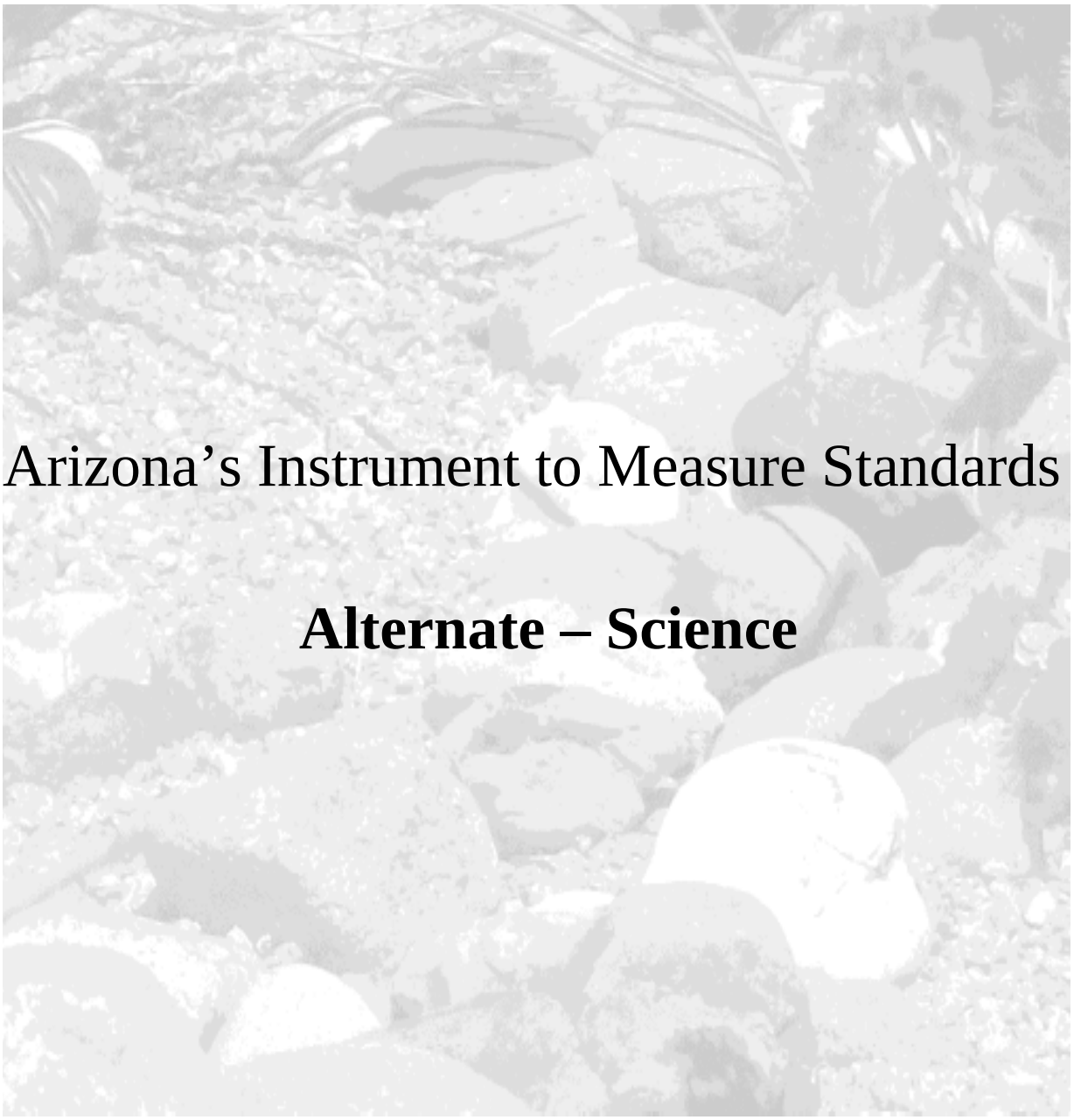
AIMS A Science 2020

Test Manual



Arizona's Instrument to Measure Standards

Alternate – Science

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Federal Guidance

Arizona's Instrument to Measure Standards Alternate for Science (AIMS A Science) is an alternate assessment based on alternate achievement standards that was specifically developed to assess students with the most significant cognitive disabilities as prescribed by Title I of the Every Student Succeeds Act (ESSA, 2015). AIMS A Science measures student abilities on grade-level alternate academic standards. These standards are based on the Arizona Academic Standards for Science, however the breadth, depth, and complexity have been reduced as outlined in federal law (IDEA, 2004).

ESSA requires inclusion of all students with disabilities in the State assessment system. Title I further requires that assessment results for all students be used for system accountability to ensure that all students have had the opportunity to learn and demonstrate what they know and can do relative to grade level standards (Improving the Academic Achievement of the Disadvantaged, 2007).

TC Responsibilities

The Test Coordinator (TC) has the ultimate responsibility for the successful administration of AIMS A Science. A new Assessment Test Coordinator and Security Agreement Form needs to be completed, signed, and emailed each year to the ADE, Assessment Unit regardless of whether the TC is the same as the previous year or is new to the position. This form is located on the ADE Assessment webpage under the "**District Test Coordinators**" tab. **The directions to return the form to ADE are at the bottom of the form.**

Following annual training, each Test Administrator (TA) must also sign a TA Test Security Agreement which the TC keeps on file at the LEA for 6 years.

A TC Checklist has been developed to assist in planning and meeting timelines throughout the 2019-2020 school year:

Testing Timeline

Arizona Department of Education

Alternate Assessment Test Coordinator Checklist This form is for your use only; DO NOT return to ADE.	
District/Charter Name:	
District TC Name:	

Dates*		Details
September 2019	☐	Verify teachers in ADEConnect (only one account per teacher, must have TA role at their school)
September 2019	☐	Generate list of all students participating in alternate assessments; include data for students in Grade 3 and 4 learning Braille and for students with communication needs
October – November 2019	☐	Student selector app (all students must have correct data records)
November 2019	☐	Submit student information if notified that the LEA exceeded 1% participation
December 2019	☐	Submit Action Plan if the LEA exceeded 1% participation
December 2019	☐	AIMS A Science training
February 3-28, 2020	☐	Monitor AIMS A Science administration
February 28 – March 6, 2020	☐	Inventory and return AIMS A Science Materials
March 2-6, 2020	☐	Final verification for AIMS A Science
March 2020	☐	MSAA training
Mid-March – early May 2020	☐	Monitor MSAA Administration (there is no final verification process for this assessment)
May 2020	☐	Download AIMS A Science Reports
TBD	☐	Download MSAA Reports
August 2020	☐	Update data in Corrections Application, if notified

*Dates are subject to change. Refer to the Alternate Assessment and District Test Coordinator websites for updates.

LINKS to various TC resources: The Examiner District Test Coordinators MSAA AIMS A

Questions? Please contact the Alternate Assessment: AssessingSWDs@azed.gov or at 602-542-8239

1% Threshold

ESSA allows states to administer the alternate assessment to no more than 1% of students who participate in statewide testing. Under current regulations, states expecting to exceed the 1% Threshold must request a waiver at least 90 days before the first day of the test window. The 1% Threshold calculation is based on the number of students participating in alternate assessments in ELA, Mathematics, and Science out of the total students participating in Arizona state assessments in those content areas. Under ESSA regulations, the State is required to provide oversight to each LEA that exceed 1% participation in alternate assessments. The state will notify the test coordinator at the LEA if the participation rate is above 1%, based on 2019 Alternate Assessment participation numbers.

Eligibility Requirements

AIMS A Science is designed for **students with significant cognitive disabilities**. Eligibility for the test is not based on the student's disability category, but rather on specific eligibility criteria which must be met. Sections of the eligibility form are shown in the next few paragraphs. This form, and the ramifications to the student for choosing Alternate Assessments, should be discussed with parents and documented yearly at the IEP team meetings beginning in Grade 2. IEP teams will discuss and determine participation and eligibility using the *Alternate Assessment Participation Decision Documents* as guidance. A student will be eligible in all areas (ELA, Math, and Science) where grades overlap. **The eligibility form** is located on the ADE, Alternate Assessment webpage under the eligibility tab.

To be considered eligible for AIMS A Science, students must meet **all three** of the criteria below:

1. **Evidence of Significant Cognitive Disability:** Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning *and* adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

2. **Curricular Outcomes:** Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level state standards and address knowledge and skills that are appropriate and challenging for this student. Goals are written to allow for suitable instructional time prior to test administration.

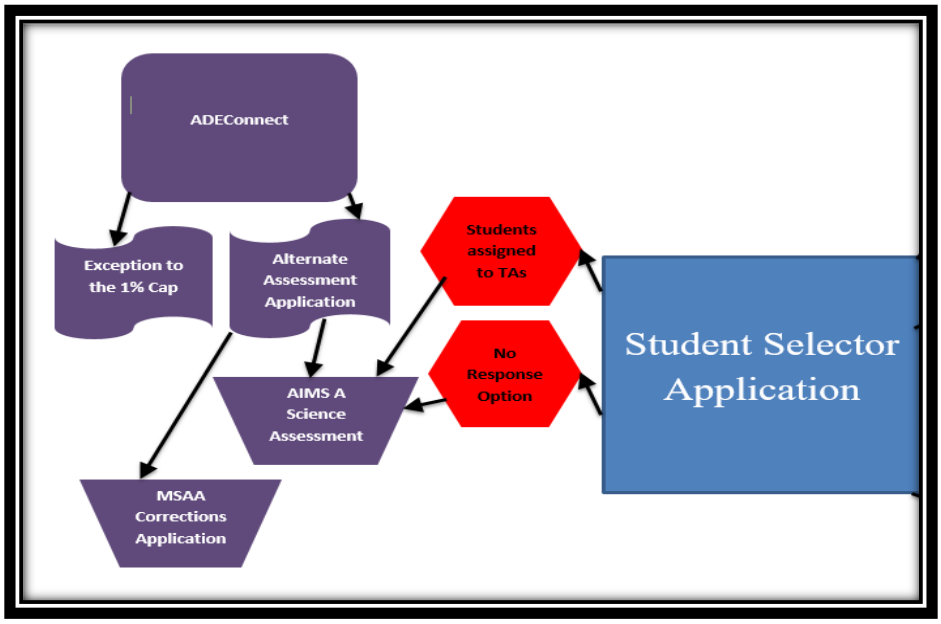
3. **Intensity of instruction:** The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content.

Tuitioned-out Students

Alternate Assessment Test Coordinators must understand the roles and responsibilities necessary for effective communications between the District of Residence and the District of Attendance for those students who are tuitioned-out for services.

Role of the District of Residence (DOR)	Role of the District of Attendance (DOA)
Ensure tuitioned-out students are correctly designated to the DOA in the state student data system.	Administer all parts of the AIMS A Science Assessment and communicate progress and completion to the DOR.
Monitor testing progress and completion by DOA.	Identify students in the Student Selector Application.
Assign the tuitioned-out students to a school within your district prior to completion of final verifications.	
Receive and share final assessment reports with DOA.	

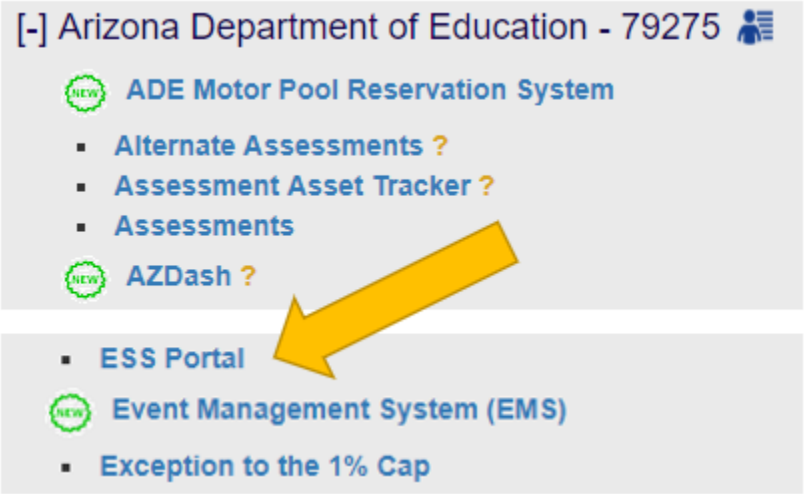
ADEConnect



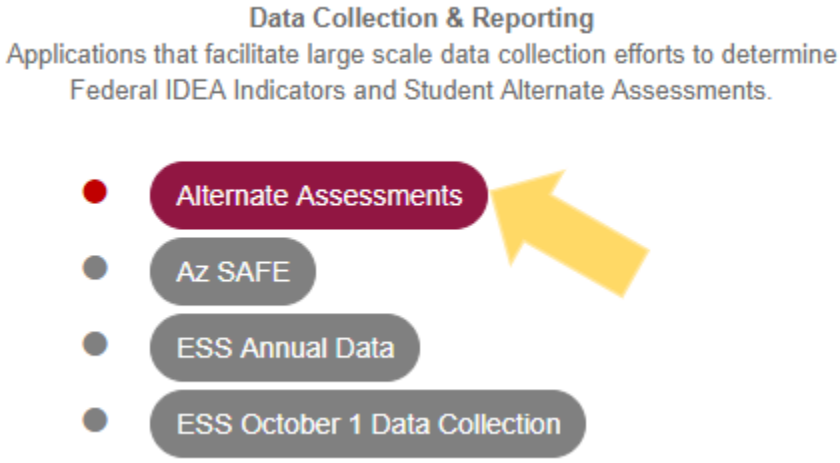
ADEConnect is the portal for all AIMS A Science activities. Log into ADEConnect through the district login or by going to the ADE homepage and clicking the link on the right side of the menu bar. The Exception to the 1% Cap (TC access only) and the Alternate Assessment application are both accessed through the ESS Portal after logging into ADEConnect. The Student Selector Application, available in the fall, is in the Alternate Assessment Application. Data from the Student Selector Application is uploaded into the AIMS A Science system, which will set up the students and test administrators for AIMS A Science administration including student lists and counts for materials. Details regarding the other functions of ADEConnect or the Alternate Assessment Application are shared with TCs prior to the activities requiring those functions.

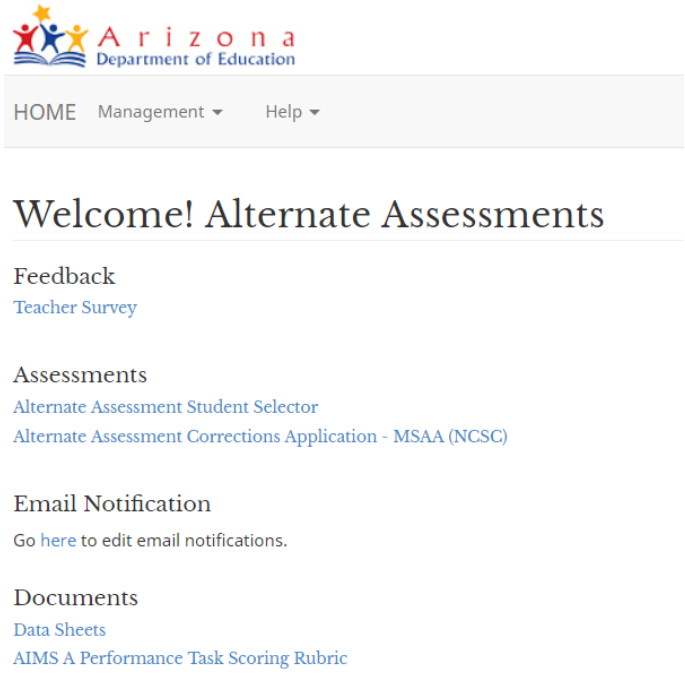
***Note the following new route through the ESS Portal:**

1. Click “ESS Portal”. Note that your options under your LEA name might be different than the options in the graphic.



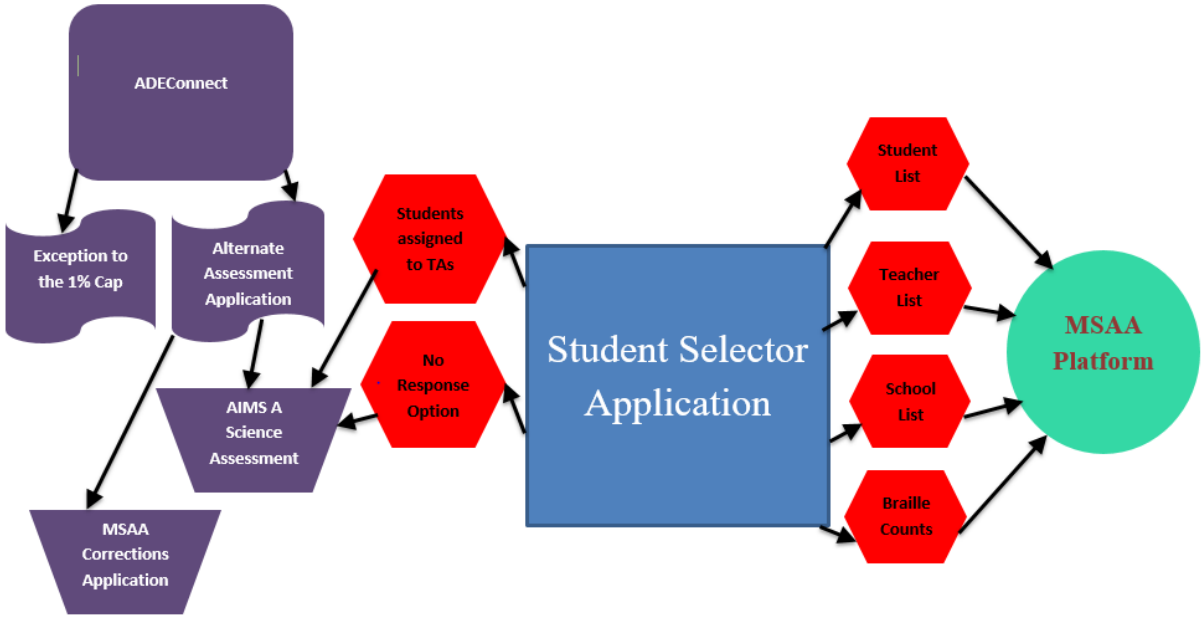
2. Click “Alternate Assessments” under the “Data Collection and Reporting” heading.





Adding Test Administrators (TAs)

TAs must have the Alternate Assessment TA Role in ADEConnect so that AIMS A Science students can be assigned to the correct TA. The entity administrator will add TAs **in the fall of the year prior to** identifying students in the Student Selector Application and throughout the year as staffing changes necessitate. This will ensure that TAs are properly uploaded into the MSAA system and have access to their students through ADEConnect for AIMS A Science administration once training has been completed. TAs are not to identify or add eligible students. If TAs cannot access the Alternate Assessment Application through ADEConnect, they must contact the district or charter Test Coordinator.



The Student Selector Application

Students that are correctly identified in the SPED72-SPED Participation Report report will be automatically uploaded into the Student Selector Application by ADE. The Test Coordinator's responsibilities include selecting all alternate assessment-eligible students, **for both AIMS A Science and MSAA**, from the list in the Student Selector Application during the fall window. TCs will be notified of exact dates to select students. ADE will then extract and import student and teacher information into the correct testing platforms. AIMS A Science materials that are shipped to LEAs are based on students selected in the Student Selector Application, so it is important to provide accurate and complete information in the application.

Adding New Student Enrollees After the Close of the Student Selector Application

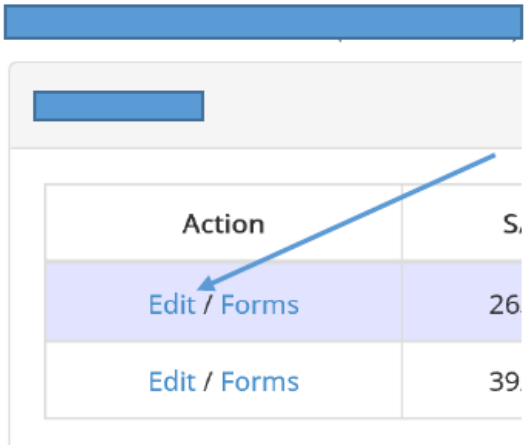
AN ADJUSTMENT THIS YEAR:

To add students to the alternate assessment systems after the Student Selector Application closes, the Alternate Assessment Test Coordinator (TC) must submit a letter signed by the Alternate Assessment TC and District Superintendent/Charter Holder. The letter will include a list of students' SSIDs and an explanation for any missing students in the selection process. For explanations related to a deficiency in policy or practice, include steps the LEA will take to correct the issue. An explanation stating that the IEP team did not make the determination that the student is eligible for alternate assessment before the close of the Student Selector Application will not be accepted since this does not follow eligibility guidelines. Letters are not required for students who transfer in district after the close of the Student Selector Application.

Please notify your teachers early so that they are prepared to give you their lists of students this fall. Eligible students participate in AIMS A Science (Grades 4, 8, and 10 only) and MSAA ELA and Math (Grades 3 through 8, and Grade 11).

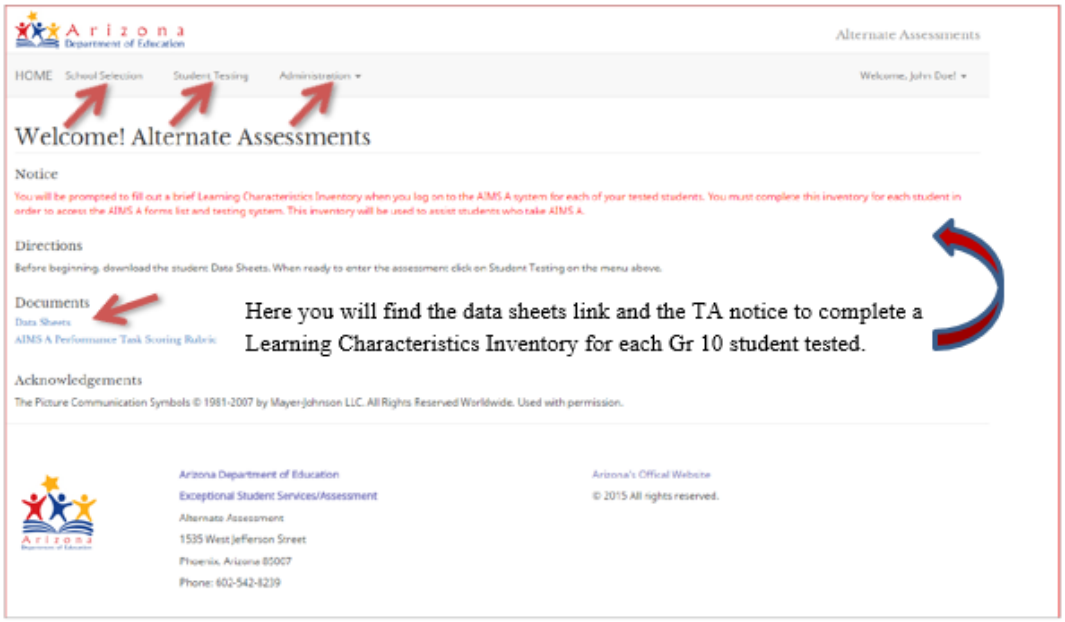
TCs must contact the ADE Alternate Assessment Unit for all changes to student lists. The Alternate Assessment Unit will follow up with instructions on a case-by-case basis.

Reassigning Students to a Different Test Administrator



Accessing the AIMS A Science:

The Test Coordinator Home page has three main drop-down menus across the top banner: School Selection, Student Testing, and Administration.



No Response Option

The No Response Option is **only applicable to AIMS A Science**, grades 4, 8, and 10.

- **Procedural change:** Do not use the "No Response Option" box in the Student Selector Application. TCs should note any students who are in the process of establishing a reliable mode of communication. At the time of the assessment, if the No Response Option is needed for a student who has not yet established a reliable mode of communication, contact the ADE Alternate Assessment Unit. To prioritize the development of communicative competence, TCs should monitor efforts toward establishing reliable communication systems for these students throughout the year. The No Response Option for students without reliable modes of communication are monitored each year by the ADE Alternate Assessment Unit with the expectation of greater participation in subsequent years as reliable communication is established.

The National Center and State Collaborative (NCSC) recognizes the development of communicative competence as the cornerstone of their framework for instructing students with significant cognitive disabilities:

> Communication is far and away THE most important skill students need and is pre-requisite for language development. While all students do communicate – without intervention and AAC - the development of language needed for most of these (basic) intents as well as more complex information requests cannot happen. https://wiki.ncscpartners.org/images/8/8c/Communication_Modules_Overview.pdf

Indicators of student progress in communicative competence is reflected in targeted IEP goals as well as the student's ability to engage with the content of Alternate Assessments. Maintaining a focus on establishing communicative competence during daily instruction will increase the likelihood of a student's ability to meaningfully participate in assessment activities. If additional information or support is needed to clarify the 'no response option', please contact the Alternate Assessment Unit.

AIMS A Online Training

The Test Coordinator (TC) must complete a mandatory online AIMS A Science training to understand roles/responsibilities and to prepare TAs for accurate procedures in test administration. The online training must be completed before the TC has access to the AIMS A Science Application. Access to the training will be provided to each TC by the ADE Alternate Assessment Unit.

Training Staff to Administer AIMS A Science

All Alternate Assessments TCs are required to participate in the AIMS A Science training prior to the AIMS A Science test administration window opening. This training will be available from December through February 28, 2020. TCs and Test Administrators (TAs) are required to complete training no later than **January 31, 2020** so that access to the AIMS A Science system can be granted.

New this year, the PowerPoint presentation training is required for TCs and TAs. TC training must be completed before TA training. Please note that only the TC are required to complete and submit a "Verification Form" to ADE at the end of the AIMS A Science training. TCs will need to monitor and document TA training with the PowerPoint presentation. They must also submit a form of assurance that all TAs have completed training and have had an opportunity to practice administration and score the performance tasks when the materials arrive mid-January.

Accessing Training:

- You do not need to have a username or password to view the training session. You will use this link to access the training site: http://www.azed.gov/assessment/aims-a-science-2019-2020-training/
- To view the presentation, you may need to download the latest version of Adobe Flash. The training module works best using Chrome.
- If your audio is not playing, downloading and saving this K-Lite Codec Pack to your computer may solve the problem. The link to the free codec pack is below. Your IT department may need to assist you with downloading and saving this codec.

https://k-lite-codec-pack-full.en.softonic.com/download

The AIMS A Science test window is February 3-28, 2020.

Accommodations and Adaptations

English Learners with Disabilities: A guidance document covering identification, services, and assessment of English learners with disabilities can be found at the ADE Assessment/AZELLA website.

Teachers may find it useful to complete an Learning Characteristics Inventory (LCI) on their students early in the school year to assist them in planning and monitoring instructional adaptations. Quarterly checks will reveal changes in communicative competence and academic progress as a result of targeted interventions across the school year.

Students with the most significant cognitive disabilities require intensive instructional supports which are provided through instructional adaptations and strategies. AIMS A Science incorporates many best practices, instructional adaptations, and strategies into the assessment; however, if there are other instructional adaptations being used routinely for instruction in the educational setting and documented in the student's IEP, those adaptations and strategies can be used to support the student during the administration of AIMS A Science. The table below provides samples of accommodations and instructional strategies. This is not an exhaustive list.

Testing Adaptations		
Time/Setting	Presentation	Response
Testing over multiple days	Oral reading by Test Administrator	Augmentative device or other Assistive Technology
Extended time	Large print or magnification device	Manipulatives
Change in schedule	Tactile Graphics	
Noise buffers	Manipulatives	

The TA must anticipate individual student needs for engagement with the assessment, gathering familiar tools and employing similar strategies as have been successful during instruction. Performance task materials may be inventoried and supplemented with tactile graphics, tactile symbols, or object replacements to enable access for an individual student. Tactile graphics and symbols may be used when the student is not able to see graphics that are essential to understanding the item. Object replacements may be used when the visual and/or tactile graphics do not provide optimal accessibility to the student.

Tactile graphics: TA will identify the **critical features** needed to understand the item or passage:

> For example, if an item showing a diagram of the water cycle includes a lake with a boat, mountain with a hiker, rain, clouds, and evaporation, it is important to tactilely enhance or provide replacement objects for the lake, mountain, rain, clouds, and evaporation. The boat and hiker are not essential to the item and do not need to be tactilely enhanced or represented with objects.
> Be careful not to cue an answer:
> For example, if the graphic illustrates parts of a butterfly and the item asks: “What part of the butterfly helps the butterfly locate flowers?” the TA should tactilely enhance, or represent with objects, all main parts of the butterfly, not just the antennae.

Object replacements: Use the actual object whenever feasible:

> For example, using a real piece of tree bark rather than a plastic toy tree. TAs may also add tactile qualities to familiar objects, such as using various techniques to create raised images.

Test Security

It is unethical and shall be viewed as a violation of test security for any person to:

- Administer the test without completing all pre-test trainings
- Share any answer documents, paper-based assessments, online tests, or other secure ancillary documents
- Give access to secure test materials to anyone other than students to whom the test is administered and staff who have signed a District Test Coordinator and/or Test Administrator security agreement
- Fail to keep all secure test materials under lock and key except during actual test times
- Examine, read, or review secure student documents
- Use secure test materials for instruction before or after test administration
- Change student responses

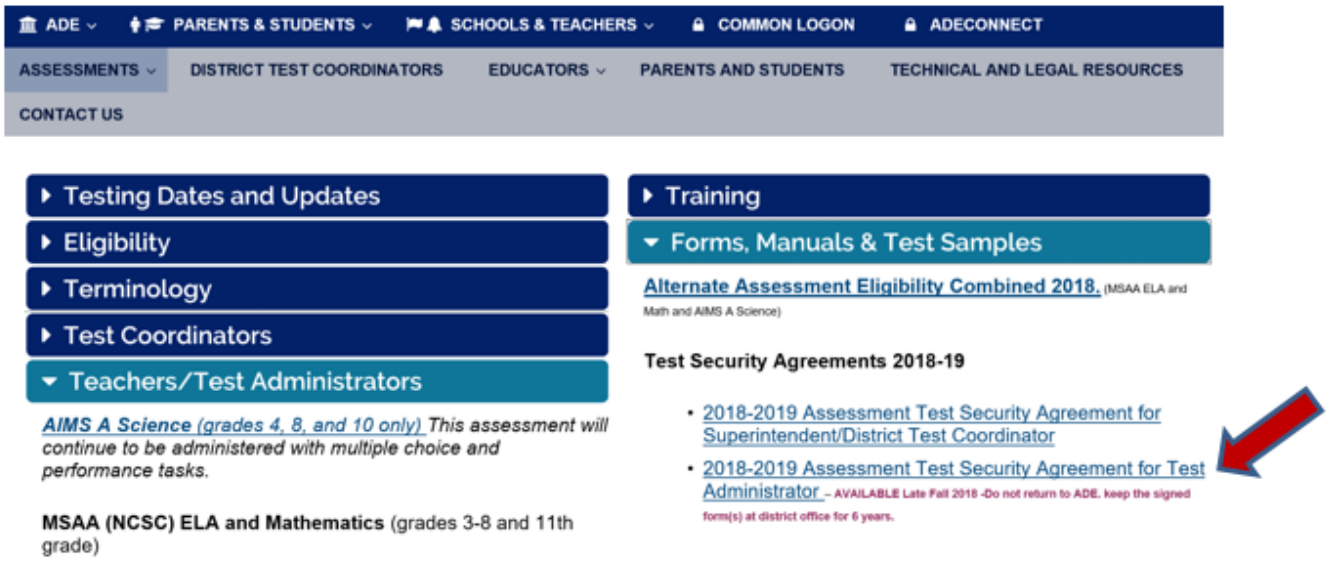
If for any reason a testing incident occurs which involves the security of the AIMS A Science assessment, the Alternate Assessment TC must alert the Alternate Assessment Unit and submit an Incident Report through the AIMS A Science Application in ADEConnect.

Instances that would qualify as test security incidents can include, but are not limited to, the following:

- Test administration outside of school hours
- Recording students' responses on the multiple-choice section when students are not present
- Testing students as a group
- Release of testing materials
- Loss of testing materials
- Use of testing materials and items in instruction

In addition to the signature of the District Superintendent or Charter Representative, all Alternate Assessment TC will read and sign their Test Security Agreement form and email it to the Alternate Assessment Unit, AssessingSWDs@azed.gov or fax 602-542-5467.

The Test Security Agreement form for Alternate Assessment Test Administrators must be signed yearly. Only one Alternate Assessment Test Security Agreement is needed for both AIMS A Science and MSAA and must be kept on file at the LEA for six years.


ADE
PARENTS & STUDENTS
SCHOOLS & TEACHERS
COMMON LOGON
ADECONNECT
ASSESSMENTS
DISTRICT TEST COORDINATORS
EDUCATORS
PARENTS AND STUDENTS
TECHNICAL AND LEGAL RESOURCES
CONTACT US
Testing Dates and Updates
Eligibility
Terminology
Test Coordinators
Teachers/Test Administrators
AIMS A Science (grades 4, 8, and 10 only) This assessment will continue to be administered with multiple choice and performance tasks.
MSAA (NCSC) ELA and Mathematics (grades 3-8 and 11th grade)
Training
Forms, Manuals & Test Samples
Alternate Assessment Eligibility Combined 2018. (MSAA ELA and Math and AIMS A Science)
Test Security Agreements 2018-19
2018-2019 Assessment Test Security Agreement for Superintendent/District Test Coordinator
2018-2019 Assessment Test Security Agreement for Test Administrator – AVAILABLE Late Fall 2018 -Do not return to ADE. keep the signed form(s) at district office for 6 years.

Test Materials

Test Coordinators (TCs):

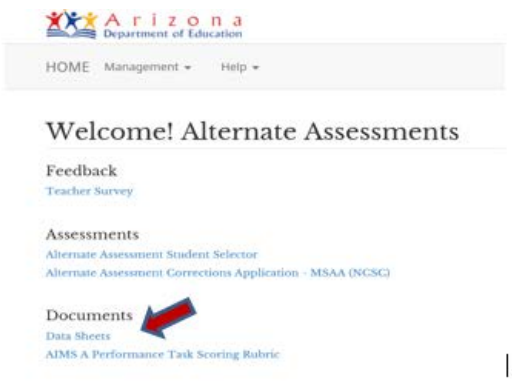
AIMS A Science is administered in two sections: an online multiple-choice format test, and a performance task section. School districts and charters will receive pre-packaged testing materials for the performance tasks. Testing materials will be provided in classroom sets, not for each individual student. Testing materials will be shipped in January to the TC who will be responsible for the initial inventory and distribution to TAs; contents of packets should be inventoried upon arrival. Any discrepancies should be reported to the ADE Alternate Assessment immediately for resolution. TAs are still responsible for printing the data sheets for each student unless student responses are recorded on the laminated pages in the materials set and erased after being entered into the AIMS A Science system. The data sheets are located on the home page of the Alternate Assessment Application.

At the end of the testing window, all testing materials will be collected by the TC, inventoried, and returned to ADE. Use the inventory sheet that was sent with the materials to verify counts and note any discrepancies on the inventory sheet. Shipping labels will be mailed to the TC with the performance task materials. TCs must retain the return label.

Special note: BIE and private schools will receive two labels. One will have an ADE address only for the performance task materials and the other will have the ADE address and will also say "Bethany Spangenberg" for the paper tests.

Test Administrators (TAs):

Each TA will receive a grade level set of performance task testing materials based on the grades taught. They will not receive testing materials for each student. Each TA should carefully inspect individual packets to ensure they contain all required testing materials and to determine whether any additional materials (routinely used during instruction) may be necessary for individual students to better access the assessment content. TAs may use the laminated data sheets that are included in the packet of materials or they may print the data sheets for each student. **The data sheets are located on the AIMS A Science home page and can be downloaded beginning February 3, 2020.**



The TA will administer **both sections** of AIMS A Science. The assessment should be stopped and resumed later within that same school day or thereafter if a student becomes fatigued or is unable to complete the assessment. Tests must be administered during school hours. The test sections can be given in any order. TAs must present every test question and prompt to the student.

Timestamps are provided for all sections of the assessment. A time stamp is applied when a student starts and completes a section of the test. TCs will be notified if a test was accessed outside school hours.

Two Item Type Sections

Multiple-Choice Section

Once a Test Administrator (TA) logs in and selects a student to begin testing for the multiple-choice section, a time stamp for that test is documented. The TA must select "Student Input" for the multiple-choice section even if that student is eligible for the No Response Option as communicated to the Alternate Assessment Test Coordinator (TC).

The TA must administer all parts of the test during the student's school hours. If the TA has an approved "No Response" feature, the student must still be asked each test item prompt and the "No Response" still must be entered into the system **while the student is present**. The No Response option is located in the upper right corner of each test item on the screen. TAs should make multiple attempts to elicit a response for all test items. The student selects an answer from three options in the Multiple-Choice section. If a student has a Scribe Accommodation listed on the IEP and used regularly during instruction, the TA will select the response indicated by the student. **TA are not to write down student responses for multiple choice items nor input student responses for multiple-choice items later.** Failure to administer the multiple-choice section correctly could result in an invalidation of a student's test score.

TAs can adapt or use accommodations documented in the student's IEP and routinely used in the classroom when administering the **multiple-choice section** of AIMS A Science Test.

Paper-based testing is an allowable accommodation for the multiple-choice section of AIMS A Science. This accommodation must be documented in the student's IEP and used regularly during classroom instruction. Please contact ADE early if a paper test is required. Student responses are entered into the system **as the student is responding** on paper. All printed test materials must be securely destroyed after the test administration. TCs from a BIE or private school other than those with tuitioned-out students should contact the ADE Alternate Assessment Unit for different instructions on paper-based testing.

Performance Task Section

Test Administrators (TAs) should become familiar with the rubric for the performance tasks as well as the performance task materials provided in the packet. **It is critical that TAs practice the administration and scoring of the Performance Tasks with each other during a training prior to the opening of the test window.** Performance Tasks are standardized constructed response items. Performance Tasks will be scored using the AIMS A *Science Performance Task Scoring Rubric*. There are very specific requirements for cues and prompts at different levels of support. TAs must present every question or prompt, providing increasing scaffolds as needed to secure a student response before indicating a level 1 for a test item. Supports begin at **Level 4** with **one additional cue** such as clarifying directions or options to produce a response. At **Level 3**, **two cues** may be provided such as introducing an example of a similar response, rearranging answer choices, or clarifying directions or options to produce a response. It is not appropriate to remove answer choices for levels 4 and 3. **Level 2** permits "**any cues necessary**" to elicit a response (See chart for examples of cues). The rubric is available for download and performance task demonstrations are available on the AIMS A Science website under the "Videos and Webinars" tab. Although the testing content in the demonstration videos are AIMS A ELA and math, the procedures for administration remain the same. **Note that scoring does not align with Levels, but range from a high of 4 at Level 5 to 0 at Level 1.** During practice sessions, watch the videos, recognize the cues, and score the tasks. Consult with a partner to see if your scoring corresponds, revisit and discuss. This exercise will help to clarify administration and scoring procedures.

Performance task results should be tallied on the data sheet and entered into the AIMS A Science platform as time permits. However, all TAs must follow their district's or charter's requirements for entering students' responses. The student responses are still required to be entered during the testing window dates. Data sheets should be secured with other testing materials, then securely destroyed after responses have been entered.

The AIMS A Science *Performance Task Scoring Rubric* is shown below.

AIMS A PERFORMANCE TASK SCORING RUBRIC					
	Level 5	Level 4	Level 3	Level 2	Level 1
FIRST: Prompts *with* Answer Card Choices	Test Administrator reads Performance Task prompt and shows answer card choices contained in test materials. Student responds without assistance or only with a single repetition of the prompt. (Do **not** label/read answer card choices).	Test Administrator reads Performance Task prompt and identifies/reads answer card choices contained in test materials.	Test Administrator reads Performance Task prompt and identifies/reads answer card choices contained in test materials.	Test Administrator reads Performance Task prompt and removes all items/distracters (answer card choices). Present student only the correct answer card choice with any cues as necessary.	The student is non-responsive after Performance Task prompt was presented with all levels of support.
Prompts *without* Answer Card Choices*	Test Administrator reads Performance Task prompt. Student responds without assistance or only with a single repetition of the prompt and uses **wait time only.**	Test Administrator reads Performance Task prompt and **uses a single cue.** *Cues that can be used at Level 4: physical/verbal cues, auditory cues, gestural cues, tactile cues, and visual cues.*	Test Administrator reads Performance Task prompt and **uses 2 cues.** *Cues that can be used at Level 3: physical/verbal cues, auditory cues, gestural cues, tactile cues, and visual cues.*	Test Administrator reads Performance Task prompt **with any cues necessary, Test Administrator will verbally state correct response for student to imitate or repeat.** *Cues that can be used at Level 2: physical/verbal cues, auditory cues, gestural cues, tactile cues, and visual cues.*	
THEN: ADD STRATEGY	None	**Elaborate** the question: provide additional clarifying information on directions or expected response.	**Demonstrate** a similar response: "This is picture of a dog. Show me the picture of the cat."	**Model** exact response: "This is a picture of a dog. What is this?" (Show picture/object representing dog.)	
SCORE	The student responds correctly. **Record a score of 4** If the student: • Does not respond independently; • Responds incorrectly; • Does not perform the requested task when given wait time; or • After test administrator repeats the instructions; Move to Level 4.	The student responds correctly. **Record a score of 3** If the student: • Does not respond; or • Responds incorrectly; Even with the addition of elaboration; Move to Level 3.	The student responds correctly. **Record a score of 2** If the student: • Does not respond; or • Responds incorrectly; Even with the addition of a demonstration; Move to Level 2.	The student responds correctly. **Record a score of 1** If the student: • Does not respond; or • Responds incorrectly; Even with a model, cues, and removal of all distracters; Move to Level 1.	The student does not respond. **Record a score of 0**
*NOT ALL PERFORMANCE TASK PROMPTS HAVE ANSWER CARD CHOICES					

TAs may refer to the list of cues on the AIMS A *Performance Task Scoring Rubric*. This resource clarifies the types of cueing available and allowable as well as how to implement them within the various levels of the rubric. The cues from the AIMS A *Performance Task Scoring Rubric* are shown below.

Cues

Cueing is a way to help support or signal a student. A cue by itself does not give the student a direct answer. Most importantly cues should be understood by the student and eventually faded. *This is not an exhaustive list.*

Physical Cue: Offers physical guidance to support or elicit a response. Hand over hand, tapping the back of a hand, holding an elbow, pointing, or standing by a student to stop a behavior (proximity), etc.

Verbal Cue: Gives the student oral or verbal information. "Look at me", "put letter *A* first", "it's 11:30 (lunchtime)", etc.

Gestural Cue: A movement or gesture which is understood by student to extract a specific behavior. Pointing, tapping, winking, waving, etc.

Auditory Cue: Presents a sound or noise used to focus or gain student's attention. Tapping on table, bells, timer, ringers, etc.

Visual Cue: Alerts a student to where to focus and/or where to respond: Color coding, labeling, highlighting, arrows, concrete objects, etc.

Tactile Cue: Provides an item for the student to feel or a touch support for student. Feather, velrco, sandpaper, concrete objects, etc.

Example of how to use rubric:

Give student an alphabet chart.

"Sally point to the letter S." No response from student. **Support at Level 5:** *wait time*.

"Sally point to the letter S. It is between the letter R and U. Remember it is the first letter of your name." No response from student. **Support at Level 4:** *verbal cue* and elaboration.

"Sally watch me point to the letter R. Now you point to the letter S." (Teacher points to letter R and teacher puts hand on top of Sally's and moves her hand near the letter S. No response from student. **Support at Level 3:** *gestural and physical cues* and demonstrated a similar response.

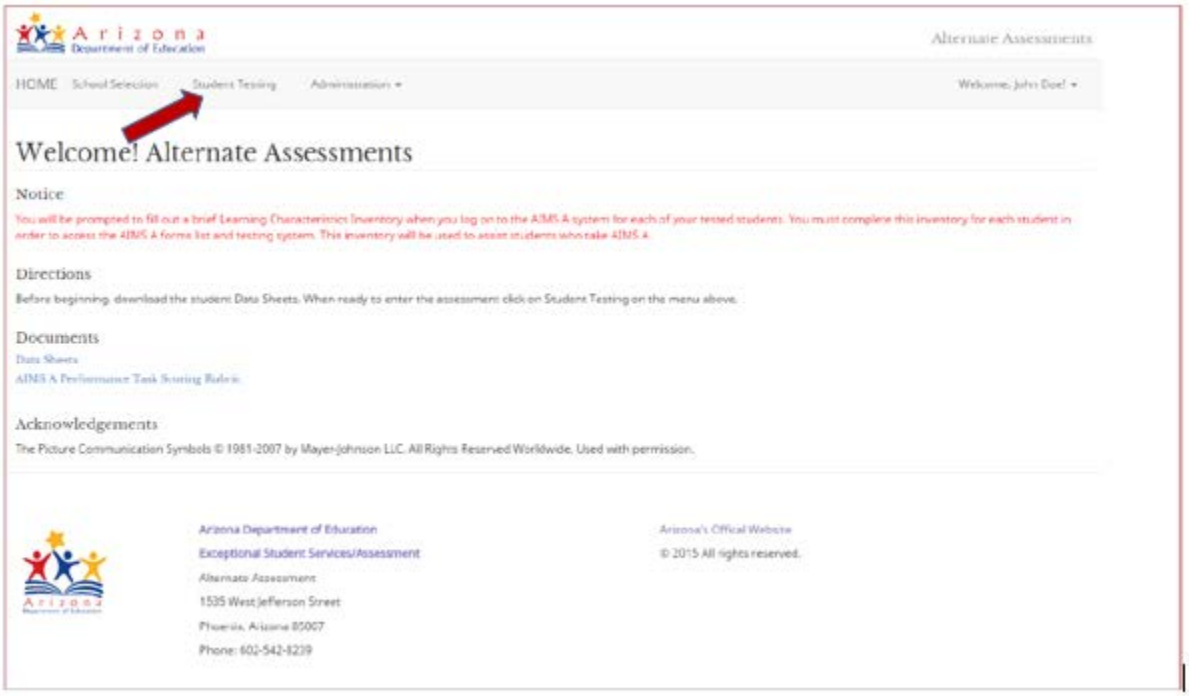
"Sally watch me point to the letter S. Now you point to the letter S." (Teacher covers all letters with a paper, teacher guides Sally's hand to letter S and Sally moves finger once over the letter S. **Support at Level 2**: *physical cue*, removes all distracters and modeled a response. **SCORE: 1.**

The above document can be located at the AIMS A Science website under the "Videos and Webinars" tab

Administering the Online AIMS A Science Test

Prior to testing, TAs should complete the Accommodations Tab (all grades) and the LCI (grade 10 only) to open the test; **the test will not launch until these tasks have been completed.** Check to ensure that both the school and student information are correct.

The TA's class list will display. If your students do not appear on your list, notify your Test Coordinator.



- The TA will then click on the student's SSID.
- Above "Student Data", select "Forms."
- A list of tests assigned to the student will display.

Form		Subject	Status
Grade 8 Practice	Teacher View | Student Input		N/A
Grade 8 Science Multiple Choice	Teacher View | Student Input		Complete
Grade 8 Science Performance Tasks	Teacher Edit	Science	Complete

The "Teacher View" allows the TA to view the questions only. An advance check may assist in gathering the needed supports prior to administering the test. The TA will click on "Student Input" to allow the student to make answer selections. If the student has a No Response Option, the TA will click on "No Response" after administering the item. The "No Response" button is located at the top right-hand corner of the page.

Overseeing Administration of AIMS A Science

Test Coordinators (TCs) are responsible for monitoring the progress and correct administration of AIMS A Science. To ensure optimal outcomes, TCs are encouraged to collect a tentative 4-week calendar of planned AIMS A Science administrations from each Test Administrator (TA) prior to February 3.

A calendar provides TCs the opportunity to verify that ample planning and attempts are made for students to respond to all test items. In addition, by anticipating possible testing difficulties and frontloading those students early in the testing window, the likelihood of test completions is increased. TCs are expected to observe targeted test administrations and to support TAs in making alternate plans, if necessary. Planning for unexpected issues by leaving room during the final week of the calendar will also contribute to improved completion rates. (See Example)

		Monday	Tuesday	Wednesday	Thursday	*Friday*
Week 1		**No a.m. testing** 1:00 p.m. SAIS*** 83673 performance section **Note: TC observation Scheduled**	9:00 a.m. SAIS *** performance section 10:45 a.m. SAIS *** online section 1:15 p.m. SAIS *** performance section	10:00 a.m. SAIS *** performance section 11:30 a.m. SAIS *** online section **Note: TC observation Scheduled** 1:00 p.m. SAIS *** online section 2:00 p.m. SAIS *** online section	9:00 a.m. SAIS *** performance section 10:45 a.m. SAIS *** online section 1:00 p.m. SAIS *** online section	*8:30 a.m. SAIS *** performance section* *9:15 a.m. SAIS *** performance section* ***No p.m. testing***
Week 2		**No a.m. testing** 12:45 p.m. SAIS *** Online section 2:00 p.m. SAIS *** Online section	8:30 a.m. SAIS *** Online section 9:30 a.m. SAIS *** Performance section 1:45 p.m. SAIS *** Performance Section	9:15 a.m. SAIS *** Online section 10:00 a.m. SAIS *** Online section 2:00 p.m. SAIS *** Performance Section 2:45 p.m. SAIS *** Online section	8:30 a.m. SAIS *** Performance section 9:30 a.m. SAIS *** Performance section 10:30 a.m. SAIS *** Online section 1:30 p.m. SAIS *** Performance section	*8:30 a.m. SAIS *** performance section* ***No p.m. testing***
Week 3 **TC Check-in for outstanding tests**		**Holiday***	9:00 a.m. SAIS *** Online section 10:30 a.m. SAIS *** Online section	**Open for additional attempts** **Note: TC observation Scheduled**	9:00 a.m. SAIS *** Performance section 10:30 a.m. SAIS *** Performance section	*9:00 a.m. SAIS *** Online section* ***No p.m. testing***
Week 4		**Open for additional attempts**	**Open for additional attempts**	9:00 a.m. SAIS *** Online section 10:00 a.m. SAIS *** Performance section **P.M. Open for additional attempts**	**Open for additional attempts** **Confirm testing completion status with TC**	***Open for final attempts***

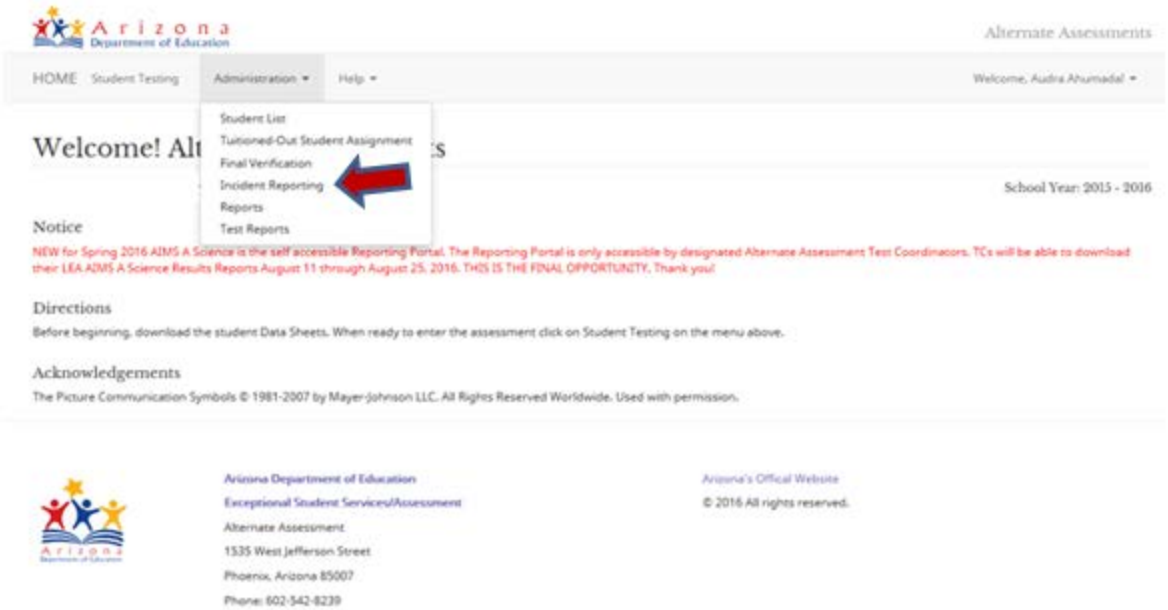
Observations

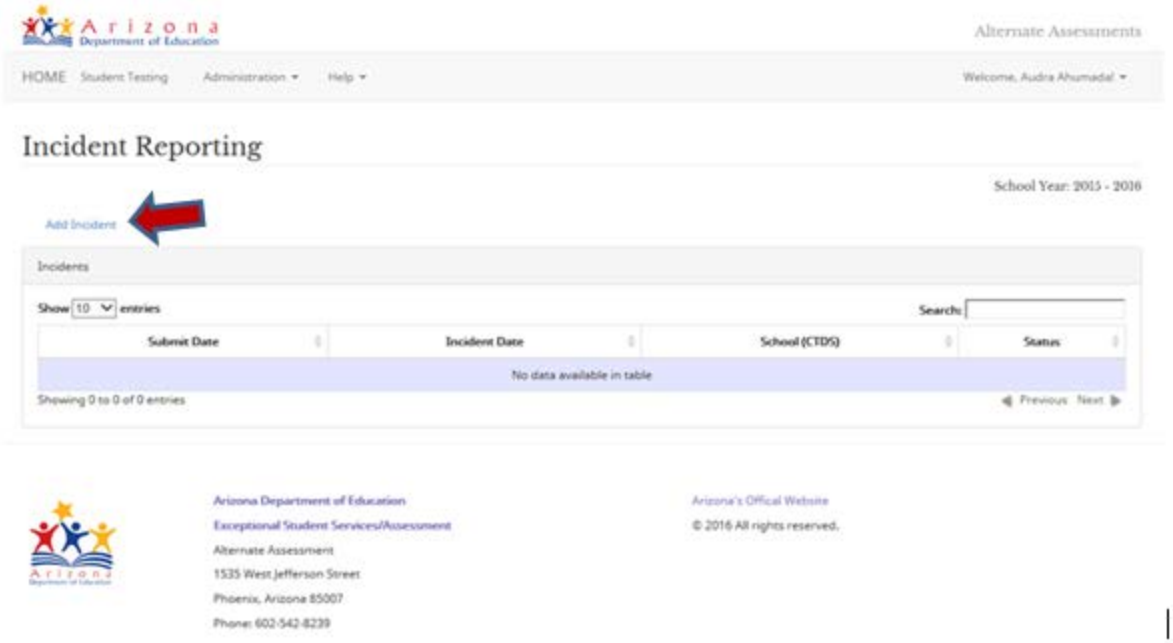
Assessment monitoring is required to ensure interpretation of results will be valid and reliable, and to ensure continuity in subsequent assessment years. U.S. Department of Education Peer Review of State Assessment Systems Non-Regulatory Guidance for States for Meeting Requirements of the Elementary and Secondary Education Act of 1965, as amended, authorizes monitoring and evaluation activities to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.

Observations will be conducted by ADE trained external consultants and ADE Assessment staff during the testing window. School districts and charters will be randomly selected for observations, and the Test Coordinator (TC) notified through an official email memorandum. The notification will provide the name of the consultant or ADE staff who will conduct the observations. Onsite testing monitors will be observing the testing environment for the student being assessed as well as the actual administration of any part of the test. TCs should arrange to observe/monitor test administration of students with additional considerations (i.e., those students with chronic illnesses, excessive absences, short attention span, behavioral issues, etc.) to ensure that ample planning and attempts are made to complete test sections.

Testing Incidents

All testing incidents must be entered in the Alternate Assessment Application. See the screen shots below for submitting incident reports. To maintain student confidentiality, use the **SSID number only** when submitting testing incident reports. Only TCs submit incident reports.





A response from ADE will be provided through the Incident Reporting Section. All testing must be completed during the testing window. At the close of the window, any incomplete testing requires the submission of an incident report.

A testing incident report must also be completed for any multiple-choice tests identified as being administered before or after normal school hours. Test Coordinators will be notified to complete an incident report. Students who are homebound may be assessed after hours; however, documentation through an incident report is required.

If a student was withdrawn from your school district or is not eligible for alternate assessments, please contact ADE Alternate Assessment to ensure that the student is removed from both AIMS A Science and MSAA.

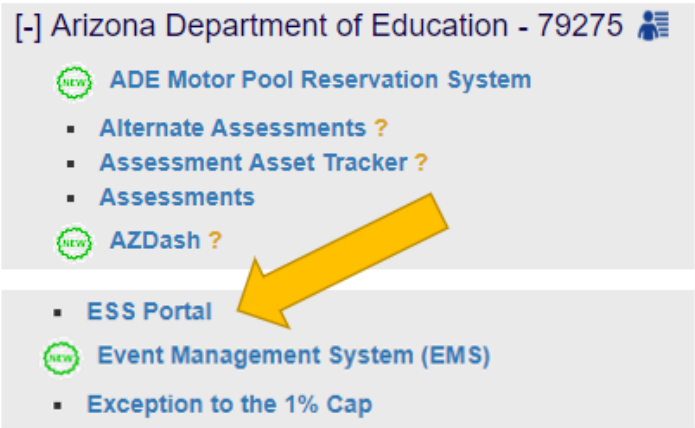
Final Verification and Data Submission

Test Coordinators (TCs) will complete the Final Data Verification during the March 2-6 window. At this time, the TC will verify that all testing has been completed (status column is "Complete" (green) and will assign tuitioned-out students to their home (DOR) school. Remember to submit an incident report for any students that are showing "Incomplete". Test Administrators will no longer have access to the AIMS A Science application. No tests should be administered or completed during this final verification window.

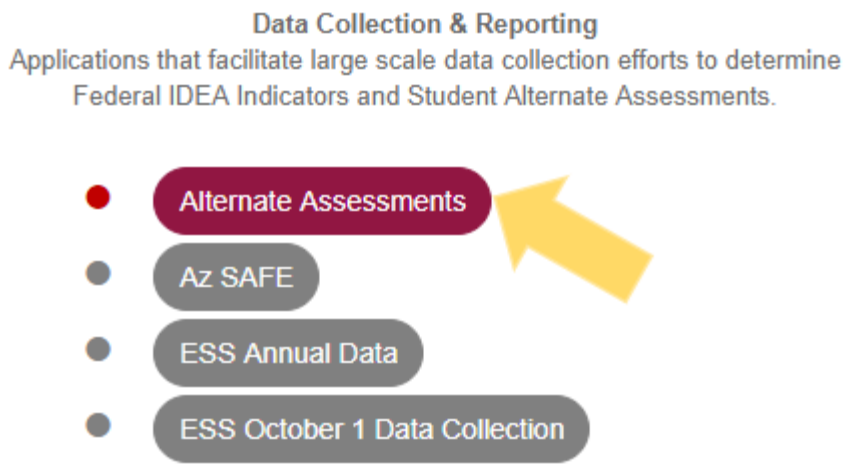
If a TC fails to submit the Final Verification and Data Submission by the closing date, your Final Verification and Data Submission will be submitted automatically with all data submitted as is. Tuitioned-out students who are not assigned to a school in the DOR will not have a student report generated and will not be included in LEA data.

AIMS A Science Test Report Distribution

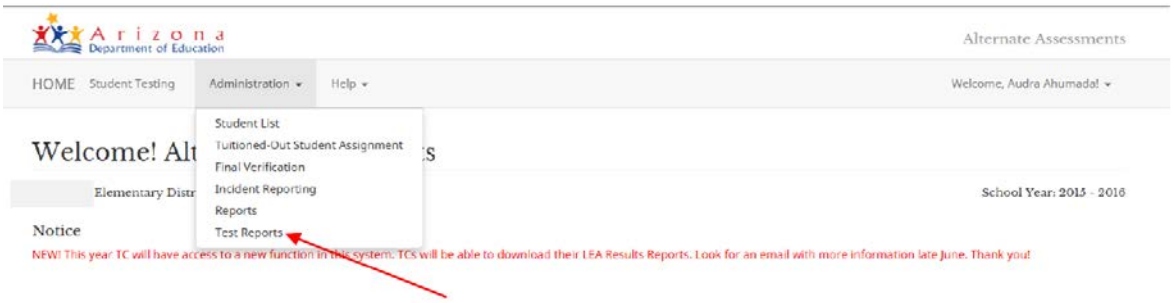
School districts and charters will receive hard copies of the Student Summary Reports. These reports will be distributed in May to the Alternate Assessment Test Coordinators. One copy should be provided to parents and one copy placed in a secure student file. Please be aware of the shipment dates of these reports; someone must be present at the time of delivery to sign for the package.



Click "ESS Portal" in ADEConnect. Then click "Alternate Assessments" under the "Data Collection and Reporting" heading.



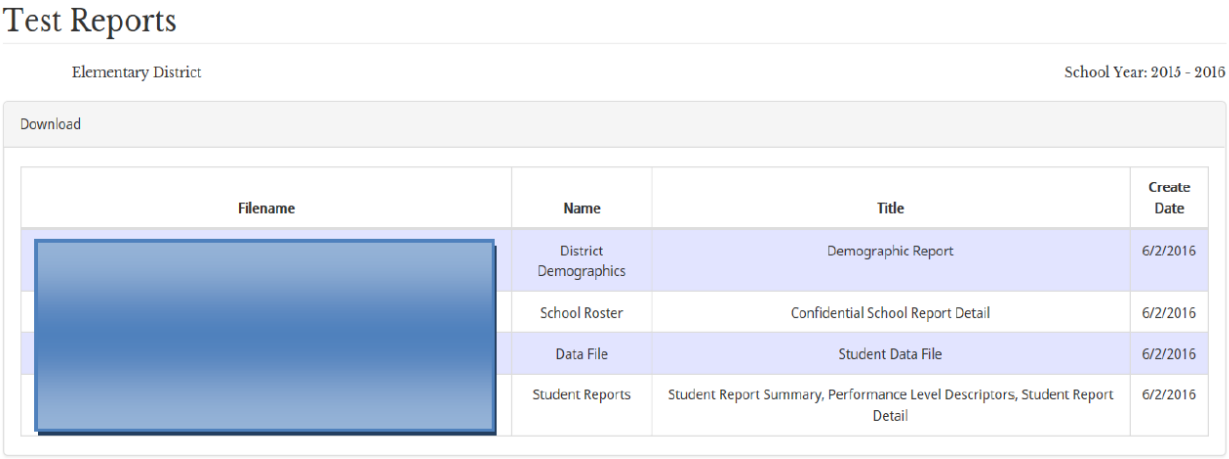
There you will see the AIMS A Science Homepage. Go to the Administration Tab-Test Reports.



The following reports will be included in the Reporting Portal for download:

- District Demographic Report (PDF)
- Confidential School Report Detail by School (PDF)
- Student Summary Report (PDF)
- 2019 District Data File (Excel)

The TC will click on the hyperlink to download reports for all schools.



Filename	Name	Title	Create Date
	District Demographics	Demographic Report	6/2/2016
	School Roster	Confidential School Report Detail	6/2/2016
	Data File	Student Data File	6/2/2016
	Student Reports	Student Report Summary, Performance Level Descriptors, Student Report Detail	6/2/2016

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