

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. *APTA* assesses students in grades 3-8 and 10.

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 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://WESTEST.k12.wv.us/STATEREPORTS.htm>

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 Student Assessment Services at 304-558-1585.

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 teacher by discussing with your child the importance of listening to and following the directions.
- REASSURE** Reassure your child that this test measures learning and shows strengths and accomplishments, as well as areas needing improvement. Assure that your child gets a good night's rest before testing!
- ENCOURAGE** Encourage your child to work to his/her potential.
- NUTRITION** Nurturing and nutrition are important. Provide your child with a nutritional breakfast as hunger can have a negative effect on performance.
- TEACH** Teach your child that doing his/her best is important. Test information is used to improve your child's learning.
- SUPPORT** Stay involved by shaping good learning habits and support your child's continued educational progress.

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West Virginia
Department of Education



Dr. Steven L. Paine
State Superintendent of Schools
West Virginia Department of Education

Parent Brochure

West Virginia

A lternate
P erformance
T ask
A ssessment



Grades 3-8 and 10

Office of Student Assessment Services
Division of Curriculum and Instructional Services

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. The results of this assessment are used to assist instruction and for accountability requirements for NCLB.

This brochure has been developed by the Office of Student Assessment Services 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 School

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 and linked to West Virginia Content Standards and Objectives. The Extended Academic 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 two (2) content areas: mathematics and reading/language arts. Students and/or examiners will 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 Descriptions

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 (4) levels of student performance. A scale score range for each performance level will indicate the level of the student's scores. Students will perform at one of the following performance levels:

ABOVE MASTERY:

Student demonstrates knowledge that exceeds the extended standards in mathematics and reading/language arts. Student performs complex academic tasks without assistance in mathematics and reading/language arts.

MASTERY:

Student demonstrates knowledge that meets the extended standards in mathematics and reading/language arts. Student performs academic tasks without assistance in mathematics and reading/language arts.

PARTIAL MASTERY:

Student demonstrates knowledge characterized by errors and/or omissions in mathematics and reading/language arts. Student performs academic tasks with assistance in mathematics and reading/language arts.

NOVICE:

Student demonstrates knowledge characterized by fragmented and incomplete performance in mathematics and reading/language arts. Student attempts to perform academic tasks with assistance in mathematics and reading/language arts..