

# The Tennessee Alternative Performance Based Assessment (APBA) for Students with Disabilities

Identification of Core Knowledge and  
Skills for Performance-Based Assessment  
of Students with Disabilities

# Background

- The High School policy adopted by the State Board of Education in January of 2008 States that *“Students with disabilities will be included in regular classes to the degree possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities must earn the prescribed 22 credit minimum. Students failing to earn a yearly grade of 70 in a course that has an end-of-course test and whose disability adversely affects performance on that test will be allowed, through an approved process, to add to their end-of-course assessment scores by demonstrating the State identified core knowledge and skills contained within within that course through an alternative performance-based assessment.”*

# Background Cont'd

- The Department of Education called together curriculum committees of practitioners in the various subject areas which currently have end-of-course assessments to identify the **core knowledge and skills contained within those courses that may be demonstrated by students in a performance-based assessment**. These committees produced documents identifying the core knowledge and skills and a rubric for teacher assessment of those skills in a performance-based format.

# End Results

- The department developed an “**Instructions for Completion**” **guide** outlining the alternative performance-based rubric scoring process. The specific rubrics for each End of Course assessment have been revised to reflect this process. Final State Board approval for the instructions and rubrics was obtained on July 31, 2009, with the 2009-2010 school year being approved as the **pilot year** for the project. The Department will **pilot the** process Statewide during the 2009-2010 school year and make any needed adjustments for the 2010 -2011 school year and beyond.

# The Master Plan Connection

- This supports the Board's *Master Plan* by providing a **rigorous curriculum for all students** by identifying core knowledge and skills contained in courses with end-of-course tests and **allowing students with disabilities to demonstrate proficiency in the regular course curriculum in ways that may not be reflected on the State end -of -course tests.**

# Implementation

- The pilot project for the identified core knowledge and skills rubric scoring process for alternative performance-based assessments will be in the areas of **Math, Science, English and U.S. History** for the 2009-2010 school year.
- Rubrics have been developed for Algebra I & II, Geometry, Biology, Chemistry, Physics, English I, II & III, and U.S. History.

# Implementation Cont'd

- The five (5) operational End of Course Rubrics are:
    - **English I**
    - **English II**
    - **Biology I**
    - **U. S. History**
    - **Algebra I**
- (These EOC rubrics are effective for 2009-2010 incoming Freshmen).

# Key Requirements

- Students with disabilities **must participate** in the State End of Course (EOC) assessment.
- These students **must receive appropriate support and accommodations with the goal of mastering course content and passing the EOC assessment.**
- However, a student on an **active IEP** whose **disability interferes with performance** on the EOC assessment may **demonstrate mastery** of core knowledge and skills for that course through **the approved alternative performance based assessment.**

# Requirements Continued

- The **IEP team** should determine if the disability is likely to have an adverse effect on performance on the EOC test, but an **IEP Team recommendation is NOT required**.
- **Discussion of the potential need** for the alternative performance based assessment may take place at the **annual IEP meeting** and be appropriately documented.
- **In the event the student fails to earn a passing grade** for the course, the alternative performance based **rubric will be used** to assess the level of mastery of the course content.
- The student's level of achievement of the core knowledge and skills for each State end of course test is determined by the **teacher of record in consultation with the IEP team and special education providers**, using the State approved alternative performance based assessment document.

# PLEASE NOTE

- Results of the performance based assessment will **not improve Adequate Yearly Progress** calculations for the school, but **will count toward graduation rate.**
- Students with disabilities who successfully participate in this process **will meet the course requirement leading to a regular high school diploma.**

# PROCEDURE

- **Before the course begins**, the special education teacher and the teacher of record\* for any course requiring a State End of Course Assessment should **familiarize themselves** with the core knowledge and skills outlined on the State rubric.
- **Discussion and planning** should take place around the types of documentation needed as **evidence** for meeting the core knowledge and skills identified on the rubric (see Key that gives examples of Methods of Assessment) **in the event that a student's disability may cause him/her to fail to earn a passing grade in the course.**

# PROCEDURE

- During the course, the rubric can be used for reference and the types of documentation being collected on a regular basis should be kept in mind. The special education teacher can and should assist in the process.

# Procedure Cont'd

- If the student fails to earn a yearly grade of 70 in a course that has an end-of course test and that student's disability adversely affects his/her performance on that test, the teacher of record (with the assistance of the special education teacher\*) will **complete the rubric and assign a score** for each essential skill area listed based on evidence from the student's performance during the course.
- **Evidence should be available for review** to document that the student has satisfactorily demonstrated proficiency or above of the essential skills for the course.

# Procedure Cont'd

- The **Method of Assessment** should be documented by coding from the **rubric Key**.
- The teacher will then **assign a score** based on the **degree to which the student has demonstrated proficiency** or above in each specific knowledge or skill area, based on a 0-2 scale.
- **This percent score will be used for calculating the student's course grade.**
- The rubric will be **kept on file** as documentation .

# PLEASE NOTE

- *\* The teacher of record assesses the students and assigns the grade, AND must be **highly qualified** in the course content.*
- *\* In some instances the Special Education teacher may be the teacher of record.*

# Rubrics Access

- State Board of Education

[http://tennessee.gov/sbe/2009Julypdfs/IVAIdentification of Core Knowledge and Skills for Performance Based Assessment of Students with Disabilities.pdf](http://tennessee.gov/sbe/2009Julypdfs/IVAIdentificationofCoreKnowledgeandSkillsforPerformanceBasedAssessmentofStudentswithDisabilities.pdf)

- State Special Education Webpage

<http://www.State.tn.us/education/speced/assessment.shtml>

- EasyIEP

# QUESTIONS



# For Additional Information



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