

Frequently Asked Questions

How does participating in statewide assessment benefit my child?

Assessment provides important information about progress and achievement. Assessment results and other information help the Individualized Education Program (IEP) team plan the best instruction to meet your child's specific educational needs.

What subjects and grades are assessed?

NCLB requires states to assess students in reading/language arts and mathematics in grades 3-8 and once in high school and in one grade per instructional level for science.

Who determines how my child will be assessed?

Your child's IEP team makes decisions about assessment. You and the other IEP team members follow state guidelines to decide how your child participates in statewide assessments.

What is an Alternate Assessment?

An alternate assessment is an assessment developed for students with significant cognitive disabilities who cannot take general statewide assessments, even with accommodations.

Will I receive my child's assessment results?

Yes, you will receive a student report that shows your child's performance level in each content area.

Where can I review a sample report?

<http://apta.k12.wv.us>

Who can help me understand my child's report?

You can ask your child's teacher, counselor or principal for assistance in interpreting test results.

Where can I get more information?

You can get information from your child's school, from your county board office or from the Office of Assessment and Accountability at 304-558-2546.

P.A.R.E.N.T.S.

PARTICIPATE

Participate in your child's school learning activities. Studies have shown that parental participation and influence have long-term positive effects on student performance.

ASSIST

Assist the educational process by discussing with your child the importance of being actively engaged with learning activities and working to his or her highest possible potential.

REASSURE

Reassure your child that this assessment measures learning and will be used by teachers to better improve instruction.

ENCOURAGE

Encourage your child to get a good night's rest, not just before the assessment but daily, to receive optimum benefits from educational opportunities.

NUTRITION

Nutrition is important. Provide your child with a nutritional breakfast as hunger can have a negative effect on performance.

TEACH

Teach your child to do his or her best in all settings, not just in assessment situations.

SUPPORT

Support your child's continued educational progress by modeling the discipline needed to maintain good work habits.

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Parent Brochure

West Virginia Alternate Performance Task Assessment (APTA)

Grades 3-8 and 10

Mathematics and Reading/Language Arts

Grades 4, 6 and 11

Science

Office of Assessment and Accountability

Division of Curriculum and

Instructional Services

West Virginia Department of Education

Dr. Steven L. Paine

State Superintendent of Schools



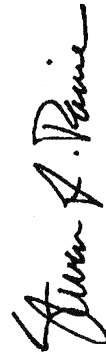
West Virginia
Department of Education

Foreword

The West Virginia Department of Education requires schools and school systems to be held accountable for meeting academic indicators used to measure adequate yearly progress (AYP) for all students. West Virginia's definition of AYP requires proficiency in mathematics and reading/language arts by the end of the 2013-2014 school year, as defined in West Virginia 126CSR13, West Virginia Board of Education Policy 2320: *A Process for Improving Education: Performance Based Accreditation System*.

The West Virginia Alternate Performance Task Assessment (APTA) is aligned to the alternate academic achievement standards and administered to students with significant cognitive disabilities in grades 3-8 and 10 in the content areas of mathematics and reading/language arts and in grades 4, 6 and 11 in the content area of science. The results of this assessment are used to assist instruction and for accountability requirements for No Child Left Behind (NCLB).

This brochure has been developed by the Office of Assessment and Accountability to assist parents in understanding the format and components of the West Virginia Alternate Performance Task Assessment (APTA).



Dr. Steven L. Paine
State Superintendent of Schools

West Virginia Alternate Performance Task Assessment

According to West Virginia Board of Education Policy 2340: *West Virginia Measures of Academic Progress*, APTA is an assessment specifically designed for a small number of students with significant cognitive disabilities whose performance cannot be adequately assessed through the general assessment instrument, West Virginia Educational Standards Test (WESTEST), even with accommodations.

Additionally, APTA is an assessment that documents a student's efforts, achievement and progress on instructional activities aligned to specific West Virginia Extended Academic Content Standards, which link to the West Virginia Content Standards and Objectives. The Extended Academic Content Standards are descriptions of what students should know and be able to do at each grade level in a content area.

APTA is administered individually to students and measures students' performance on three content areas: mathematics, reading/language arts and science. Students and/or examiners record answers in the test booklet.

Scoring

Each student booklet is scored by two trained West Virginia teachers (scorers), who assign independent scores to each item on the test. If there is a discrepancy in the two independent scores, the items in question receive a third and final score. A scoring rubric is used to assess student performance.

Alternate Assessment Performance Level Descriptors

Performance Level Descriptors: These Performance Level Descriptors provide descriptions of the skills and knowledge that are consistently demonstrated by students at each performance level. Each content area has four levels of student performance. A scale score range for each performance level indicates the level of the student's scores. Students will perform at one of the following performance levels:

ABOVE MASTERY:
Student demonstrates and shows application of knowledge that exceeds the extended standard. Student performs complex academic tasks without assistance.

MASTERY:
Student demonstrates fundamental knowledge by showing academic performance that meets the extended standard. Student performs academic tasks without assistance.

PARTIAL MASTERY:
Student demonstrates inconsistent performance of fundamental knowledge characterized by errors and/or omissions. Student performs academic tasks with assistance.

NOVICE:
Student demonstrates substantial need for the development of fundamental knowledge, characterized by fragmented and incomplete performance. Student attempts to perform academic tasks with assistance.