Alternate Assessment Social Studies Rating Scale
Grade 10

Student's Name: _____ Age: _____Grade: ____

School: _____ District: _____

Rater: _____
Name of Person

The Alternate Assessment Social Studies Rating Scale is designed to assess the educational performance of students with disabilities who cannot meaningfully take the general education assessment, even with accommodations. This assessment tool focuses on knowledge and skills that are aligned with the Wisconsin Model Academic Standards in social studies.

An individual or individuals who have first-hand knowledge of the student's IEP goals and objectives, educational curriculum, and knowledge and skills should complete this assessment tool. The results of this assessment will be shared with the student's parent(s) or guardian(s) and also contribute to the educational accountability system for all students in the state. These results, however, are only part of the information needed to make important decisions about a student's educational progress and current level of functioning.

For more information about alternate assessment, go to http://dpi.wi.gov/assessment/dlm.

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The Alternate Assessment for Social Studies Evaluation Process: Required Steps, Guidelines, & Timeline

The social studies rating scale yields recent, representative, and reliable results based on the professional judgments of educators. This assessment focuses on core prerequisite knowledge and skills in social studies. Before the assessment process begins, however, a student's IEP team must complete a *Participation Guidelines for Alternate Assessment* to determine whether a student is eligible for an alternate assessment. Once it has been decided that a student will participate in the alternate assessment, the following 4-step process must be followed:

Step 1: Analyze and Rate Proficiency of All Items Using Classroom Evidence

Step 2: Summarize Proficiency Scores

Step 3: Determine Reliable Performance Level Decisions

Step 4: Report Results

Key points to keep in mind when conducting an alternate assessment include:

- Meaningful evidence of a student's knowledge and skills already exists in most classrooms. Use this evidence and progress of students towards their IEP goals to assist you in determining the proficiency scores.

- The student's ability to accomplish each of the items must be rated using a common scoring rubric. Whenever possible, these ratings should be based on tangible evidence.

- Results of the alternate assessment are summarized using a four-level performance framework that places a student on a common developmental path referenced to the state's model academic standards in each of the content area of Social Studies for a given grade cluster. Grade-level cut scores operationalize each of the four achievement levels: Below Basic, Basic, Proficient, and Advanced.

- Finally, results must be reported along with your district's state-wide testing for Dynamic Learning Maps (DLM) for purposes of monitoring progress and school-wide accountability. The student's parent(s)/guardian(s) will receive a summary report from the state in the spring.

Assessments must be completed by the end of the testing period for the Dynamic Learning Maps assessment. Please complete the testlet for Social Studies found within KITE Client.

Instructions for Completing the Social Studies Rating Scales

Please read the instructions for completing Rating Scales before assessing a student.

Complete Cover Page Information - Please provide student information and document the individuals conducting the assessment.

Analyze and Rate Proficiency of All Items Using Classroom Evidence - It is important to consider classroom based evidence and progress toward IEP goals to assist in ranking the student's proficiency on each of the items. It is not required that you collect classroom evidence.

Analyze and Rate Proficiency - It is important that you analyze and rate the proficiency with which a student demonstrates the knowledge and skills needed to accomplish each of the alternate assessment items. If you have not directly observed the student exhibiting the skill, try to elicit the skill during the assessment period or base your rating on related skills you have observed in the same objective area. Use the scoring rubric below to rate the student's level of proficiency for ALL of the items in content areas to be assessed. All other items must be rated either as Non-Existent, Emerging, Developing/Developed, or Accomplished/Generalized. Circle the rating that best characterizes a student's current functioning. **DO NOT SKIP** any items.

Proficiency Rating	Rating Criteria
0 = Non-existent	**Student is unable to perform any part of a skill or demonstrate any knowledge without full physical prompting in a highly structured setting. However, it is realistic that the knowledge and skills are relevant to the student's educational needs and that some part of the knowledge and skill may develop given time and effective instruction.**
1 = Emerging	**Student can respond to some part of the knowledge and skills required by the item given physical, verbal, visual, or any other full assistance. The student may take a long time to respond but will indicate some attempt whether correct or incorrect in a limited number of settings.**
2 = Developing/ Developed	**Student is in a stage of fluency building. Performance may be seen as somewhat inconsistent but generally ranges between 25-75% of the trials with some assistance in several settings. If there has been instruction, the student has made noticeable gains in acquiring and applying the knowledge and skills required by the item.**
3 = Accomplished/ Generalized	**Student is able to maintain the knowledge and skills required by the item and generalize without assistance or prompting on a regular basis. The student routinely performs the skill in a variety of settings with familiar instructions, materials, or individuals; however, the level of the skill is comparable to non-disabled students in a grade significantly different from his/her age-mates. The student requires little or no supervision in accurately demonstrating the knowledge and skills required by the item.**

Summarize Proficiency Scores & Determine Reliable Performance Level Decisions - There are two types of summary results for each Social Studies content domain: Individualized Proficiency Scores and Overall Performance Level Decisions. Once you have completed the rating of all items for a given content domain, you should determine the Individualized Proficiency Score for the domain by totaling the individual ratings for all items in a content domain.

The results of your ratings for the content area can be translated to an Overall Performance Level by placing the correct Total Individualized Proficiency Score on the score continuum below the Performance Level Descriptions.

The Performance Level Descriptions from the content area provide a four-level, criterion-referenced, developmental continuum that characterizes performance of knowledge and skills along the path toward functioning at or near grade level in the general curriculum. Thus, based on the Individualized Proficiency Score for each content area assessed, a student's performance is summarized as Below Basic, Basic, Proficient, or Advanced. A student must earn a Proficient or an Advanced to be categorized *Proficient* as measured by the Social Studies Rating Scale. Students who achieve Below Basic or Basic are categorized as *Not Yet Proficient* for school and statewide accountability reports.

Report Results - Once the results of the Social Studies Rating Scale are determined to be reliable, they are ready to be reported. For purposes of inclusion in statewide accountability, a *Performance Report Summary* form must be completed. The performance level score for Social Studies is recorded through KITE Client**.**

Results from the Social Student Rating Scale must be entered into KITE Client before the end of the test window.

A student's parents or guardian will receive a report from the state explaining and summarizing the Overall Performance Level decisions for each domain.

	Social Studies	Proficiency Ratings			
		0=Nonexistent	1= Emerging	2= Developing/ Developed	3= Accomplished/ Generalized
1	Student points in different directions when asked (i.e., North, South, East, West).	0	1	2	3
2	Student demonstrates directionality (i.e., up and down, left and right).	0	1	2	3
3	Student identifies several common community landmarks.	0	1	2	3
4	Student remembers and recognizes his or her home address.	0	1	2	3
5	Student participates appropriately during unexpected changes in daily routine (e.g., fire drill, tornado warning, assembly).	0	1	2	3
6	Student identifies or chooses the appropriate clothing for different weather conditions.	0	1	2	3
7	Student recognizes and matches the name of the city/town/village, state, and country where he or she lives.	0	1	2	3
8	Student identifies systems that change their environment (e.g., air conditioners, heaters, fans).	0	1	2	3
9	Student produces examples of past, present, and future.	0	1	2	3
10	Student places events (from history or personal experience) on a timeline.	0	1	2	3
11	Student identifies if something is fair or unfair and explains his or her rationale.	0	1	2	3
12	Student completes assigned jobs daily (at home or in the classroom).	0	1	2	3
13	Student recognizes and obeys school rules.	0	1	2	3
14	Student demonstrates an understanding of the basic rights of citizens (e.g., freedom of speech).	0	1	2	3
15	Student understands that positive and negative consequences result from our actions.	0	1	2	3
16	Student makes an appropriate choice among several options of behaving.	0	1	2	3
17	Student identifies the values of coins and currency for making purchases.	0	1	2	3
18	Student saves coins or tokens to purchase items or services that cost more than could be earned in one day.	0	1	2	3
19	Student demonstrates the ability to write a check or maintain a savings passbook.	0	1	2	3
20	Student names products that they use as part of their daily life.	0	1	2	3

21	Student identifies skills needed to complete a job at school.	0	1	2	3
22	Student identifies skills needed to complete a job in a local business or industry.	0	1	2	3
23	Student identifies activities or services (e.g., taxes, police protection) that promote the public good.	0	1	2	3
24	Student uses prior knowledge to complete tasks or activities.	0	1	2	3
25	Student describes his or her family traditions and celebrations.	0	1	2	3
26	Student describes community helpers (e.g., policeperson, nurse).	0	1	2	3
27	Student gives examples of laws and rules that people have to follow.	0	1	2	3
28	Student demonstrates an understanding of peer pressure and possible responses to that pressure.	0	1	2	3
29	Student describes how people help each other in times of trouble.	0	1	2	3
Social Studies Individualized Proficiency Total Score:		**___+___+____+_____= [____]**			

Social Studies Performance Level Descriptors & Score Interpretation Guide

Below the Performance Level descriptions for social studies is a Proficiency Score Continuum. This score continuum ranges from a total score of 0 to 87. Indicate the student's Individualized Proficiency Total Score on this continuum with an **X-mark.** The performance level description above the X-mark provides a general interpretation of the student's overall level of proficiency in social studies and provides some examples of the knowledge and skills a student at this level typically exhibits. These four knowledge and skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

Below Basic Performance	Basic Performance	Proficient Performance	Advanced Performance
Student currently exhibits 1 or 2 of the prerequisite skills and knowledge in social studies at a barely existent level. He or she is unable to perform simple skills or demonstrate knowledge without full physical prompting in a highly structured setting. For example: Demonstrates very limited understanding of the most elementary Social Studies concepts and skills.	Student attends to social studies instruction and participates in activities with extensive support. Student responds or performs several social study skills typically at the emerging level in a limited number of settings. For example: Demonstrates a basic understanding of some simple concepts and ideas from history, civics, geography and economics. Can access basic information from maps, charts, and other visual representations with extensive adult support.	Student demonstrates the ability to understand and report social studies concepts with moderate support. Student's understanding of basic concepts and performance of most social studies skills are inconsistent, but typically at the developing or developed level across two or more settings. For example: Understands and can apply some basic conceptual knowledge and skills from history, civics, geography, and economics. Can access basic information from maps, charts, and other visual representations with moderate adult support. Can make and justify simple inferences (e.g., cause-and-effect, comparison/contrast) about social studies topics with moderate adult support.	Student demonstrates a consistent understanding of the basic concepts and skills contained in the social studies items. He or she requires minimal support to demonstrate many of the social studies skills at an accomplished level in multiple settings, but still is functioning at an overall performance level that is significantly below grade and/or developmental expectations. For example: Consistently understands and applies basic conceptual knowledge and skills from history, civics, geography, and economics. Can access information from maps, charts, and other visual representations with limited adult support. Can make and justify simple inferences (e.g., cause-and-effect, comparison/contrast) about social studies topics with limited adult support.
0 ---------- 6	**7 ----------32**	**33 ----------66**	**67 ----------87**

PERFORMANCE SUMMARY REPORT
Social Studies
Grade 10

Student's Name: _____ Age: _____ Grade: _____

School: _____ District: _____

Rater: _____
Name of Person

Overall Performance Level Summary

Directions: Transfer the Overall Performance Level Scores from each of the separate content areas in which the student was assessed using the Rating Scale. Place a check (√) in the appropriate box in the table below to indicate the Prerequisite Skill Level that best characterizes the student's overall level of achievement in each assessed area. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

	Social Studies
Below Basic Performance	
Basic Performance	
Proficient Performance	
Advanced Performance	

Please complete this form and use it as a guide to complete the scoring grid in KITE Client by the end of the testing period.