

ALTERNATE KENTUCKY SUMMATIVE ASSESSMENT

**2024-2025 ADMINISTRATION GUIDE
for
TRANSITION ATTAINMENT RECORD (TAR)**



Kentucky Department of Education

***Robbie Fletcher, Ed.D
Commissioner of Education***

Table of Contents.....2

Specifications3

Grade Level Requirements.....3

Test Security.....4

Administration Protocol.....6

Timelines.....6

Administrators.....6

Steps to Completing the TAR.....7

Items Rating Scale.....8

Supporting Documentation9

Instructional Team Consensus9

Designing and Utilizing Assessment Activities9

Example Assessment Activity 10

Score and Reporting.....10

Glossary..... 11

References..... 13

Alternate Kentucky Summative Assessment

The **Transition Attainment Record (TAR)** is one of two assessment components that make up the Alternate Kentucky Summative Assessment (AKSA). The TAR provides an alternate assessment aligned to the college entrance exam required by Senate Bill 1 (revised in 2017) in the content areas of English/Language Arts, Mathematics and Science. The Individuals with Disabilities Education Act (IDEA 1997, PL 108-446) requires states to develop and implement guidelines for the participation of children with disabilities in alternate assessments when those children cannot participate in regular assessments with accommodations. The TAR approach:

- assesses student demonstrations that evidence performance of desired skill sets and concepts,
- allows the instructional team to evaluate student performance, and
- permits students with significant cognitive disabilities to be assessed on skills and concepts that are linked to grade level academic standards through basic literacy, language, quantitative math, and science skills that will lead to successful transitions from high school to adult life.

Specifications

The TAR has the same participation guidelines as the Attainment Tasks. Participation must be an Individualized Education Program (IEP) team decision and must be documented on the IEP. The TAR is designed exclusively for students with significant cognitive disabilities who have met all of the participation guidelines.

Grade Level Requirements

The Transition Attainment Record assesses a student's ability to demonstrate understanding of concepts and skills that are related to academic curriculum at **grade 11**. It is designed to mirror the content assessed on the college entrance exam. The current reading benchmark is 16, the mathematics benchmark is 13, and the science benchmark is 16. In grade 11, the following concepts and skills may be tested:

English/Language Arts - Compose arguments to support claims and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Distinguish a claim from opposing claims and point out the relevant evidence, strength, and limitations for both. Determine the meaning of words and phrases as they are used in a text, using context as a clue to the meaning of a word or phrase. Apply the knowledge of language to understand how language functions in different contexts making effective choices for meaning or style and applying conventions of standard English capitalization, punctuation, and spelling when writing.

Mathematics – Defining appropriate units in context, understanding the average rate of change of a function over an interval, understanding properties of line segments, perpendicular and parallel lines, angles, and circles, and using

coordinates between -20 and 20 in the coordinate plane to determine perimeter and area of polygons, find midpoints and the distance between endpoints of a line segment, and compute the area of triangles and quadrilaterals, creating inequalities and equations in one variable and interpreting expressions that represent a quantity in terms of its context.

Science – Earth’s surface processes and water, engineering and design, environmental changes in ecosystems and traits of species, forces, and chemical reactions.

TAR at GRADES 12 and 14

Any student who does not meet benchmark at grade 11 is eligible to take the TAR at grades 12 and 14.

Grade 12

Grade 12 students who did not meet the benchmarks of the TAR may take the assessment in reading, mathematics and science. A grade 12 student will not appear in the Student Registration Database (SRD); it will be up to the district to register the student in the database. Once the district registers the student in the SRD, the district must then contact dacinfo@education.ky.gov to request the account be opened. Once the account is open, scores may be entered into the SRD.

Grade 14

Students who remain enrolled as grade 14 students will have the opportunity to take the TAR if the benchmark was not met at grades 11 or 12. **Students taking the TAR at grade 14 may not have a graduation code in place.** A grade 14 student will not appear in the Student Registration Database (SRD), it will be up to the district to register the student in the database. Once the district registers the student in the SRD, the district must then contact dacinfo@education.ky.gov to request the account be opened. Once the account is open, scores may be entered into the SRD.

Test Security

The TAR is considered secure testing material and must follow the Administration Code 703 KAR 5:080 and Inclusion of Special Populations 703 KAR 5:070 established for all state assessments. The following information from the administration code training is adapted to address the TAR.

District Assessment Coordinators (DACs), administrators and teachers shall ensure the security of the assessment materials before, during and after test administration. **When not being used for testing sessions, all TAR materials shall be stored in a secure location with access granted to authorized personnel only.**

OK	Not OK
<p data-bbox="256 205 771 457">It is appropriate for teachers to know the concepts measured by the statewide assessment and to teach those concepts. Concepts appropriate for Kentucky Academic Standards can be found at kystandards.org.</p> <p data-bbox="256 499 755 676">The TAR can be reviewed and administered from the date in which it is posted on the Online Training System (OTS) website through the due date.</p>	<p data-bbox="829 205 1323 424">Secure test materials shall not be reproduced in whole, in part, or paraphrased in any way. Examples include photocopying, photographing, handwriting, or typing.</p> <p data-bbox="829 491 1365 852">Local district staff may not show items in the test booklets (if applicable) to anyone not involved in administration of the test unless directed by the superintendent. Once authorization has been granted to local district staff to have access to the tests, staff shall not use knowledge about the content of any specific questions to prepare students for the assessment.</p> <p data-bbox="829 890 1330 1066">Teachers or other staff, who become aware of specific test items through any means, shall not use this knowledge to prepare students for the assessment.</p>

Students may have TAR materials provided to them by using a text reader or by creating the symbol choice answers on the computer. All security guidelines are followed per the Administration Code 703 KAR 5:080 and Inclusion of Special Populations 703 KAR 5:070.

When secure material is located on a disk drive, district staff shall ensure that on completion of assessment administration, files containing secure materials are completely and permanently deleted from all computer equipment. This applies to both the scanning and entry of secure test materials and student responses. Electronic or other versions of secure assessment materials or related student responses shall not be maintained in the district and should be destroyed.

Administration Protocol

This section provides detailed specifications for rating the TAR with individual students. Adherence to these guidelines is required to ensure the fidelity of the assessment process.

Timelines

The TAR is one of the two assessment pieces (Alternate KSA) that make up the academic assessment portion of the AKSA. Ratings can begin once training is complete, the quiz is successfully completed by the test administrator, and the document has been downloaded (test administrators will be prompted to download the TAR after successful completion of the online quiz). The TAR must be completed by the due date. The due date for final administration is May 23, 2025.

Teachers or district representatives will print the TAR for each student in grade 11 required to complete the assessment. Experience in the field shows that the best time to complete the majority of the record is during the Individual Education Program (IEP) meeting or the Annual Admissions and Release Committee (ARC) meeting. It may be best to conduct the student interview portion of the TAR during a transition planning meeting as it is designed to provide valuable information for transition planning. The information from the student interview is for data (planning) purposes only and does not impact student assessment scores.

Administrators

The TAR must be completed by a certified staff member of the student's instructional team and done in collaboration with other instructional team members. The person responsible for recording the assessment must complete the [TAR training](#) and pass a qualification quiz in the [Online Training System \(OTS\)](#) before completing the TAR. Upon successful completion of the quiz, the lead member will be granted access to the TAR document (under Access KDE Training Materials & Take Quizzes).

Instructional team members may include:

- Special Education Teacher (typically lead team member): If a student has more

than one special education teacher, the individual who is most familiar with the student's performance across multiple settings should be responsible for completing the record and the student interview. This teacher will also be responsible for recording scores as directed. Student scores, or ratings, will be entered in the SRD.

- General Education Teacher(s): To the extent a student participates in the general education program, the student's general education teacher(s) should collaborate with the primary special education teacher in determining appropriate ratings for the items on the record.
- Other Staff: Other team members who have knowledge of a student's current performance levels in the areas assessed by the TAR should be consulted. Often, a student's Speech/Language Pathologist, Guidance Counselor, School Psychologist, or one of the other team members will have valuable information about the student's performance in different settings.
- Paraprofessionals may **assist** in administering the assessment. **However, the primary administration and all of the ratings must be completed by a certified staff member.**

Steps to Completing the TAR

The TAR is based on the rater's knowledge of the student's current performance at the time it is administered. The student's lead instructional team member should solicit input from other teachers and certified staff members when completing the TAR. They should supplement their own observations of the student with additional assessment activities as needed.

The goal of the TAR is to provide an accurate picture of the student's achievement and ratings must reflect the student's **current** achievement levels. This means that the rater must be confident that the ratings being assigned accurately reflect the student's achievement when the TAR is finalized. The items being rated must have been observed **within a year's time**. Any item that has not been assessed within a year must be reassessed prior to completion of the TAR to confirm the student's performance level.

1. Complete the online training. Complete the qualification quiz. Only one **certified** person (**the lead member**) on the instructional team needs to complete the training and quiz.
2. Review all the standards, critical functions, items, and possible documentation locations for each item in each content area.
3. Before rating a student's performance, review the TAR items with other professionals who participate in the implementation of the student's instruction.
4. Complete the Student Interview. If a student is unable to complete the student interview even with support, the team may complete it based on their knowledge of the student.

5. The team should jointly decide whether the student’s performance on each item should be rated as a 0, 1, or 2 (as explained in the following section). Note the location of supporting documentation.
6. Make sure to respond to every item and record where the documentation for that item is located (e.g., student working folder, ILP, etc.)
7. If unsure of the student’s current performance level for an item, develop an assessment activity (as explained in the following section) during which the student's performance can be observed.
8. Review the completed TAR to ensure that all areas have been marked.
9. Transfer scores to the SRD as indicated when directions are received through the Alternate Assessment e-mail distribution list and DAC e-mail.

Item Rating Scale

Every item must be rated on the following 3-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, whenever possible, 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.

There are three possible ratings for each item: a zero (0), one (1) or two (2). A zero indicates that the student does not currently demonstrate the skill. A one indicates that the student is developing the skill or is able to perform the skill with some level of prompting. A two indicates that the student has mastered the skill or performs the skill independently with 80% accuracy or greater. For further explanation of the rating scale please see the table below.

Rating Scale		Explanation
0	Does not demonstrate skill	Use this response for skills and concepts that 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 (79% of the time or less), then the skill should be rated a “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 would have shown that he/she has mastered the skill 80% or more of the time without prompt support.
---	----------------------	---

If an item requires two parts (e.g., create equations and inequalities in one variable and use them to solve problems) the student must master both parts of the item to receive a 2. If the student completes only one part, then the student would receive a 1.

Supporting Documentation

Rating of student performance must be based on direct observation and must be documented. The documentation may take various forms, including quizzes, anecdotal notes, placement tests, class work, etc. The location of supporting documentation must be noted for each item. The lead team member should check off the location of the documentation. If the location is not listed on the form, then “other” can be checked and the location written in. Following are the provided locations with a brief explanation:

- Individual Learning Plan (ILP) (current ILP or the most current transition planning documents)
- Student’s working folder (due process folder, classroom working folder, etc.)
- Other _____
- No previous documentation

Instructional Team Consensus

For many items, there will be 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 in their perceptions for items about which there is no general agreement. If, after exploring the reasons for their differing opinions, the team members cannot reach agreement or if they determine that the student demonstrates different performance levels at different times or under different conditions, then the **lowest** of the ratings being considered must be assigned to the item.

Designing and Utilizing Assessment Activities

When unsure of the student’s current performance on an item, the team should create an assessment activity to allow demonstration of performance. As

needed, consult with the content teacher to align the activity to the TAR concepts and skills. Select an activity that reflects the critical function of the concept or skill set to which the item is related. When observing the student during an assessment activity, remember the following guidelines:

- a. provide assessment directions
- b. provide the student with tools necessary to demonstrate the knowledge, skill, or concept as indicated on the assessment item
- c. observe the student at a different time if the session is interrupted with medical or behavioral problems
- d. use supports (assistive technology, adaptations and modifications) as needed
- e. provide a minimum of three choices when choices are provided, and include distractors or incorrect answers along with the correct choice
- f. score any item completed with prompts (verbal cues, models, partial physical guidance, etc.) as a 1 – Developing/Supported
- g. **full physical prompting leading the student to an answer would result in a score of 0 (e.g., hand over hand.)**

Example Assessment Activity:

The student is able to identify the author's purpose in a text. In order to assess whether the student is able to identify the author's purpose, the teacher develops an activity around a newspaper article about storm damage in his town. The student is to read the article from the paper and look at the photos. They are given the article, which has been modified, reduced and adapted with picture symbols to read. Given three picture options, the student selects the picture that best represents the author's purpose for writing the article.

Rating:

- 0 = the student was not able to respond even with verbal and/or partial physical prompts
- 1 = the student selected the author's purpose with verbal prompts
- 2 = the student selected the author's purpose independently

It is critical that the rating criteria be applied correctly and objectively for every item assessed. Rater awareness of the impact of various prompts and cues on student response produces more accurate and reliable ratings.

Score and Reporting

The team rates or scores the student performance as the TAR is completed. The lead team member reports the student's scores to KDE through the SRD. The SRD will close for all score entry on May 30, 2025.

Glossary

Accommodation

Changes in how a test or assessment is presented or in the response a test-taker gives (e.g., test format, response format, setting, timing, schedule); changes do not affect level, content, or performance criteria but provide equitable instructional and assessment access for students with disabilities. Accommodations are intended to *mediate* the effects of a student's disability – they are *not* intended to reduce learning expectations.

Adaptation

Changes made to existing materials or instructional delivery in order to meet the needs of a student (e.g., head pointers, Opti-Indicator, *Boardmaker* [Mayer Johnson] symbols, photographs, symbols paired with real objects, real objects, enlarged pictures, textured or raised pictures, high contrast color or coactive signs).

Alignment

The effort to ensure that what teachers teach is in accordance with what the curriculum says will be taught and what is assessed on official assessments. The alignment of expectations for student learning with assessments for measuring students' attainment of these expectations is an essential attribute for an effective standards-based education system. Without adequate alignment between standards and assessments, teachers and students become confused about educational expectations. Among other things, this can result in learning expectations being lowered for some students while being raised for others, creating potential inequities.

Alternative High School Diploma

A diploma provided to students with significant cognitive disabilities who are unable to meet requirements for a regular high school diploma. Recipients of an Alternative High School Diploma will participate in alternate assessments. The Alternative High School Diploma is not equivalent to a regular high school diploma.

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., AAC Devices, etc.).

Augmentative Communication

Low, medium, or high technology system that assists the student in expressive language (e.g., making a request, initiating and responding to questions, describing things or events, and expressing refusal).

Benchmark

A pre-determined level (or score) at which students are identified as having met a specific performance standard or expectation. Benchmarks can be used to assess student progress and identify areas of strength and weakness.

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).

Supports

A broad umbrella term used to provide the student access to information and allow the student to demonstrate understanding. Supports include the previously defined terms of adaptations, modifications, assistive technology, accommodation, etc. A supports does not guide the student to the correct answer.

References

Every Student Succeeds Act, 20 U.S.C. § 6301

Individuals with Disabilities Education Improvement Act of 2007, PL 108-446, 20 U.S.C. §1400 *et seq*