



## **South Dakota Science Alternate Assessment (*SDSA-Alt*) Grades 5, 8, and 11**

# **2019 DIRECTIONS FOR ADMINISTERING (DFA)**

These *Directions for Administering* serve to guide examiners in log-in, tutorial, and general assessment administration activities.



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# Overview

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The *South Dakota Science Alternate Assessment (SDSA-Alt)* measures the academic skills of students with significant cognitive disabilities. The *SDSA-Alt* is based on and aligned with the South Dakota Science Standards through the development of Core Content Connectors (CCC). The *SDSA-Alt* consists of the following components:

- Rating Forms composed of grade-specific items that are aligned with the South Dakota Science Standards (CCC)
- Supporting Evidence consisting of student work samples and documentation provided by the student's Special Education teacher to demonstrate the student's abilities relative to specific Rating Form items

## Assessment Administration

The *SDSA-Alt* is an online assessment for assessing students and submitting digital evidence using Questar's Nextera® Administration (Nextera) site. It should be noted that students do not take the assessment online. Students are assessed offline as their certified teacher rates and collects evidence of their performance. Evidence is submitted through the **Collection of Evidence (COE)** option in the drop-down menu of the **ASSESSMENTS** tab in Nextera. Further instructions for using COE are included in this manual.

After all the Supporting Evidence has been collected, **rate each item and record it within COE**. If you prefer, **you may print and fill out the forms, transferring the information to the online system at a later time**.

The **HELP** tab in Nextera provides the following COE forms and ancillary materials:

- Grade-Specific Rating Forms
- Score Resolution Worksheets
- Data Collection Forms
- Supporting Evidence Submission

**Note:** All information collected on the printed forms will need to be entered in COE.

## This Manual

Review these *SDSA-Alt Directions for Administering* carefully to ensure that you are familiar with this document prior to the first day of testing. If you have any questions or concerns about the assessment administration, contact your District Administrator (DA) or School Coordinator (SC). There is one manual to be used for administering all grade levels of the *SDSA-Alt*. While some ancillary materials can be printed if you choose, they will also be available online with the assessment.

## Scheduling

The *SDSA-Alt* is to be administered between the dates of April 1–May 3, 2019, including any makeup testing. Contact your School Coordinator (SC) for the assessment administration schedule for your school.

## School Coordinator Resources

For general information and policy questions about the *SDSA* and *SDSA-Alt*, contact the South Dakota Department of Education (SDDOE) Assessment Office.

- Consult the SDDOE website at <http://doe.sd.gov/Assessment/>
- Contact the DA\*

\* The DA will contact SDDOE for any unanswered questions.

## Contact Information

1. Consult the SDDOE website at <http://doe.sd.gov/Assessment/>
2. SDDOE Special Education Office (For *SDSA-Alt* Policy, Student Enrollment, Accommodations, or other issues)  
Stacey Meyer, Education Specialist  
Office Number: 605-773-3219  
Fax Number: 605-773-3782  
Email Address: [stacey.meyer@state.sd.us](mailto:stacey.meyer@state.sd.us)
3. SDDOE Assessment Office (For *SDSA* Policy, Student Enrollment, Accommodations, or other issues)  
Roxanne Weber, Director of Assessment  
Office Number: 605-773-3246  
Fax Number: 605-773-3782  
Email Address: [roxanne.weber@state.sd.us](mailto:roxanne.weber@state.sd.us)  
Chris Booth, Program Specialist  
Office Number: 605-773-6156  
Fax Number: 605-773-3782  
Email Address: [christina.booth@state.sd.us](mailto:christina.booth@state.sd.us)

4. SDDOE Data Office (For Student Records or Updating Data issues)

Randy Hanson, Data Specialist

Office Number: 605-773-4727

Fax Number: 605-773-3782

Email Address: [randy.hanson@state.sd.us](mailto:randy.hanson@state.sd.us)

5. Questar Assessment Inc.

*SDSA* and *SDSA-Alt* Customer Support

Office Number: 866-644-6648

Email Address: [SDcustomersupport@questarai.com](mailto:SDcustomersupport@questarai.com)

# SDSA-Alt Test Administrator Checklist

## Important Dates

<i>SDSA</i> and <i>SDSA-Alt</i> Testing Window	April 1, 2019 through May 3, 2019
District and School Logins Available	March 12, 2019
Student Logins Available	March 18, 2019
Test Administrators Training (TC)	March 19, 2019
Test Administrators Training ( <i>SDSA</i> )	March 20, 2019
Test Administrators Training ( <i>SDSA-Alt</i> )	March 21, 2019

## Before assessment administration

- Attend a training session provided by your School Coordinator.
- Review this manual and any specific instructions provided by your School Coordinator.
- Follow your school's testing schedule.
- Arrange for appropriate physical conditions for testing.
- Arrange for the provision of testing accommodations (if applicable).
- Assemble the materials needed for testing.
- Ensure that you have received all necessary testing materials from your School Coordinator.
- Ensure that student information is accurate prior to the first assessment administration.
- Maintain assessment security at all times.

## During assessment administration

- Follow all directions in this manual.
- Assign Rater 2 for all students to be assessed.
- Rate all items and upload evidence (if you are Rater 1).
- Ensure the testing status for every students is "Complete" in Collection of Evidence before the close of the test window.
- Maintain assessment security at all times.

## After assessment administration

- Inspect and organize students' testing materials.
- Complete student classification and assessment completion status (if applicable).
- If any materials were printed, arrange for secure destruction or return to your School Coordinator (if applicable).
- Maintain assessment security at all times.

# Special Education Teacher Role

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**Rater 1:** The student's primary Special Education teacher.

**Rater 2:** A colleague who knows and works with the student on a regular basis; this could be another special educator, general education teacher, paraprofessional, or other qualified individual. It cannot be a parent or other close relative.

**Rater 3:** Questar Assessment Inc.

**The Special Education teacher (Rater 1) is the designated leader and coordinator for the administration of the *SDSA-Alt* with the responsibilities of:**

- Independently completing one Rating Form for each student.
- Collecting and documenting Supporting Evidence (student work samples) for Science at grades 5, 8, and 11. One item per content strand must have evidence and narrative attached to it and be uploaded in COE.
- Recruiting one colleague (Rater 2) who knows and works with the student on a regular basis to independently review all Supporting Evidence documentation and complete a second Rating Form for the student. This could be another special educator, paraprofessional, general education teacher, speech/language therapist, administrator, or other qualified individual. The student's parent cannot be a rater. The rater must be set up with an account in Nextera.
- Ensuring that Rater 2 has received the required training in administering the assessment.
- Entering the Resolution Phase if Rating Form items with Supporting Evidence do not have identical ratings.

## Steps for Completing the *SDSA-Alt*

Two *SDSA-Alt* Rating Forms for grades 5, 8, and 11 are to be completed for each student; one by the primary Special Education teacher (Rater 1) and one by a colleague (Rater 2) according to their knowledge of the student's current achievement level at the time of the assessment. Rating Forms will be completed and evidence collected online this year.

Rater 1 will score and add evidence for each student and assign the student(s) to Rater 2. When Rater 1 is done, Rater 2 can begin their assessment of the student's evidence, rating all items.

Rater resolution is only required when Rater 1 and Rater 2 assign differing scores. The intention is to ensure that the assessment results provide the most accurate profile of the student's achievement as observed and evaluated by education professionals across multiple settings throughout the assessment time period.

Once the assessment is completed, submitted, and the *SDSA-Alt* testing window closes, items with Supporting Evidence will be scored by a third rater from Questar Assessment Inc.

## Rating Form

Review the “**Rating Form**” located on the **HELP** tab entirely, identifying the following:

- **Aligned with student’s IEP goals and objectives** (column)

Rater 1 (Special Education teacher) must indicate whether or not each item is aligned with the student’s IEP by checking the corresponding square in the IEP-aligned column. (Leave the square blank if the item is not a part of the student’s IEP.) This does not impact the student’s score. This information will be used to analyze the overall skills for this population and for professional development.

- **Supporting Evidence submitted** (column)

Rater 1 (Special Education teacher) must indicate which item rating is supported with samples of student work (evidence). One item per content strand must have evidence and rationale attached to it along with the score.

The *SDSA-Alt* Rating Form measures academic skills or tasks in Science at grades 5, 8, and 11. Ratings indicate the degree to which a student is able to perform each skill. Please rate every item, even if some skills or activities do not seem to apply to the student or are difficult to rate.

<b>Achievement Level</b>	<b>Achievement Description</b>
Nonexistent	The student may be aware of or attend to the task in a highly structured setting, but he/she is currently unable to perform any part of the skill or demonstrate any knowledge and is consequently unable to attempt without full physical prompting.
Minimal	The student attends to a task and can respond to some part of the knowledge and skills in at least one setting when given significant physical, verbal, visual, or other prompting. The student may take a long time to respond but will indicate some attempt, either correct or incorrect, with accuracy up to 25%.
Emerging	After instruction and/or modeling, the student’s performance may be somewhat inconsistent in terms of accuracy, but he/she can respond to most or the entire task in at least one setting with moderate prompting, if necessary, with accuracy generally ranging from 25–49%.
Progressing	The student consistently performs the task in more than one setting with minimal prompting (repeat directions no more than 5 times or repeat directions in the middle of the task) with an accuracy level generally ranging from 50–79% if performed independently or 50–100% with minimal prompting.
Accomplished	The student consistently and independently performs the task across multiple settings with an accuracy level generally ranging from 80–100%.

## Achievement Descriptions Regarding Prompting

Raters may find the following descriptions of prompting helpful when evaluating a student’s achievement level:

- *Full physical prompting* (“Nonexistent” rating) requires the teacher to use “hand-over-hand” prompting throughout the entire task.
- *Significant prompting* (“Minimal” rating) involves prompts throughout the task. The student attends to what he or she is doing by looking at the task and will attempt the task by reaching, making a verbal response, or through the use of assistive technology.
- *Moderate prompting* (“Emerging” rating) includes touching the student’s elbow to begin or continue the task; modeling may be done by the teacher or may be a model that the student follows, such as an alphabet strip used to alphabetize.
- *Minimal prompting* (“Progressing” rating) includes providing verbal cues or touch cues to initiate or redirect the student.

For each content-based item on the Rating Form, each rater indicates the achievement level at which the student is observed performing each task or skill.

## Verifying Student Information in Nextera

The following student information should be verified using the **STUDENTS** tab in Nextera prior to testing:

- Student Name
- Student ID Number (SSID)
- Grade
- Date of Birth
- District Name and District Code
- School Name and School Code

If any information is incorrect, immediately contact your District Administrator (DA) or School Coordinator (SC), who can modify this information in Nextera.

**DAs and SCs:** Follow the steps below to modify student information in Nextera

1. Log in to Nextera.
2. In the top banner options, click **Change**.



3. In the **Window** drop-down menu, select **2019 SDSA-Alt**. Then select the appropriate school from the **School** drop-down menu.

What would you like to work on next? ✕

Window: 2019 SDSA-Alt

District: QAI Test District (QAI004)

School: PM-Alt-Test (PM001)

Content Area: Science

Change Cancel

4. Select the **STUDENTS** tab.

2019 SDSA-Alt | QAI Test District (QAI004) | PM-Alt-Test (PM001) | Science Change Test Sign Out

South Dakota: Science and Science Alternate Assessments

HOME **STUDENTS** CLASSES ASSESSMENTS HELP

### Students

Click on any column header to sort on its contents.

Manage Students

Show Students: All Search: Enter any part of a student's ID, last name, or grade to begin.

There are 3 Students in PM-Alt-Test (PM001) taking Science in 2019 SDSA-Alt.

SSID	First Name	MI	Last Name	Class	Grade	
999999998	Student A		Student A	Class X	11	View
999999997	Student B		Student B	Class Y	08	View
999999996	Student C		Student C	Class Z	05	View

showing 1 to 3 of 3 students

Download Student List (Excel)

5. Select **View** for the student entry in the **Manage Students** area.

6. Select **Edit** to make changes to the student.

Back to Students list

### View Student

You're Viewing: AltFirstName AltLastName Set Not Tested Code **Edit**

District of Record: QAI004-DIST2 (876) School of Record: QAI004-TESTSCH001876 (876)

**Demographic Information:**

SSID	878787878	Grade	Grade 5
First Name	AltFirstName	MI	
Last Name	AltLastName	Gender	Female
Date of Birth	10/7/2001		

Ethnicity: Hispanic Disability: 02 (Deaf-Blindness)

Home Language: Economic Disadvantaged

IEP: Section 504

LEP: Highly Mobile

Science

Class: QAI004-TESTSCH001876

Accessibility and Accommodation Options

7. Select **Modify** to update the student information.

At the end of the assessment window, if a student is unable to complete the assessment, the Test Administrator should notify the SC to indicate a reason why the student was unable to complete the assessment.

If you are requesting a waiver for a student due to a medical emergency, the **Request for Medical Exemption** form must be completed and returned to SDDOE for consideration within one week of the close of the test window. It is available at <https://doe.sd.gov/Assessment/documents/19-MedExm.docx>

**Once a test session has been marked as “Do Not Score,” it may not be reversed.**

A **Testing Irregularity Form** must be completed online with complete documentation as to why the student was unable to participate in one or more subtests or complete the assessment. The **Testing Irregularity Form** is available at <http://doe.sd.gov/Assessment/documents/SciAltIrreg.xlsx>.

# Supporting Evidence Requirements

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Supporting Evidence is required and must be provided in a format that allows an independent evaluator to understand the student's achievement level of a particular skill identified on the Rating Form. Supporting Evidence may include any of the following:

- A work sample (a worksheet, an essay, a model, etc.).
- Annotated photographs that show the student accomplishing the entire task.
- Videos of the student with an explanation of the task. For best results when posting, reduce video quality to limit file size.
- Audio MP3s with scripts of oral tasks and other relevant information.

Whenever possible, items that are aligned to the student's IEP should be selected for Supporting Evidence. The sample submitted should provide evidence of the achievement level of an entire task (or as much of the task as the student accomplished). For example, if photographs are submitted, the photos should show the entire process of completing the task, not just the end product. The mode of the work sample should take into account the skill and how it is performed (e.g., on paper for written work, on video for visually perceptible tasks, or on audio for oral tasks).

**Supporting Evidence must be collected for each of the following Disciplinary Core Ideas (DCI) listed below. A total of 3 submissions, one from each of the following DCIs, for students must be provided:**

1. Physical Science
2. Life Science
3. Earth/Space Science

**Only provide Supporting Evidence for one item per DCI as listed above. The Rating Form must indicate the item for which you are submitting Supporting Evidence. Multiple pieces of evidence may be entered for ONLY ONE item within a DCI.**

## Data Collection Form for Supporting Evidence

Rater 1 is to complete one Data Collection Form for each submission of Supporting Evidence. This form is used to summarize and provide documentation of the student work sample and includes:

1. The content area.
2. Rating Form item number for which the evidence is being submitted. Only one item number can be listed.
3. The date(s) and number of trials.
4. The range of scores obtained.
5. The setting(s) and personnel.
6. The type of evidence submitted.

7. A narrative addressing each of the following for the Supporting Evidence:
  - Description of activity
  - Student response
  - Type and level of support (prompts/cues)
  - Frequency
  - Accuracy

Printable .pdf versions of the *SDSA-Alt* Data Collection Form and Rating Forms are available on the Nextera **HELP** tab. These forms may be duplicated if additional copies are needed. Once completed, data in the printed forms must be entered into COE along with uploading Supporting Evidence for students, and not just recorded on the printed forms. Printed Rating Forms should be returned to the School Coordinator for secure destruction.

The Data Collection Form can only reference one item number for the rationale for the evidence attached.

The Supporting Evidence should be uploaded in COE.

# Rater Roles/Process

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## Rater 1

Once Rater 1 has gathered the Supporting Evidence and completed the Rating Form, and entered all of this information in COE, including scores and evidence, they will submit the test for the student and indicate who Rater 2 will be. Rater 2 will then need to log in to Nextera, access COE, and enter scores for all items.

## Rater 2

Rater 2 will rate the student *independent* of Rater 1. Rater 2 will rate all items, and for those items with Supporting Evidence, Rater 2 will indicate that evidence was provided for the item and indicate the rating. When Rater 2 has completed the assessment, Rater 2 will submit scores in COE.

## Resolution Phase (Rater 1 and 2)

The system will review scores for items and if there is any variation, there will be a Resolution Phase. During a Resolution Phase, Rater 1 and Rater 2 discuss, review evidence (if needed), and agree on a final score. Once a final score has been determined, Rater 1 will need to submit the final score(s) on the item(s) needing resolution. Rater 1 will review the Rating Form for completeness prior to indicating testing completed. Once Rater 1 submits the final score(s), and indicates testing completed, it will be sent to Rater 3.

## Rater 3

Rater 3 will rate the student independent of Rater 1 and 2. No matter when a student's assessment has been submitted, scoring by Rater 3 will not begin until after the test window has closed. Rater 3 will evaluate and score only the items for which Supporting Evidence has been provided. Once a score is determined, Rater 3 will submit their score(s) following the same steps as Rater 1.

# Collection of Evidence—Online Steps

## Nextera Administration site (Nextera)

**Note:** The Google Chrome browser is recommended for Nextera Admin. Refer to the *Setup and Installation Guide* on the **HELP** tab in Nextera for more information.

Nextera users at the school or district level will be responsible for verifying or entering student, teacher, and rater information into Nextera. DAs will verify teacher/rater, classes, and student information are correct within Nextera prior to Raters entering scores into COE.

**Administrators:** Please refer to the *Test Coordinator Handbook (TCH)* for instructions on setting up this assessment.

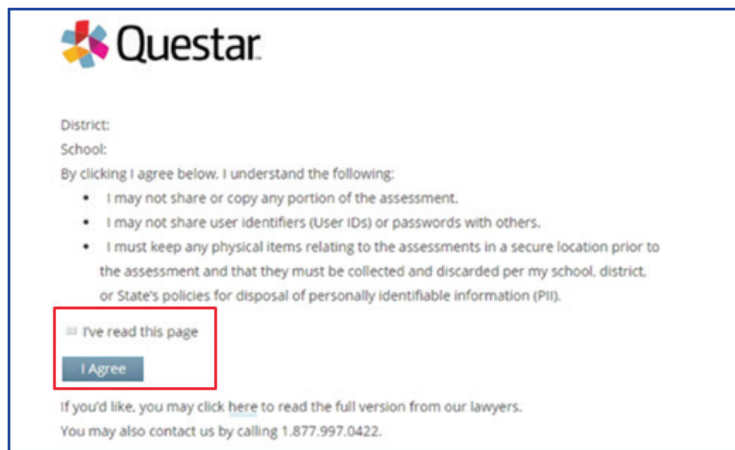
**Teachers/Raters:** Follow the steps below to complete a student's assessment.

The *SDSA-Alt* is an online assessment for assessing students and submitting digital evidence using the **Collection of Evidence (COE)** option in the drop-down menu of the **ASSESSMENTS** tab in Nextera.

1. Use the User ID and password provided to you via email once your DA or SC creates an account for you in Nextera.
  - Access Nextera: <https://sd.nextera.questarai.com/admin>
  - Type your user ID in the **User ID** field. This should be your email.
  - Type your password in the **Password** field.
  - Click **Sign In**.
  - Upon first login, you will be prompted to read and agree to the security agreement.

## Security Agreement Screen

The Security Agreement screen displays a test security agreement that requires an acceptance in order to proceed into Nextera. It only appears after logging in and it is disabled once the user accepts the security agreement. With subsequent logins, it no longer appears.



**Questar**

District:  
School:

By clicking I agree below, I understand the following:

- I may not share or copy any portion of the assessment.
- I may not share user identifiers (User IDs) or passwords with others.
- I must keep any physical items relating to the assessments in a secure location prior to the assessment and that they must be collected and discarded per my school, district, or State's policies for disposal of personally identifiable information (PII).

I've read this page

If you'd like, you may click here to read the full version from our lawyers.  
You may also contact us by calling 1.877.997.0422.

2. When logging in to Nextera for the first time, you will be prompted to change your password.
  - Type your new password in the password field and then retype the password to confirm it. Your password must contain at least eight characters, including at least one number.
  - Click **Submit** to save your new password. The Nextera **HOME** tab will be displayed.
  - After you change your password, the password originally emailed to you will no longer be valid. **Be sure to record your new password in a secure location.**
  - If you need to request a new password, select **Forgot your password?** on the Nextera login page. You will receive an email with a temporary password that you will need to reset as instructed previously.
3. At the top of the page there is a link to change the Administration Window, District, School, and Content Area. Your ability to change these selections depends upon your role in Nextera Admin. You must select **2019 SDSA-Alt** to access the COE.

What would you like to work on next?

Window: 2019 SDSA-Alt

District: QAI Test District (QAI004)

School: PM-Alt-Test (PM001)

Content Area: Science

Change Cancel

4. Select the **ASSESSMENTS** tab and then select **Collection of Evidence**.

2019 SDSA-Alt | QAI Test District (QAI004) | PM-Alt-Test (PM001) | Science Change Test Sign Out

South Dakota: Science and Science Alternate Assessments Questar

HOME STUDENTS CLASSES ASSESSMENTS HELP

Collection of Evidence

Your Profile Nextera Administration Center

Name:  
Email:  
Associated with: PM-Alt-Test (PM001)  
Mailing Address

Shipping Address

Administration Quick Links

Please refer to the **HELP** tab for:

- Nextera/Questar Customer Support Details
- SDSA/SDSA-Alt Setup & Installation Guide

School Information

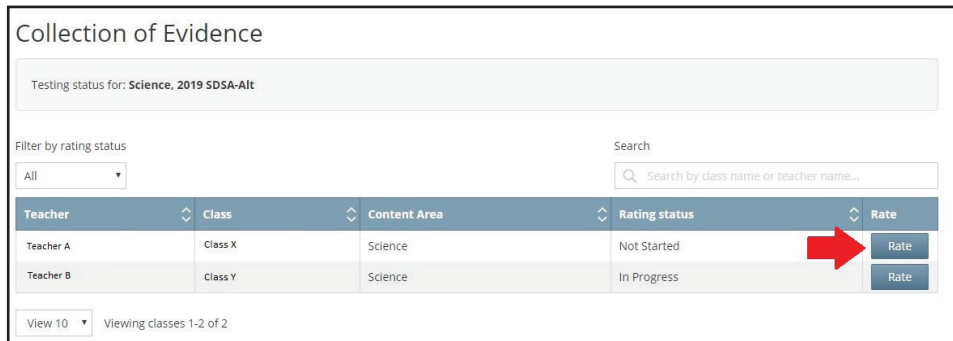
District: QAI Test District (QAI004)

Schools:

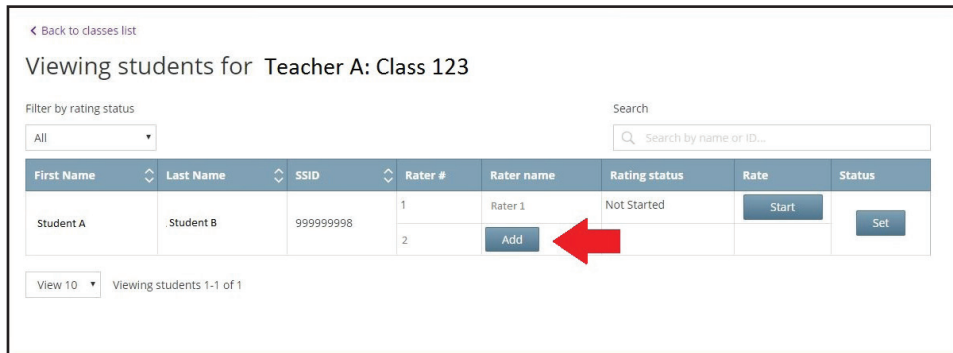
School: PM-Alt-Test (PM001)

Proctor Password: nmqj4w8r

5. The Collection of Evidence screen shows classes for which you have been assigned as Rater 1 (and in some instances Rater 2).
  - If you do not see any classes, verify you are working in the 2019 *SDSA-Alt* Test Administration by double checking the information in the top left corner of the window. If you are in the correct test administration and do not see any classes, contact your DA or SC to ensure your students have been assigned to your class(es).
  - If you see students in your class(es) that should not be there, or students are missing from your class, contact your DA or SC immediately to have students assigned correctly to your class(es).
6. Select the appropriate class by clicking on **Rate** at the end of that row.



7. You will see a list of students in the class you selected.
8. As Rater 1, you must assign Rater 2 by clicking the **Add** button on the row for each student.



9. Rater 2 must already have an account in Nextera in order to be selected. If you do not see the person you want to nominate as Rater 2 for a student, the individual must be added in Nextera under the **ACCOUNTS** tab by either your DA or SC.

10. As Rater 1, if you want to change Rater 2, click on Rater 2's name. Use the **New Rater** drop-down menu to find the name of the rater you want to select. Click **Change Rater**.

**Note:** Rater 2 cannot be changed if Rater 2 is showing a **Rating Status** of **In Progress**, **Resolution Needed**, or **Complete**

11. To rate a student: Click on **Start** under the Rate column on the class screen.

← Back to classes list

### Viewing students for Teacher A: Class 123

Filter by rating status: All

Search: Search by name or ID

First Name	Last Name	SSID	Rater #	Rater name	Rating status	Rate	Status
Student A	Student B	999999998	1	Rater 1	Submitted	Start	
			2	Rater 2	Not Started	Start	

View 10 Viewing students 1-1 of 1

## Rating Students as Rater 1

- As Rater 1 you will be required to rate every item in each strand and complete the **Aligned with IEP** information as appropriate.
- Rater 1 must also upload evidence for one item within each strand for a total of three items that have evidence associated with them. To upload evidence click the **Upload Evidence** button.

Physical Science Not Started

Uploaded evidence	Evidence type	Task	
No evidence has been uploaded. <a href="#">Upload evidence</a>			
1. Identify a model that shows an atom's nucleus as made of protons and neutrons, and is surrounded by electrons.			<input type="checkbox"/> Aligned with IEP
<input type="radio"/> Nonexistent <input type="radio"/> Minimal <input type="radio"/> Emerging <input type="radio"/> Progressing <input type="radio"/> Accomplished			
2. Identify a model that shows individual atoms of the same or different types that repeat to form extended structures (e.g., sodium chloride).			<input type="checkbox"/> Aligned with IEP
<input type="radio"/> Nonexistent <input type="radio"/> Minimal <input type="radio"/> Emerging <input type="radio"/> Progressing <input type="radio"/> Accomplished			
3. Identify evidence that proves a chemical reaction has taken place (e.g., change in color occurs, gas is created, heat or light is given off or taken in).			<input type="checkbox"/> Aligned with IEP
<input type="radio"/> Nonexistent <input type="radio"/> Minimal <input type="radio"/> Emerging <input type="radio"/> Progressing <input type="radio"/> Accomplished			
4. Describe the motion of two colliding objects in terms of the strength of the force relationship of action and reaction forces given a model or scenario.			<input type="checkbox"/> Aligned with IEP
<input type="radio"/> Nonexistent <input type="radio"/> Minimal <input type="radio"/> Emerging <input type="radio"/> Progressing <input type="radio"/> Accomplished			

- Once all items have been rated and all evidence has been uploaded, Rater 1 completes the rating for the student by selecting **Save & submit**.

**Note:** Ratings and evidence submissions will automatically be saved as they are entered or uploaded. All required fields must be completed before teachers/raters are able to complete an assessment. Raters may save their work without submitting if they need to finish entering the ratings and uploading evidence at a later time. This can be done by selecting **Save & close** instead of **Save & submit**. Once you complete a student's evaluation, you may not modify your score.

Once Rater 1 has completed scoring, Rater 2 will then go in and enter their rating for each item and review the evidence as needed.

## Rating Students as Rater 2

- As Rater 2 you will be required to rate every item in each strand and review the evidence as needed.

First Name	Last Name	SSID	Rater #	Rater name	Rating status	Rate	Status
Student A	Student B	999999998	1	Rater 1	Submitted		
			2	Rater 2	Not Started	<input type="button" value="Start"/>	

- Once each item has been rated, complete the rating for the student by selecting **Save & submit**.

Nonexistent    Minimal    Emerging    Progressing    Accomplished

# Collection of Evidence—Resolution Scoring

1. The COE shows assessments available for resolution after Rater 1 and Rater 2 have completed their scoring. Select the appropriate assessment by clicking the student’s name.

Viewing Students for R. Langdon: Physical Science II

Filter by rating status: Show all

Search: CL

First Name	Last Name	SSID	Rater #	Rater name	Rating status	Score	Status	Unlock test
Abigail	Johnson	19791019	1	R. Langdon	In Progress		Resume	Set
			2	Add	Not Started			
Daniel	Potter	19800731	1	R. Langdon	Resolution needed		Resolve	
			2	P. Sprout	Resolution needed			
Thomas	Rasmussen	19800730	1	R. Langdon	Not Started		Start	Set
			2	Add	Not Started			

showing 1 to 3 of 3 students

2. Select **Start** or **Continue** to proceed to the items needing resolution

Resolve Score: Potter, Daniel

Life science 2 Resolutions Needed

Uploaded evidence	Evidence type	Task	
evidence for student.png	Media (photo, video, audio)	Life Science, #2	view
1. Uses senses to identify physical properties of plants.			
Rater 1 Score:	<input type="radio"/> Nonexistent <input type="radio"/> Minimal <input checked="" type="radio"/> Emerging <input type="radio"/> Progressing <input type="radio"/> Accomplished		<input type="checkbox"/> Aligned with IEP
Rater 2 Score:	<input type="radio"/> Nonexistent <input type="radio"/> Minimal <input type="radio"/> Emerging <input type="radio"/> Progressing <input checked="" type="radio"/> Accomplished		
Final Score:	<input type="radio"/> Nonexistent <input type="radio"/> Minimal <input type="radio"/> Emerging <input checked="" type="radio"/> Progressing <input type="radio"/> Accomplished		
2. Identifies a plant that needs watering. (Evidence provided)			
Rater 1 Score:	<input type="radio"/> Nonexistent <input type="radio"/> Minimal <input type="radio"/> Emerging <input checked="" type="radio"/> Progressing <input type="radio"/> Accomplished		<input type="checkbox"/> Aligned with IEP
Rater 2 Score:	<input type="radio"/> Nonexistent <input type="radio"/> Minimal <input type="radio"/> Emerging <input type="radio"/> Progressing <input checked="" type="radio"/> Accomplished		
Final Score:	<input type="radio"/> Nonexistent <input type="radio"/> Minimal <input type="radio"/> Emerging <input checked="" type="radio"/> Progressing <input type="radio"/> Accomplished		

3. Rater 1 and Rater 2 work together to resolve the ratings of the items. Rater 1 is responsible for entering the resolved score into the Rating Form. All required fields must be completed before teachers/raters are able to complete an assessment. Simply log back in to complete an assessment that isn't ready for submission. If the assessment is complete, select **Save & submit**.

Nonexistent  Minimal  Emerging  Progressing  Accomplished

Cancel Save & close **Save & submit**

4. Once the resolution scores have been submitted, the student's Rating status will appear "Resolved". Ratings cannot be changed after they have been submitted.

Viewing Students for R. Langdon: Physical Science II

Filter by rating status  
Show all

Search

First Name	Last Name	SSID	Rater #	Rater name	Rating status	Score	Status	Unlock test
Hermione	Granger	19791019	1	R. Langdon	In Progress		Resume	Set
			2	Add	Not Started			
Harry	Potter	19800731	1	R. Langdon	Resolved		View	
			2	P. Sprout	Resolved			
Neville	Longbottom	19800730	1	R. Langdon	Not Started		Start	Set
			2	Add	Not Started			

Showing 1 in 3 of 3 students

# Frequently Asked Questions

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**Q: I have two paraprofessionals who work with my students. Can they complete the Rating Forms as “Rater 1” and “Rater 2”?**

A: The student’s primary Special Education teacher must complete the Rating Form (as Rater 1) and provide Supporting Evidence documentation. One of the paraprofessionals can serve as Rater 2 only.

**Q: If I am not sure how to rate an item, may I leave it blank?**

A: Please respond to all items on the Rating Form. Evaluate whether you have observed the behavior or whether you are estimating or guessing about the frequency of the behavior. You may conduct a brief activity with the student if you are not able to make an independent judgment.

**Q: What if the student is not able to perform this activity by himself or herself, but needs help or assistance from another person?**

A: Please refer to the section titled “Achievement Descriptions Regarding Prompting” in this manual in order to select the appropriate Achievement Level rating.

**Q: How should the items be selected for Supporting Evidence?**

A: Whenever possible, it is best to collect evidence on items that are aligned to the student’s IEP, because the student has been exposed to these tasks/activities throughout the year. If this is not possible, select a challenging task that will allow the student to demonstrate his or her knowledge to the best extent possible.

**Q: What if the student is not able to complete any activities for the collection of Supporting Evidence?**

A: Each student needs an opportunity to perform the tasks/activities selected for the Supporting Evidence component of the *SDSA-Alt*. Every effort should be made to provide evidence of his or her attempt through the most appropriate means (photos, videos, etc.). The narrative provided on the Data Collection Form is critical in order to demonstrate the student’s exposure and opportunity to participate in each task/activity.

**Q: My student is enrolled in 11th grade but performs on a 5th-grade level. Can I administer the 5th-grade assessment?**

A: You must administer the assessment for the grade in which the student is enrolled. If not, the assessment will be invalidated and the student will not receive a score.

**Q: Who do I call if I have questions about completing the Rating Form?**

A: Contact Melissa Flor at the South Dakota Department of Education at 605-773-6119 or [melissa.flor@state.sd.us](mailto:melissa.flor@state.sd.us).

**Q: What should I do if the student moves after I've submitted a Rating Form for him or her?**

A: Contact Chris Booth at the South Dakota Department of Education at 605-773-6156 or [christina.booth@state.sd.us](mailto:christina.booth@state.sd.us).

