KENTUCKY ALTERNATE ASSESSMENT

ADMINISTRATION GUIDE

for

Employability Skills Attainment

Record

Based on Employability and Foundational

Academic Standards-Alternate Assessment

School Year 2019-20

KENTUCKY DEPARTMENT OF EDUCATION
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Contents

Employability Skills Attainment Record 2019-20

The **Employability Skills Attainment Record (ESAR)** is one of four components of the Kentucky Alternate Assessment, designed to provide a measure for Transition Readiness within Kentucky's Accountability System. The ESAR is a rating scale used by the instructional team of a student with a significant cognitive disability to evaluate current student performance for career readiness.

Content Assessed

The ESAR assesses student demonstration of skills linked to the *Employability and Foundational Academic Standards-Alternate Assessment (*EFAS-AA). Students receive instruction for the standards through participation in an experiential curriculum that includes work-based learning. The standards align with a subset of the standards assessed by the Career and Technical Education End-of-Program (CTE-EOP) Assessment for articulated credit and the CTE Pathway Standards Documents.

The ESAR includes 30 items related to the following EFAS-AA concepts and skills:

Personal Qualities and People Skills
- Positive Work Ethic: uses directions, keeps up with personal belonging/tools, punctuality, attendance, responsibility for behavior and actions, outlook toward work assignments, meeting work standards
- Integrity: follows rules
- Teamwork: shares ideas, works cooperatively, respects opinions
- Self-representation: good manners, dresses appropriately, greets people politely

Foundational Academic Skills
- Speaking and listening: ask questions & seeks guidance, gets information, uses a variety of communication skills, knows how to listen and when to ask questions
- Reading and Writing: use charts, guides and written directions, completes forms and materials related to time worked and other information required by an employer

Workplace Knowledge Skills
- Technical literacy: uses technology tools, uses social media, follows directions when using internet, cell phones, and email
- Critical Thinking and problem solving: recognizes symbols, signs and maps when traveling to and from jobs, participates in solving problems
- Health and Safety: follows safety rules, uses equipment and supplies safely and as directed
- Job acquisition and advancement: identifies jobs that uses personal talents and interests, completes job applications, skills in answering questions during an interview

Grade Level Administration

Grade 12
The ESAR is administered to all 12th grade students working toward achievement of career readiness within the Transition Readiness indicator of Kentucky's accountability system.

"Working toward" means the student has completed the coursework leading to the Career Work Experience Certification (CWEC) or is in the process of completing the courses. The courses are documented on the student's multi-year course of study and transcript.

Grade 11 – Early Administration
A student in grade 11 may be assessed if the student has completed the first two courses leading to the CWEC and is enrolled in the third course. This means the student has already taken Developing Career Options and Developing Leadership Skills and is enrolled in Experience in Workplace Principles.

Grade 14
A grade 14 student has continued opportunity for assessment on the ESAR, if the benchmark has not been met at grades 11 or 12 prior.

NOTE: THE ESAR IS NOT ADMINISTERED TO STUDENTS WITH A GRADUATION CODE

Accountability Reporting
A student will not be included in accountability reporting until the year of high school exit with a graduation code.

If a student is assessed at multiple grades the scores are stored by the KDE Office of Career and Technical Education and Student Transition (OCTEST) until student exits with a graduation code. The highest score will be selected for accountability.

Benchmark

The highest possible rating on the ESAR is 60. The benchmark score is 37.

Administration Protocol

This section provides detailed specifications for completing the ESAR process for individual students. The ESAR must be completed by the Qualified ESAR Administrator (QEA) in collaboration with the other members of the student's instructional team.

Student Instructional Team Membership

A student's instructional team includes:
- QEA: Must be a certified staff member. Only one person is required to complete the ESAR training and qualification quiz. The QEA may be the teacher of record or another certified district representative. The teacher of record is typically the primary special education teacher of the student who is most familiar with the student's performance across multiple settings.
- Special Education Teacher: Other than the QEA if a student has more than one special education teacher.
- General Education Teacher(s): To the extent a student participates in the general education program, the student's general education teacher(s) collaborates in determining appropriate ratings for the items on the ESAR.
- Other Certified Staff: Other team members who have knowledge of a student's current performance levels in the areas assessed by the ESAR. Often, a student's speech and language pathologist, occupational therapist, career technical education teacher, guidance counselor, school psychologist, or others have valuable information about the student's performance in different settings.
- Classified staff (e.g., employment specialists and paraprofessionals) **assist in providing information** about a student's current performance levels in the skills assessed by the ESAR. But the responsibility of scoring and providing the primary information is that of the certified staff members.

Timelines for ESAR Administration

The QEA must pass a qualification quiz before ESAR administration begins. The quiz is included in the Online Training System (OTS) housed on the Kentucky Alternate Assessment Program (KAAP) website. The OTS opens early each school year, typically by the end of August.

Upon successful completion of the quiz, the QEA will be prompted to download the ESAR. Only a QEA can access the ESAR from the KAAP system. The QEA will print the ESAR and copy for each student eligible for assessment in the current school year.

The QEA may begin assessing students upon completion of the ESAR quiz. Consultation with other team members may also begin at that time. To arrive at the final ratings the full instructional team must meet at least once per year. Experience in the field indicates the best time to complete the ESAR is prior to the transition meeting or the annual Admissions and Release Committee (ARC) meeting.

The ESAR must be completed by <u>May 29, 2020.</u>

Rating Student Performance

The goal of the ESAR is to provide an accurate picture of the student's functional performance and achievement of the EFAS-AA and must reflect the student's current performance levels. This means the QEA and instructional team members must be confident that the ratings assigned accurately reflect the student's performance when the ESAR is finalized.

Item Rating Scale
Every item must be rated on the following three-point scale. **There must be a response for every item**. When rating an item, any mode of communication or responding that is typically utilized by the student is acceptable. It is important to identify a modality that will permit the student to demonstrate the basic skill addressed by the item. This means that for some students, skills will be demonstrated verbally; other skills might be demonstrated by gestures, eye gaze, assistive technology, etc.

Rating Scale	Explanation
0 Does not demonstrate skill	Use this response for skills and concepts the student does not demonstrate in any setting.
1 Developing/Prompted	Use this response for skills the student displays only with some level of **prompt** (i.e., a verbal cue, partial physical guidance, modeling, etc.). Use also for skills that are displayed inconsistently. If a student can demonstrate a skill occasionally but not consistently, then the skill should be rated as "1 Developing/Supported."
2 Independent/Mastered	Use this response for skills that the student clearly has mastered and performs independently. To be rated as "2 Independent/Mastered," the student must demonstrate the skill consistently over time. The student does not have to demonstrate the skill every time but over the course of instruction has shown that he/she has mastered the skill without prompts. Note that the student may use some type of support. A student who independently asks for a support and/or uses a support independently can be rated as "2". Example: The student uses a visual calendar as a support. If the student asks for the visual calendar and/or independently uses it to complete a task, the student can be rated as "2". If the student is prompted to use the visual calendar, the student would be rated as "1".

Worksite

Some ESAR test items are scored based on performance at a worksite. A worksite is defined as a non-school integrated, competitive environment where the students engage in work-based learning options customized and aligned to their post-secondary goals, including entrepreneurship, mentoring, shadowing, internship or cooperative education. For careers found only in educational settings, the placement should be outside the student's school of attendance.

Appendix A details the rationale supporting the worksite definition and inclusion of work-based learning as part of an experiential curriculum.

Supporting Evidence

The rating of each item on the ESAR must be based on direct observation of demonstrated student performance and must be documented. This documentation is called supporting evidence. In most cases supporting evidence for the ESAR is derived from existing progress data collected during the instructional process. Teachers and related service personnel typically keep progress data in student working folders.

General Instructional Cycle
The general instructional cycle followed by teachers and related service personnel typically includes the following steps:
- Embed the EFAS-AA into curriculum, instruction and individual student IEPs, as appropriate.
- Teach, assess learning, and adjust instruction as necessary.
- Keep the learning stage of the student in mind when planning instruction, i.e., acquisition, fluency, maintenance or generalization.
- Collect progress data.
- Maintain progress data in student working folder.
- Assess skills previously mastered for maintenance.
- Include skills not maintained into current instruction.

Assessing for maintenance of skills previously mastered is in alignment with good instructional practices. Assessing for maintenance at the beginning of each year is recommended, as well as maintenance checks throughout. Skills not maintained should be included in the current year's instruction.

Supporting Evidence for Rating ESAR Items
During the administration of the ESAR the student's instructional team will select existing progress data from the student's working folder to support the 0, 1, or 2 item ratings. Documentation from the student's working folder may take various forms, including but not limited to staff journals with results of informal or formal observation; workplace performance evaluations; behavioral checklists; videos of student demonstration of

performance; and employment specialist monthly reports. Note: if an employment specialist is providing Pre-Employment Transition Services (Pre-ETS) for a student there is no progress documentation, assessment of skills, or mandate for skill improvement. The sole purpose of Pre-ETS is providing exposure to and experiences in activities related to work post high school. If an employment specialist is providing targeted Transition Services individually to a student, typically the last year of high school, Job Development/Job Coaching monthly notes may provide documentation to assist with ESAR item rating.

Existing documentation for a skill assessed by an ESAR item may be dated within the last four years. However, when a student masters and performs a skill independently in a previous year an activity or observation to check for maintenance of the skill must be conducted within the school year of ESAR administration. The item rating must be based on the current year performance check. The check for maintenance takes precedence over previous data and substantiates the response selected on the ESAR.

To retain a previous status that a student has mastered and performs independently, the current year performance check must indicate the student continues to demonstrate the skill consistently over time.

Once the documentation for the rating is selected, the supporting evidence will be filed in the Career Ready Alternate Assessment Folder (CRAAF). One piece of evidence may document more than one ESAR item.

Additional Documentation
Team members should supplement supporting evidence with additional assessment activities, as needed. For skills not yet observed and documented team members should create opportunities for observations and assessment.

See Appendix B for the Supporting Evidence graphic.

Instructional Team Consensus

Consensus must be achieved when the student's instructional team meets, a minimum of one time as a group, to determine the final rating on ESAR items.

For many items the supporting evidence will lead to immediate consensus regarding the student's current performance level. For this reason, the team members may wish to focus on discussing and resolving any differences for items about which there is no general agreement. In cases of non-agreement the team members should examine the supporting evidence for the basis of differing ratings. If team members cannot reach agreement or if they determine the student demonstrates different performance levels at different times or under different conditions, the lowest of the ratings being considered must be assigned to the item.

Test Security

The Employability Skills Attainment Record is considered secure testing material under the regulation established for all state-required assessments and optional tests administered by school personnel that are reported in Kentucky's accountability system.

Visit the Assessment Regulations page to review 703 *KAR 5:080 Administration Code for Kentucky's Educational Assessment Program* in its entirety on the KDE website. The following table includes information selected from the test security section. The concepts more closely address a rating scale assessment like the ESAR.

TEST SECURITY

ACCEPTABLE	NOT ACCEPTABLE
It is appropriate for teachers to know the concepts measured by the state-required assessment and to teach those concepts.	Test administrators with knowledge of the content of any secure test item shall not reveal this content to anyone.
Concepts appropriate for curriculum instruction can be found in Kentucky's content standards. Note: The EFAS-AA contain the content standards assessed by the ESAR.	Test administrators or other staff, who become aware of specific test items through any means, shall not use this knowledge to prepare students for the assessment.
All persons helping with testing (i.e., packing materials, providing accommodations, escorting students to test sites) must annually sign a form committing to nondisclosure of information and to following appropriate practices as outlined in this regulation.	Local district staff may not show items in the test booklets to anyone not administering the test.
	No one may have test booklets without authorization from the district assessment coordinators (DAC) or building assessment coordinator (BAC).
	Test booklets shall not be stored in class-rooms unless double locked (such as a lockable storage unit inside a locked room). Access to these locks shall be limited to authorized personnel.
	Test booklets outside of locked storage shall not be left unattended.
	Secure test materials shall not be reproduced in whole, in part or paraphrased in any way. Examples include: discussing, e-mailing, photocopying, photographing, handwriting, typing, or posting to social network sites or other Internet sites.

DACs, administrators, and teachers must ensure the security of the assessment materials before, during, and after test administration. **When not being used for testing sessions,** all materials shall be stored in the CRAAF in accordance with the requirements included above.

Career Ready Alternate Assessment Folder

The ESAR and corresponding documentation are stored in the Career Ready Alternate Assessment Folder (CRAAF) in accordance with appropriate test security. The CRAAF is also used to document the completion of the CWEC.

QEA Responsibilities
The QEA is responsible for maintaining the CRAAF. The QEA will:
1. Complete the ESAR training and qualification quiz in the OTS
2. Print the PD certificate from the OTS and file in the CRAAF
3. File the signed, original, current year copy of the Code of Ethics in the CRAAF
4. Download the Employability Skills Attainment Record from the OTS and copy for each student eligible for ESAR administration
5. Maintain the ESAR in the CRAAF when not in use
6. File the completed ESAR and documentation in the CRAAF at the end of each school year

CRAAF Components
The sections included in the CRAAF are:
1. Student Information
2. Teacher Code of Ethics
3. Qualifying Quiz Certification(s)
4. Employability Skills Attainment Record
5. Career Work Experience Certification

The fourth CRAAF component houses the documentation for the ESAR, which can include up to five sections. The number is dependent upon when and how many times the ESAR is completed for a student.
- If the ESAR is completed early at grade 11, the folder section begins that year.
- If not, the ESAR documentation begins at grade 12. Reminder: The ESAR is required at grade 12 for all students working toward achievement of career readiness within the Transition Readiness indicator of Kentucky's accountability system.
- If the student exits with a graduation code at the completion of grade 12, the ESAR documentation ends at that grade level.
- If the student does not meet benchmarks in grades 11 (if eligible for early administration) or 12, and continues receiving services as a Grade 14 student, assessment on the ESAR may continue. A section will be added for each Grade 14 year, until the student either meets benchmarks or exits with a graduation code.

ESAR Documentation
The same ESAR documentation is kept each year and includes:
- the completed ESAR & supporting evidence;
- anecdotal notes regarding specific student information on the ESAR; and
- documentation concerning the meeting(s) to complete the final ESAR ratings (i.e., who, where and when).

Folder Audit

Career Readiness is reported by the KDE OCTEST. Therefore, personnel from the OCTEST will audit CRAAFs during monitoring or review visits for Career and Technical Education (CTE) programs. At the time of the folder audit the reviewers will confirm that the supporting evidence substantiates the ratings on the ESAR items.

DACs may choose to monitor the CRAAF at the district level to review programming and assessment compliance. This is a district level decision.

Reporting ESAR Ratings to the Kentucky Department of Education

The QEA reports the ratings of students' ESAR performance levels to the Kentucky Department of Education (KDE), in accordance with directions received through the Alternate Assessment E-mail distribution list and DAC emails. The QEA transfers the ratings for the 30 ESAR items to Career Ready Database (CRD). The CRD is housed on the Kentucky Alternate Assessment Project (KAAP) website.

Reporting Deadline
June 5, 2020 is the last day to enter scores in CRD.

CRD Student Rosters
Grade 12 students are entered in the CRD by KAAP personnel.

A grade 11 student eligible for early administration will not appear in the CRD. Nor will students in grade 14. The process for registering a student in the system follows:
- The DAC, DoSE or district level administrator registers the student in the database.
- Once the student is registered in the CRD, the DAC, DoSE or district level administrator must then contact Sherri Craig, OCTEST at sherri.craig@education.ky.gov or Darrell Mattingly, Career Ready Database System Administrator at darrell.mattingly@uky.edu to request the student record be opened.
- Once the student record is open, scores may be entered into the CRD.

Summary of Steps to Completing the ESAR

Beginning of the School Year

QEA Responsibilities
1. Begin instruction on the EFAS-AA and document student progress.
2. Maintain progress data in student working folder.
3. Complete the ESAR training and the qualification quiz in the OTS.
4. Print and file the online PD certificate in the CRAAF after passing the quiz.
5. File the signed, original, current year copy of the Code of Ethics in the CRAAF.
6. Download the Employability Skills Attainment Record from the OTS and copy for each student eligible for ESAR administration.
7. Complete the ESAR Demographic Information for each student.
8. Maintain the ESAR in the CRAAF when not in use.

Other Instructional Team Member Responsibilities
1. Begin instruction on the EFAS-AA and document student progress.
2. Maintain progress data in student working folder.
3. Complete the ESAR online training, if desired.
4. School personnel file the signed, original, current year copy of the Code of Ethics in the CRAAF. Each person assisting with the administration of the Employability Skills Attainment Record must sign a Code of Ethics.
5. Non-school personnel who assist with the completion of the ESAR signs a non-disclosure form, in accordance with district procedures for Confidentiality. The form is filed in the CRAAF.

During the School Year
1. QEA and Instructional Team Members continue instruction on the EFAS-AA and document student progress.
2. QEA may rate ESAR items based on supporting evidence.
3. QEA consults with other team members. Other team members may provide supporting evidence throughout the year.
4. QEA keeps the ESAR and supporting evidence in the CRAAF within a secure location when not in use.

During the Instructional Team Meeting(s)

QEA Responsibilities
1. Review the ESAR directions with instructional team members.
2. Document ratings and supporting evidence for each test item.

Instructional Team Member Responsibilities
1. Review all standards and test items for common understanding.
2. Discuss each test item and supporting evidence.

3. Jointly decide how the student's performance on each item should be scored as a 0, 1, or 2, as described in the Item Rating section.

After the Assessment

QEA Responsibilities
1. Review the completed ESAR to ensure that all items have been marked.
2. Store the finalized ESAR and supporting evidence in the CRAAF within a secure location.
3. Transfer the ratings of student performance to the CRD housed on the KAAP website by June 5, 2020.

Glossary

Kentucky Alternate Assessment: Kentucky's Alternate Assessment includes all content areas for instruction and a state assessment known as the Alternate K-PREP. The Alternate K-PREP is made up of two parts; the Attainment Tasks (Grades 3-12) and the Transition Attainment Record for students in grades 10 and 11. These academic assessments meet federal requirements for the Every Student Succeeds Act (ESSA) of 2015 and Individuals with Disabilities Education Act (IDEA). These assessment options align with the requirements implemented through Senate Bill 1 (2009) and the updated Senate Bill 1 revisions (2017). The program also includes the Employability Skills Attainment Record (ESAR) and the Career Work Experience Certification (CWEC), for students seeking to achieve career readiness within the Transition Readiness indicator of Kentucky's accountability system. For more information visit the Alternate [K-PREP page](#) on the KDE website.

Assistive Technology: tools and strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; can range from *low technology* (e.g., unaided communication systems, sign language, etc.) to *high technology* (e.g., computers with switch interfaces, etc.).

Career Ready Alternate Assessment Folder (CRAAF): The Career Ready Alternate Assessment Folder houses documentation for the career ready measures for student participating in the alternate assessment. The CRAAF contains five sections: Student Information, Code of Ethics, Teacher Certificates, Employability Skills Attainment Record, and Career Work Experience Certification. The CRAAF serves all monitoring purposes at both a district and state level.

Career Ready Database (CRD): The Career Ready Database is the platform for school district personnel to report the ratings for the Employability Skills Attainment Record and student status on completion of the Career Work Experience Certification process. The CRD can be accessed from the [Kentucky Alternate Assessment Program (KAAP) website](#).

District Assessment Coordinators (DACs): An individual who facilitates and coordinates the services essential to the putting into practice state and local student assessments for a school district.

Director of Special Education (DoSE): an individual who supervises, directs, administers, or coordinates special education programs at the district-wide level.

Employability Skills Attainment Record (ESAR): For students participating in alternate assessment the ESAR is a rating scale that assesses student demonstration of skills linked to the *Employability and Foundational Academic Standards-Alternate*

*Assessment (*EFAS-AA). The ESAR is a career readiness measure within the Transition Readiness component of the Kentucky Accountability System.

Employability and Foundational Academic Skills-Alternate Assessment (EFAS-AA): the standards that guide the instruction and assessment for youth on the alternate assessment for career readiness under the Transition Readiness indicator within the Kentucky Accountability System.

Kentucky Alternate Assessment: - developed in 1990 as a result of the Reform Act of 1990 to provide schools and programs with a valid and reliable means of assessing the instruction provided to students with moderate and significant disabilities (i.e., for the less than 1 percent of the total student population for whom traditional assessments would be an inappropriate measure of progress).

Kentucky Alternate Assessment Project (KAAP): a project housed at UK-Human Development Institute that assists the Kentucky Department of Education with the inclusion and assessment of students with the most significant cognitive disabilities in the statewide school accountability system. [The Kentucky Alternate Assessment Project](#) can be accessed on the KAAP homepage.

Career and Technical Education End-of-Program (CTE EOP) Assessment for Articulate Credit: one measure of career readiness as a transition readiness indicator for Kentucky's accountability system. CTE EOP Assessments are state developed assessments based upon clear and concise standards identified by Kentucky employers, aligned with CTE career pathways and associated with statewide articulation agreements with postsecondary partners.

Mode of Communication: predominate way a student expresses his/her thoughts (e.g., through words, pictures, objects, tactile cues, augmented communication/assistive technology).

Prompt: for the purpose of this assessment, a prompt is defined as any word(s), gesture, or physical assistance provided by the teacher that is designed **to lead or guide the student to the correct answer** during any instructional activity (e.g., work samples, projects, or assessment probes).

Qualified ESAR Administrator (QEA): a certified staff member responsible for the administration of the Employability Skills Attainment Record. The QEA may be the teacher of record or another certified district representative.

Supports: adaptations, modifications, assistive technology, and other accommodations that provide the student access to information and allow the student to demonstrate understanding. Supports do not guide the student to the answer.
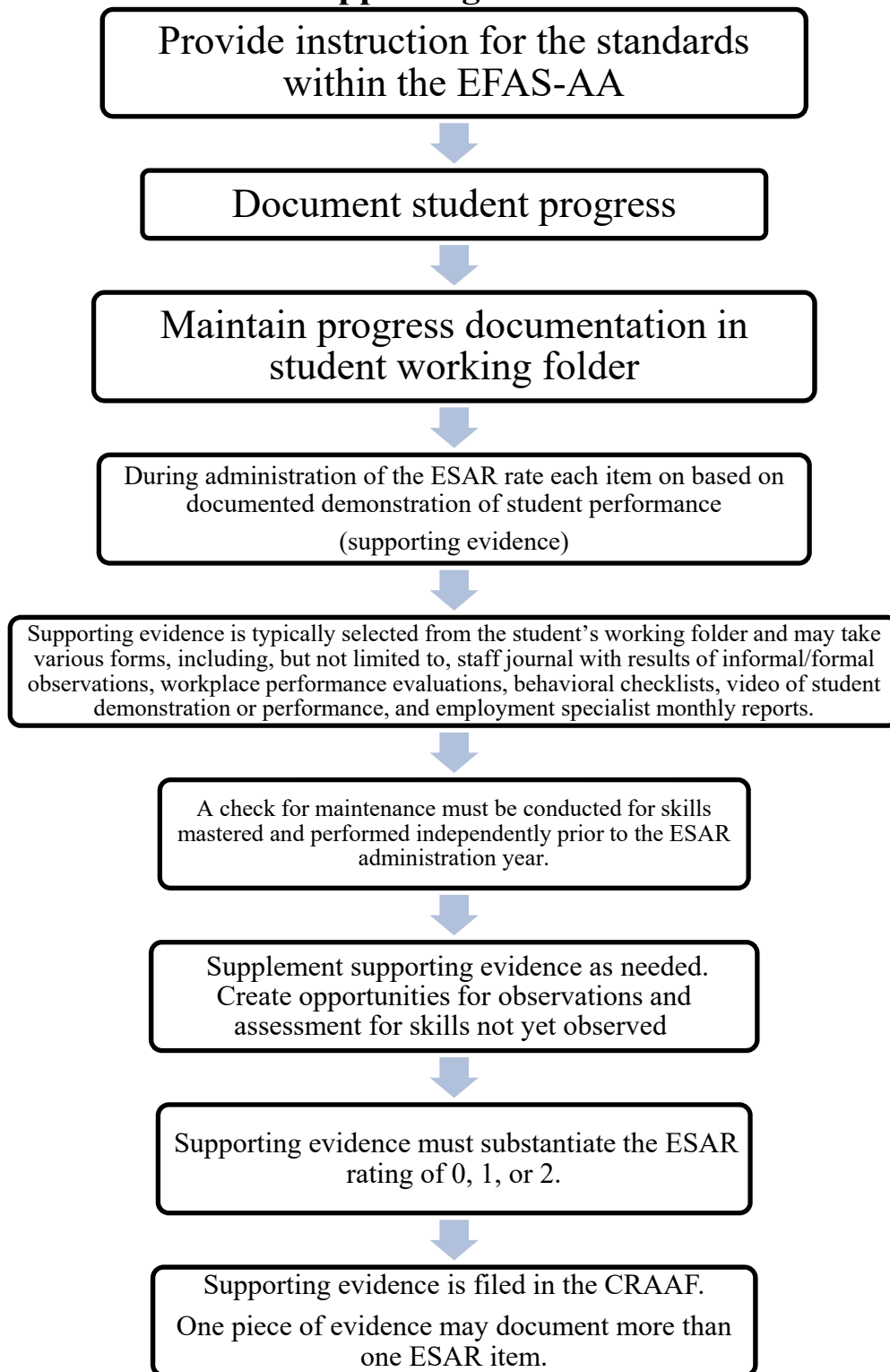
Appendix A

<u>Rationale Supporting Worksite Definition and Inclusion of Work-based Learning</u>

The following points support the worksite definition and work-based learning options:

- Students with significant cognitive disabilities exhibit difficulty in learning new tasks, maintaining new skills, and <u>generalizing</u> information and skills to other people, materials or new environments.
- One component of having an intellectual disability is defined as having at least two or more of the following impairments in adaptive behavior: conceptual skills, social skills and practical skills. Source: The American Association on Intellectual and Developmental Disabilities [AAIDD], n.d.; American Psychiatric Association [APA], 2013.
- Students typically advance through a predictable series of learning stages; acquisition, fluency, maintenance and generalization. Instruction needs to address difficulties with generalization. Source: The Apple Difference, n.d.; Intervention Central, n.d.).
- When completing the Alternate Assessment Participation Guidelines, the Admissions and Release Committee must <u>determine and verify</u> that the student meets <u>all</u> criteria to be determined eligible. Criteria #3 (1) asks "Does the student require extensive individual <u>direct instruction across multiple settings</u>, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning". Source: *Kentucky Alternate Assessment Participation Guidelines.*
- The National Technical Assistance Center on Transition houses information about Effective Practices and Predictors of Post-School Success (NTACT). NTACT lists the practices and predictors in correlation to improved outcomes in education, employment, and independent living. The following practices are included in the experiential work-based curriculum and the process for achieving a Career Work Experience Certification: Career Awareness, Occupational Courses, Paid Work, Interagency Collaboration, Using Services to a Targeted Group, Community Experiences, Student Support, a Program of Study, a Transition Program, and Work-Based Learning Opportunities. Source: NTACT. For further review of practices and predictors, view the [Effective Practices and Predictors page](#) of the NTACT website.

Supporting Evidence

Provide instruction for the standards within the EFAS-AA

Document student progress

Maintain progress documentation in student working folder

During administration of the ESAR rate each item on based on documented demonstration of student performance

(supporting evidence)

Supporting evidence is typically selected from the student's working folder and may take various forms, including, but not limited to, staff journal with results of informal/formal observations, workplace performance evaluations, behavioral checklists, video of student demonstration or performance, and employment specialist monthly reports.

A check for maintenance must be conducted for skills mastered and performed independently prior to the ESAR administration year.

Supplement supporting evidence as needed. Create opportunities for observations and assessment for skills not yet observed

Supporting evidence must substantiate the ESAR rating of 0, 1, or 2.

Supporting evidence is filed in the CRAAF.

One piece of evidence may document more than one ESAR item.

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