

Alabama Student Assessment Program Overview

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Primary Purposes:

- To assess students' mastery of early reading skills
- To provide teachers and parents with a better understanding of a student's strengths, weaknesses, and progress in the major developmental areas of early literacy
- To provide information to the teachers and parents in a time-efficient manner
- To assist teachers with the development of classroom instruction appropriate for the student

Content:

- **Kindergarten** assesses Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency.
- **First Grade** assesses Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency.
- **Second Grade** assesses Nonsense Word Fluency and Oral Reading Fluency.
- **Third Grade** (optional) assesses Oral Reading Fluency.

Additional Information:

- Benchmarks are administered three (3) times—fall, midyear, and spring.
- Progress Monitoring is an option of the local school system.

Student Assessment Contact:

- Renee Callen at 334-242-8038 or rcallen@alsde.edu
- Kanetra Germany at 334-242-8038 or kgermany@alsde.edu

For More Information:

- Official DIBELS Home Page: <http://dibels.uoregon.edu/>
- 2006 DIBELS Handbook:
http://www.alsde.edu/html/sections/doc_download.asp?section=91&id=5305&sort=9

Stanford Achievement Test, Tenth Edition (Stanford 10)

Primary Purposes:

- To compare individual and group performance with performance of the norming group
- To report relative strengths and weaknesses of individuals and groups
- To provide data to study changes in performance over time

Content:

- Grade 3—Reading, mathematics, and language
- Grade 4—Reading, mathematics, and language
- Grade 5—Reading, mathematics, language, and science
- Grade 6—Reading, mathematics, language, and social science
- Grade 7—Reading, mathematics, language, and science
- Grade 8—Reading, mathematics, and language

Additional Information:

- The Stanford 10 is administered during the first two weeks of April.
- The *Otis-Lennon School Ability Test* (OLSAT), the companion school-ability assessment, is administered during the testing window.
- Results provide Alabama educators, parents, and the public a comparison of the performance of Alabama's students, schools, school systems, and state to the performance of the nation.

Student Assessment Contact:

- Judy Pugh at 334-242-8038 or jpugh@alsde.edu

For More Information:

- Test scores for schools, school systems, and state—Accountability Reporting:
<http://www.alsde.edu/Accountability/preAccountability.asp>
- Test Interpretation—
 - *Stanford 10 Interpreting Student-Group Reports:*
http://www.alsde.edu/html/sections/doc_download.asp?section=100&id=5311&sort=
 - *Stanford 10 Monitoring Student Progress Over Time:*
http://www.alsde.edu/html/sections/doc_download.asp?section=100&id=5691&sort=

Alabama Reading and Mathematics Test (ARMT)

Primary Purposes:

- To assess students' mastery of state content standards in reading and mathematics
- To report individual and group performance
- To report relative strengths and weaknesses of individuals and groups
- To provide data to study changes in performance over time

Content:

- Grades 3-8—Academic content standards in reading
- Grades 3-8—Academic content standards in mathematics

Additional Information:

- The ARMT is a criterion-referenced test. It consists of selected items from the *Stanford Achievement Test* (Stanford 10) which matches the Alabama state content standards in reading and mathematics. Additional test items were developed to be included so that all content standards were fully covered. It is this combination of Stanford 10 items and newly developed items that is known as the ARMT.
- The ARMT has a 100% alignment to the Alabama state content standards in reading and mathematics.
- A student must take Stanford 10 Word Study Skills (Grade 3 only), Stanford 10 Reading Vocabulary (Grades 3-8), Stanford 10 Reading Comprehension (Grades 3-8), and the ARMT Part 2 Reading subtest to get an ARMT reading score.
- A student must take Stanford 10 Mathematics Procedures (Grades 3-8), Mathematics Problem Solving (Grades 3-8), and the ARMT Part 2 Mathematics subtest to get an ARMT mathematics score.
- Performance is reported in the following achievement levels:
 - Level I—Does not meet academic content standards
 - Level II—Partially meets academic content standards
 - Level III—Meets academic content standards (proficient or grade-level performance)
 - Level IV—Exceeds academic content standards
- Results are used for accountability for Grades 3-8 in meeting one of the requirements of the No Child Left Behind legislation.

Student Assessment Contact:

- Judy Pugh at 334-242-8038 or jpugh@alsde.edu

For More Information:

- Test scores for schools, school systems, and state—Accountability Reporting:
<http://www.alsde.edu/Accountability/preAccountability.asp>
- Test Interpretation—
 - *ARMT Interpreting Student-Group Reports:*
http://www.alsde.edu/html/sections/doc_download.asp?section=100&id=5310&sort

- *ARMT Monitoring Student Progress Over Time:*
http://www.alsde.edu/html/sections/doc_download.asp?section=100&id=5689&sort=
- Item Specifications—By subject (reading and mathematics) and by grade (3-8)
<http://www.alsde.edu/html/sections/documents.asp?section=91&sort=10&footer=sections>

Alabama Science Assessment (ASA)—Grades 5 and 7

Primary Purposes:

- To assess students' mastery of state content standards in science
- To report individual and group performance
- To report relative strengths and weaknesses of individuals and groups
- To provide data to study changes in performance over time

Content:

- Grade 5—Alabama state content standards
 - Six standards in physical science
 - Three standards in life science
 - Two standards in earth and space science
- Grade 7—Alabama state content standards
 - Eleven standards in life science

Additional Information:

- The ASA is a criterion-referenced test.
- The ASA consists of 66 multiple-choice questions.
- The ASA is aligned to the Alabama state content standards in science.
- Performance is reported in the following achievement levels:
 - Level I—Does not meet academic content standards
 - Level II—Partially meets academic content standards
 - Level III—Meets academic content standards (proficient or grade-level performance)
 - Level IV—Exceeds academic content standards

Student Assessment Contact:

- Mark Ward at 334-242-8038 or mward@alsde.edu

For More Information:

- Test scores for schools, school systems, and state—Accountability Reporting:
<http://www.alsde.edu/Accountability/preAccountability.asp>

Alabama Direct Assessment of Writing (ADAW)

Primary Purposes:

- To assess students' writing performance in descriptive, narrative, expository, and persuasive modes of discourse, thus encouraging writing in all four modes
- To report to the public regarding students' writing performance in descriptive, narrative, expository, and persuasive modes of discourse

Content:

- Grade 5—Descriptive, narrative, and expository modes of writing
- Grade 7—Descriptive, narrative, expository, and persuasive modes of writing
- Grade 10—Narrative, expository, and persuasive modes of writing

Additional Information:

- The ADAW is administered in late February/early March.
- The assessment is timed.
- Scores are reported in the following manner:
 - Focused Holistic Score. This requires the reader to focus attention on a set of compositional characteristics (purpose, content, audience, and organization/clarity) and to assign scores based on the level of proficiency that the writer demonstrates in these areas.
 - Analytic Scores. These scores are given for writing mechanics, sentence formation, and grammar and usage.
- Performance is reported in the following achievement levels:
 - Level I: This writing shows little understanding of the writing task.
 - Level II: This writing reflects some understanding of the writing task but more author involvement than author control.
 - Level III: This writing indicates a good understanding of the writing task and is sufficiently developed with a sense of audience, purpose, and author control.
 - Level IV: This writing is thorough with a strong sense of audience and purpose and is precise, consistent, and elaborated with details that are clear and coherent.

Student Assessment Contact:

- Kanetra Germany at 334-242-8038 or kgermany@alsde.edu

For More Information:

- Test scores for schools, school systems, and state—Accountability Reporting:
<http://www.alsde.edu/Accountability/preAccountability.asp>
- Guide for Holistic Scoring of Writing:
<http://www.alsde.edu/html/sections/documents.asp?section=91&sort=7&footer=sections>

- Annotated Writing Packets:
 - 2002-2003—
<http://www.alsde.edu/html/sections/annotatedpackets.asp?section=91&value=1&footer=sections&set=3>
 - 2003-2004—
<http://www.alsde.edu/html/sections/annotatedpackets.asp?section=91&value=2&footer=sections&set=4>
 - 2004-2005—
<http://www.alsde.edu/html/sections/annotatedpackets.asp?section=91&value=3&footer=sections&set=5>
 - 2005-2006—
<http://www.alsde.edu/html/sections/annotatedpackets.asp?section=91&value=3&footer=sections&set=6>

Alabama High School Graduation Exam (AHSGE)

Primary Purposes:

- To assess students' mastery of content defined as "fundamental," a requirement for receipt of an Alabama high school diploma
- To report the percent of students in the school passing each subject-area test for grades 10, 11, and 12
- To report relative strengths and weaknesses of individuals and groups

Content:

- Academic content standards in reading, mathematics, language, science, and social studies found in the Alabama courses of study

Additional Information:

- The first administration of the AHSGE occurs in the spring of the students' 10th grade year. This is a checkpoint. If a student passes of any of the subject-area tests, he or she is given credit for that subject area-test.
- The second administration of the AHSGE occurs in the spring of the students' 11th grade year. After this administration, any subject area that is not passes by a student may be taken again during subsequent administrations of the assessment. These administrations take place in July following the 11th grade, September of the 12th grade, December of the 12th grade, and March of the 12th grade.
- The student receives information regarding mastery/non-mastery for each objective.
- Performance is reported as "pass" (mastery) or "fail" (non-mastery).
- This is not a timed assessment.

Student Assessment Contact:

- Dottie DeMars at 334-242-8038 or ddemars@alsde.edu

For More Information:

- Test scores for schools, school systems, and state—Accountability Reporting:
<http://www.alsde.edu/Accountability/preAccountability.asp>
- Item Specifications:
<http://www.alsde.edu/html/sections/documents.asp?section=91&sort=1&footer=sections>

Alabama Alternate Assessment (AAA)

Primary Purposes:

- To assess students' mastery of state extended content standards in reading, mathematics, and science
- To report individual and group performance
- To report relative strengths and weaknesses of individuals and groups
- To provide data to study changes in performance over time

Content:

- Grades K-8 and 11—Academic extended content standards in reading
- Grades 3-8 and 11—Academic extended content standards in mathematics
- Grades 5, 7, and 11—Academic extended content standards in science

Additional Information:

- The AAA is a criterion-referenced portfolio assessment.
- The AAA is administered to students with significant cognitive disabilities working on the Alabama Extended Standards.
- Each extended standard has four levels of complexity.
 - Example: Mathematics Extended Standard 3.1
 - Complexity 4—Identify numbers from 1 to 100
 - Complexity 3—Count by 1's to 100
 - Complexity 2—Imitate counting by 1's to 100
 - Complexity 1—Interact with different size groups of objects 1-100
- The level of assistance provided by the teacher is important.
 - Independently—the student performs the task without prompting or support. The cognition of the task is performed by the student.
 - Prompting—the student is provided cues by the teacher to initiate or sustain the activity. The cognition of the task is performed by the student.
 - Support—the student receives direct assistance to achieve the skill. The cognition of the task is not performed by the student alone; however, the task is not completed by the teacher. This assistance is more than prompting.
- The compilation of the Body of Evidence completes the assessment process:
 - The teacher teaches and collects pieces of evidence reflective of the student's performance on a particular complexity level for each grade-level extended content standard throughout the school year.
 - During a three-week window in March, the teacher selects three pieces of evidence per extended content standard to send as the student's Body of Evidence.
 - Scorable evidence includes student worksheets/teacher tests, student work samples, annotated photographs, scripted audio/video, and written performance summaries.
 - The student's Body of Evidence is shipped to a vendor for scoring.
- The pieces of evidence in the Body of Evidence are scored using the AAA Rubric:
 - Alignment to the Extended Content Standard
 - Complexity of the Extended Content Standard
 - Level of Assistance Used
 - Mastery of Content

- Standards were set using Profile Sorting and a Contrasting Groups Study.
- Performance is reported in the following achievement levels:
 - Level I—Does not meet academic content standards
 - Level II—Partially meets academic content standards
 - Level III—Meets academic content standards (proficient or grade-level performance)
 - Level IV—Exceeds academic content standards
- Reading and mathematics results are used in Grades 3-8 and 11 in determining Adequate Yearly Progress, a requirement of NCLB.
- Science results are reported in Grades 5, 7, and 11, a requirement of NCLB.

Student Assessment Contact:

- Nannette Pence at 334-242-8038 or npence@alsde.edu

For More Information:

- Test scores for schools, school systems, and state—Accountability Reporting:
<http://www.alsde.edu/Accountability/preAccountability.asp>