

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

PARTICIPATE Participate in learning activities. Studies show that parental participation and influence have long-term positive effects on student performance.

ASSIST Assist the teacher by stressing the importance of setting and achieving educational goals.

REASSURE Reassure that *APTA* is used to determine strengths and weaknesses, and aids the teacher in planning appropriate instruction

ENCOURAGE Encourage consistently working to full potential.

NURTURE Nurture by promoting a healthy lifestyle of good nutrition, a balance of rest and relaxation and a positive attitude for setting educational goals.

TEACH Teach that best performance is always important. Information from both formal and informal assessments are used to improve learning and preparing for the future.

SUPPORT Support by staying involved, encouraging good study habits, supporting reading activities, checking homework and discussing school related issues.

FREQUENT QUESTIONS

How does participating in statewide assessment benefit my child?

Assessment provides important information about progress and achievement. Assessment results help the IEP Team plan the best instruction to meet your child's specific educational needs.

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.

Will I receive my child's assessment results?

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

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, Accountability and Research at 304-558-2546.

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Dr. Steven L. Paine
State Superintendent of Schools

Parent Brochure



West Virginia Alternate Performance Task Assessment (APTA)

Grades 3-8 and 11
Mathematics and Reading/Language Arts
Grades 4, 6 and 11
Science

Office of Assessment, Accountability and Research
Division of Curriculum and Instructional Services
West Virginia Department of Education

<http://wvde.state.wv.us/oa/APTA>

FOREWORD

The West Virginia Alternate Performance Task Assessment (APTA) is aligned to the alternate academic achievement standards. APTA is administered to students with significant cognitive disabilities in grades 3-8 and 11 in the content areas of mathematics and reading/language arts and in grades 4, 6 and 11 in the content area of science.

The student's Individualized Education Program (IEP) Team determines if the student should be taught to alternate achievement standards and assessed by the APTA. 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, Accountability and Research to assist parents and/or guardians in understanding the format and components of APTA.

Sincerely,



Dr. Steven L. Paine
State Superintendent of Schools

WEST VIRGINIA ALTERNATE PERFORMANCE TASK ASSESSMENT DESCRIPTION

According to West Virginia Board of Education Policy 2340, *West Virginia Alternate Performance Task Assessment* (APTA), is specifically designed for students with significant cognitive disabilities whose performance cannot be adequately assessed through the general assessment instrument, West Virginia Educational Standards Test 2 (WESTEST 2), even with accommodations. Students who are administered APTA must be instructed using the appropriate grade level Alternate Academic Achievement Standards and pursuing a modified diploma as per the Individualized Education Program (IEP). (Refer to <http://wvde.state.wv.us/policies/> under Policy 2520.16 for Alternate Academic Achievement Standards)

Additionally, APTA is an assessment that documents a student's efforts, achievement and progress on instructional activities aligned to specific West Virginia Alternate Academic Achievement Standards and linked to the West Virginia Content Standards and Objectives. The Alternate Academic Achievement 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 in three content areas: mathematics, reading/language arts and science. Students and/or examiners record answers in the test booklet.

SCORING PROCESS

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. 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.



Students deserve it • The world demands it