
Report and Recommendations to the Delaware State Board of Education for:

Establishing Proficiency Levels for the Delaware Alternate Portfolio Assessment Communication Domain

Presented September 19, 2002

Prepared by the Center for Disabilities Studies at the
University of Delaware and the
Exceptional Children & Early Childhood Education Group
Curriculum & Instructional Improvement Branch
Delaware Department of Education

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Addendum

On September 19, 2002, the State Board of Education approved the Secretary of Education's recommendations for the proposed Communication Domain proficiency levels. As shown in the table below, the cut points are as follows: Below the Standard is 10, Meets the Standard is 13, Exceeds the Standard is 17, and Distinguished is 19. In addition, the State Board of Education also approved the Secretary's recommendation for the "All Dimensions – Down One" rule. This rule states that if any dimension in the Communication domain has a score of "1", the performance level drops down one proficiency level. It is important to note that regardless of the number of 1's a domain may receive, the performance level only drops down one proficiency level. This decision was applied to the 2001-2002 DAPA Communication Domain scores.

DAPA PROFICIENCY LEVEL		
Level	Performance Level	Score Range
5	Distinguished (excellent performance)	19, 20
4	Exceeds the standard (very good performance)	17, 18
3	Meets the standard (good performance)	13-16
2	Below the standard (needs improvement)	10-12
1	Well below the standard (needs lots of improvement)	5-9

* See additional rule explained above

Note about the test data included in this document:

All test data included in this document are from the 2000-2001 administration of the DAPA. The data are complete and should be considered final.

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1. Overview

This document contains results of the Delaware Alternate Portfolio Assessment (DAPA) Proficiency Level process for the Communication Domain. As the alternate assessment to the Delaware Student Testing Program (DSTP), the DAPA is specifically designed for students with moderate to severe cognitive disabilities who participate in a functional, life skills curriculum. These students comprise less than 1% of Delaware's public school students. Participation in the DAPA is an Individualized Education Plan (IEP) team decision based on the Eligibility Guidelines Checklist (see Appendix D).

Development of the DAPA

The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA – P.L. 105-17) mandated that all students be included when a state or school district implements an assessment program. The law required that the implementation of alternate assessment programs be in place by July 2000 with score reporting to occur the following July.

As a result of this important legislation, the Delaware Department of Education (DDOE) in partnership with the Center for Disabilities Studies convened a Design Group to develop the DAPA and create an implementation plan. As shown in Table 1, development took place over a three-year period leading up to implementation in the 2000-2001 school year. Presently, the DAPA is in the 2nd year of implementation.

Table 1: Development & Implementation of the DAPA

	Timeframe	Activities
Development	1997-1998	Plan Development
	1998-1999	3 Pilot Studies
	1999-2000	Mandatory Field Study

Implementation	2000-2001	Year One 2 Domains Required at Specified Ages
	2001-2002	Year Two 3 Domains Required at Specified Ages

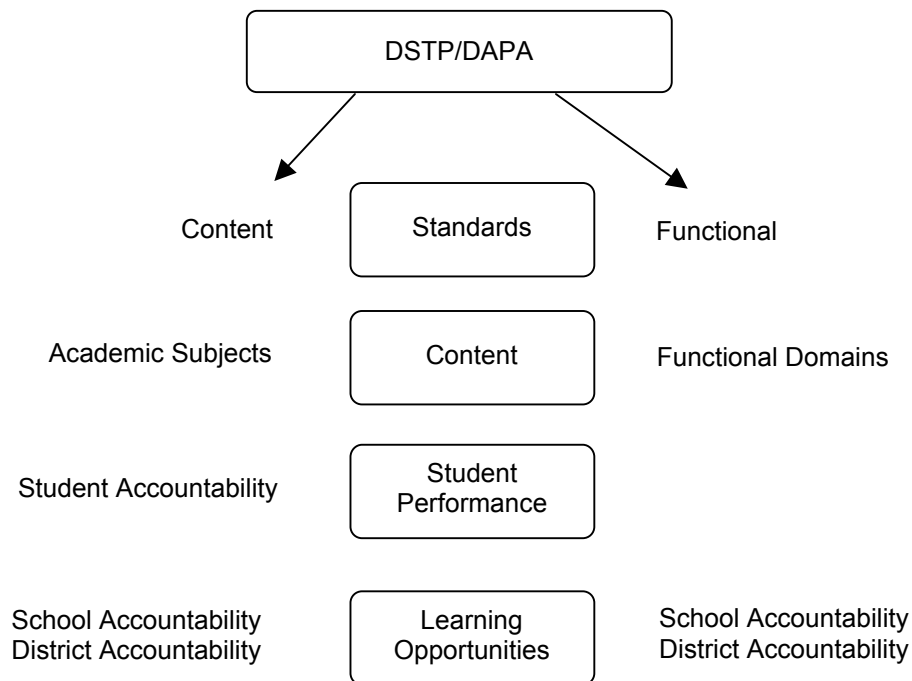
During the past two years of implementation, either two or three portfolio domains were submitted on May 1st for students who met the age and eligibility criteria of the DAPA. The age criteria were as follows: 5, 8, 11, 14, 17, and 20 by August 31st of the assessment year. This initial implementation was designed to lead up to full implementation by 2003-2004, when five portfolio domains would be submitted for each participating student at each of the 6 assessment years.

Recently, the Delaware Student Testing Program (DSTP) has expanded to include a student assessment at all grade levels. Due to current federal regulations, an alternate assessment is also required for all grade levels. Based on recommendations from the DAPA Advisory Committee, the DDOE has determined that beginning with the 2002-2003 school year, one domain will be required for every student who is eligible for the DAPA beginning at age 5 and continuing through age 19.

DSTP vs. DAPA

There are several important differences between the DSTP and the DAPA as shown in Figure 1. First, the DAPA is based on the *Standards for Functional Life Skills Curriculum* (see Appendix D for the Communication Domain Standards). These functional standards were designed to align to the Content Standards of the DSTP whenever possible. Second, whereas the DSTP consists of academic subject areas, the DAPA is comprised of 5 functional domains: Communication, Personal Management, Career/Vocational, Social, and Applied Academics. Third, the scoring system of the DAPA is not based on student accountability because it was decided that it would not be morally or ethically appropriate to hold students with moderate to severe cognitive disabilities responsible for making progress. However, as shown in the fourth level below, both the DAPA and the DSTP are designed to hold schools and districts accountable for the learning opportunities that are provided to students.

Figure 1. Delaware Testing Program



Because the DAPA is a portfolio assessment, a scoring rubric is used to evaluate the learning opportunities that have been provided in each domain (see Appendix D). The rubric is comprised of five dimensions: Activity, Independence, Supports, Settings, and Interactions. These five dimensions were chosen because they reflect best practices in education for students with moderate to severe cognitive disabilities. As shown in the rubric, each dimension score ranges from 1 to 4. Therefore, the total domain score ranges from 5 to 20.

Process of Setting Proficiency Levels

The process of setting proficiency levels for the DAPA Communication domain mirrored as closely as possible the Standards Setting process of the Delaware Student Testing Program (DSTP). The proficiency level process entailed convening two groups of judges. The first group attended a Proficiency Retreat on February 22nd and 23rd, 2002. The second group was the DAPA Advisory Committee, which met on March 25, 2002. Invitations for nominations to attend the Proficiency Retreat were sent to the following: all District Special Education Directors, principals of the 6 special schools/programs, the Parent Information Center, the Governor's Advisory Council for Exceptional Citizens, the Arc of Delaware, the Developmental Disabilities Council, State Council for Persons with Disabilities, Mary Campbell Center, Independent Living Resources, Student Connections and MBNA. Appendix B contains copies of the invitation, nomination form, and summaries of demographic information on the judges.

Delaware statute established five proficiency levels for the state's testing program. The proficiency levels are shown in Table 2.

Table 2: DAPA & DSTP Proficiency Levels

Level	Category	Description
5	Distinguished	Excellent performance
4	Exceeds the Standard	Very good performance
3	Meets the Standard	Good performance
2	Below the Standard	Needs improvement
1	Well Below the Standard	Needs lots of improvement

Consistent with the DSTP Standards Setting process, it was decided that the “cognitive overload” of setting four cut points would be too much for judges to accomplish in a two-day session. Therefore, proficiency retreat judges were asked to recommend 2 cut points (i.e., between Below the Standard and Meets the Standard and between Meets the Standard and Exceeds the Standard). These two cut points define the range of Communication domain scores that Meet the Standard. After the proficiency retreat, the DAPA Advisory Committee met to recommend the remaining two cut points (i.e., between Well Below and Below the Standard and between Exceeds the Standard and Distinguished).

At the proficiency retreat, judges were told to think about the point between Below the Standard and Meets the Standard as the line that delineates educational programs whose performance is good (i.e., just meets the standard) versus programs that need improvement. One of the main distinctions between the DAPA and the DSTP is that the DAPA scoring system is not designed to measure student performance. Rather, the DAPA scoring system is based on the learning opportunities that are presented to students.

Next Steps

Once the State Board of Education approves a set of cut points for the Communication domain, the results will be applied to the 2001-2002 assessment, which will be released to students and schools in September, 2002. During the 2002-2003 school year, the same proficiency level process will be undertaken with two additional domains.

2. Communication Domain

In the fall of 2001, a Proficiency Work Group began meeting to review the DSTP process and devise a plan. Requests for nominations were mailed in December, with a follow-up mailing and phone calls in January. In February, a two-day Proficiency Retreat was held with a representative group of 29 stakeholders. These judges were charged with the task of voting on two cut points. The following month, on March 25th, 20 DAPA Advisory Committee members voted on the remaining two cut points.

The Proficiency Retreat was led by representatives of the DDOE and the Center for Disabilities Studies. The process of setting proficiency levels for the Communication domain consisted of three phases: training, dimension score cut points, and Communication domain score cut points. During Phase 1, the judges received background information and instruction in the portfolio components including an extensive review of each dimension using examples from student portfolios and an explanation of best practices in education.

Following approximately 3 hours of training, Phase 2 began when participants were assigned to small groups for discussion. The small groups were comprised of 5 to 6 members representing different roles (i.e., parent, teacher, administrator, paraprofessional, related services, and business/community) and geographic locations (i.e., New Castle, Kent, and Sussex counties). During this phase, judges were asked to discuss the dimension scores that Meet the Standard. Small and large group discussions followed.

Phase 3 began when judges were asked to shift their focus from single dimensions (scores range from 1 to 4) to the Communication domain (scores range from 5 to 20). Working in the same small groups, judges discussed their thoughts regarding where the cut points should be set.

During the subsequent large group discussion, some judges raised concerns about the score of “1” in any single dimension because a “1” represents the absence of instruction. Specifically, judges were concerned that some portfolios could meet or exceed the standard even if there was a dimension score of “1”. Once this

concern was raised, retreat leaders explained that judges had the option of recommending additional rules. As shown in Table 3, three rule options were presented. Additionally, it was explained that if judges were going to endorse a rule, then they also needed to specify which dimension(s) would be impacted by the rule.

Table 3: Rule Options

1. None	No additional rules are needed
2. Forced Rule	Below – portfolio score is automatically lowered to Below the Standard Meets – portfolio score can only Meet the Standard Down One – portfolio score gets dropped one level
3. Other	Any other rules deemed necessary

Following the rules explanation and related discussion, the impact data were presented to the large group. Each group and individual judge had an opportunity to view the impact data corresponding to their vote, including the rule as requested. The impact data were presented for all ages and for each age category. The impact data were based on the Communication domain scores that were obtained during the 2000-2001 DAPA.

Following the impact data presentation and large group discussion, judges were asked to submit their individual final votes on the following areas: lowest domain score that Meets the Standard; lowest domain score that Exceeds the Standard; and any additional rules.

One month after the Proficiency Retreat, 20 Advisory Committee members met to vote on the remaining two cut points and rule application. Following an abbreviated training session, Advisory Committee members participated in small-group and large-group discussions focusing on dimension score cut points, domain score cut points, rule options, and impact data. At the end of this three-hour session, each Advisory Committee judge voted on the following areas: lowest domain score that is Distinguished, lowest domain score that is Below the Standard, and any rule endorsements.

Communication Domain- Cut Point & Rule Recommendations

Votes from each judge are included in Appendix A in random order. In compiling the final recommendation from the judges, the median score was used. The scores of each judge are included in the final calculation.

The Secretary of Education did not make any adjustments to the recommended cut points. The recommendations to the State Board of Education for cut points as a result of the Proficiency Level processes are below. Each number in Table 4 indicates the lowest Communication domain score a student could earn and still achieve the indicated level.

Table 4: Secretary of Education’s Cut Point Recommendations for the Communication Domain

Level	Recommended By	Cut Point
Distinguished	Advisory Committee Judges	19
Exceeds	Proficiency Retreat Judges	17
Meets	Proficiency Retreat Judges	13
Below	Advisory Committee Judges	10

In addition to voting on cut points, several rule options were available for consideration. At the Proficiency Retreat, 28 out of 29 judges recommended an additional rule. More specifically, 25 judges recommended the inclusion of one of the “forced rule” options if there is a “1” in a particular dimension(s). The remaining three judges voted for an “other” rule. Table 5 presents a summary of the Proficiency Retreat votes regarding rules.

At the Advisory Committee meeting, 10 out of 20 judges recommended an additional rule; 9 of whom recommended a “forced rule” as shown in Table 6. Although there was some variability in the types of rules endorsed, the most common rule between both groups of judges was “All Dimensions - Down One”. Consequently, given that a score of “1” represents the absence of instruction in any given dimension, the Secretary of Education supports the “All Dimensions - Down One” rule. That is, if the Communication Domain has a score of “1” in any dimension, it will be dropped one proficiency level.

Table 5: Rule Endorsements by Proficiency Retreat Judges

Rule	Frequency	Dimension(s)
Down One	10	All
	5	Settings & Interactions
	2	Activity, Independence & Supports
	1	Interactions
Below	5	All
	1	Interactions
	1	Supports, Settings & Interactions
Other	3	
None	1	

Table 6: Rule Endorsements by Advisory Committee Judges

Rule	Frequency	Dimension(s)
Down One	5	All
Below	3	All
Meets	1	Activity, Independence, Supports
Other	1	
None	10	

For more information on what the recommended cut points mean, the following four pages contain charts that detail the results of the proficiency level process based on the 2000-2001 Communication domain scores.

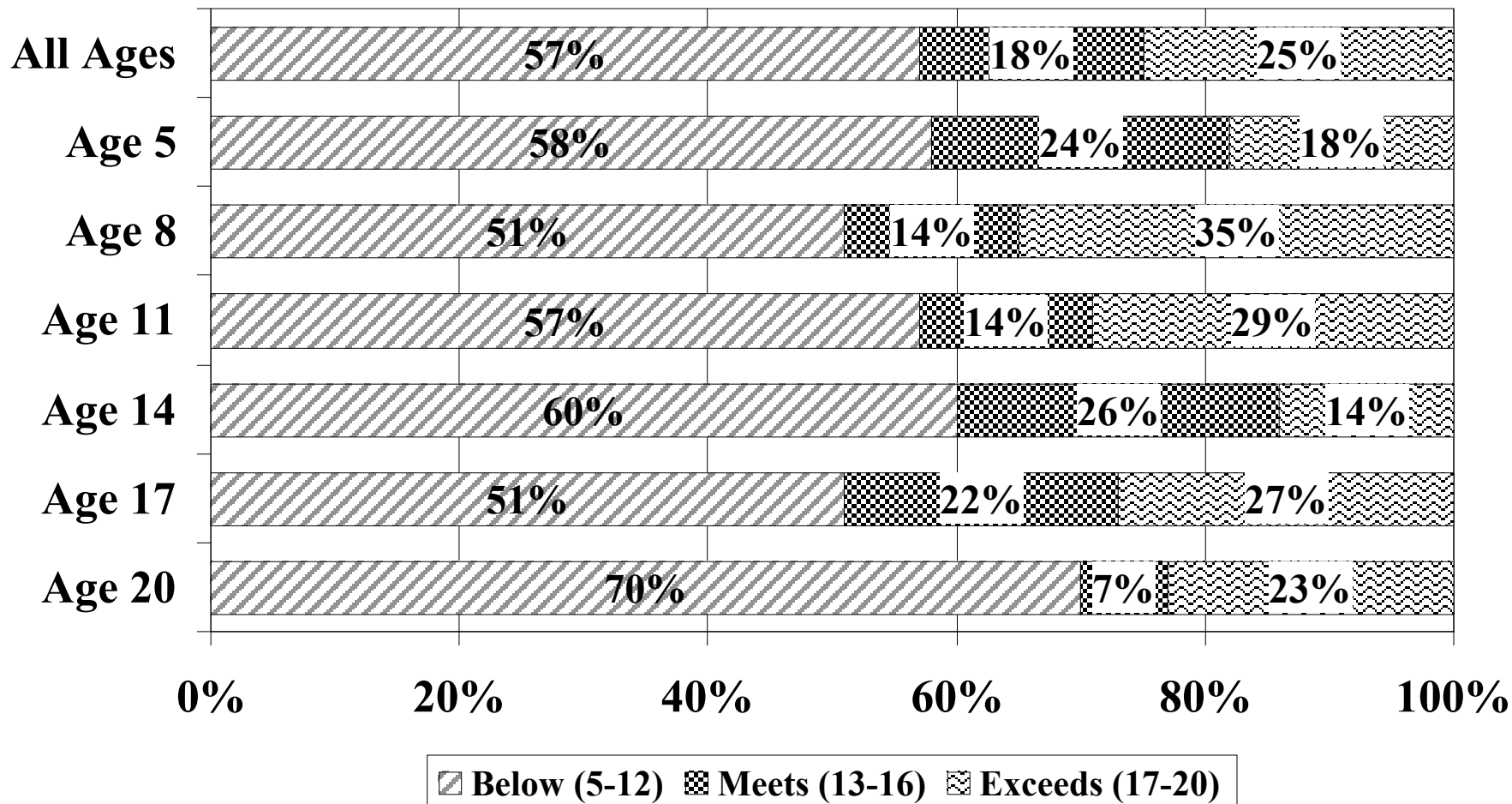
Figure 2 (page 11) displays the impact data based on the median cut points reported by the proficiency retreat judges including the most commonly endorsed rule option.

Figure 3 (page 12) displays the impact data based on the median cut points from both the proficiency retreat judges and the Advisory Committee judges including the most commonly endorsed rule option.

Figure 4 (page 13) contains the impact data based on the median cut points from both the proficiency retreat judges and the Advisory Committee judges without the rule application.

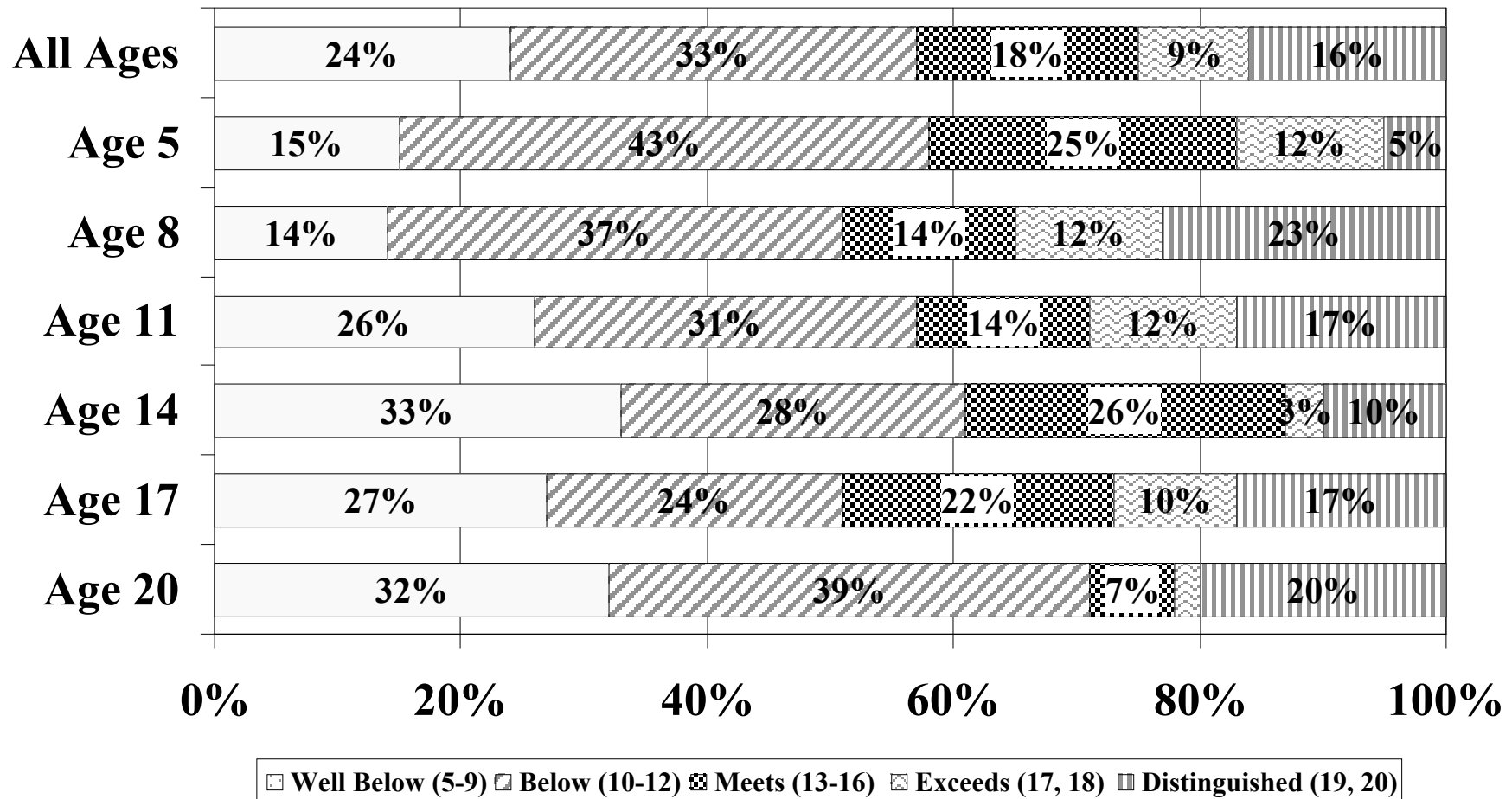
Figure 5 (page 14) contains the impact data based on the Secretary of Education's cut point and rule recommendations.

Figure 2. 2000-2001 DAPA Impact Data for Communication Domain: Proficiency Retreat Judges' Recommended Cut Points with Down One Rule¹



¹Down One Rule: if any dimension score is a 1, then the portfolio score is lowered one level

Figure 3. 2000-2001 DAPA Impact Data for Communication Domain: Advisory Committee Judges' Recommended Cut Points with Down One Rule¹



¹Down One Rule: if any dimension score is a 1, then the portfolio score is lowered one level

Figure 4. 2000-2001 DAPA Impact Data for Communication Domain: Advisory Committee Judges' Recommended Cut Points with No Additional Rule

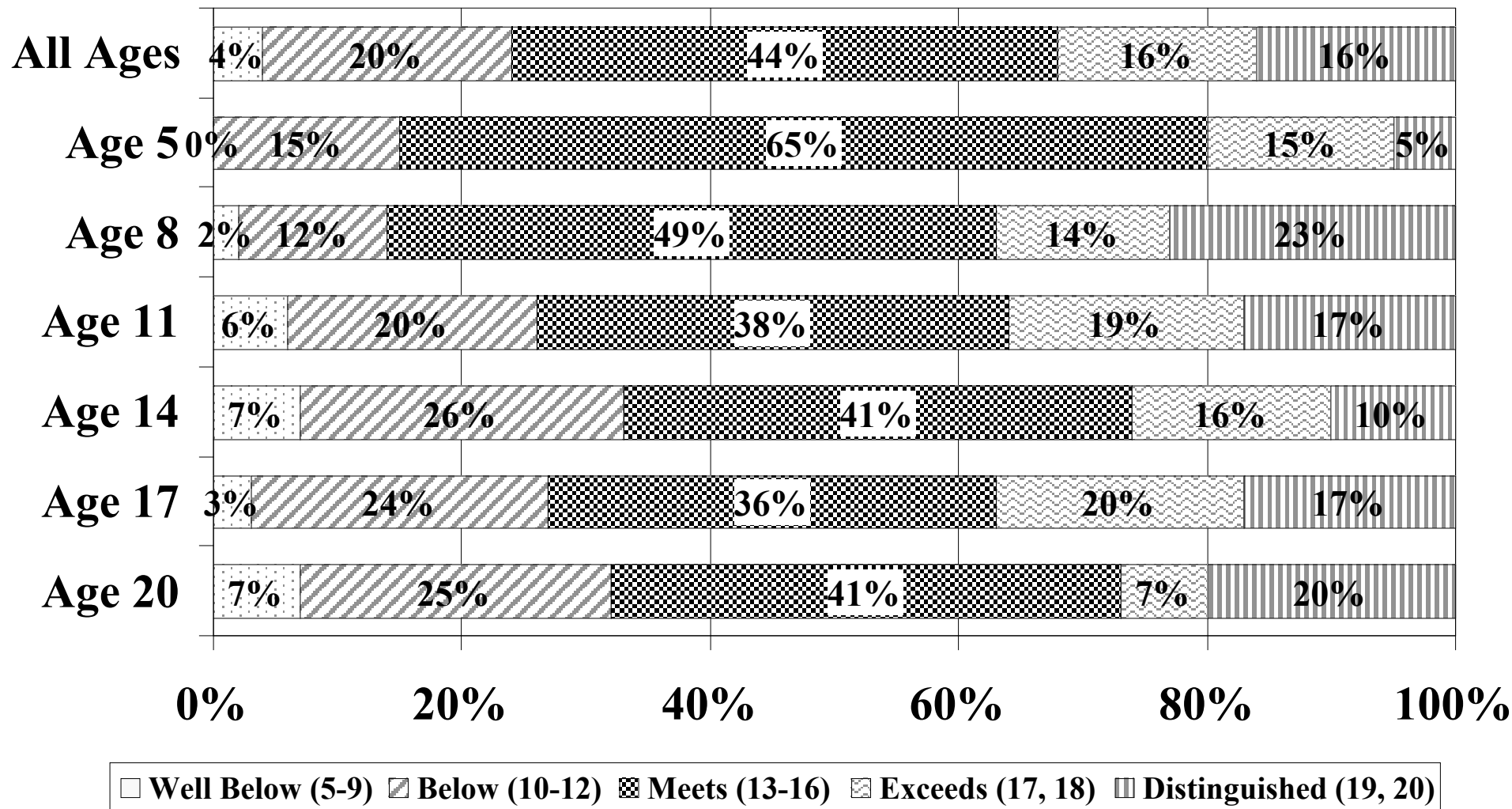
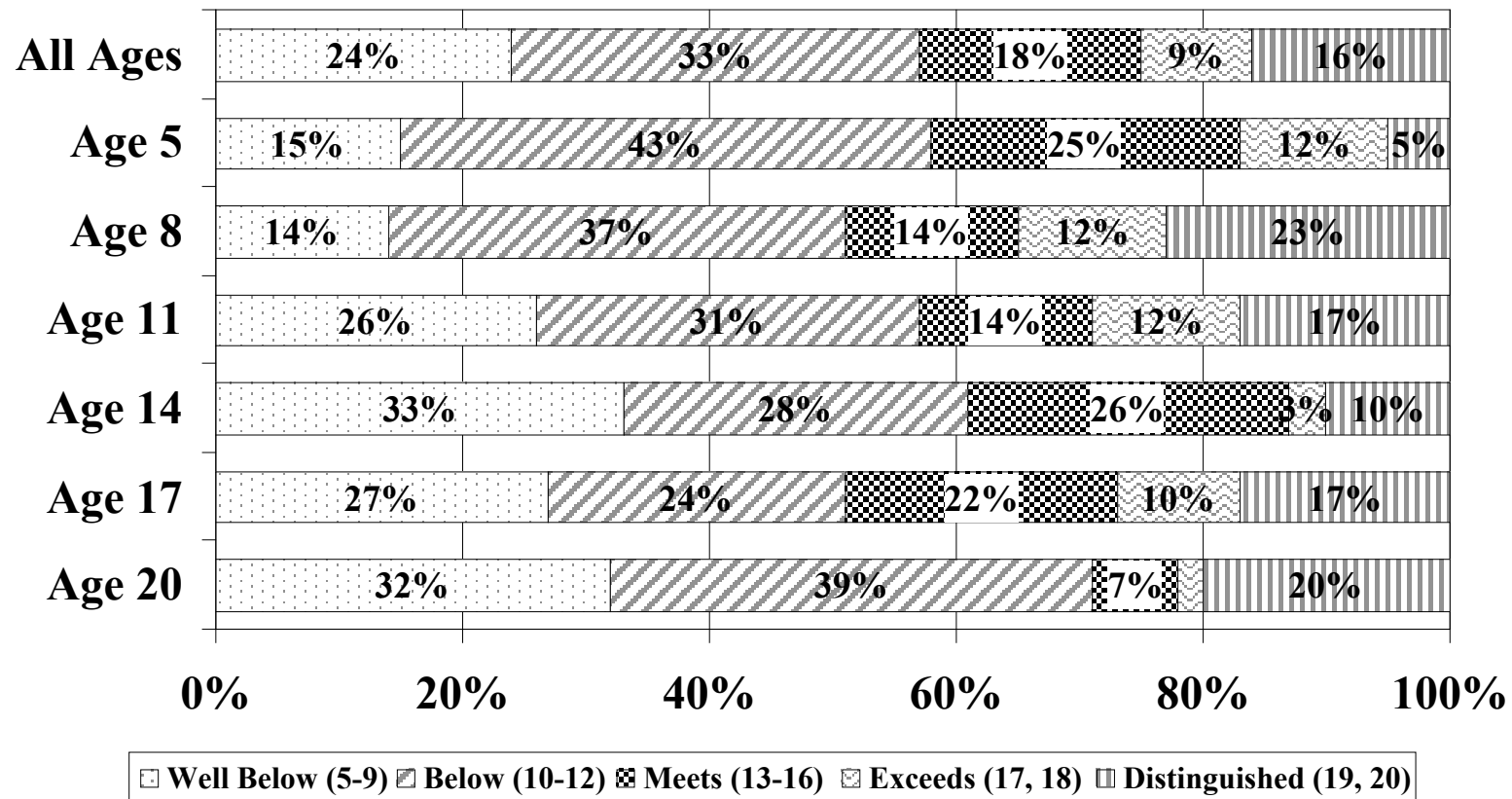


Figure 5. 2000-2001 DAPA Impact Data for Communication Domain: Secretary of Education’s Recommended Cut Points with Down One Rule¹



¹Down One Rule: if any dimension score is a 1, then the portfolio score is lowered one level

Appendix A – Judge by Judge Recommendations

This Appendix contains the judge by judge recommendations for the final votes.

Table 7: Proficiency Retreat Judges’ Ratings for Communication Domain

Judge	Meets	Exceeds	Add'l Rule	Dimension	Level	Other
1	14	17	Forced and Other	All Dimensions	Down One	Two or more 1s, the entry should be forced BELOW the standard
2	13	16	Forced and Other	All Dimensions	Below	Any entry that does not have a 3 in Activity, Independence and Supports should be forced DOWN ONE
3	14	17	Forced	All Dimensions	Down One	
4	13	17	Forced	Settings & Interactions	Down One	
5	12	16	Forced	All Dimensions	Down One	
6	13	17	Forced	Settings & Interactions	Down One	
7	13	17	Forced and Other	Supports, Settings, Interactions	Below	If Activity or Independence scores a 2 or below, the entry should be lowered to BELOW the standard
8	14	17	Forced	All Dimensions	Down One	
9	14	17	Forced	All Dimensions	Down One	
10	13	17	Forced and Other	Settings & Interactions	Down One	In addition, portfolio should be moved DOWN ONE for a score of 2 in Activity, Independence, Supports. Essentially, portfolios that do not meet these criteria: Activity - 3, Independence-3, Supports-3, Settings-2, Interactions-2, should be moved DOWN ONE
11	12	15	Forced	Interactions	Below	
12	12	15	Forced	Interactions	Down One	
13	12	15	Forced and Other	All Dimensions	Below	Any entry that does not have a 3 in Activity, Settings & Interactions should be forced BELOW the standard
14	13	17	Forced	All Dimensions	Below	
15	12	17	Other			Two or more 1s, the entry should be forced DOWN ONE

Table 7, cont.

Judge	Meets	Exceeds	Add'l Rule	Dimension	Level	Other
16	13	17	Forced and Other	Settings & Interactions	Down One	Two or more 1s, the entry should be forced to BELOW the standard with a recommendation for improvement or changes
17	14	17	Forced and Other	All Dimensions	Down One	Two or more 1s, the entry should be forced BELOW the standard
18	13	17	Other			Two or more 1s, the entry should be forced BELOW the standard
19	13	17	Other			Portfolios must meet these criteria: Activity - 3, Independence-3, Supports-2, Settings-2, Interactions-2, or portfolio should score BELOW the standard
20	13	17	Forced and Other	All Dimensions	Down One	Two or more 1s, the entry should be forced BELOW the standard
21	13	16	Forced and Other	All Dimensions	Down One	For a score of 1 in interactions, the entry should be forced BELOW the standard
22	14	17	Forced	Activity, Independence, Supports	Down One	
23	13	16	Forced	All Dimensions	Down One	
24	13	17	Forced and Other	Settings & Interactions	Down One	Activity, Supports, and Independence must score a 3 or the entry should be lowered DOWN ONE
25	13	17	Forced	All Dimensions	Below	
26	12	15	Forced and Other	All Dimensions	Below	Additional training for teacher and admin if scoring a one in any area two years in a row
27	14	17	Forced	All Dimensions	Down One	
28	14	17	Forced and Other	Activity, Independence, Supports	Down One	Two or more 1s, the entry should be forced to BELOW the standard, AND portfolios with a 2 or lower in Settings or Interactions go DOWN ONE
29	12	15	None			

	Meets	Exceeds
Mean	13.03	16.52
Median	13	17
Min	12	15
Max	14	17
Mode	13	17

2000-2001 Communication Domain Impact Data with Down One Rule	
Below	57%
Meets	18%
Exceeds	25%

Table 8: Advisory Committee Judges' Ratings for Communication Domain

Judge	Below	Distinguish	Add'l Rule	Dimension	Level	Other
1	9	19	None			
2	11	19	Forced	All Dimensions	Below	
3	9	19	None			
4	9	19	None			
5	9	19	None			
6	10	19	Forced	All Dimensions	Below	
7	10	19	Forced	Activity, Independence, Supports	Meets	
8	9	19	None			
9	9	19	None			
10	9	19	None			
11	10	19	Forced	All Dimensions	Down One	
12	11	19	Forced	All Dimensions	Down One	
13	9	19	Other			Two or more 1s, the entry should be forced BELOW the standard
14	10	19	Forced	All Dimensions	Below	
15	10	19	Forced	All Dimensions	Down One	
16	9	19	None			
17	10	19	Forced	All Dimensions	Down One	
18	10	19	Forced	All Dimensions	Down One	
19	10	19	None			
20	10	19	None			

	Below	Distinguish
Mean	9.65	19
Median	10	19
Min	9	19
Max	11	19
Mode	9,10	19

	2000-2001 Communication Domain Impact Data with Down One Rule
Well Below	24%
Below	33%
Meets	18%
Exceeds	9%
Distinguished	16%

Appendix B – Invitations, Agendas and Information on the Judges

Nominations for judges were solicited from the following: all District Special Education Directors, principals of the 6 special schools/programs, the Parent Information Center, the Governor’s Advisory Council for Exceptional Citizens, the Arc of Delaware, the Developmental Disabilities Council, State Council for Persons with Disabilities, Mary Campbell Center, Independent Living Resources, Student Connections and MBNA.

Every individual who was nominated received an invitation to participate. Overall, 37 judges were nominated and invited to participate. In the end, 29 actually participated.

Three tables are included in this Appendix. Table 9 details the demographics of the Proficiency Retreat judges. Table 10 details the demographic information of the Advisory Committee judges. Table 11 lists the nominated Proficiency Retreat judges by position and district/organization. Table 12 lists the invited Advisory Committee judges by position and district/organization.

December 7, 2001

«SPEDNAMEF» «SPEDNAMEL»
«SPEDTITLE»
«DISTRICT»
«ADDRESS1»
«ADDRESS2»
«CITY», «STATE» «ZIP»

Dear «AutoMergeField» «SPEDNAMEL»:

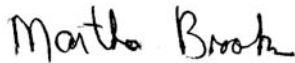
The Delaware Department of Education is seeking qualified educators and other interested individuals to participate in a proficiency level retreat for the Delaware Alternate Portfolio Assessment (DAPA) in February 2002. At the retreat, a committee of about 40 members will make recommendations for setting the Communication domain proficiency levels. Setting proficiency levels involves determining the portfolio domain scores needed to achieve specific proficiency levels in the standards-based assessment adopted by the State of Delaware (i.e., Distinguished, Exceeds the Standard, Meets the Standard, Below the Standard, and Well below the Standard).

The majority of committee members will be educators from across the state, who have rich classroom experience and expertise teaching students with moderate to severe cognitive disabilities. The committee will meet at the Terry Campus of Delaware Technical and Community College in Dover on Friday, February 22 and Saturday, February 23rd from 8:30 to 4:00. Teachers and non-state employees will receive an honorarium of \$100 for their participation. DDOE will provide financial support for substitutes on Friday. Those who do not participate in the complete two-day session will not be compensated and their input will not be considered.

In order to set meaningful standards, it is crucial to have a representative committee of experts and community members for each age group (i.e., 5, 8, 11, 14, 17, and 20). Thus, I am requesting that you nominate from your district, ONE special education teacher, ONE regular education teacher, ONE paraprofessional/related services professional, ONE district administrator, and ONE interested parent to participate as a committee member. Please distribute the enclosed nomination letter to the nominee and ask him/her to complete the Nomination Form and return it to the Center for Disabilities Studies by **Friday, December 21st, 2001**. The Center for Disabilities Studies will communicate directly with the nominee, informing him/her of their selection status and providing details of the process by January 15th, 2002.

Thank you for your assistance. I appreciate your support of the important task of setting proficiency levels for the DAPA. If you have any questions or concerns, please contact Brian Touchette at the Department of Education (302-739-4667) or e-mail him at btouchette@state.de.us.

Sincerely,



Martha Brooks, Ed.D.

Director

Exceptional Children & Early Childhood Education

December 7, 2001

Dear Nominee:

In February 2002, the Delaware Department of Education (DDOE) and the citizens and teachers of Delaware will work together to set the standards for the Communication domain of the Delaware Alternate Portfolio Assessment (DAPA). This step in the statewide testing program is tremendously important because it represents the process that will advise the State Board of Education and the Secretary of Education as to where the proficiency levels should be set. We are accepting nominations for participation through **Friday, December 21, 2001**.

The committee will meet at the Terry Campus of Delaware Technical and Community College in Dover on Friday, February 22nd and Saturday, February 23rd from 8:30 until 4:00. The session will include training. Teachers and non-state employees will receive an honorarium of \$100.00 for their participation. DDOE will provide financial support for substitutes on Friday. Those who do not participate in the complete two-day session will not be compensated and their input will not be considered.

Please indicate your availability on the attached nomination form. It is important to note that the retreat lasts two full days. In order to participate, you must commit to attending both of days. If you have any questions, please contact Brian Touchette at the Department of Education (302-739-4667) or via e-mail, btouchette@state.de.us.

Sincerely,



Martha Brooks, Ed.D.
Director
Exceptional Children & Early Childhood Education

**Delaware Alternate Portfolio Assessment (DAPA)
Proficiency Level Retreat
Nomination Form**

Please return a completed form for each nominee.

Name of Nominee: _____

Current Position: _____

Home Address: _____

Work Address: _____

Phone Number(s): Home: _____ Work: _____

Indicate preferred mailing address (check one): Home Work

Which group will you represent for the standard setting process?

- | | |
|---|---|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Regular Education Teacher |
| <input type="checkbox"/> Business & Community | <input type="checkbox"/> Related Services Professional |
| <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Special Education Teacher |
| <input type="checkbox"/> Parent of a student | <input type="checkbox"/> Student who is eligible for DAPA |

Gender: Female Male

Race: African-American Asian Caucasian Hispanic
 Native American/Alaska Other _____

Please indicate the highest education level attained:

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> Doctorate Degree | <input type="checkbox"/> Bachelors Degree | <input type="checkbox"/> Some College |
| <input type="checkbox"/> Masters Degree | <input type="checkbox"/> Associates Degree | <input type="checkbox"/> High School |

What county will you represent?

New Castle Kent Sussex

What age group will you represent?

5 – 7 8 – 10 11 – 13 14 – 16 17 – 19 20 - 21

Please answer the following questions if you are an educator/administrator/school representative:

District: _____ School: _____

**Mail or fax the form to:
Alison Chandler
Center for Disabilities Studies, University of Delaware, Newark, DE 19716
Fax: 302-831-4690**

Delaware Alternate Portfolio Assessment

Proficiency Retreat



February 22, 2002

Agenda

- 8:30 *Welcome and Introductions*
- 9:00 *DAPA Background Information*
- 10:15 *Break*
- 10:30 *Training*
- 12:00 *Large Group Discussion and Lunch*
- 12:30 *Small Group Discussion*
- 12:45 *Large Group Discussion*
- 1:45 *Break*
- 2:00 *Small Group Discussion*
- 2:45 *Large Group Discussion*
- 3:15 *Small Group Decisions*
- 3:30 *Wrap-up*



Delaware Alternate Portfolio Assessment

Proficiency Retreat



February 23, 2002

Agenda

- 8:30 *Large Group Review*
- 9:45 *Small Group Discussion*
- 10:15 *Break*
- 10:30 *Large Group Discussion*
- 11:15 *Small Group Initial Votes*
- 12:00 *Lunch*
- 12:45 *Large Group Impact Data*
- 1:45 *Group Discussion*
- 2:15 *Break*
- 2:30 *Large Group Finale*
- 3:00 *Individual Final Votes*
- 3:30 *Wrap-up*



Table 9: Demographics of Proficiency Retreat Judges (N=29)

Gender:	
Male	4
Female	25
Race:	
Minority	4
Majority	25
Role:	
Business/Community	3
Parent	6
Administrator	3
Regular Education Teacher	2
Special Education Teacher	8
Paraprofessional	3
Related Services	4

Table 10: Demographics of Advisory Committee Judges (N=20)

Gender:	
Male	3
Female	17
Race:	
Minority	1
Majority	19
Role:	
Business/Community	1
Parent	3
Administrator	4
Special Education Teacher	9
Related Services	3

Table 11: Nominated Participants to the Proficiency Retreat

Note: The participants flagged in the first column are those who actually participated in the Proficiency Retreat and had their votes count.

	First Name	Last Name	Position	District/Organization
*	Isabell	Banks	Parent	Delmar
*	Hugh	Broomall	Administrator	Caesar Rodney
	Kimberly	Cain	Related Services Professional	Colonial
*	Ann	Carson	Paraprofessional	Seaford
*	Karen	Chellquist	Related Services Professional	Christina
*	Steve	Cleary	Parent	Red Clay
*	Joyce	Cook	Parent	Red Clay
*	Jennifer	Dougherty	Spec Ed Teacher	Colonial
*	Amy	Elliot	Related Services	Brandywine
*	Michael	Franks	Reg Ed Teacher	Delmar
	Vicki	Frazier	Spec Ed Teacher	Caesar Rodney
*	Debra	Goerger	Spec Ed Teacher	Caesar Rodney
*	Jo	Hawthorne	Spec Ed Teacher	CapeHenlopen
*	Alice	Henderson	Spec Ed Teacher	Delmar
	Royce	Hoffman	Reg Ed Teacher	Seaford
*	Demetra	Huff	MBNA/Business	N/A
*	Cathy	Jankowski	Spec Ed Teacher	Colonial
*	Ylestor	Johnson	Paraprofessional	Caesar Rodney
	Gale	Johnston	Related Services Professional	Red Clay
*	C. Lynn	Lambertson	Spec Ed Teacher	Seaford
*	Rita	Landgraf	Business/Comm	State Council for Persons w/ Disabilities
*	Nicole	LaPearl	Related Services Professional	Delmar
	Lisa	Lawson	Spec Ed Teacher	Red Clay
*	Janet	Martin	Parent	Seaford
	David	McDowell	Administrator	Delmar
*	Jeff	Menzer	Administrator	Colonial
	Peg	Moore	Spec Ed Teacher	Red Clay
*	Joyce	Morton-Elzie	Spec Ed Teacher	Capital
*	Beth	Nobbs	Administrator	District Office
*	Karleen	O'Brien	Program Manager	Children and Youth Program
*	Connie	Poultney	Spec Ed Teacher	Red Clay
*	Mary	Ragonese	Parent	Capital
*	Christine	Reeder	Paraprofessional	Brandywine
*	Kim	Robbins	Spec Ed Teacher	Brandywine
	Nancy	Shields	Spec Ed Teacher	Polytech
*	Betsy	Vautier	Reg Ed Teacher	Colonial
*	John	Werner	Parent	Red Clay

Table 12: Advisory Committee

Note: The participants flagged in the first column are those who actually participated in the proficiency setting process and had their votes count.

	First Name	Last Name	Position	District/Organization
*	Carol	Barlow	Teacher on Loan	Cape Henlopen
*	Beth	Beitzel	Parent	N/A
*	Suzie	Berry	Related Services	Cape Henlopen
*	Tracy	Bombara	Related Services	Seaford
*	Sue	Dunbar	Spec Ed Teacher	Red Clay
*	Joyce	Fangman	Parent	N/A
*	Diana	Farrell	Spec Ed Teacher	Capital
*	Clarence	Fiedler	Related Services	Indian River
*	Russ	Gehrt	Administrator	Cape Henlopen
	Carl	Haltom	Administrator	Capital
*	Miki	Hartmann	Spec Ed Teacher	Caesar Rodney
	Melanie	Hoffmann	Teacher to Teacher Cadre	Colonial
	Raquel	Johnson	Administrator	Caesar Rodney
	Kathy	Kraft	Executive Administrator	GACEC
	Rita	Landgraf	Community	State Council on Persons with Disabilities
*	Peggy	Lashbrook	Administrator	Christina
*	Carol	Lay	Spec Ed Teacher	Seaford
*	Judi	MacBride	Parent	Parent Information Center
*	Patricia	Maichle	Chair of GACEC	GACEC
*	Lynne	Meyer-Berlin	Administrator	Red Clay
*	Michael	Murray	Administrator	Indian River
*	Glenda	Scott	Spec Ed Teacher	Indian River
*	Linda	Smith	Teacher on Loan	Red Clay
	Vicki	Spence	Related Services	Colonial
	Wendy	Strauss	Executive Administrator	GACEC
	Ina	Upshur	Administrator	Seaford
	Doreen	Walls	Spec Ed Teacher	Cape Henlopen
*	Debby	Webber	Spec Ed Teacher	Colonial
*	Debbie	White	Spec Ed Teacher	Caesar Rodney

Appendix C – Disaggregations

This Appendix contains disaggregated data from the 2000-2001 DAPA.

Table 13: Disaggregated Impact Data in Communication Domain

All Ages		Meets the Standard		Below the Standard	
		N	%	N	%
Gender	Female	54	44%	68	56%
	Male	74	44%	94	56%
Race	African American	32	40%	49	60%
	Caucasian	76	46%	89	54%
	Other	14	74%	5	26%

Appendix D – DAPA Information

This Appendix contains the following important information about the DAPA: Eligibility Guidelines Checklist, DAPA scoring rubric, and the Communication Domain Standards. The Eligibility Guidelines Checklist is used by IEP teams when deciding whether students are eligible for the DAPA. The DAPA scoring rubric specifies the criteria used for judging each domain. *The Standards for Functional Life Skills Curriculum* serve as the foundation of the DAPA because every portfolio entry must specify a standard from each designated domain.

Delaware Alternate Portfolio Assessment Eligibility Guidelines

Student Name: _____ Date of Birth: _____ School: _____

Members of the IEP team agree that the student is eligible for the Delaware Alternate Portfolio Assessment and this is documented on the student’s current IEP. The student’s record must have sufficient data to support **ALL** the following:

- ___ Student demonstrates cognitive ability and adaptive skill levels which prevent completion of the academic curricula even with modifications and accommodations.
- ___ Student requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills.
- ___ Student is unable to use academic skills at a minimal competency level when instructed through typical classroom instruction.
- ___ Student is unable to complete the academic curricula. This is not the result of excessive or extended absences, or primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities*, or social, cultural, and economic differences.

In addition, for students 14 years of age or older:

- ___ Student is unable to complete a regular program even with modifications; is unable to acquire, maintain, or generalize skills and demonstrate performance without intense, individualized instruction; and is working toward a certificate of completion.

*Does not refer to the education classification “Learning Disabilities” in the *Administrative Manual for Special Education Services*. There are no educational classifications described in AMSES that are either automatically included or excluded in the Delaware Alternate Portfolio Assessment. IEP teams must consider every student individually based on the describe criteria.

Each statement in the Eligibility Guidelines must be checked before the student may participate in the Delaware Alternate Portfolio Assessment.

IEP team members:

(name/position)	(date)
(name/position)	(date)
(name/position)	(date)
(name/position)	(date)
(name/position)	(date)

2001-2002 DAPA SCORING RUBRIC

Scores for each dimension are cumulative and increase as they indicate greater learning opportunities.

Dimension/Score	1	2	3	4	Score
ACTIVITY	The activity and materials are not age-appropriate and do not target a functional skill.	The activity and all of the materials are either age-appropriate but do not target a functional skill or are not age-appropriate but target a functional skill.	The activity and all of the materials are age-appropriate and target a functional skill.	The activity and all of the materials are age-appropriate and target multiple functional skills.	
INDEPENDENCE	Shows opportunities for none of the following areas: Choice-making Planning Monitoring Evaluating Adjusting performance.	Shows opportunities for 1 or 2 of the following areas: Choice-making Planning Monitoring Evaluating Adjusting performance.	Shows opportunities for 3 of the following areas: Choice-making Planning Monitoring Evaluating Adjusting performance.	Shows opportunities for 4 or 5 of the following areas: Choice-making Planning Monitoring Evaluating Adjusting performance.	
SUPPORTS	The activity is teacher directed with no evidence of supports.	The activity is primarily teacher directed with evidence of supports.	The use of supports allows for intermittent teacher direction.	The use of supports allows for minimal teacher direction.	
SETTINGS	Performance occurs only in separate class/school environment(s).	Performance occurs in 1 environment from the following settings: General Ed. class/school Community Home Supervised Training Center Natural Work Environment	Performance occurs in 2 environments from the following settings: General Ed. class/school Community Home Supervised Training Center Natural Work Environment	Performance occurs in 3 environments from the following settings: General Ed. class/school Community Home Supervised Training Center Natural Work Environment	
INTERACTIONS	The opportunity for interactions with typical peer(s) is non-existent.	Opportunities for interactions with typical peer(s) are limited.	Opportunities for interactions with typical peer(s) are frequent.	Opportunities for interactions with typical peer(s) are sustained.	

Communication Standards

Standard F 1	The student will develop and maintain the ability to attend to, respond to, and utilize information from others.
Standard ELA 3	The student will access, organize, and evaluate information gained by listening, reading, or viewing.
Standard F 2	The student will utilize a mode of communication to express preferences, wants, needs, and ideas and construct meaningful communication in a socially appropriate manner.
Standard ELA 1	The student will use written and oral English appropriate for various purposes and audiences.
Standard F 3	The student will develop and use effective and appropriate interactive communication skills.
Standard ELA 4	The student will use literacy knowledge accessed through print and visual media to connect self to society and culture.