

Ohio Alternate Assessment for Students with the Most Significant Cognitive Disabilities



Understanding Your Child's Test Scores

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Disclaimer: The data in the Family Report sample are for display purposes only and do not represent actual results. The student's name on the sample is fictitious, and any similarity to an actual student name is purely coincidental.

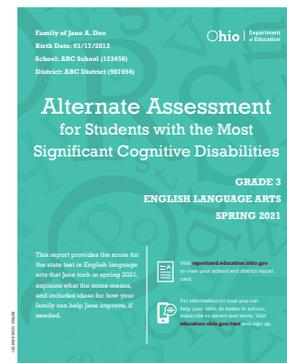
What is the Ohio Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)?

The Ohio Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) is designed to evaluate the performance of students with disabilities for whom general assessments are not appropriate.

The AASCD is aligned to Ohio's Learning Standards - Extended and allows students to demonstrate their knowledge and skills in an appropriately challenging assessment. Students are tested on a series of performance tasks. These tasks are designed to be accessible and engaging to students with diverse and significant disabilities.

English language arts (ELA) and mathematics were administered to students in grades 3–8 and high school, science was administered to students in grades 5, 8, and high school, and social studies was administered to students in high school.

The alternate assessments can help identify whether students need extra support and practice in ELA, math, science and/or social studies. Teachers and families can then work together to ensure that students receive the support they need.



Ohio Alternate Assessment for Students with the Most Significant Cognitive Disabilities Score Report

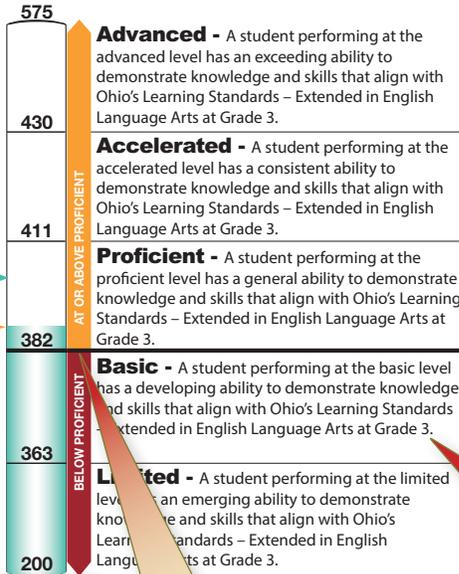
FAMILY SCORE REPORT



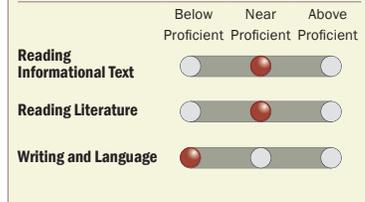
English language arts assessment

Jane's score is 388.
Jane performed at the proficient level and meets standards for English language arts.

State Average Score: 402



Has Jane reached proficient in the areas of English language arts?



Your student's AASCD **score** and **performance level** are shown in a box with an arrow pointing to the shaded portion of the barrel graph. Provided for comparison are average scores for all students in the same grade in Ohio public schools (State Average Score).

Scores above the solid black line meet the state standard.
Scores below the solid black line do not meet the state standard.

Detailed performance level descriptors for each subject appear in your student's score report and describe the general skills and abilities of students who take the AASCD. For additional information, please refer to the reporting resources page of the AASCD Test portal.

WHAT STUDENTS DO

Students ask and answer questions about stories and poems. They tell how different characters change within a story. They explain how authors can use stories to express a theme or lesson. They read two stories by one author and tell the similarities and differences. They use pictures to help them better understand a story.

WHAT THESE RESULTS MEAN

Your child can often answer questions about what happened in a story; describe traits and feelings of characters; understand the meaning of most words in a story or poem; and recognize that authors split stories into chapters and poems into stanzas.

NEXT STEPS

Read a story with your child. Ask your child to describe their role in the story, and the theme, or lesson, of the story.

Writing and Language

Jane Scored Below Proficient

WHAT STUDENTS DO

Students write to state opinions and give information on different topics. They clearly state a main idea or opinion. They use facts from the text they have read to support a main idea or opinion. They group facts into well-organized sentences and paragraphs. They use correct capitalization, punctuation, and spelling.

WHAT THESE RESULTS MEAN

Your child may have trouble writing for a purpose; organizing facts or information into categories to support a main idea or opinion; writing sentences and paragraphs with correct punctuation; and choosing the best words to describe an idea.

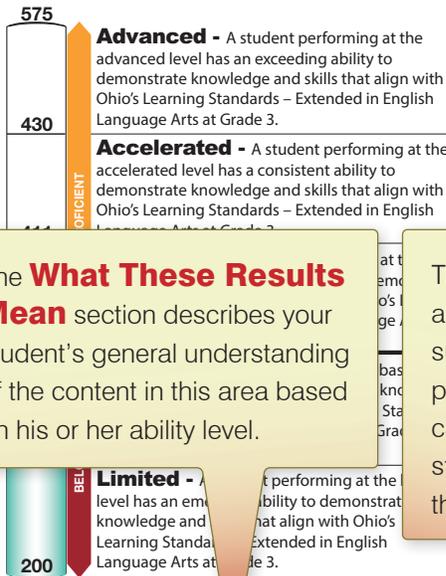
NEXT STEPS

Read an article with your child on a topic that interests him or her. Ask your child to write a few complete sentences to express an opinion or share information about the topic. Have your child include details from the article that support his or her opinion. Help your child use correct punctuation when writing.

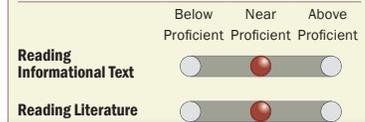
FAMILY SCORE REPORT



English language arts assessment



Has Jane reached proficient in the areas of English language arts?



A **description of each area** appears in the far left column and describes tasks that students who are proficient in each area are able to perform.

The **What These Results Mean** section describes your student's general understanding of the content in this area based on his or her ability level.

The **Next Steps** recommendations are based on your student's overall subject performance level. This section provides information on activities you can do with your student to build on strengths and alleviate weaknesses in the subjects assessed.

State Average Score: 402

What are your child's strengths and areas for growth in English language arts?

Reading Informational Text

Jane Scored Near Proficient

WHAT STUDENTS DO

Students find the main idea and the supporting details of a text. They connect events, ideas, steps, sentences, paragraphs, and illustrations to one another. They understand similarities between different historic events or scientific ideas. They find similarities and differences between two texts on the same topic.

WHAT THESE RESULTS MEAN

Your child can often answer questions about a text; find the main idea and supporting details; use charts and key words to find information; recognize connections between different ideas or steps in a text; and tell the author's point of view.

NEXT STEPS

Read an article about a current event or scientific discovery with your child. Ask your child to explain the main idea of the article. Have your child pick out words that are specific to the article's topic. Discuss the meaning of these words with your child.

Reading Literature

Jane Scored Near Proficient

WHAT STUDENTS DO

Students ask and answer questions about stories and poems. They tell how different characters change within a story. They explain how authors can use stories to express a theme or lesson. They read two stories by one author and tell the similarities and differences. They use pictures to help them better understand a story.

WHAT THESE RESULTS MEAN

Your child can often answer questions about what happened in a story; describe traits and feelings of characters; understand the meaning of most words in a story or poem; and recognize that authors split stories into chapters and poems into stanzas.

NEXT STEPS

Read a story with your child. Have your child find words in the story that he or she does not know and ask him or her to use surrounding text to figure out their meaning. Discuss important events that took place in the story, and the theme, or lesson, of the story.

Writing and Language

Jane Scored Below Proficient

WHAT STUDENTS DO

Students write to state opinions and give information on different topics. They clearly state a main idea or opinion. They use facts from the text they have read to support a main idea or opinion. They group facts into well-organized sentences and paragraphs. They use correct capitalization, punctuation, and spelling.

WHAT THESE RESULTS MEAN

Your child may have trouble writing for a purpose; organizing facts or information into categories to support a main idea or opinion; writing sentences and paragraphs with correct punctuation; and choosing the best words to describe an idea.

NEXT STEPS

Read an article with your child on a topic that interests him or her. Ask your child to write a few complete sentences to express an opinion or share information about the topic. Have your child include details from the article that support his or her opinion. Help your child use correct punctuation when writing.

Glossary of Terms/Definitions

Content Strand: A content subset within a subject

Performance Level: A proficiency level that corresponds to a score range determined by a committee of Ohio educators and parents

Performance Level Descriptors: Detailed explanations of proficiencies and skills that correspond to each performance level for each grade/grade-band and subject

Scale Score: A numerical value that is on a common scale so that children's scores can be compared over multiple test administrations

Standards: Grade-band content that is assessed for accountability purposes

Frequently Asked Questions

Why does my child participate in standards-based instruction and assessment?

In addition to learning functional life skills, Ohio believes that all students must have *access to, be involved in and progress in the general academic curriculum*. For these reasons, Ohio's Learning Standards – Extended were designed to provide meaningful access to academic content for students with the most significant cognitive disabilities. The AASCD provides an opportunity for these students to demonstrate what they know and can do.

How is the alternate assessment designed for students with the most significant cognitive disabilities?

The AASCD is designed to be accessible to students with diverse and significant disabilities. First, the test contains performance tasks that range in complexity. Second, the test uses picture symbols and stimuli to engage students in the content. Third, the test allows students to complete the tasks using their preferred method of communication (e.g., pointing, eye gaze, assistive technology, oral response, sign language). Fourth, two types of scripted test items are used: engagement, where the teacher rates the student's level of involvement; and scaffolded, where students are often given multiple opportunities to respond correctly. Finally, there is no time restriction on the assessment; students may stop and resume the assessment at any point.

What does my child's performance level tell me?

The performance levels indicate how often and accurately your child demonstrates the knowledge and skills being tested. Students are expected to demonstrate these skills at a proficient level or higher. For students who took the high school AASCD, families are encouraged to speak with their child's school regarding the potential consequences of not passing part or all of the high school AASCD. Your child's teacher will continue to work with your child to provide access to the general education curriculum and build upon his or her success.

Additional Resources

What are Ohio's Learning Standards – Extended and where can I learn more about their effect on my child's education?

Ohio's Learning Standards – Extended were created to provide meaningful access to academic instruction for students with the most significant cognitive disabilities. The extended standards are organized by grade-band. Specific standards are extended across three complexity levels, allowing teachers to adjust for various levels of difficulty. The extended standards serve as the foundation for the development of the assessment tasks for the AASCD. You can learn more about the Extended Standards by visiting education.ohio.gov and searching "extended standards."

In addition, Ohio has developed instructional modules to explore how the Extended Standards can be incorporated into classroom practices. These modules are available to the public and can be helpful tools to better understand what happens when functional and academic content are combined in the classroom. Visit ohextendedstandards.org for more information.

Where can I learn more about Ohio's Alternate Assessment?

Family FAQs are available under the Alternate Assessment Family Resources section of ODE's webpage [here](#). Families can visit the Ohio Alternate Assessment Portal (oh-alt.portal.cambiumast.com) to find more information, including practice test resources, for the AASCD. Families are also encouraged to speak with their child's teacher to learn more.

To learn about allowable accommodations, individual student test eligibility, graduation requirements and the testing rules of the alternate assessment, please refer to the Students with Disabilities section of the Ohio's State Tests Resource Book (education.ohio.gov; search "Resource Book").