

Slide 1	No notes available on this slide.
Slide 2	No notes available on this slide.
Slide 3	No notes available on this slide.
Slide 4	It is not as simple as saying a student has a certain IQ score.
Slide 5	<p>Student participation in the AA is an IEP decision. It is the responsibility of the IEP team to ensure that a student meets the participation criteria</p> <p>Ask people to reach each criteria, then explain</p> <ul style="list-style-type: none"> ▪ Cognitive disability AND adaptive behavior deficits...prevents completion of general curriculum, even with accommodations and/or adaptations...in other words, the student accesses academic content through the Core Content Connectors ▪ Primarily functional and living-skills instruction ▪ Student needs frequent and intensive individualized instruction to learn, maintain, and generalize skills across multiple settings <p>These criteria are vague and can be difficult to apply. We are working on that for next year.</p>
Slide 6	<p>The LCI is another tool that IEP teams understand what it means for a student to have a significant intellectual disability</p> <p>3.Expressive Communication (check the best description)</p> <ul style="list-style-type: none"> ▪ Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal. <p>5.Receptive Language (check the best description)</p> <ul style="list-style-type: none"> ▪ Independently follows 1-2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues. <p>11.Reading (check the best description)</p> <ul style="list-style-type: none"> ▪ Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response). ▪ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille. ▪ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille. ▪ Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that are not linked to the text. ▪ No observable awareness of print or Braille. <p>12.Mathematics (check the best description)</p> <ul style="list-style-type: none"> ▪ Applies computational procedures to solve real-life or routine word problems from a variety of contexts. ▪ Performs computational procedures with or without a calculator. ▪ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.

	<ul style="list-style-type: none"> • Counts by rote to 5. • No observable awareness or use of numbers.
<p>Slide 7</p>	<p>Title 1 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) [ESEA §111(b)(2)(D) and 34 CFR 200.6(c) and (d)], modifies the provision that students with the most significant cognitive disabilities may participate in alternate assessments based on alternate academic achievement standards (alternate assessments). ESSA places a 1.0% cap on the number of students who may participate in alternate assessments. States that anticipate exceeding the 1.0% cap must submit a waiver request to the U.S. Department of Education.</p> <p>Idaho's ELA and Math AA participation rates are 1.19% Science is 1.25% That may not seem like much, but we are talking about 19% and 25% over the cap. Some districts have AA participation rates as high as 7%</p> <p>I will be providing technical assistance to districts regarding how they can identify students eligible to take AA more appropriately. Also forming AA workgroup to define SCI, examine participation criteria, and create guidance documents.</p> <p>Are there some students for whom neither the GENED Ax and AA are not appropriate? Yes, there are. Actually, about 2% of students fall between these two assessments. When I can come up with the right solution and convince the Fed, I will make a lot of money. This is a difficult issue, but we must be sure that only the students with the most significant cognitive disabilities take AA.</p> <p>So, I am asking you to work with your teachers and IEP teams to be sure that only those students with the most significant cognitive disabilities are taking the AA.</p>
<p>Slide 8</p>	<p>You can access all the different AIR Systems by clicking on the Alternate Assessment ELA & Math assessment card on the home page of the ISAT portal (http://idaho.portal.airast.org/) and selecting the system card that you would like to access. Please keep in mind any card including a lock symbol on the bottom right corner will require log-in information.</p> <ul style="list-style-type: none"> • Alternate Assessment ELA & Math Resources: This card will direct you to all of the Alternate Assessment resources currently available • Test Information Distribution Engine (TIDE): This system supports state, district, and school test coordinators throughout the testing process, from test preparation (such as adding student information, creating rosters, etc.), to test administration (such as printing test tickets and seeing participation reports), to post-administration (such as creating Test Improperities to invalidate a test). • Test Administration: The Test Administration (TA) Interface is used by Teachers (TEs) to administer the online Idaho Alternate Assessments (ID-AA). • Online Reporting System (ORS): ORS contains two major features: Score Reports and the Reports & Files. Score Reports provide score data for each test while Reports & Files provides summary statistics of students who tested in a selected subject and grade level. • Data Entry Interface (DEI): DEI is a component of the Test Delivery System (TDS) that allows authorized users to enter student assessment data, such as item responses. This particular system will be used to complete the Learner

	<p>Characteristic Inventory (LCI) and to enter student responses for those students who have a Paper-Pencil accommodation registered in TIDE.</p> <ul style="list-style-type: none"> ▪ Practice & Training Test Administration: This system allows the Teacher (TE) and the student to become familiarized with the AIR platform.
Slide 9	<p>The ISAT Portal home page also includes several pages that provide information regarding test window dates. These dates are available in the Important Dates page, the Idaho Help Desk information available in the Contact Us page, and the Secure Browser page which directs users to download the Secure Browser. As a reminder, all students taking the Idaho Alternate Assessment (ID-AA) ELA & Math will be required to have the Secure Browser downloaded in their testing device(s).</p> <p>The Idaho Alternate Assessment (ID-AA) ELA & Math test window is scheduled to start on Monday, March 26 and close on Friday, May 18.</p>
Slide 10	<p>To access the ID-AA resources available for the 2017-2018 administration select the Alternate Assessment ELA & Math Resources card.</p> <p>This year, paper-pencil requests will be submitted via a digital form available in the Accessibility & Accommodation folder. This new online form will allow District-level users to easily submit a paper pencil request.</p> <p>An announcement will always be posted when a new resource is added to the ISAT portal.</p>
Slide 11	<p>For a Teacher (TE) to administer the ID-AA in ELA & Math, the TE will be required to complete the Test Administration (TA) Certification Course online. Once the certification is complete, then the TA will have access to the TA Interface (or site). The TA Certification course is available via the Alternate Assessment ELA & Math assessment card.</p> <p>Please note: If the TE tries to access the TA Administration site without having completed the TA Certification course she/he will receive an error message indicating they do not have permission to access the site.</p> <p>As a reminder, TEs will not be able to administer the ID-AA until Monday, March 26th. The ID-AA window is scheduled to close on Friday, May 18th.</p>
Slide 12	<p>In TIDE you will have the ability to Add, View, Edit, Export, and Upload Student Information. If you are adding information for an individual student, we recommend using the Add Students task. However, if you are adding a large group of students we recommend using the Upload Students task.</p> <p>For the 2017-18 school year, many changes have been made to the student demographic data collected in TIDE. When adding an individual student, you will be required to enter the District, School, EDUID, Student's Last Name, Student's First Name, Gender, Birth Date, Grade, Section 504 Status, Special Education Status, LEP Status and Migrant Status.</p> <p>All students who are planning on taking the ID-AA in ELA & Math this year will need to have the Special Education Status (previously titled IDEA Indicator) and the</p>

	<p>Alt Assessment fields selected to Yes. The Alt Assessment flag cannot be set to Yes if Special Education Status is set to No.</p>
Slide 13	<p>No notes available on this slide.</p>
Slide 14	<p>Test Setting and Tools will be available to select via the Add Students or the Upload Test Settings and Tools pages in TIDE. The following tools have been pre-selected in TIDE for all students taking the Idaho Alternate Assessments (ID-AA) ELA or Mathematics assessments.</p> <ul style="list-style-type: none"> ▪ Color Contrast ▪ Masking ▪ Print Size/Zoom ▪ Language/Presentation ▪ Text-to-Speech ▪ Form Assignment ▪ Permissive Mode ▪ Print on Demand <p>To disable or update the values of any of these tools for an individual student, a District Test Administrator (DA) and/or a District Test Coordinator (DC) will need to select the View Test Settings and Tools task and update accordingly. To disable or update the values of any of these tools for a group of students a District Test Administrator (DA), District Test Coordinator (DC) and/or a School Test Coordinator (SC) will need to select the Upload Student Settings task in TIDE and update accordingly.</p>
Slide 15	<p>All grade 3 and 4 students who require a Braille ELA form will need to select the form under the Form Assignment drop-down in TIDE in order to be eligible for the ELA Braille Idaho Alternate Assessment (ID-AA). Braille forms will ONLY be available for ELA Grades 3 and 4.</p> <p>District- and School level users will have the ability to select the appropriate form in the Form Assignment field via the Add Students, View/Edit/Export Students, and Upload Test Settings and Tools pages in TIDE.</p> <p>The Non-Accommodated forms will automatically be set as the default form.</p>
Slide 16	<p>Paper-Pencil assessments will be available for students not able to access the items via the Test Delivery System (TDS). The state has a limited supply of paper/pencil assessment forms. If a student requires paper/pencil presentation, a District-level user will need to complete and submit the new paper-pencil online order form available in the Resources section of the ISAT portal with this request. The SDE will confirm and approve all paper-pencil orders submitted.</p> <p>In addition to submitting the online paper-pencil order form:</p> <ul style="list-style-type: none"> ▪ The student's Paper Tester eligibility must be set to <u>Yes</u> in TIDE. This will allow the TE to submit the student's responses from their paper-pencil test into the DEI. Once answers are entered and submitted in the DEI, the student's score will be available in ORS. ▪ The Student Demographics section must be updated to reflect Section 504 Status, Special Education Status, and Alt Assessment to <u>Yes</u>.

	<p>The Paper/Pencil assessment window will start on Monday, April 2 and close on Friday, May 4, 2018.</p> <p>Please keep in mind the Print on Demand embedded accommodation is available to provide a printed presentation of the assessment items. This accommodation will print one item at time.</p>
<p>Slide 17</p>	<p>Each test form has a specific Direction for Test Administration (DTA) that provides directions and a script to administer each item of the Test. <u>TEs must follow these directions and script exactly</u>. DTAs include the allowable manipulatives and reference materials for specific items, scoring rubrics for constructed-response mathematics items and the open-response foundational reading items in Grades 3 and 4.</p> <p>As a reminder the DTAs are secure documents and can be found in TIDE in the Secure Testing Materials drop-down available in the Preparing for Testing section. DTAs are available based on your role. This year, only SCs, TEs, and TAs will have access to download these resources. Revised versions of the DTAs will be available in early March.</p>
<p>Slide 18</p>	<p>As mentioned previously, the Learner Characteristics Inventory (LCI) survey will be available to all students who have the Special Education Status and Alt Assessment fields selected to <u>Yes</u> in TIDE.</p> <p>Students will be eligible to participate in the Idaho Alternate Assessment (ELA & Mathematics) if ALL THREE of the participation criteria mentioned above are marked as YES in the LCI.</p>
<p>Slide 19</p>	<p>As mentioned previously, the LCI will be available to all students who have the Special Education Status and Alt Assessment fields selected as Yes in TIDE. The LCI will be available via the Data Entry Interface (DEI) system.</p> <p>Submission of the LCI is required in order to determine if the student is eligible to complete any alternate assessment.</p> <p>Follow the steps below to access the LCI on the DEI:</p> <ul style="list-style-type: none"> ▪ From the ISAT Portal click on the Alternate Assessment ELA & Math assessment card. ▪ Click the Data Entry Interface card ▪ Enter your log-in information (the same email address and password you use to access TIDE). ▪ Enter the student's First Name and EDUID ▪ Select the LCI from the Available Test page, complete, and submit the form.

	<p>For more information on the steps required to complete the LCI, please refer to the How to Access the Data Entry Interface (DEI) quick guide available in the Alternate Assessment (ELA & Math) Resources section of the ISAT Portal.</p>
Slide 20	<p>Upon completion of the LCI, TEs may complete and submit the Student Response Check (SRC) via the Student Interface for students taking the Alternate Assessment online. If a student is taking a paper/pencil assessment, the TE may download the paper SRC available in the Alternate Assessments (ELA & Math) – Accessibility & Accommodations resources section of the ISAT portal. If the SRC is conducted on paper, it does not need to be submitted online.</p> <p>The purpose of the SRC is to ensure that the TE can clearly identify which answer a student indicates in response to a selected-response test item. If a student's response to a test item is not observable by the TE, the TE will not have an accurate representation of the student's response in TDS.</p> <p>The SRC is a 3-question content-neutral task during which a student is asked to demonstrate their preferred mode(s) of communication. The TE will respond to the first item on the Test (online or on paper) based on student response. Response to Option A will indicate the student demonstrated an observable response during the SRC. Response to Option B will indicate the student did not demonstrate a consistent observable response on the SRC.</p> <p>Completion of the SRC is only required to complete once.</p> <p>For specific information regarding SRC administration, please refer to the ID-AA Test Administration Manual (TAM).</p>
Slide 21	<p>Following the administration of the SRC in either computer or paper mode, the TE must determine if the student demonstrated a consistent observable response. If a student did demonstrate a consistent observable response the TE will administer all test items in ELA and Math. If the student did NOT demonstrate a consistent observable response during the SRC then the TE will administer the first 4 scorable items in <u>both</u> ELA and Math to confirm the student's ability to demonstrate a consistent observable response.</p> <p>When confirming the ability of a student to demonstrate an observable response with the first 4 scorable items in ELA and mathematics, the Teacher (TE) logs in to TDS. If the student did not demonstrate an observable response on the SRC, the TE should select No on the first item of the test, "<i>Did the student demonstrate an observable response during the Student Response Check (SRC)?</i>" The next 4 scorable items should be attempted and marked with No Response (NR) if the student fails to demonstrate an observable response.</p> <p>Note: Students should complete the ID-AA based on their ability to demonstrate an observable response to an item; NOT on their ability to respond correctly to the item.</p> <p>For more information, please refer to the ID-AA TAM available in the Alternate Assessment (ELA & Math) Resources section of the ISAT portal.</p>

Slide 22	<p>What happens if the Student did NOT Display Consistent Observable Response During SRC?</p> <ul style="list-style-type: none"> ▪ The TE administers only the first 4 items in <u>both</u> ELA or Mathematics. ▪ No observable response (NR) was indicated for all 4 scorable items of ELA and math. ▪ The TE will not continue to administer additional test items. ▪ The TE will END and SUBMIT either the ELA or Math test after having indicated a No observable response (NR) on the first 4 scorable items (in Segment 1). <p>To END the test on the Student Interface, the TE will need to click SAVE on the top banner of the Student Interface after having entered NR on the first 4 scorable items (in both ELA and math). After clicking SAVE, the END TEST button will appear and the TE will be able to submit the test.</p>
Slide 23	<p>To administer an ID-AA, TEs will log in to the TA Interface from the ISAT portal. Click the Alternate Assessment ELA & Math card. On the next page, click the Test Administration card used for operational test administration. Enter your user name and password, and then click Secure Login to continue.</p> <p>Keep in mind Test Administration for the Alternate Assessments will not be available until March 26th, 2018. Please refer to the Important Dates page in the ISAT portal for a complete list of Idaho test windows.</p> <p>Once you have logged in, you will see the Test Administration (TA) Interface with the Test Selection Window open by default. From the Test Selection Window, you will be able to select the Student Response Check and the ELA and Math (Grades 3-8 and 11) tests. The Test Selection Window color-codes the available tests and organizes them into categories. You can click the Plus sign button next to a category name to view the tests in that category. To create a test session, click one or more tests to administer, or click the checkbox for a category to include all tests in that category. You may select all available tests listed, for all grade levels and all content areas. Students will <u>only</u> have access to the tests you select for them and that they are eligible to take.</p> <p>Once a test(s) is selected from the Test Selection Window, the Start Operational Session button in the lower-left corner of the window activates. Click the Start Operational Session button. The system will automatically generate a session ID. You may write it on the board or provide it to students using a printed card or similar method. If you do provide students with the information on paper, be sure to collect and destroy it when the session is complete. We also recommend creating a Test Session ID less than 20 minutes prior to starting the test in order to prevent the system from timing out. The list of students in the session will generate automatically when the students log in to the session.</p> <p>You should also note the Test Session ID for your own records. If you accidentally close your browser, entering the session ID will allow you to resume the session. If you do not have this information when you try to resume, you will need to create a new Test Session ID.</p>

Slide 24	<p>As mentioned before, when you first log in to the TA Interface, the Test Selection window will appear automatically. This window closes when you start the session. After you start a session, the Test Session ID will appear at the top of the TA Interface along with a STOP button. When students start signing in to the test session, an Approvals button will also appear next to the session ID. Once you approve students for testing, the Test Session table will appear in the center of the TA Interface, displaying students' testing progress.</p> <p>In the banner at the top of the screen, you will see a set of buttons and your user name.</p> <ul style="list-style-type: none"> ▪ You can click Student Lookup to search for student login information and verify that the student's login credentials are correct ▪ Click Approved Requests to view a list of student print requests that you approved during the test session ▪ Click Print Session to print a screenshot of the TA Interface ▪ Click Help Guide to access additional information about the TA Interface ▪ Click Alerts to view messages sent by the Idaho State Department of Education (SDE) ▪ Click the Log Out button when you want to exit the TA Interface
Slide 25	<p>To log in to TDS, students must use the secure browser on a separate computer or device than the one used by the TE. Students must enter three pieces of identifying information: the student's first name, the student's state-assigned student identifier (EDUID), and the current test session ID.</p> <p>The test session ID is generated when the TE creates the test session. It needs to be given to students by the TE when it is time for them to log in to the test. As mentioned before, test session IDs should not be generated more than 20 minutes before students are ready to log in.</p> <p>When entries are complete, students will click the Sign In button to log in to the test. TEs may assist students with logging in, when necessary.</p> <p>After logging in, students need to complete a few more steps before they begin testing. Students will be asked to view and verify their personal information. If their information is correct, they should click Yes to proceed. If their information is incorrect, they should click No to return to the login page. The TE must then contact their District or School Coordinator (DA, DC or SC) to have the student's information updated in TIDE before the student attempts to log in again.</p> <p>TEs may assist students with this process when necessary.</p>

Slide 26	<p>On the “Your Tests” screen, students will see a list of their assigned tests for this test session. If the tests displayed are incorrect, or the expected test is not listed, students should click the Back to Login button to return to the login page. The TE should consult the TIDE system to ensure the student's information has been entered correctly.</p> <p>If the student information was not entered correctly, contact your District Coordinator to make the appropriate changes in TIDE. If there are no errors, students should select the correct test and wait for Teacher (TE) approval to proceed.</p> <p>Teachers (TEs) may assist students with this process when necessary.</p>
Slide 27	<p>Let's return to the TA Interface, which will show all students in the session who are ready to start their test.</p> <p>Once you start the test session and students log in, you must approve their test settings before they can access their tests. It is very important that you pay close attention to the test name prior to approval to be sure that students have selected the appropriate test. To approve student tests, click the Approvals button. A list of students will display, organized by test name. You should review the list to make sure that all students chose the correct content area and test. You should also ensure that all the settings that each student should have are correct. This is done using the Eye button in the <u>See Details</u> column.</p> <p>If no changes are needed, select the Approve All Students button at the top of the Approvals window to admit all students to the session. You can also choose to approve students for one test at a time by clicking the color-coded Approve All Students buttons next to the name of each test in the Approvals window. If a student selected an incorrect test, you must deny that student entry to the test session by clicking the X button in the Action column.</p> <p>Although you can approve all students at the same time, students must be individually denied entry into the test session.</p> <p>You should deny students entry into the session in these circumstances:</p> <ul style="list-style-type: none"> ▪ The student is not supposed to enter this session. ▪ The student's demographic information is incorrect. ▪ The student's required accommodations are incorrect. <p>Denying the student entry into the test session will not prevent other approved students from beginning their tests.</p> <p>If the student's test settings are incorrect, the settings must be updated in TIDE or in the Test Administration (TA) Interface (if applicable) before the student takes the test. Contact your District or School Test Coordinator to have the settings updated. This will prevent resetting the test for the student later.</p> <p>Note that no settings can be changed while the student is actively testing. Once a student begins testing, the language option cannot be changed without resetting the test opportunity. Updates to background color or font size will take effect only after the student logs out and then resumes testing.</p>

Slide 28	<p>If you need to change test settings for a student, click the Eye button in the See Details column. The Test Settings screen will appear, with the student's information at the top. Some settings can be viewed but not changed in this window. These test settings must be set by an authorized user in TIDE prior to testing. See the <i>TIDE User Guide</i> for more information.</p> <p>Some test settings can be changed in this window. After adjusting settings as desired, click the Set button to change the settings without approving the student. To both change settings and approve the student for testing, click the Set & Approve button.</p> <p>You will receive an Important message to confirm that you approve all student(s) to begin or resume testing; to do so click [Yes].</p>
Slide 29	<p>Students with this accommodation can request printouts of stimuli and/or items. As mentioned earlier in the presentation, each item will be printed individually (one at a time)</p> <ul style="list-style-type: none"> ▪ When a student sends a print request, the Printer button will appear in the Requests column of the monitoring screen. Click the button to view the request. ▪ If you click the Check button to approve the print request, a cover sheet containing the student's name and EDUID will display in a new browser window. No test content will ever display on your screen. ▪ Click Print in the new window to complete the print request. The printer dialog box will display. ▪ Click OK to send the request to the printer. ▪ If you click the X button to deny the print request, nothing will be printed. <p>Before approving the student's print request, ensure that it will be sent to a printer that is monitored by staff who have been trained in test security. All printed test items, stimuli, and reading passages must be securely stored and destroyed immediately following a test session.</p>
Slide 30	<p>A student may submit the test by selecting the End Test button. Please make sure not to submit and exit the test until the student is completely ready to submit. If you are taking a break, use the Pause button.</p> <p>To end a test:</p> <ul style="list-style-type: none"> ▪ Select End Test. A confirmation message appears. ▪ Select OK. <p>When a student ends a test, the End Test page appears in the Student Interface. This page allows students to review and submit the test for scoring.</p> <p>To submit the test, select Submit Test. Once you select Submit Test in the Student Interface, you cannot return to the test or modify answers.</p>

Slide 31	<ul style="list-style-type: none"> ▪ The ORS is designed to provide you with assessment data and tools you need to understand the performance of your students. ▪ Data presented in the system is interactive, allowing you to apply filters and break down results to better understand student performance. ▪ Because ORS can aggregate results in real-time, the system is able to rapidly provide current and reliable reporting information. ▪ Student data can be securely viewed and downloaded for districts, schools, and teachers. However, note that students must be registered in TIDE and have completed a test in TDS to have available scoring data in the ORS. <p>To log in to ORS, you must have an authorized email address and password, which is the same as the one you use for TIDE and the TA Interface. The ORS is a secure, role-based system. DAs, DCs, SCs, and TEs have access to reports and data in the system within their district and/or school.</p>
Slide 32	<p>The Welcome page appears when you first log in to the ORS and asks you to select the type of report you want to view. Note that you can navigate to a different report at any time within ORS.</p> <p>Retrieve Student Results allows you to download student data for a district, school, teacher, or roster. The data includes students' personal information and their performance on the selected test and administration.</p> <p>Score Reports provide test score data. You can compare score data between individual students and the school, district, or overall state average scores. ID-AA displays subject-level reports only.</p>
Slide 33	<p>From the Home Page Dashboard page, you can select the Test and Test Administration for which you want to view score data. You can also specify the students whose data you wish to view using the available radio buttons. ORS will display the following tests: Smarter ICA, Smarter IAB, Smarter Summative, End-Of-Course, ISAT Science, and ID-AA.</p> <p>The data available in the Home Page Dashboard is particularly helpful for school personnel who want to see how students currently assigned to the user's class roster performed in previous grades, even if students were enrolled in different schools during those previous administrations.</p> <p>If you currently have a student who did not test in the selected test and administration, no data will be displayed for that student. An example may be students who moved to your school from out of state.</p>

Slide 34	<p>The Individual Student Report displays the breakdown of the student's scale score and performance level for the selected subject (ELA and/or mathematics).</p> <p>To navigate to the Individual Student Report from the Student Listing Subject Detail Report:</p> <ul style="list-style-type: none"> ▪ On the Student Listing Subject Detail Report, click on the flashlight icon next to a student's name, The Exploration Menu opens. ▪ On the Exploration Menu, from the subject and grade drop-down lists, select the required subject and grade; from the who dimension drop-down list; select Student; from the what dimension drop-down list, select Subject; from the when dimension, select Current Admin. ▪ Click View. The Individual Student Report opens.
Slide 35	Here is a sample ISR for Idaho Alternate Assessments. As mentioned earlier in the presentation, Alternate assessments will not report past the subject level.
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Slide 37	No notes available on this slide.