alt PA Teacher's Manual.

I am also unaware that others have provided inappropriate assistance.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### School Principal Statement

I am aware this student meets the TCAP-Alt PA participation guidelines and is appropriately identified as a candidate for the TCAP-Alt PA.

OR

I am aware this student does not meet the TCAP-Alt PA participation guidelines and if assessed with the TCAP-Alt PA will be reported as "non-participant" and "below proficient" for AYP purposes.

Principal Signature Only: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Data Point Date (MUST BE PLOTTED ON GRAPH): \_\_\_\_\_

**CONTENT**

Content Area (Check One):      Reading/Language Arts      Math      Science

Content Standard: \_\_\_\_\_

Alternate Learning Expectation Code and ALE:

Alternate Performance Indicator Code and API:

**ACTIVITY**

**Learning Activity: Provide a clear explanation of learning activity and materials used. Activity must relate to API.**

**CHOICE**

**Choice: Check box to indicate which type of choice was offered. Choice credit is dependent upon an acceptable activity. Check only ONE.**

- |                              |   |                   |
|------------------------------|---|-------------------|
| Materials                    | Reward/positive reinforcement for completing activity | Whom to work with |
| When to work on the activity | Where to work on the activity                         |                   |

**On the spaces below, write the two choices offered and circle student's choice:**

Choice 1: \_\_\_\_\_ Choice 2: \_\_\_\_\_

**Peer Interaction**

**Peer Interaction: On the spaces below, complete Peer Interaction information. Interaction must relate to activity.**

**Peer Signature:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Content Area (Check One):      Reading/Language Arts                      Math                      Science

Content Standard:

Alternate Learning Expectation Code and ALE:

Alternate Performance Indicator Code and API:

Data Point Date																				
Independent w/o Prompt																				
Proximity Prompt																				
Verbal Prompt																				
Modeling																				
Touch Prompt																				
Hand over Hand																				
Full Physical Prompt																				
Physical Withdrawal																				
<b>Choice Code</b>																				
<b>Inclusion Code</b>																				

<p><b><u>Inclusion Codes:</u></b>                  General Education Reading/Language Arts: RL                  General Education Math: MA                  General Education Science: SC                  General Education Social Studies: SS                  Music: MU                      Art: A                  Library: L                      Guidance: G                  Physical Education: PE                      Computer Lab: CL                  Other: (Setting) _____ (Code) _____ Other: (Setting) _____ (Code) _____</p>	<p><b><u>Choice Codes:</u></b>                  ○ Materials                  # Reward                  ? Who                  ^ When                  + Where</p>
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**Support Signatures:** A signature is required per Inclusion code as indicated on graph. Only one signature is required per Inclusion code. Please include Inclusion Code and Title after each signature. **Signature attests the student worked on the API above in an INCLUSIVE setting associated with the person signing on each date indicated on the graph.**

Name	Inclusion Code	Title
1. _____		
2. _____		
3. _____		
4. _____		

**Peer Interaction:** In the space below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to API.  
 Note: A peer cannot qualify for TCAP-Alt PA.

Peer Signature: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_





