

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

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

ASSIST Assist the educational process by discussing with your student the importance of being actively engaged with learning activities and working to the highest potential.

REASSURE Reassure your student the assessment will determine strengths and weaknesses, and therefore, aid the teacher in planning appropriate instruction. Ensure that your student consistently gets a good night's rest.

ENCOURAGE Encourage your student to work to his/her potential and strive to perform his/her best on a daily basis.

NURTURE Nurture your student by promoting good nutritional habits, positive recreational activities and a positive attitude for setting educational goals.

TEACH Teach your student that doing his/her best is always important and to set personal short and long term goals.

SUPPORT Support your student by staying involved and encouraging good study habits. Discuss school activities with your student on a daily basis.

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 a 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 and Accountability at 304-558-2546.



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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 and Accountability
Division of Curriculum and Instructional Services
West Virginia Department of Education
Dr. Steven L. Paine
State Superintendent of Schools



FOREWORD

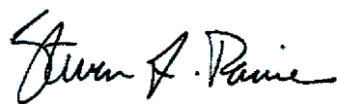
WEST VIRGINIA ALTERNATE PERFORMANCE TASK ASSESSMENT

ALTERNATE ASSESSMENT PERFORMANCE LEVEL DESCRIPTORS

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 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 results of this assessment are used to assist instruction and for accountability requirements for No Child Left Behind (hereinafter 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.



Dr. Steven L. Paine
State Superintendent of Schools

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 (hereinafter 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

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.

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.