

The Why, Who, When, What, Where, and How of the Pennsylvania Alternate System of Assessment (PASA)

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PDE's Mission

The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

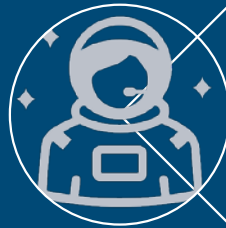
PDE's
Commitment
to Least
Restrictive
Environment
(LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Objectives



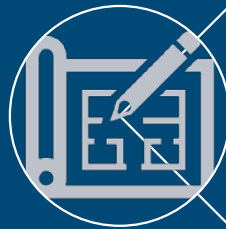
Describe the purposes of the alternate assessment and identify who is eligible to participate.



Explore and collect available resources and guidance documents.



Learn tips and strategies for helping students prepare for the assessment.



Apply suggested tips and strategies to begin developing a plan for preparing students.

Overview

WHY

- Alternate assessments?

WHO

- Participates?

WHEN

- Should I complete PASA tasks?

WHAT

- Is the assessment like?

WHERE

- Are helpful resources?

HOW

- Can I prepare?

Check In Poll

- Who is here today (roles)?
- How are you doing?
- What do you hope to learn?

Accessing
the Check In
Poll

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195-906-626

Scan me!





Role:

1. Special Education Administrator



2. Special Education Teacher



3. Paraprofessional



4. Parent



5. Student

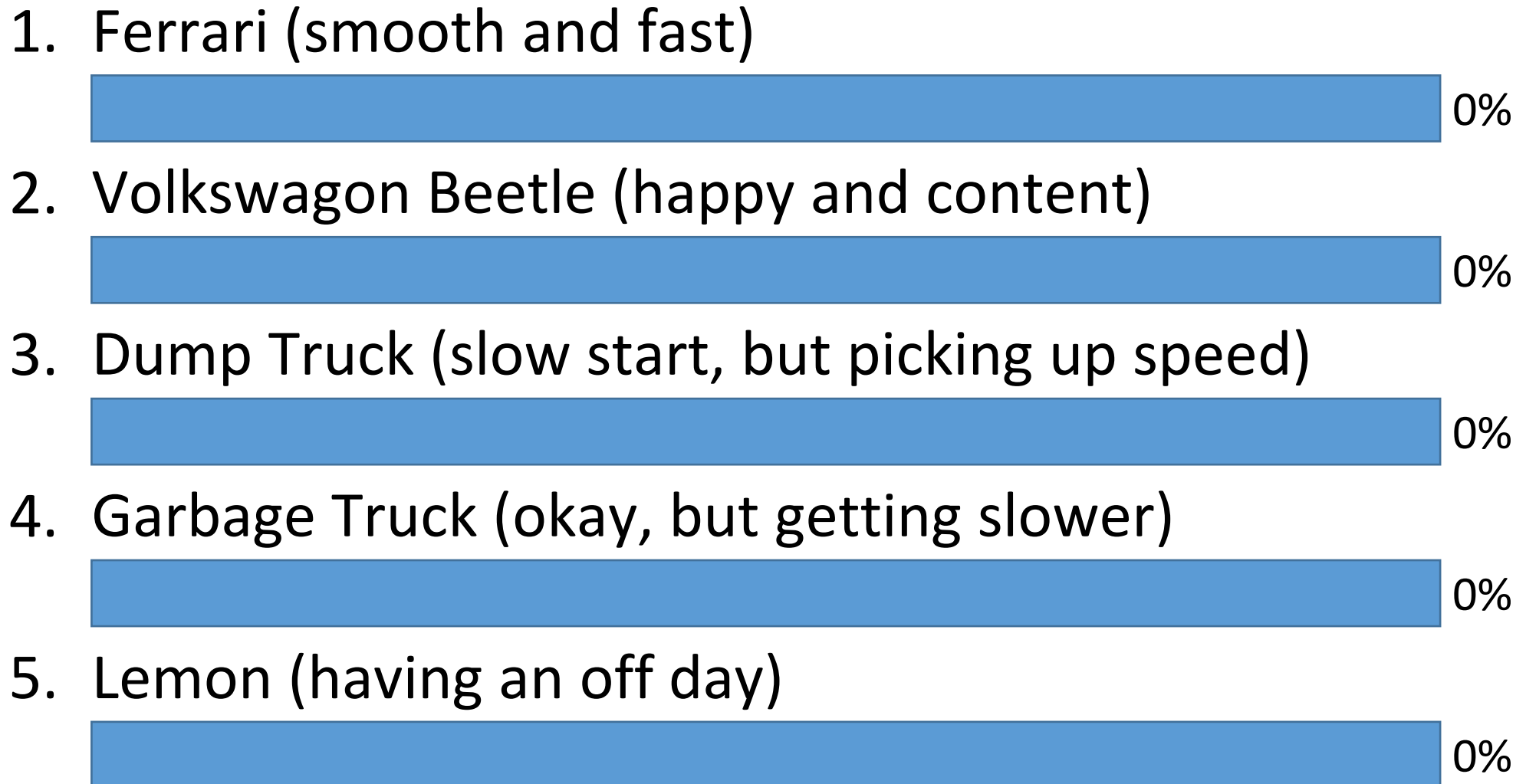


6. Other





How is your engine running today?



Join: [vevox.app](https://vevox.com/join/130-230-347) ID: 130-230-347

Enter Text
and Press
Send

Using only one word,
what do you
hope to learn today?

Join at
[vevox.app](https://vevox.com)
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PASA ABC's

Acronym	Meaning
AA-AAAS	Alternate Assessment based on Alternate Academic Achievement Standards
AEC/EC	Alternate Eligible Content/Eligible Content
BSE	Bureau of Special Education
BVI	Blind-Visual Impairment
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
IDEA	Individuals with Disabilities Education Act
LEA	Local Education Agency

PASA ABC's (cont.)

Acronym	Meaning
PASA/DLM	Pennsylvania Alternate System of Assessment/Dynamic Learning Maps
PDE	Pennsylvania Department of Education
PIMS	Pennsylvania Information Management System
PSSA	Pennsylvania System of School Assessment
PVAAS	Pennsylvania's Value-Added Assessment System
RTAT	Required Test Administrator Training
SEA	State Education Agency

Why...

...Is an alternate system of assessment available for eligible students?

...Is it important to be aware of implications specific to PA?

All Students
Matter!

All students are required to participate in standardized state assessments.

States' alternate assessments make participation accessible for the students with the most significant disabilities.

Its about...

The Laws

- 1997: reauthorization of IDEA
- 2015: reauthorization of ESSA

The Research

- Students are able to learn academic content that is clearly linked to grade-level content, but possibly at reduced complexity, breadth, and depth.

Improving Postschool Outcomes

- States' alternate achievement standards must be set to ensure that students who meet them are on track to pursue postsecondary education or competitive integrated employment, as defined in the 2014 Workforce Innovation and Opportunity Act (WIOA).



Implications for PA

The Every Student Succeeds Act (ESSA) stipulates that states may not assess more than 1% of their total tested population on an alternate statewide assessment.

PA historically assessed 2% of students on the PA Alternate System of Assessment (PASA).

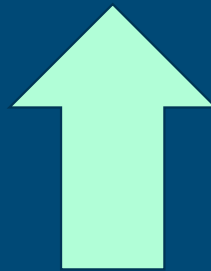
PA remains in corrective action with the US Department of Education for exceeding this federal regulation.

More information on the 1.0 Percent Threshold and requirements for LEAs can be accessed on the BSE website: [1.0 Percent Threshold Requirements](#)

Inclusion Matters!

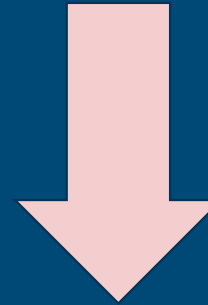
95% Participation Rate

- PA must improve the overall participation rate of students with disabilities in statewide assessment (PSSA, Keystone, and PASA)
- ESSA requires 95% of ALL students test **and** 95% of ALL IEP students test



1% Threshold

- 99% of ALL tested students take the general assessment
- PA must ensure that no more than 1% of total tested students are assessed on an alternate assessment (PASA)



Who...

...Is eligible to participate and how are determinations made?

...Coordinates assessment activities?

...Administers the assessment?

Student
Characteristic
s

Students with the most significant
cognitive disabilities

Video from Dynamic Learning Maps

Determining Student Eligibility

- Only those students with the MOST significant cognitive disabilities who meet all six PASA eligibility criteria
- IEP Team reviews each of the six criteria to determine if the student meets all 6
- The decision is documented in section IV of the IEP and reviewed annually

PASA Eligibility Criteria

PASA Eligibility Criteria

- *PASA Eligibility Criteria: Decision-Making Companion Tool* is the resource that teams are required to use when determining eligibility for participation in the PASA.
- PASA Eligibility Criteria is available on the PDE website.

PASA Eligibility Criteria (cont.)

PASA Eligibility Criteria: Decision Making Companion Tool

The PASA Eligibility Criteria: Decision Making Companion Tool is a resource provided to individualized education program (IEP) teams in Pennsylvania to assist in determining eligibility for the Pennsylvania Alternate System of Assessment (PASA). The PASA is appropriate for students with the most significant cognitive disabilities who meet all six requirements listed below. Additional considerations are provided that further define the criteria and assist the IEP team in decision making. Factors that the IEP team should not consider in eligibility determination are also identified.

The IEP team must answer "YES" to all six criteria in order for the student to participate in the PASA. If the answer is "NO" to any of the questions, the student must participate in the PSSA/ Keystone(s) with or without accommodations, as determined appropriate by the IEP team.

1 _____ YES	2 _____ YES	3 _____ YES
<p>Will the student be in grade 3, 4, 5, 6, 7, 8, or 11 by September 1 of the school year during which the IEP will be operative?</p>	<p>Does the student have significant cognitive disabilities? Pennsylvania defines significant cognitive disabilities as pervasive and global in nature, affecting student learning in all academic content areas, as well as adaptive behaviors and functional skills across life domains.</p>	<p>Does the student require intensive, direct, and repeated instruction in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings?</p>
<p>Additional consideration: The grade level listed for the student in the PMS and the PASA digital assessment decision documented in the current IEP.</p>	<p>Additional consideration: A significant cognitive disability is not directly defined by a Chapter 14 disability category. Typically students with a primary disability category of Specific Learning Disability or Speech Language Impairment DO NOT meet the definition of a significant cognitive disability. Generally, a student with a significant cognitive disability may be characterized as having intellectual functioning below average – cognitive measures of Intelligence 2.5 to 3.0 standard deviations below the mean.</p>	<p>Additional consideration: The student's course of study includes functional skills. Instruction typically occurs in a one-to-one or small group setting with opportunity to generalize and transfer skills across multiple settings.</p>

4 _____ YES	5 _____ YES	6 _____ YES
<p>Does the student require extensive adaptation and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?</p>	<p>Does the student require substantial modifications to the general education curriculum?</p>	<p>Does the student's participation in the general curriculum differ substantially in form and/or substance from that of most other students? Students found eligible to take the PASA must have measurable annual goals and short-term objectives reflected in the IEP.</p>
<p>Additional consideration: A significant cognitive disability is pervasive, affecting student functioning across all academic, social, and community settings. The student is expected to require intensive and ongoing supports after graduation.</p>	<p>Additional consideration: Substantial modifications change the content expectation by a significant reduction in depth, breadth, and complexity of grade-level standards as exemplified in the Alternate Eligible Content.</p>	<p>Additional consideration: Students with the most significant cognitive disabilities likely require objectives, materials, prompting hierarchies, and teaching modalities different from the general education curriculum. The student's goals and objectives typically reflect the Alternate Eligible Content.</p>

PASA eligibility determinations are NOT based on:

- IQ score or disability category alone (i.e., All students with an intellectual disability do not automatically qualify for the alternate assessment.)
- English Learner (EL) Status
- Poor attendance
- Expected poor performance on the general assessments
- Educational environment or instructional setting
- Low reading or achievement level
- Anticipated disruptive behavior or emotional duress
- Impact of scores on accountability system
- Administrative decision

Guidance for IEP Teams



Determinations must be made on an individual basis and reviewed annually

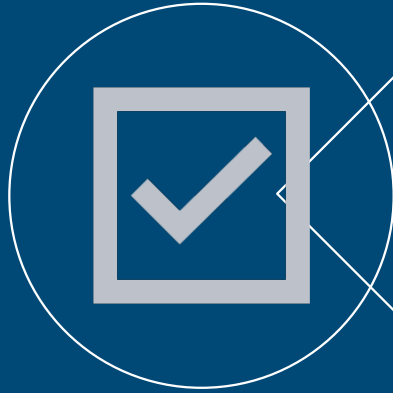


The answer to all six criteria must be 'yes' to qualify



The role of the IEP team is to confirm whether the student meets all criteria or not. The IEP team does not have the authority to change or override the state eligibility criteria.

Guidance for IEP Teams (cont.)

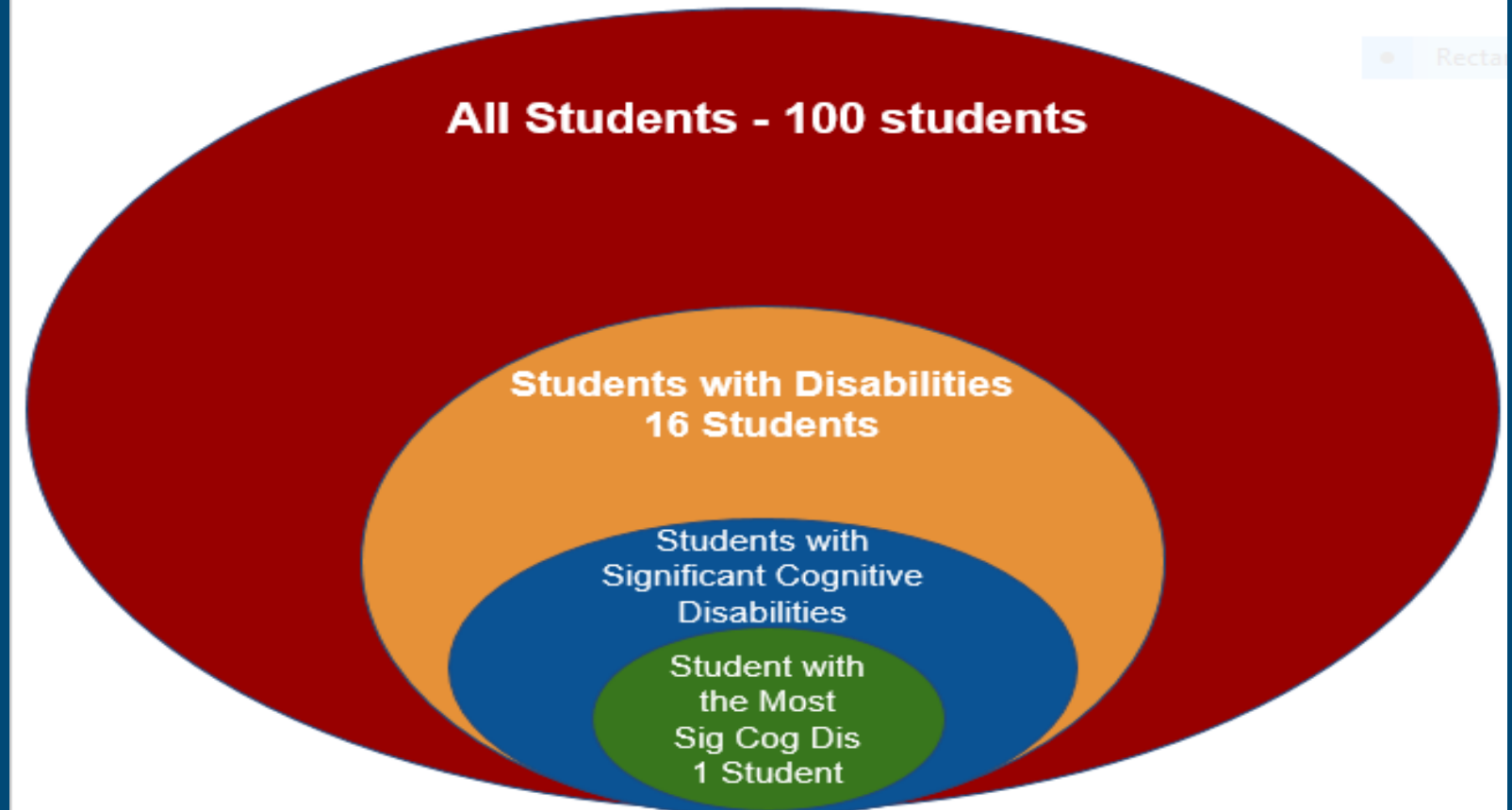


Eligibility determination is for all tested subject areas for the given testing year.



It is not permissible to take the PASA in one subject and the PSSA/Keystone in another in the same testing year.

Defining the "Most Significant Disability"



Defining the 'Most Significant Cognitive Disability' (Criteria #2)

Chapter 14 Primary Disability **'Red Flags'**

- Specific Learning Disability
- Speech and Language Impaired (as a primary)
- Emotional Disturbance



PASA Assessment Coordinators (ACs)

- LEAs and service providers must identify a PASA AC.
 - **Receives all communications from the PA Alternate Assessment Team** on the enrollment process, training, procedures associated with test administration, available score reports, etc.
 - Required to **manage each step of the enrollment process**, ensuring that **data are accurate and timely**, assessors are trained, and testing remains on schedule during the assessment window

PASA ACs (cont.)

- May be **required to** communicate on behalf of the LEA or service provider **with the assessment vendor and/or** the PA Department of Education, Bureau of Special Education (**BSE**)
- Is **an individual(s) with decision making authority** for the LEA or service provider
 - *A local education agency or service provider may choose to have more than one PASA AC. However, each PASA AC must have individual log in credentials.*

PASA Test Administrators/ Assessors

- Educator who administers the assessment to a student. Additionally,
 - Instructs students on the Alternate Eligible Content/Essential Elements.
 - Completes required trainings.
 - Completes or updates Personal Learning Profile for each student based on his/her IEP.
 - This includes the First Contact Survey (FCS) and the Personal Needs and Preferences (PNP) Profile.
 - Reviews and verifies student data.
 - Prepares students for testing.

When...

...Should important assessment-related tasks be completed?

...Should I begin preparing my students?

Key Important Dates

PASA Activity	Dates
<ul style="list-style-type: none">• Enrollment Window	January 5- March 7, 2022
<ul style="list-style-type: none">• Test Administration Window	March 14- May 20, 2022
<ul style="list-style-type: none">• Electronic Score Reports Available in Kite Educator Portal• Printed Score Reports Mailed	August 2022 September 2022

More Important Dates

Enrollment – Milestone Dates

- **October 1, 2021- December 2, 2021:** PASA ACs/DTCs must not access the system
- **December 3, 2021:** begin updating users in the Kite Educator Portal
- **December 3, 2021- January 5, 2022:** download PIMS PASA report and complete roster template
- **January 5, 2022- March 7, 2022:** Template upload for students and rosters
- **March 14, 2022 – May 20, 2022:** PASA Test Administration Window

PASA Instruction and Assessment Calendar



2021-22 PASA DLM Instruction and Assessment Calendar

When to
Start
Preparing –
You can
start now!

Preparation Activity	Dates
Ensure appropriateness of PASA – review six PASA eligibility criteria	Now
Ensure instruction is aligned with alternate eligible content	Now
Bookmark helpful website/pages	Now
Download/save key documents	Now
Access and embed instructional resources in lessons	Now
Get familiar with the assessment	Now
Complete trainings and professional development	Now & December 3, 2021 – February 28, 2022
Complete Personal Learning Profile	January 5 – February 28, 2022
Administer PASA	March 14-May 20, 2022


What...

...Content will be on the assessment?

...Is the format of the assessment?

...Should I focus on?

PA Standards, Eligible Content (EC) and Alternate Eligible Content (AEC)



In every state, including Pennsylvania, there are grade level standards which are broad statements about what students should know and be able to do

Standards are broken into more discrete skills to inform teachers about instruction and assessment

The skills assessed on the general statewide assessments (Keystone Exams and PSSA) are eligible content

PA Standards, EC, and AEC (cont.)

The skills that are to be taught and assessed on the alternate statewide test (PASA) are the alternate eligible content (AEC).

The AEC is aligned to the grade level standards.

The AEC is aligned to the EC depending upon grade/subject/test.

EC and AEC Facts

The AEC is less complex than the EC

There are fewer AEC than EC

The AEC is reduced in depth and breadth while maintaining alignment to the grade level standard and intent of the standard

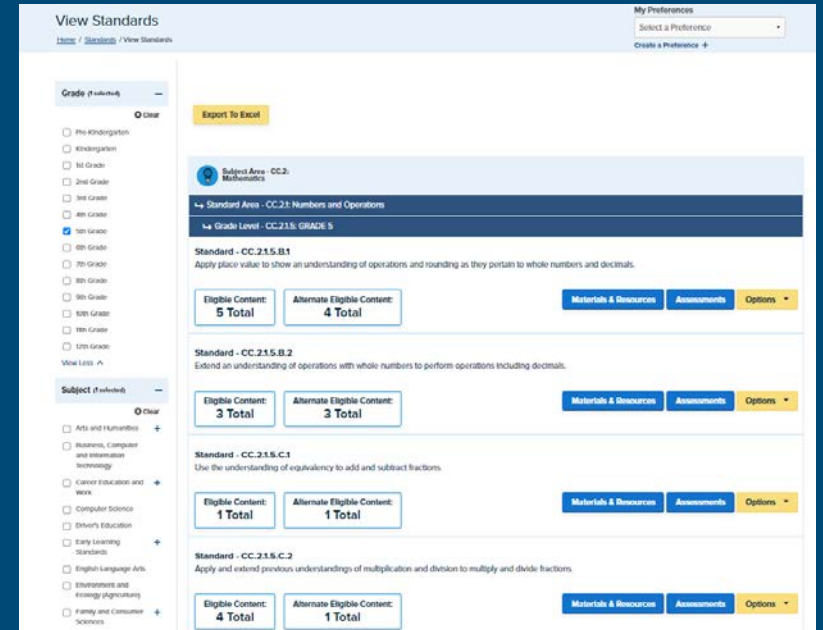
The AEC is the content to be taught to students with the most significant cognitive disabilities who are eligible for the PASA

Instruction And Assessment: Standards, EC, and AEC

Subject	Grades and Assessments	Grades 3-8 Content Alignment PSSA and PASA	High School Content Alignment for PASA*	*Detailed Explanation
ELA (Reading and Writing) and Mathematics	<ul style="list-style-type: none"> • PSSA: Grades 3-8 • Keystone Exam: High School • PASA: Grade 3-8 and 11 	PA Core Standards to Eligible Content (EC) to Alternate Eligible Content (AEC)	<p>PA Core Standards to AEC</p> <p><i>For the High School PASA, the AEC is directly aligned to the standard.</i></p>	This instructional alignment was the result of new standards <u>and</u> development of a high school end of course test. Like all general assessments, Keystone Exams assess EC. Since the PASA is not an end of course exam <u>and</u> standards were new, the PASA is directly aligned to PA Core Standards, not EC.
Science	<ul style="list-style-type: none"> • PSSA: Grades 4 and 8 • Keystone Exam: High School • PASA: 4, 8 and 11 	PA Academic Standards to EC to Alternate Eligible Content (AEC)	PA Academic Standards to EC to Alternate Eligible Content (AEC)	Although a high school end of course test was developed, the PASA remained a grade level exam. Since the science standards did not change, the PASA continued to be directly aligned to the PA Academic Standards and EC.

Locating Standards, EC and AEC for ALL

- All standards, EC and AEC are within the [PDE SAS Portal](#)
 - Math, ELA, and Science: Go to Standards > Select Grade and Subject on left (see example)
- [Standards, EC, and AEC on PaTTAN](#)
- [Materials and Resources](#) are available for teachers of ALL students.
- [Materials and Resources](#) unique to PASA eligible students are available at [Essentialized Examples](#)



Exploring the Format – 4th Grade (Science)

PA Reporting Category: The Nature of Science

ASSESSMENT ANCHOR: S4.A.1 Reasoning and Analysis

ANCHOR DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content	ALTERNATE ELIGIBLE CONTENT
S4.A.1.1 Identify and explain the pros and cons of applying scientific, environmental, or technological knowledge to possible solutions to problems. <i>Reference: 3.2.4.A, 3.2.4.C, 3.8.4.C</i>	S4.A.1.1.1 Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific act can be supported through making observations).		
	S4.A.1.1.2 Identify and describe examples of common technological changes past to present in the community (e.g., energy production, transportation, communications, agriculture, packaging materials) that have either positive or negative impacts on society or the environment.	S4A1.1.2a	Identify common technologies that benefit society.
S4.A.1.3 Recognize and describe change in natural or human-made systems and the possible effects of those changes. <i>Reference: 3.1.4.C, 4.7.4.B, 4.8.4.A, 4.8.4.C</i>	S4.A.1.3.1 Observe and record change by using time and measurement.	S4A1.3.1a	Identify changes to objects and living things.
	S4.A.1.3.2 Describe relative size, distance, or motion.		
	S4.A.1.3.3 Observe and describe the change to objects caused by temperature change or light.		
	S4.A.1.3.4 Explain what happens to a living organism when its food supply, access to water, shelter, or space is changed (e.g., they might die, migrate, change behavior, eat something else).		
	S4.A.1.3.5 Provide examples, predict, or describe how everyday human activities (e.g., solid waste production, food production and consumption, transportation, water consumption, energy production and use) may change the environment.		

Grade 4 Science Alternate Eligible Content

FINAL MAY 11, 2017 2

PA Academic Standard

Assessment Anchor
Assessment Descriptor

PSSA Eligible Content

PASA Alternate Eligible Content



Exploring the Format – 8th Grade (Math)

PA Reporting Category: M08.A-N The Number System

PA Core Standards:

CC.2.1.8.E.1 Distinguish between rational and irrational numbers using their properties.

CC.2.1.8.E.4 Estimate irrational numbers by comparing them to rational numbers.

Assessment Anchor

M08.A-N.1 Demonstrate an understanding of rational and irrational numbers.

DESCRIPTOR	ELIGIBLE CONTENT	Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
M08.A-N.1.1 Apply concepts of rational and irrational numbers.	M08.A-N.1.1.1 Determine whether a number is rational or irrational. For rational numbers, show that the decimal expansion terminates or repeats (limit repeating decimals to thousandths).		
	M08.A-N.1.1.2 Convert a terminating or repeating decimal to a rational number (limit repeating decimals to thousandths).	M08AN1.1.2a	Convert a fraction to a decimal up to the hundredths place
	M08.A-N.1.1.3 Estimate the value of irrational numbers without a calculator (limit whole number radicand to less than 144). Example: $\sqrt{5}$ is between 2 and 3 but closer to 2.		
	M08.A-N.1.1.4 Use rational approximations of irrational numbers to compare and order irrational numbers.		
	M08.A-N.1.1.5 Locate/identify rational and irrational numbers at their approximate locations on a number line.	M08AN1.1.5a	Locate a non-terminating decimal at its approximate location on the number line

PA Core Standard

Assessment Anchor
Assessment Descriptor

PSSA Eligible Content

PASA Alternate Eligible Content



Exploring the Format – 11th Grade (ELA)

PA Core
Standard

PASA **Alternate**
Eligible Content

CC.1.3.11–12.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

Alternate Eligible Content Code	ALTERNATE ELIGIBLE CONTENT
CC1.3.1112Ba	Answer a literal question about a text
CC1.3.1112Bb	Answer an inferential question about a text
CC1.3.1112Bc	Cite the most important details and evidence from the text to answer literal and inferential questions, including conclusions or summaries of the plot



IMPORTANT NOTE!

Teachers and paraprofessionals should use a student's grade level, not instructional level when selecting AEC.

Vendor

- Dynamic Learning Maps (DLM) University of Kansas continues to serve as the PASA assessment vendor for the 2021-22 school year
- [Dynamic Learning Maps \(DLM\) Website](#)
- [PA DLM Homepage](#)



PA Alternate System of Assessment Design

PASA DLM assessments

- designed to maximize accessibility for students with significant cognitive disabilities

Testlets (shortened, chunked tests)

- Adaptive
- Online delivery and teacher administered (lower levels)
- Online delivery and administration with teacher support (higher levels)

PA Alternate System of Assessment Design (cont.)

English Language
Arts and
Mathematics

- five levels of complexity or linkage levels

Science

- three levels of complexity

Writing

- two levels of complexity

PASA Blueprints – Tested Content

Students are tested on alternate eligible content (AEC) aligned to PA Core/Academic Standards.

- Blueprint for English Language Arts
- Blueprint for Math
- Blueprint for Science

*Note: DLM refers to Essential Elements (EE) rather than AEC.

Where...

...Can I find important assessment-related resources and guidance?

Important Websites

- [PaTTAN PASA](#)- includes all emails to PASA ACs, calendar, and other resources from the PA Alternate Assessment Team
- [Dynamic Learning Maps \(DLM\)](#)- homepage with test updates, news, test design information, opportunity to volunteer for test activities
- [Pennsylvania DLM homepage](#)- provides all DLM specific information (e.g., manuals, video tutorials, access to trainings, etc.)
- [Kite Educator Portal](#) - all staff and educators manage student data and retrieve reports and extracts.
- [BSE Assessments](#)- provides PASA information and 1% threshold requirement information

Important Information for ACs

PASA AC Communications

- Email communications from the PA Alternate Assessment Team are sent to PASA ACs routinely.
- Emails come from alternateassessment@pattan.net.
- This email serves as the PA Help Desk for PASA.
- Email alternateassessment@pattan.net immediately to update the PASA AC listserv if you are new to the role or have changes
 - Provide first name, last name and email address
 - Notify of any ACs no longer serving in the role who may need removed from the system

Quick Start Guides for ACs and Assessors

- Interactive, PA specific resource with step-by-step instructions and supporting links for enrollment, training, and test administration procedures
 - PASA DLM Quick Start Guide for ACs
 - PASA DLM Quick Start Guide for Assessors
- Quick Start Guides are updated annually and will be available on the [PaTTAN PASA webpage](#).

Resources for Parents

The screenshot shows the Pennsylvania Dynamic Learning Maps website. The browser address bar displays "dynamiclearningmaps.org/pennsylvania". The website header includes the "DYNAMIC LEARNING MAPS" logo and navigation links for "Kite Suite", "Educator Portal", "Professional Development", "SEA Login", and "Training Courses". A dark blue navigation bar contains "About DLM", "For States", "Instructional Resources", and "Research", along with a search box. The main content area is titled "Pennsylvania" and features a map of the state. Key information includes the "Year-End" model, "2021-22 Testing Windows" (Spring 2022: 3/14/22-5/20/22), and "Testing Subjects" (English Language Arts, Mathematics, Science). "Contacts" listed are Lisa Hampe, Bureau of Special Education Advisor, and Lynda Lupp, Statewide Special Education Assessment Coordinator. An "Additional Information" section contains a welcome message and a critical notice: "Due to the 2021 extended testing window, Assessment Coordinators (ACs) must NOT access the Kite Educator Portal and edit any data between October 1 and December 2, 2021." Below this, a "Filter Results" section shows "Parent" selected under the "Role" dropdown. A "Resources" section lists two documents: "Guide to Practice Activities and Released Testlets (pdf) 08/02/2021" and "Parent Interpretive Guide for Year-End Model (pdf)".

Pennsylvania | Dynamic Learning

dynamiclearningmaps.org/pennsylvania


DYNAMIC
LEARNING MAPS

[Kite Suite](#) | [Educator Portal](#) | [Professional Development](#) | [SEA Login](#) | [Training Courses](#)

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Search

Pennsylvania



Model
Year-End

2021-22 Testing Windows
Spring 2022: 3/14/22-5/20/22

Testing Subjects
English Language Arts, Mathematics, Science

Contacts
Lisa Hampe, Bureau of Special Education Advisor
Lynda Lupp, Statewide Special Education Assessment Coordinator

Pennsylvania Bureau of Special Education
Pennsylvania Alternate Assessment Team

Additional Information
Welcome to the Pennsylvania DLM home page!

- **Due to the 2021 extended testing window, Assessment Coordinators (ACs) must NOT access the Kite Educator Portal and edit any data between October 1 and December 2, 2021.**
- Beginning December 3, ACs may update Assessor/User information only.
- Beginning January 5, ACs may upload student enrollment/roster templates.
- See the PASA DLM Instruction and Assessment Calendar (pdf) for dates and training requirements.

Filter Results

Role

- All
- Teacher
- Assessment Coordinator
- Technology Manager
- Parent

Resources

[Guide to Practice Activities and Released Testlets \(pdf\) 08/02/2021](#)
familiarizes educators and students with testlets and Student Portal

[Parent Interpretive Guide for Year-End Model \(pdf\)](#)
information about DLM assessment results and individual student reports

How...

...Can I help students prepare for the assessment?

...Can I best support students during the assessment?

Prepare...

Yourself

- Ensure lessons include appropriate academic content
- Collect and review instructional resources and materials
- Access PD resources
- Get familiar with the test
- Prepare materials
- Complete required Trainings

Your Students

- Ensure eligibility criteria is met
- Ensure students learn appropriate academic content
- Teach familiar texts
- Ensure students' FCS and PNP are completed.
- Complete practice testlets

Tips for Preparing Yourself

How to Start Preparing

• Preparation Activity	• Where/How
• Ensure Appropriateness of PASA	Eligibility Criteria
• Ensure instruction is aligned with appropriate academic content	PaTTAN Webpage for Students with Significant Cognitive Disabilities
• Bookmark Helpful Website/pages	PaTTAN PASA , DLM , BSE
• Download/Save Key Documents	Calendar, Manuals, Guides
• Access and Embed Instructional Resources	DLM Instructional Resources
• Get Familiar with the Assessment	Released Testlests, TIPs, Materials Collections
• Complete Trainings and Professional Development	Instruction and Assessment Calendar
• Complete Personal Learning Profile	After Student Enrollment
• Administer Assessment	After Test Window Opens

Ensure All Eligibility Criteria Is Met

PASA Eligibility Criteria: Decision Making Companion Tool

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1 _____ YES	2 _____ YES	3 _____ YES
<p>Will the student be in grade 3, 4, 5, 6, 7, 8, or 11 by September 1 of the school year during which the IEP will be operative?</p>	<p>Does the student have significant cognitive disabilities? Pennsylvania defines significant cognitive disabilities as pervasive and global in nature, affecting student learning in all academic content areas, as well as adaptive behaviors and functional skills across life domains.</p>	<p>Does the student require intensive, direct, and repeated instruction in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings?</p>
<p>Additional consideration: The grade level listed for the student in the PMS and the PASA digital assessment decision documented in the current IEP.</p>	<p>Additional consideration: A significant cognitive disability is not directly defined by a Chapter 14 disability category. Typically students with a primary disability category of Specific Learning Disability or Speech Language Impairment DO NOT meet the definition of a significant cognitive disability. Generally, a student with a significant cognitive disability may be characterized as having intellectual functioning below average – cognitive measures of Intelligence 2.5 to 3.0 standard deviations below the mean.</p>	<p>Additional consideration: The student's course of study includes functional skills. Instruction typically occurs in a one-to-one or small group setting with opportunity to generalize and transfer skills across multiple settings.</p>

4 _____ YES	5 _____ YES	6 _____ YES
<p>Does the student require extensive adaptation and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?</p>	<p>Does the student require substantial modifications to the general education curriculum?</p>	<p>Does the student's participation in the general curriculum differ substantially in form and/or substance from that of most other students? Students found eligible to take the PASA must have measurable annual goals and short-term objectives reflected in the IEP.</p>
<p>Additional consideration: A significant cognitive disability is pervasive, affecting student functioning across all academic, social, and community settings. The student is expected to require intensive and ongoing supports after graduation.</p>	<p>Additional consideration: Substantial modifications change the content expectation by a significant reduction in depth, breadth, and complexity of grade-level standards as exemplified in the Alternate Eligible Content.</p>	<p>Additional consideration: Students with the most significant cognitive disabilities likely require objectives, materials, prompting hierarchies, and teaching modalities different from the general education curriculum. The student's goals and objectives typically reflect the Alternate Eligible Content.</p>

PASA eligibility determinations are NOT based on:

- IQ score or disability category alone (i.e., All students with an intellectual disability do not automatically qualify for the alternate assessment.)
- English Learner (EL) Status
- Poor attendance
- Expected poor performance on the general assessments
- Educational environment or instructional setting
- Low reading or achievement level
- Anticipated disruptive behavior or emotional duress
- Impact of scores on accountability system
- Administrative decision



Standards Aligned Instruction and Alternate Eligible Content

In this Section

Standards Aligned Instruction and Alternate Eligible Content ▲

[Reading](#)

[Math](#)

[Science](#)

[Writing](#)



Alternate Eligible Content and the Essentialization Process ▾

Maximizing Academic Access, Expectations, and Learning ▾

Statewide Assessments and Accountability ▾

Ensure Instruction is Aligned with Appropriate Academic Content

Bookmark
Helpful
Websites/
webpages

- [PaTTAN PASA](#)
- [Dynamic Learning Maps \(DLM\)](#)
- [Pennsylvania DLM homepage](#)
- [Kite Educator Portal](#)
- [BSE Assessments](#)

PaTTAN
Pennsylvania Training and Technical Assistance Network

Search...

Multi-Tiered System of Support | Graduation/Post Secondary Outcomes | Disabilities | Supports | Legal

Home > Disabilities > Significant Cognitive Disabilities > Statewide Assessments and Accountability > PASA

PASA

In this Section

- Standards Aligned Instruction and Alternate Eligible Content
- Alternate Eligible Content and the Essentialization Process
- Maximizing Academic Access, Expectations, and Learning
- Statewide Assessments and Accountability
 - PSSA And Keystone Exams

An Official Pennsylvania Government Website

Department of Education

Schools | Educators | Instruction | Data and Reporting | Policy and Funding

COVID-19 | About | Accessibility | Certification | MyPDESuite | Resources | Search

Pennsylvania Department of Education > K-12 > Special Education > Assessments

Assessments

- Pennsylvania Alternate System of Assessment (PASA)
- Instructional Resources for Students with Significant Cognitive Disabilities
- Resources for Families of Students with Significant Cognitive Disabilities
- ESSA 10 Percent Threshold Requirements
- Statewide Assessment Performance and Participation for Students with Disabilities


DYNAMIC
LEARNING MAPS

Kite Suite | Educator Portal | Professional Development | SEA Login | Training Courses

About DLM | For States | Instructional Resources | Research

Search

Pennsylvania




Model
Year-End

2021-22 Testing Windows
Spring 2022: 3/14/22–5/20/22

Testing Subjects
English Language Arts, Mathematics, Science

Contacts
Lisa Hampe, Bureau of Special Education Advisor
Lynda Lupp, Statewide Special Education Assessment Coordinator

[Pennsylvania Bureau of Special Education](#)
[Pennsylvania Alternate Assessment Team](#)



Reminder: Do not give out, loan, or share your password with anyone. Allowing others access to your Educator Portal account may cause unauthorized access to private information. Access to educational records is governed by federal and state law.

SIGN IN TO EDUCATOR PORTAL

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PASSWORD:

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Webpage Images

Download/ Save Key Documents

- Calendar

- [2021-2022 PASA DLM Instruction and Assessment Calendar](#)

- Guides

- [Guide to Practice Activities and Released Testlets](#)
- [Guide to Required Test Administrator Training](#)

- Manuals

- [Accessibility Manual](#)
- [Test Administration Manual](#)

Access and Embed Instructional Resources

- Key Instructional Resources from DLM
 - [Familiar Texts](#)
 - [DLM Unpacking Documents](#)
 - [Anchor-Read-Apply Lesson Supports](#)
 - [Writing Resources](#)
 - [Model Instructional Activities for Science](#)

Getting Familiar with the Assessment

- Review Released Testlets and Sample Testlet Information Pages (TIPs)
 - [ELA Released Testlets and Sample TIPs](#)
 - [Math Released Testlets and Sample TIPs](#)
 - [Science Released Testlets and Sample TIPs](#)

Preparing Materials

- Materials Collections Lists
 - ELA Materials Collections
 - Math Materials Collections
 - Science Materials Collections
- *Notes about the Materials Collections Lists
 - They are extensive.
 - No need to collect every item on the lists in advance.
 - Review to get a sense of what materials might be needed.
 - You will refer to the TIP for specific material(s) needed.
 - Materials can be substituted.
 - Use materials the student already uses and is familiar with.

Complete Trainings

PASA AC	Hours
PASA Getting Ready	1
*DLM Data Management	2
Charting the Course	3
RTAT (refresher)	1.5
Lessons Learned	1.5
Supporting BVI	1
Total	10

PASA Assessor	Hours
Charting the Course	3
*RTAT (refresher)	1.5
*Lessons Learned	1.5
Supporting BVI	1
Total	7

*** Required**

Take Advantage of Additional Professional Development

- [DLM Educator Resources Videos](#)
- [DLM Professional Development Packages](#)

Tips for Preparing Your Students

Individualizing Testlets and Accessibility

Prior to testing *the test administrator* completes two online questionnaires for each student to ensure individualization and accessibility:

- **First Contact Survey**

- Responses by test administrator determine the first level of testlet delivered
- Testing system adjusts level of each testlet delivered based upon student performance
- Affects if testlet is delivered via online system or teacher directed

- **Personal Needs and Preferences (PNP) Profile**

- Responses by test administrator determine accommodations and accessibility features provided

*See [Accessibility Manual](#) and [Test Administration Manual](#) for more details.

PASA DLM Accessibility Features

- Unique accessibility tools and supports that meet student needs and preferences are available. Some are provided by the online assessment system and others are teacher provided.

On-Line	Teacher Provided
Spoken Audio	Read Aloud
AT/Switches	AT/Switches
Color Overlays	Manipulatives
Braille (varies by content and level)	White boards

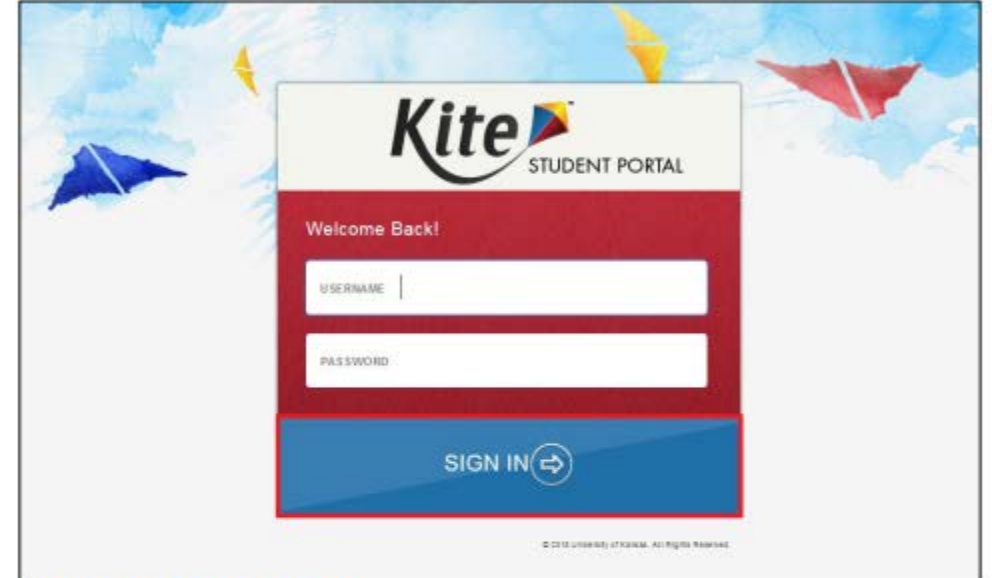
Getting Students Familiar with the Test

- Practice Activities

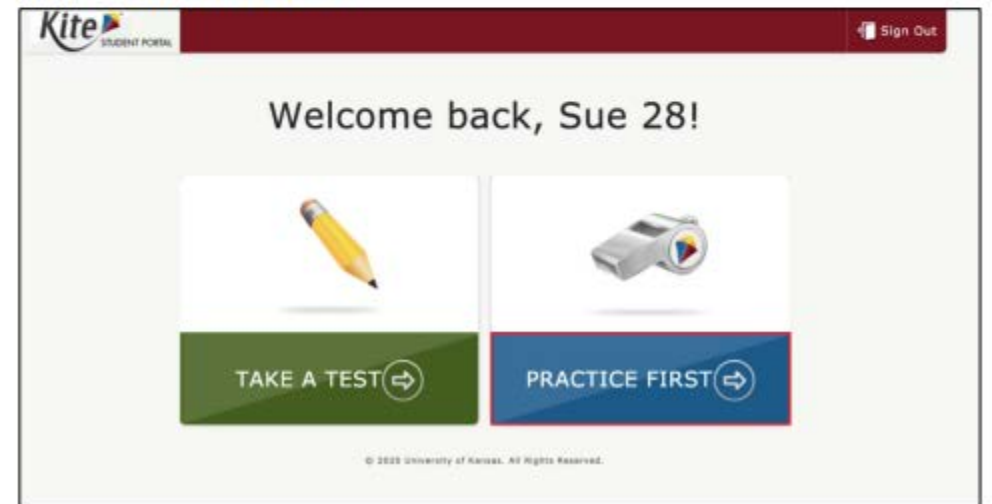
1. Select the **Kite Student Portal** icon on the testing device.



2. Enter the demo student username and password. Select **SIGN IN**.

The login screen for the Kite Student Portal. It features the Kite logo and 'STUDENT PORTAL' text at the top. Below the logo, it says 'Welcome Back!'. There are two input fields: 'USERNAME' and 'PASSWORD'. At the bottom, there is a blue button labeled 'SIGN IN' with a right-pointing arrow icon. The background shows a blue sky with several colorful kites flying.

3. Select **PRACTICE FIRST**.

The dashboard of the Kite Student Portal after login. The top navigation bar includes the Kite logo and a 'Sign Out' button. The main content area displays 'Welcome back, Sue 28!'. Below this, there are two large buttons: a green button labeled 'TAKE A TEST' with a right-pointing arrow icon, and a blue button labeled 'PRACTICE FIRST' with a right-pointing arrow icon. The background is a light gray with a subtle pattern.

Teach
Content
Aligned to
Essential
Elements and
Alternate
Eligible
Content

- Across the Grades Documents
 - Reading Across the Grades
 - Math Across the Grades
 - Science Across the Grades
 - Writing Across the Grades

Time To Explore and
Get Started!

Activity:
PASA
Preparation
Scavenger
Hunt

HELIX 2021

The Why, Who, When, What, Where, and How of the Pennsylvania Alternate System of Assessment (PASA)

Preparation Scavenger Hunt & Checklist for Teachers/Assessors

FAQs...

Beyond the Why, Who, When, What,
Where, and How of the PASA

Frequently Asked Question 1: Training

- If an assessor completed the Required Test Administration Training (RTAT) last year, must they complete updated training this year to administer the test?
 - **Yes.** *The assessor must complete a refresher RTAT which is an abbreviated version of the original before they can test in the Spring.*
 - *Assessors who tested students in August/September of this year completed the training already.*
 - *Training for all others can be completed starting December 3, 2021.*
 - *New assessors that never completed the initial RTAT will complete the full initial version*

Frequently Asked Question 2: Eligibility

The IEP team is reviewing PASA eligibility for a student with an Emotional Disturbance. The student shows cognitive delays but has average adaptive behavior skills. The behaviors of concern are more maladaptive in nature (e.g., shuts down, becomes combative in a testing situation). Can the team qualify the student for the PASA?

- **No.** *The IEP team must be able to answer 'yes' to all six PASA eligibility criteria in order for the student to take the PASA. Fear the student will act out during the assessment is not a sole reason to qualify for the PASA.*

Frequently Asked Question 3: Eligibility

The student has a primary disability of Specific Learning Disability and meets some of the PASA criteria, but not all six. However, the team feels the PASA would be the better suited test for this student. Can they qualify the student for PASA?

- **No.** *The IEP team must be able to answer 'yes' to all six PASA eligibility criteria in order for the student to take the PASA. The IEP team cannot change or override the state defined eligibility criteria.*

Frequently Asked Question 4: Eligibility

We have a student that took the PASA historically. The IEP team reviewed the criteria and determined she does not meet all 6. The student is in a full time Life Skills class and is not enrolled in a **Keystone trigger course** (i.e., Literature, Biology, Algebra 1). Can the team continue to qualify the student for PASA?

- **No.** *The IEP team must be able to answer 'yes' to all six PASA eligibility criteria in order for the student to take the PASA. Lack of enrollment in a Keystone trigger course does not make the student eligible for the PASA.*

Frequently Asked Questions and Answers for Families

PaTTAN PASA Publication

PASA: Answers to Questions Frequently Asked by Families



Assessment Questions

For questions on enrollment, student transfers, exits within the DLM Kite portal contact:

alternateassessment@pattan.net



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Pennsylvania PASA DLM Team

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