

## **APPENDIX F**

### **Alternate Portfolio Program**

*Participation Guidelines for the Alternate Portfolio*

*The Alternate Portfolio: What it Means for Your Child's Program*

*Alternate Portfolio Medical Exemption Form*

*Alternate Portfolio Directions per Grade Level*

**PARTICIPATION GUIDELINES  
FOR THE ALTERNATE PORTFOLIO ASSESSMENT PROGRAM**

Student Name \_\_\_\_\_

DOB \_\_\_\_\_ Disability \_\_\_\_\_

School/ District \_\_\_\_\_

Students participating in the Alternate Portfolio Program shall submit a completed Alternate Portfolio at the elementary, middle school, and high school levels. Alternate Portfolios shall be completed as follows:

- Elementary** Fourth grade, no later than the school year in which the student is eleven (11) years old on October 1
- Middle School** Eighth grade, no later than the school year in which the student is fifteen years old on October 1
- High School** The student's last anticipated year of school

Complete Section 1 for **all** students (elementary, middle school and high school) for whom alternate assessment is being considered. Complete Sections 1 **and** 2 for students who are in middle school or high school. Attach additional pages, if necessary.

The Admissions and Release Committee has determined and verified that the student meets all of the following criteria:

**Section 1 Complete for elementary, middle, and high school students**

- Y     N     has a current IEP;
- Y     N     current and longitudinal data across settings in all relevant areas, including progress; monitoring and adaptive behavior have been reviewed and documents the ARC decision;
- Y     N     demonstrates cognitive ability and adaptive behavior which prevent completion of the course of study, even with program accommodations or modifications or both;  
Documentation \_\_\_\_\_  
\_\_\_\_\_
- Y     N     current adaptive behavior requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills necessary for functional application in domestic, community living, recreational/leisure, and vocational activities in school, work, home, and community environments;  
Documentation \_\_\_\_\_  
\_\_\_\_\_
- Y     N     the student's inability to complete the course of study is not the result of excessive or extended absences, or primarily the result of visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, and economic differences; and  
Documentation \_\_\_\_\_  
\_\_\_\_\_

Y N the student is unable to apply or use academic skills at a minimal competency level in natural settings when instructed solely or primarily through school-based instruction. Documentation \_\_\_\_\_

Y N participation in the Alternate Portfolio Assessment Program is stated in the IEP

**Section 2 Complete for middle and high school students**

Y N the student is unable to complete a regular diploma program even with extended school services, schooling, program accommodations or modifications or both; Documentation \_\_\_\_\_

Y N the student is unable to acquire, maintain, or generalize skills, and to demonstrate performance without intensive, frequent, and individualized community-based instruction; Documentation \_\_\_\_\_

Y N Admissions and Release Committee members agree that this student meets the participation guidelines for the Alternate Portfolio Assessment Program. The student will be excluded from other state-required assessment components; and

Y N participation in the Alternate Portfolio Assessment Program is stated in the IEP.

**ARC Member Signatures**

**DATE**

ARC Chairperson	_____	_____
Special Education Teacher	_____	_____
Regular Education Teacher	_____	_____
Parent/Guardian	_____	_____
Parent/Guardian	_____	_____
Other	_____	_____

# The Alternate Portfolio

## What It Means for Your Child's Program

A Guide to the Alternate Portfolio Written for Parents, Families, and the Student

### What is the Alternate Portfolio?

A key part of Kentucky's landmark Education Reform Act of 1990 (KERA) is school accountability – the idea that educators should be held accountable for what students are learning. This has led to new ideas about how to assess what students have learned and to find out if students can really apply their learning. As a result, Kentucky has developed a state-wide assessment system, in one component of which students keep portfolios (or collections) of their best work. These portfolios are scored during the 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grades – the results of these scores are then used to help determine if schools are meeting their goals of improving student performance. Students in Kentucky presently have writing portfolios.

An important question was how to include students with moderate to severe disabilities in developing portfolios. For some students, writing portfolios (even with adaptations) may not reasonably reflect their own learning goals and the progress they have made. So as to include all students in Kentucky in the school accountability process, the Alternate Portfolio was developed to more fairly represent these students' achievements.

### Who Developed the Alternate Portfolio?

A team composed of teachers across the state, local administrators, and Kentucky Department of Education and University of Kentucky staff de-

veloped the Alternate Portfolio to reflect educational outcomes that are important for all students (including students with moderate to severe disabilities) and are consistent with the Kentucky Education Reform Act.

### How Do Students Qualify for the Alternate Portfolio?

The student's Admission and Release Committee makes this determination as a part of developing the student's Individual Education Program (IEP). Parents are, of course, an important part of that team. Participation in the Alternate Portfolio is based upon the student's need for an individualized curriculum based upon life-skill needs. Another part of the participation guidelines is that the regular portfolio assessment system, even with modifications, is not appropriate for the student. At the 8<sup>th</sup> and 12<sup>th</sup> grade levels, students in the Certificate or Non-diploma Program of Studies are to meet the participation guidelines for the Alternate Portfolio.

### What Goes in the Alternate Portfolio?

Your child's Alternate Portfolio should include a Table of Contents, a Letter to the Reviewer from your child written perhaps with the help of his/her teacher and non-disabled peers, a letter from you with your thoughts on your child's portfolio, and 5 entries. Portfolio entries include your child's school schedule (written with photographs or pictures so that your child can understand it), examples of how

your child communicates with others, a school and community job resume for your son or daughter if he/she is listed as an 8<sup>th</sup> or 12<sup>th</sup> grader, and content area entries selected and developed by your child, his/her teacher, and other students (if it is a group project).

Entries should be your child's best work and give examples of how your son or daughter can apply what he or she has learned.

### When is My child's Alternate Portfolio Scored and Who Scores It?

Your child's Alternate Portfolio is scored during his/her 4<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grade years. His/her portfolio will be scored the years he/she is 9 or 10 years old as of October 1 or 13 or 14 years old as of October 1, and finally at age 18 or during his/her last year in school.

A team of 2 trained scorers will score your child's portfolio, and then the portfolio will be scored a second time by a different team to see if the two teams agree. If they do not agree, your child's portfolio will be rescored a third time to establish a final score. All portfolios are kept confidential during rescoring.

### What is Done with the Score?

It is important to know that your child's Alternate Portfolio score is not used as an official part of his/her assessment under federal and state special education guidelines (although your child's portfolio may tell us some

very important things that he or she CAN do well). Rather your child's score is used along with the scores of all the other students in your child's school to determine how well the school is doing in educating all of its students. It is very important for teachers, administrators, and parents to know that the school is making progress in teaching all of its students. While the Alternate Portfolio assesses student performance, it is primarily intended as a measure of how well the school is doing in educating your son or daughter.

**How is the Alternate Portfolio Scored?**

The key standards for scoring the Alternate Portfolio include the elements that make up a world class education for students with moderate to severe disabilities. These include the extent to which your son or daughter's portfolio:

- illustrates **skills and activities important for your son or daughter**, and that your child is able to **plan, monitor, and evaluate** his/her own performance in these activities
- gives examples of your child doing these skills **independently or without** the full assistance of a teacher. When a child does need assistance, receiving appropriate help from **non-disabled peers** is better than always relying on the assistance of a teacher or teaching assistant, and this is taken into account in the scoring
- illustrates a **variety of settings or places** in which your son or daughter is able to use his/her learned skills; these places can include regular education classes, other areas of the school, community settings, and at home
- shows that your child has frequent opportunities for **interactions** with non-disabled peers and is able to be a member of a social network

to enrich his/her life. An important part of all of our lives are people who support and encourage us

- shows that your child is involved in **age-appropriate** activities (similar to other students his/her age), **uses assistive technology and computers**, and has opportunities to make **choices**
- illustrates a balance of entries across important **life domains** (personal management, recreation/leisure, vocational, and academic) and **KERA learner outcomes** (e.g., number concepts, money, communication, physical and emotional wellness, etc.) that apply to all students.

**How High are the Standards?**

The Alternate Portfolio standards are clearly world class. For students with moderate to severe disabilities, they are set as high as the standards for students in general education. It is our hope that scores in the Alternate Portfolio will increase with the effects of educational reform, and that more of these portfolios will score at the highest levels (Proficient and Distinguished) in succeeding years. It is also very important to note that low level Alternate Portfolio scores do not reflect that your son or daughter is not in a good program, or that he/she does not have a good teacher, but that we all have a ways to go to attain world class standards for our children's education!

**What Can You Do to Support Your Child and His/Her Teacher in Developing The Portfolio?**

An important part of KERA is to enable parents to be involved, active participants in their child's education. The Alternate Portfolio is designed to provide you this opportunity. First, at teacher conferences, ask to see your

child's portfolio. If your son or daughter brings entries home (or even does a part of an entry at home) comment on them! Help your child to evaluate his/her own work, to find areas in which he/she needs to improve, and to think about his/her best work. Assist the teacher in enabling your son or daughter to apply the skills he/she has learned outside of the classroom. Emphasize the importance of your child's need to learn **real-life skills** that he or she can use with friends, at home, in the school, and the community. As a formal part of the Alternate Portfolio, you will be asked to write a letter (however long or brief you want to make it) with your comments about your child's work in the portfolio. Some of the things you may want to include are:

- Does your child's portfolio reflect what he or she has learned? Does it give an accurate picture of your child's accomplishments?
- Are there areas in which you think your son or daughter has made particularly strong gains or areas in which you believe your child's school has done an especially good job?
- Are there important areas in which your son or daughter has not done as well as you expected?
- Has your son's or daughter's program taken full advantage of his or her own interests and strengths?
- Have you felt that you have been a full partner in your son or daughter's education?

The Alternate Portfolio means that your son's or daughter's education is **as important as anyone's** in determining whether your child's school is successful. With a strong partnership between the school, the student, and the family, we can take full advantage of this opportunity to create a truly world-class educational system for all of our children!

## Alternate Portfolio Medical Exemption Form 2002-2003 Commonwealth Accountability Testing System

The intent of the Kentucky General Assembly is that **all** students be included in the assessment and accountability components of KRS 158.645-KRS 158.6455. The only exceptions are those few students who cannot complete either the regular or alternate assessment components even with allowable accommodations, modifications or both due to medical or mental health conditions. If participation in the state-required assessment components would be **detrimental to a student's physical, mental or emotional well being**, the accountable school must complete this form, obtain a physician's signature, and return the form to:

Mike Burdge  
 KY Alternate Portfolio Assessment  
 320 Mineral Industries Building  
 University of Kentucky  
 Lexington, KY 40506-0051

with a copy to: Phyllis Shuttleworth  
 Office of Assessment Implementation  
 18<sup>th</sup> Floor, Capital Tower Plaza  
 500 Mero Street  
 Frankfort, KY 40601

All questions must be answered completely. A performance level of Novice non-performance will be assigned to students whose forms are incomplete or inaccurate. **DEADLINE = January 15, 2003.**

The Alternate Portfolio is a collection of student work that exemplifies the student's progress toward the achievement of the learning goals specified in KRS 158.6451. Since portfolios represent a compilation of work completed throughout the school year, it would be **very rare** to exempt a student from this portion of the assessment. The portfolio is developed as a part of regular instructional activities required of students with moderate to severe cognitive disabilities who receive specially designed instruction or home/hospital instructional services. The presence of a disabling condition(s) alone cannot be a reason for exemption. **A student would be exempt from assessment only if a persistent medical or mental health condition requiring extensive hospitalization compromised the delivery of classroom or home/hospital instructional services.**

_____ Student's Name (print, please)	_____ Grade
_____ Name of District/School of Attendance	_____ District/School Codes
_____ Name of District/School of Accountability	_____ District/School Codes
_____ Parent's/Guardian's Signature	_____ Date
_____ Physician's Signature	_____ Date
_____ District/School Contact's Signature	_____ Date

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**Student's Name**

1. Does the student's medical or mental health condition limit or prohibit the delivery of instructional services?

YES      NO

If "YES", please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Is the student currently receiving home/hospital instructional services?

YES      NO

If "YES", please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Would participation in the Alternate Portfolio Assessment be detrimental to the student's physical, mental or emotional well-being?

YES      NO

If "YES", please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Alternate Portfolio Directions

Please follow the directions below for completing the proper test materials for students participating in the Alternate Portfolio Program.

GRADE LEVEL	DIRECTIONS
3	Student does not submit an Alternate Portfolio. <ul style="list-style-type: none"> <li>• Complete pages 1 and 3 of the Alternate Portfolio Score Sheet.</li> <li>• Darken the bubble that says “Non-sub year”.</li> <li>• Submit the score sheet as per instructions in administration manual.</li> <li>• Annotate the roster beside the student’s name with “Alternate Portfolio Program, not submitting”.</li> </ul>
4	Student <b>does</b> submit an Alternate Portfolio. <ul style="list-style-type: none"> <li>• Complete pages 1 and 3 of the Alternate Portfolio Score Sheet.</li> <li>• Darken the bubble that says “Submitting”.</li> <li>• Submit the score sheet as per instructions in administration manual.</li> <li>• Annotate the roster beside the student’s name with “Submitting Alternate Portfolio this year”.</li> </ul>
5	Student does not submit an Alternate Portfolio. <ul style="list-style-type: none"> <li>• Complete pages 1 and 3 of the Alternate Portfolio Score Sheet.</li> <li>• Darken the bubble that says “Non-sub year”.</li> <li>• Submit the score sheet as per instructions in administration manual.</li> <li>• Annotate the roster beside the student’s name with “Alternate Portfolio Program, not submitting”.</li> </ul>
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8	Student <b>does</b> submit an Alternate Portfolio. <ul style="list-style-type: none"> <li>• Complete pages 1 and 3 of the Alternate Portfolio Score Sheet.</li> <li>• Darken the bubble that says “Submitting”.</li> <li>• Submit the score sheet as per instructions in administration manual.</li> <li>• Annotate the roster beside the student’s name with “Submitting Alternate Portfolio this year”.</li> </ul>
9	Student does not submit an Alternate Portfolio.

	<ul style="list-style-type: none"> <li>• Complete pages 1 and 3 of the Alternate Portfolio Score Sheet.</li> <li>• Darken the bubble that says “Non-sub year”.</li> <li>• Submit the score sheet as per instructions in administration manual.</li> <li>• Annotate the roster beside the student’s name with “Alternate Portfolio Program, not submitting”.</li> </ul>
10	<p>Student does not submit an Alternate Portfolio.</p> <ul style="list-style-type: none"> <li>• Complete pages 1 and 3 of the Alternate Portfolio Score Sheet.</li> <li>• Darken the bubble that says “Non-sub year”.</li> <li>• Submit the score sheet as per instructions in administration manual.</li> <li>• Annotate the roster beside the student’s name with “Alternate Portfolio Program, not submitting”.</li> </ul>
11	<p>Student does not submit an Alternate Portfolio.</p> <ul style="list-style-type: none"> <li>• Complete pages 1 and 3 of the Alternate Portfolio Score Sheet.</li> <li>• Darken the bubble that says “Non-sub year”.</li> <li>• Submit the score sheet as per instructions in administration manual.</li> <li>• Annotate the roster beside the student’s name with “Alternate Portfolio Program, not submitting”.</li> </ul>
12	<p>Student <b>does</b> submit an Alternate Portfolio.</p> <ul style="list-style-type: none"> <li>• Complete pages 1 and 3 of the Alternate Portfolio Score Sheet.</li> <li>• Darken the bubble that says “Submitting”.</li> <li>• Submit the score sheet as per instructions in administration manual.</li> <li>• Annotate the roster beside the student’s name with “Submitting Alternate Portfolio this year”.</li> </ul>