

ALTERNATIVE HIGH SCHOOL ASSESSMENT (AHSA) Final Administration Manual 2014-2015 School Year

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FINAL TESTING YEAR

New Jersey is committed to the simple premise that getting a high school diploma is only the beginning for our students, rather than the finish line. To fulfill that vision, our high schools must build a powerful foundation of skills and knowledge so that all of our students are ready to pursue their life goals by enrolling in credit-bearing classes in postsecondary or seeking employment as part of a career path. To that end, New Jersey has been phasing in course-taking requirements, implementing more rigorous standards for all students, and transitioning our statewide assessment program from the High School Proficiency Assessment (HSPA)/Alternative High School Assessment (AHSA) to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. The PARCC will assess the full range and breadth of the standards and play a significant role in the improvement of instruction or the advancement of student learning outcomes. Since PARCC will be the test of record for the Class 2016, the **2014-2015 school year will be the final testing year for the AHSA.**

ALTERNATIVE HIGH SCHOOL ASSESSMENT (AHSA)

The AHSA¹ offers an alternative means of meeting the state assessment graduation requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in High School Proficiency Assessment (HSPA) Mathematics and/or Language Arts Literacy. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1) The AHSA consists of untimed open-ended performance assessment tasks (PATs) administered locally and scored under standardized conditions by the state testing vendor. There are several administration windows within which AHSA performance assessment tasks may be administered locally and then sent to the state testing vendor for scoring. To assure the validity of the AHSA results, it is essential that districts follow the directions contained in this manual.

FIRST ALTERNATIVE HIGH SCHOOL ASSESSMENT (AHSA) TESTING WINDOW **(JANUARY 12 THROUGH FEBRUARY 6, 2015)**

Eligible Test Takers: Any student whose scale score is below 200 (partially proficient) in the HSPA Language Arts Literacy and/or Mathematics content areas and is expected to complete all state and local high school graduation requirements for a June 2015 or summer 2015 graduation is eligible for the Alternative High School Assessment (AHSA) process. This includes, but is not limited to, the following:

1. Students who did not pass the March and/or October 2014 HSPA administrations.
2. Students who transferred into a school district during their senior year and may not have any HSPA, SRA, Grade 11 High School Proficiency Test (HSPT11), SRA11, Grade 9 High School Proficiency Test (HSPT9), or Minimum Basic Skills (MBS) scores.
3. Students who are seniors in their home districts but have not previously taken the HSPA due to illness or other circumstances.
4. Students who will achieve senior status in the spring of 2015 because they accelerated their educational programs.
5. Students from the Classes of 2010, 2011, 2012, 2013, or 2014 who have met all local graduation requirements but still need to pass the New Jersey graduation assessment requirement. They may arrange to test at their previous high schools or at their county offices of education.

¹ Through amendments adopted by the State Board on June 17, 2009, the name of the process which performs the function of the Special Review Assessment (SRA) was changed to the AHSA to comply with the increased reliability and validity of alternative testing process by having students' responses scored by a testing vendor and restricting testing to specified dates. The SRA which was aligned to the HSPA was the alternative test from 2003 through 2009.

6. Adult High School students.

- a. If the adult high school student passed the reading section of the Minimum Basic Skills (MBS), that student has met the New Jersey's language arts literacy (LAL) requirement and does not take the AHSA (LAL).
- b. If the adult high school student did not pass both the reading and the writing sections of the HSPT9 or HSPT11, that student must take the AHSA language arts literacy (LAL).
- c. If the adult high school student did not pass the language arts literacy section of the HSPA, that student must take the AHSA language arts literacy (LAL).
- d. If the adult high school student did not pass the mathematics section of the MBS, the HSPT9, the HSPT11 or the HSPA, that student must take the AHSA mathematics.
- e. If the adult high school student's adult high school ceased operations in June 2010, he/she may arrange to test at his/her previous high school or at the county office of education.

7. English Language Learners (ELLs).

- a. If the ELL takes the AHSA in English and responds in English, the only allowable accommodations are translations of the test directions, the use of the bilingual translation dictionaries and a separate testing room since AHSA testing is untimed.
 1. The MAC II requirement to attain a score of 530 **DOES NOT** apply to an ELL who takes the AHSA in English and responds in English.
- b. To be eligible to use a translated version of the AHSA, the ELL must be currently enrolled in a language assistance program. In addition, the ELL must have entered a United States school, not including Puerto Rico, in the ninth grade or later and have limited English proficiency as determined by a State-approved English language proficiency tests which are listed on the New Jersey Department of Education (NJDOE) website (www.state.nj.us/education/bilingual/resources/prof_tests.htm) or you may contact lep@doe.state.nj.us for further information.
- c. If the ELL takes a translated version of the AHSA, the student is also required to take the MAC II test and achieve a score of 530 in order to graduate. The MAC II test is administered to a student who tests in a language other than English **since it is an extra requirement for the ELL to pass in order to receive his/her New Jersey high school diploma.** (The MAC II may also be used to determine English proficiency.) The MAC II score should be e-mailed to Dr. Faye Ball at faye.ball@doe.state.nj.us.
 1. The MAC II can be given repeatedly until the student achieves a passing score of 530. If you need a copy of the MAC II test, please e-mail your request to faye.ball@doe.state.nj.us.
- d. If the **ELL requires a language other than the state developed translations** (Spanish, Gujarati, Haitian-Creole and Portuguese), you may translate the English AHSA PATs into that language when the PATs are available for download; usually a week before the AHSA testing window opens. For suggested resources for translating PATs into languages other than state developed translations (Spanish, Gujarati, Haitian-Creole and Portuguese) visit <http://www.nj.gov/education/bilingual/resources/websites/translation.htm>.

1. The security of the AHSA PATs must be maintained at all times during the translation process. You cannot join with another district to have the AHSA PATs translated; nor, can you share your locally translated PATs with another district.
 2. At the close of the testing window, you must mail your locally translated version of the AHSA PATs to Dr. Faye Ball, Office of Assessments, New Jersey Department of Education, P.O. Box 500, Trenton, New Jersey 08625-0500.
- e. There are no exemptions for the ELL for the HSPA or the AHSA.
8. Students receiving homebound/bedside instruction.
- a. The AHSA secure test materials may be transported and administered for homebound/bedside instruction by licensed professional employees of the student's district. The homebound instructor must:
 1. hold a New Jersey teaching or administrative certificate;
 2. be trained to administer the AHSA PATs by the AHSA district/school coordinator;
 3. sign out the secure AHSA test materials;
 4. maintain test security at all times; and
 5. return secure test materials to the AHSA district/school coordinator EACH day if feasible or as soon as possible once testing is completed.
9. Special Education (SE) students who are *NOT Exempt From Passing NOR Exempt From Taking The HSPA*.
- a. The testing accommodations for Special Education students must be specified in each student's Individual Education Plan (IEP). (Please refer to Appendix A in the New Jersey High School Proficiency Assessment District/School Test Coordinator Manual.)
 - b. Special Education (SE) students in Out-of-District Placement status.
 - i. Out-of-district placements include private schools for the handicapped (in-state or out-of-state), special services school districts, educational services or joint commissions, and district-paid placements in regular, alternative or shared time public high schools outside of the student's home district (in-state or out-state).
 - ii. **NOTE:** It is the responsibility of the out-of-district placement facility to confirm its status as an approved testing site for the HSPA. Please check the **CDS Information link** on the HSPA webpage at www.measinc.com/nj.

If the out-of-district placement facility is not an approved testing site, please contact Dr. Peggy McDonald, director, Office of Special Education, at 609-633-6956 or peggy.mcdonald@doe.state.nj.us for instructions to become an approved testing site.
10. Students who are eligible under Section 504 of the Rehabilitation Act of 1973.
- a. 504 students are tested according to the modified testing procedures in their 504 accommodation plan. (Please refer to Appendix A in the New Jersey High School Proficiency Assessment District/School Test Coordinator Manual.)

11. Students who are attending a Department of Corrections, Juvenile Justice Commission, or Department of Children and Family facility.
12. Students who are in “shared-time” vocational education programs and/or alternative high school programs.
 - i. **NOTE:** It is the responsibility of the “shared-time” vocational education programs and/or alternative high school programs to confirm its status as an approved testing site for the HSPA. Please check the *CDS Information link* on the HSPA webpage at www.measinc.com/nj.
 1. If the “shared-time” vocational education program and/or alternative high school program is not an approved testing site, please contact Dr. Faye Ball at faye.ball@doe.state.nj.us for instructions about how to become an approved testing site.

Special Exceptions To Become Eligible Test Takers: If you would like to discuss a specific student’s eligibility to take the AHSA, please contact Dr. Faye Ball at faye.ball@doe.state.nj.us or 609-984-1970. Remember that students may continue to take the HSPA as non-enrolled “returning students” at their high schools.

Alternative High School Assessment (AHSA) Instructional Program: Typically, the AHSA Instructional Program² will begin in September of the student’s senior year of high school. School district staff members are encouraged to use a variety of approaches as they design and implement the instructional component of the AHSA process. School-designed AHSA instructional programs may be a specific course, or an existing course that serves a dual purpose. However, it need not be an actual course as long as it provides the student(s) with targeted instructional intervention.

Prior to the October HSPA administration, the school staff is usually preparing students to retake the HSPA by concentrating on the knowledge and skills those students need in order to be successful. After the 2014 October HSPA administration, school districts will continue the AHSA Instructional Program until they receive the *2014 October HSPA All Sections Rosters* available online on December 19, 2014 and the *2014 October HSPA Cycle I Reports* that is the *2014 October HSPA Student Roster – Mathematics* and/or the *2014 October HSPA Student Roster – Language Arts Literacy* available online on January 2, 2015. Students who pass the required HSPA section(s) and/or clusters based on the *2014 October HSPA All Sections Rosters* or the *2014 October HSPA Cycle I Reports* can be excused from the AHSA Instructional Program classes.

Students, who do **NOT** pass the required HSPA section(s) and/or clusters through the 2014 October HSPA will take the AHSA during the First Testing Window (January 12 through February 6, 2015) and remain in the AHSA Instructional Program classes until the AHSA scores from the First Testing Window are reported on March 20, 2015. If these students passed the required HSPA section(s) and/or clusters through the first AHSA testing window, then they are excused from the AHSA Instructional Program classes. However, these students are still required to take the March 2015 HSPA test(s) even though they have already met their New Jersey state graduation assessment requirements.

The *2015 March HSPA All Sections Rosters* will be available online on May 15, 2015 while the *2015 March HSPA Student Roster – Mathematics* and/or the *2015 March HSPA Student Roster – Language Arts Literacy* will be available online on May 29, 2015.

2. N.J.S.A. 18A:7C-3, Remedial instruction for students not meeting graduation standards states, “ For any student who does not meet the State and district examination standards for graduation by the end of the eleventh grade, the local board of education when appropriate shall provide additional remedial instruction specifically directed toward mastery of those proficiencies identified as necessary for the awarding of a diploma which may include but need not be limited to an extended school year, extended school day, or additional school years.”

If students still have **NOT** passed the required HSPA section(s) or clusters through the first AHSA testing window, then they should sit for the Second AHSA Testing window scheduled for March 23 through April 17, 2015 and remain in the AHSA Instructional Program classes until the AHSA scores from the Second Testing Window are available online on May 29, 2015. However, these students are still required to take the March 2015 HSPA test(s).

Determining Which Clusters To Test: The *2014 October HSPA Cycle I Reports* that is the *2014 October HSPA Student Roster – Mathematics* and/or the *2014 October HSPA Student Roster – Language Arts Literacy* will help you determine which LAL cluster(s) and/or Mathematics standard(s) that the student still needs to pass because these rosters lists the state’s and the student’s Cluster scores (Just Proficient Means [JPMs]). You will need this information to select the appropriate PATs to be administered during the First AHSA Testing Window for the “yet to be passed” LAL clusters (Reading and/or Writing) and/or Mathematics standards (Standard 1 - Number and Numerical Operations, Standard 2 - Geometry and Measurement, Standard 3 - Patterns and Algebra, and Standard 4 - Data Analysis, Probability and Discrete Mathematics).

For the LAL reading passages, the alpha character “N” or “P” in the PAT item number indicates whether the passage is narrative (SRA-N-001) or persuasive (SRA-P-001). The writing prompts are persuasive only. The September 28, 2010 New Jersey Department of Education Broadcast (<http://education.state.nj.us/broadcasts/>) about “Educational Proficiency Plan” (EPP) states that diagnostic assessments are readily available and are sometimes developed in concert with intervention programs. When determining the appropriate use of diagnostic assessments for specific students, the department recommends that you consult with your reading specialist. The US Department of Education *What Works Clearinghouse* is also a good resource. If you have questions about AHSA LAL PATs or the EPP requirements, please contact Mrs. Mary Jane Kurabinski, director, Office of Literacy, at mary-jane.kurabinski@doe.state.nj.us or 609-633-1726.

In mathematics, the PAT item number indicates the standard, strand and the cumulative progress indicator (CPI). For example, Standard 1/Strand A PAT 12 AO2-123S corresponds to number and numerical operations and to CPI #2 which states, “compare and order rational and irrational numbers.” If you have questions about AHSA Mathematics PATs, please contact Mr. Timothy Giordano, mathematics coordinator for AHSA, PARCC, HSPA, and NJ ASK 3–5 at timothy.giordano@doe.state.nj.us or 609-633-8015.

Other resources that may prove helpful in designing an AHSA Instructional Program are the 2002–2003 sample AHSA PATs for language arts literacy and mathematics which are available through your county offices of education, and the *SRA Language Arts Literacy: A Writing and Reading Handbook*, the *SRA Mathematics Rubric Scoring Handbook* and the *SRA Mathematics Scoring Open-Ended Items* which can be downloaded from the department website at <http://www.nj.gov/education/assessment/>.

PAT ADMINISTRATION PROCESS

Download AHSA Performance Assessment Tasks (PATs): On or about Monday, January 5, 2015, the authorized district test coordinator can download the secure AHSA test materials, the HSPA mathematics reference sheet and the Writer’s Checklist from the AHSA webpage at www.measinc.com/nj. The authorized district test coordinator must use the current HSPA user ID and password to access the AHSA webpage. If the AHSA district test coordinator and the HSPA district test coordinator are not the same person, the district superintendent will have to permit the HSPA district test coordinator to share the password with the AHSA district test coordinator so that the AHSA district test coordinator can download the AHSA test materials. The secure AHSA test materials can only be printed from the webpage, and cannot be saved to network or stand alone computers. The secure AHSA test materials will be available for download until Friday, February 6, 2015.

If you cannot find your HSPA user ID and password to access the AHSA webpage to download the AHSA test materials, please contact ITHelp at ithelp@measinc.com or 1-800-572-1049. If you are not a designated HSPA test site and, therefore, do not have a HSPA user ID and password, please contact Dr. Faye Ball at faye.ball@doe.state.nj.us.

The secure AHSA language arts literacy (LAL) test materials consist of three writing Performance Assessment Tasks (PATs) and three reading passages with one PAT each. The secure AHSA mathematics test materials consist of two PATs for number and numerical operations (Standard 1), two PATs for geometry and measurement (Standard 2), three PATs for patterns and algebra (Standard 3), and three PATs for data analysis, probability and discrete mathematics (Standard 4).

The following publications may also be downloaded from the AHSA webpage at www.measinc.com/nj: 2014 – 2015 AHSA administration manual, the Writer’s Checklist, and the Mathematics Reference Sheet. The manual includes the generic writing rubric (Appendix A), the generic reading rubric (Appendix B) and the generic mathematics rubric (Appendix C). The other publications, such as the SRA *Language Arts Literacy: A Writing and Reading Handbook* and the SRA *Mathematics Rubric Scoring Handbook* are available on the New Jersey Department of Education website at <http://www.nj.gov/education/assessment/>. Also, practice PATs, the full set of released PATs from the 2002 – 2003 SRA testing year, may be obtained by contacting your county office of education. However, you **SHOULD NOT** have any other SRA or AHSA test materials (English or translated versions) from 2003 – 2004 through 2013 – 2014 in your possession. Please contact your county office of education or Dr. Faye Ball at faye.ball@doe.state.nj.us immediately if you have secure test materials from these testing years.

Answer Documents and HSPA ID Bar-Code Labels: Beginning the week of January 5, 2015, FedEx will deliver to the district office a shipment of answer documents, HSPA ID Bar-Code labels and return shipping labels. The district superintendent, the district test coordinator or their designee must sign for the delivery. The HSPA ID Bar-Code labels are a duplicate set of labels that you received for each student who already has a HSPA ID and who was scheduled to retest in the October 2014 HSPA administration. The answer document quantities will be based on your October 2014 HSPA retest population. The overage is already built into the calculation. This is the most accurate estimate that can be provided since HSPA October 2014 results will not be known at the time of packaging and shipping of the AHSA answer documents. If, after verifying that the overage in your answer documents shipment is not enough, use *Appendix E – Additional Materials Request Form for AHSA* to fax your order for additional answer documents to MI at 919-683-1531.

Transfer students and retest students who are new to your district will not have a HSPA ID BAR-CODE label. The answer documents for these students will need to be hand-gridded. However, retest students must use the HSPA ID number originally assigned to them when they first took the HSPA. If you do not have the student’s HSPA ID number, please contact the HSPA district test coordinator in the student’s former district to obtain the HSPA ID number.

The answer documents will be divided into three sections. The first section will be for student responses to the mathematics PATs, the second for student responses to the reading PATs, and the third for student responses to the writing prompts. The titles for the mathematics PATs, reading passages, and the writing prompts will be preprinted on the pages of the answer document. In the mathematics section of the answer document, students will have at least two pages per PAT to record their responses; in the reading section, students will have two pages per PAT to record their responses, and in the writing section, students will have four pages per prompt to record their responses. Students must record their entire responses in the answer document on the designated

pages for that PAT or Prompt. **The NJDOE will not score responses that exceed the number of designated pages for that PAT or for that Writing Prompt. The test administrator should check to make sure that the student is on the right page in the answer document.**

Forming AHSA Panels: Two district-appointed AHSA panels (i.e., one in language arts literacy (LAL) and one in mathematics) oversee the AHSA process for each student who is partially proficient in LAL and/or in mathematics. The AHSA panels are comprised of teachers who hold secondary certification in that HSPA content area. The AHSA LAL panel must include secondary certified English teachers. Reading certified teachers may also be members of the AHSA LAL panel. The AHSA mathematics panel must include secondary certified mathematics teachers. In addition to the content-area-certified teachers, English as a Second Language/Bilingual teachers may also be included on the panels for English Language Learners (ELLs) and Special Education teachers or members of the Individualized Education Plan (IEP) team may be included on the panels for special education students.

AHSA panel responsibilities include:

- Confirming the HSPA content areas in which students are partially proficient by examining students' entire testing records for banked SRA PATs if students participated in the 2009 SRA Summer program or SRA programs from 2003-2009 or the AHSA program since 2010 and also looking at all of the students' Individual Student Rosters (ISRs), the HSPA All Sections Rosters and the HSPA Cycle I Reports including the March/October 2014 HSPA administrations.

1. **Just Proficient Mean (JPM) or Cluster Points:** Matching or exceeding the *Just Proficient Mean (JPM) or Cluster Points* in a cluster and/or standard is the **only exception to the rule** which states that a student must successfully complete PATs for each cluster (LAL) and/or standard (mathematics) in a HSPA content area in which the student is partially proficient. The *Just Proficient Mean (JPM)* and *Cluster Points* are the same but just have different names on different HSPA reports.

- a. If a student's raw score point matches or exceeds the Just Proficient Mean (JPM) on the Individual Student Rosters (ISRs), or Cluster Points on the *HSPA Cycle I Reports* in a cluster and/or standard in which the student is partially proficient, then that student has passed that cluster (LAL) and/or standard (mathematics) in perpetuity. **That student NEVER takes any AHSA PATs in a cluster (LAL) and/or a standard (mathematics) that they have ALREADY PASSED by virtue of the JPM/Cluster Point.** This exception may be applied to any HSPA administration result. **Similarly, it is possible that the student through cumulative administrations of the HSPA could match/exceed all cluster points and thus pass that HSPA content area without ever obtaining a score of 200.** However, since JPMs or *Cluster Points* may be different for each HSPA administration, you must examine the *Individual Student Reports (ISRs)* or *HSPA Cycle I Reports* from each HSPA administration.

- 1. In the *October 2013 and March 2014 HSPA Cycle I and Cycle II Interpretation Manual*, on the *Individual Student Roster* illustration, the "Your Points" column tells the number of raw score points a student earned out of the total number of possible raw score points. The rightmost column for each content area, "Just Proficient Mean" is the average or mean score for all the students across the state whose scale score is 200 for a particular content area, i.e., students who are "just proficient." If the student's raw

score point matches or exceeds the JPM for that cluster or standard, then the student has passed that cluster or standard and does not take any AHSA PATs for that cluster (LAL) and/or standard (mathematics).

2. *Each HSPA Student Roster – Mathematics or Language Arts Literacy in the October 2013 and March 2014 HSPA Cycle I and Cycle II Interpretation Manual*, has two boxes of information. In the second box titled, *Cluster Points*, the second row of numbers before the solid line is the same as the Just Proficient Mean. If the student's raw score points matches or exceeds the *Cluster Points* for that cluster or standard, then the student has passed that cluster or standard.
- Selecting the AHSA PATs to be administered to individual students for those clusters and/or standards in which student remains partially proficient.
 - a. For AHSA LAL, the panel may administer **up to four** LAL PATs to each student out of six available LAL PATs. The six LAL PATs consists of three Reading PATs and three Writing Prompts. To complete his or her testing obligation for the AHSA LAL, the student must successfully complete two reading PATs and one writing Prompt. However, if the student matched or exceeded the JPM for total Reading or total Writing, the student does not take PATs in that sub-content area. For example, if the student matched or exceeded the total Writing Cluster Point (JPM), then the student should be administered all three Reading Passages/PATs to maximize chances of passing at least two Reading PATs. Or vice versa, if the student matched or exceeded the total Reading Cluster Point (JPM), then the student should be administered all three Writing Prompts to maximize chances of passing at least one Writing Prompt.
 - b. for AHSA mathematics, the panel may administer **up to five** mathematics PATs to each student out of ten available mathematics PATs. To complete his or her testing obligation for the AHSA mathematics, the student must successfully complete one PAT in each of the four mathematics standards. However, if the student matched or exceeded the JPM for a mathematics standard (cluster), the student does not take PATs in that standard (cluster).
 - Administering or overseeing the administration of AHSA PATs: **teachers and/or administrators need not be certified in the content area to administer the AHSA PATs, but teachers and/or administrators must be licensed professional employees of the district. Per diem employees and persons holding substitute credentials cannot handle or administer the secure AHSA PATs.**
 - Tracking students' progress which includes double checking that all students who are on track to graduate in June or August and are not proficient in the HSPA or have no New Jersey test scores are in the AHSA program; and finally.
 - Verifying that all ELL students who need a 530 on the MAC II test to graduate are afforded multiple opportunities to achieve that score by taking the MAC II ad nauseum.

Test Security: The AHSA test materials must be kept secure at all times. The AHSA secure test materials include all of the PATs for each HSPA content area, and language arts literacy reading passages and writing prompts. Though the superintendent is ultimately responsible for the security of the test materials, and the district/school AHSA coordinator is responsible for maintaining the security of the materials, this responsibility does not rest solely with them. Each licensed professional employee of the district who handles the AHSA materials is also responsible for maintaining the security of the AHSA test materials. **Per diem employees and persons holding substitute credentials cannot handle or administer the secure AHSA PATs.**

ONCE THE STUDENT BEGINS TESTING, THE TEACHER OR ADMINISTRATOR WHO IS ADMINISTERING THE AHSA PAT MAY NOT ASSIST THE STUDENT IN ANY WAY EXCEPT TO MAKE SURE THAT THE STUDENT IS ON THE CORRECT PAGE IN THE ANSWER DOCUMENT.

A breach of test security is an extremely serious matter with not only financial consequences for the school district but also potential professional consequences for licensed professional employees. Your county office of education must be notified immediately when a breach occurs. Only the district/school AHSA coordinator is permitted to maintain the complete set of PATs. The district/school AHSA coordinator should use the AHSA Record of PAT Copies (Appendix F) to track and account for each copy of the AHSA PAT. If there is a breach of test security, this form will be helpful in tracking where and how the breach occurred.

Under no circumstances may secure AHSA test materials be transported between school districts or lent to other school districts. For example, if a school district has a student who is attending a school outside of the home school district, such as a county educational services commission or an alternative high school, the home school district may not give copies of the secure AHSA test materials to the receiving school to administer to that student. It is the responsibility of the receiving school to confirm their status as an approved testing site for the AHSA by checking the *CDS Information link* on the HSPA webpage at www.measinc.com/nj. If the receiving school is not an approved testing site, the receiving school must contact Dr. Faye Ball, AHSA program coordinator, at faye.ball@doe.state.nj.us for instructions about how to become an approved testing site to download AHSA test materials.

Administering AHSA PATs: The AHSA is an individually, locally administered, untimed, state-developed assessment. It is a local district's decision when, where, and how the PATs are administered to students during the testing windows as long as the location is secure and all staff administering the PATs are **licensed professional employees of the district**.

The AHSA PATs require open-ended responses and may require completion of mathematics grids, tables and graphing. There are no multiple-choice questions. Students may be given scratch paper but all answers must be recorded in the answer document. All scratch paper must be collected by the teacher and returned to the AHSA district test coordinator for shredding at the end of each testing window. Students are not permitted to keep the scratch paper or any other AHSA testing materials. Students must use a pencil to write their responses.

The secure AHSA language arts literacy (LAL) test materials consist of three persuasive writing Prompts and three reading passages with one PAT each. The district may **ONLY** administer a maximum of four LAL PATs to each student in a testing window. Since the student must successfully complete two AHSA Reading PATs and one AHSA Writing Prompt to complete his or her state graduation assessment requirement, the AHSA Panel should preselect the LAL PATs for each student taking into account previous testing history and which LAL clusters the student still needs to pass. For example, if the student has previously met their LAL obligation in Reading (by matching/exceeding the Total Reading JPM or passing two AHSA Reading PATs), then the AHSA Panel should consider administering all three Writing Prompts to maximize the student's chance of passing Writing. If the reverse is true, the AHSA Panel should consider administering all three Reading PATs to maximize the student's chance of passing two Reading PATs. The student will write his or her responses to the Reading PATs and/or the Writing Prompts in the designated reading and writing sections of the answer document. **Within any one testing window, a student may not be administered more than four LAL PATs because the NJDOE will NOT score them; however, four or fewer PATs may be administered based on the number of PATs already banked for that student, i.e., those the student has already passed by matching/exceeding the JPMS or by passing previous AHSA PATs.**

The rule of thumb for the AHSA LAL is 6-4-3. You can download six LAL PATs (three reading PATs and three writing prompts). You may administer up to four LAL PATs. The student must successfully complete three LAL PATs — two reading PATs and one writing Prompt unless **the student has already passed a LAL Reading or Writing by matching/exceeding the JPMs or through previous AHSA PATs.**

The secure AHSA mathematics test materials consist of two PATs for number and numerical operations, two PATs for geometry and measurement, three PATs for patterns and algebra, and three PATs for data analysis, probability and discrete mathematics. The district may ONLY administer a maximum of five mathematics PATs to each student. Since the student must successfully complete one PAT in each mathematics standard to complete his or her state graduation assessment requirement, the AHSA Panel should preselect the mathematics PATs for each student taking into account previous testing history and which mathematics standards the student still needs to pass. For example, if the student has previously met their mathematics obligation for standards two and three (by matching/exceeding those standards JPMs or passing an AHSA PAT), then the AHSA Panel should consider administering all two PATs for standard one and all three PATs for standard four to maximize the student's chance of passing mathematics. The student will write his or her responses to the mathematics PATs in the designated mathematics section of the answer document. **A student may not be administered more than five mathematics PATs in any one testing window because the NJDOE will NOT score them; however, five or fewer PATs may be administered based on the number of PATs already banked for that student, i.e., those the student has already passed by matching/exceeding the JPMs or by passing previous AHSA PATs.**

The rule of thumb for the AHSA mathematics is 10-5-4. You can download ten mathematics PATs. You may administer up to five mathematics PATs. The student must successfully complete one PAT in each of the four mathematics standards unless **the student has already passed one or more standards by matching/exceeding the JPMs or through previous AHSA PATs.**

Most AHSA PATs can be completed in a single untimed session. However, if it is not possible for a student to complete a PAT in one session, the PAT may be broken into separate and distinct parts and given to the student in multiple sessions. For example, an AHSA mathematics PAT can be broken down into its components – A, B, C, D, E, etc. and each component can be administered to the student separately until the student has finished the entire AHSA mathematics PAT. Also, the narrative or persuasive reading passage can be given to the student on the first day. The student would be allowed to read the passage and make marginal notes or underline parts at this first session. At the end of the session, the passage and any student notes should be collected and returned to the school AHSA coordinator. The next day, the student would be given both the passage and the PAT. A reading AHSA PAT can be broken down into its components – A, B, C, etc. and each component can be administered to the student separately until the student has finished the entire AHSA reading PAT. Upon completion of the answers to the PAT, the total package would be collected. Under no circumstances may PATs and/or students' notes or scratch paper leave the room during the administration of a PAT. While working on the PAT, students must be supervised at all times by a licensed professional employee of the district.

Only the PAT that a student is scheduled to take should be released to the teacher or administrator who is administering the AHSA. Both the copy of the PAT and the student's answer document must be returned to the AHSA coordinator as soon as the student has completed the task. At no time should a copy of the AHSA PAT be kept with the student's answer document. **The teacher or administrator who is administering an AHSA PAT to the student does not have to be certified in the content area to administer the AHSA PATs, but he or she must be a licensed professional employee of the district.** Similarly, the AHSA Instructional Program teacher may administer the PAT if the teacher is a **licensed professional employee of the district.** However, **per diem employees and persons holding substitute credentials cannot handle or administer the secure AHSA PATs.**

ONCE THE STUDENT BEGINS TESTING, THE TEACHER OR ADMINISTRATOR WHO IS ADMINISTERING THE AHSA PAT MAY NOT ASSIST THE STUDENT IN ANY WAY EXCEPT TO MAKE SURE THAT THE STUDENT IS ON THE CORRECT PAGE IN THE ANSWER DOCUMENT.

Finally, if there are any testing irregularities, please contact Dr. Faye Ball immediately at faye.ball@doe.state.nj.us or 609-984-1970.

Returning Used Answer Documents And Shredding Unused Answer Documents and HSPA ID Bar-Code Labels: *All Used Answer Documents From The First AHSA Testing Window Must Be Sent Via FedEx To MI By Friday, February 6, 2015.* After you have packaged the used answer documents in the boxes or envelopes that you received in your original shipment, affix the white MI address label(s). Include the yellow, pink and/or purple envelopes, if appropriate. The MI address labels should be applied to the front of each package containing used answer documents. (Do not package more than 20 used answer documents since the envelope could rupture and answer documents may be lost.) Be sure to number each package in the shipment “1 of N.” Call the telephone number on the FedEx air bill that you received in the shipment of the answer documents 24 hours before you want FedEx to arrive. Only a single FedEx air bill is needed for the entire shipment. Apply the completed air bill to package #1.

Once FedEx has picked up the shipment, complete the Online Answer Document Return Form at www.measinc.com/nj to validate the number of answer documents returned to MI in the answer document return shipment.

At the conclusion of testing, each teacher or administrator who is administering the AHSA PATs must return all of their copies (English and/or translations) to the AHSA district test coordinator along with *Appendix G – AHSA Verification Form* which states that they are returning all copies of the secure AHSA test materials and have not saved or stored any secure AHSA test materials on their computers. Similarly, if the student used scratch paper, then the teacher or administrator must hand over all scratch paper to be shredded by the AHSA district test coordinator. Once you have returned all used answer documents to MI and completed all other duties, you will send all Appendix G(s) to Dr. Faye Ball, Office of Assessments, New Jersey Department of Education, P.O. Box 500, Trenton, New Jersey 08625-0500 or fax to 609-984-4942 or 609-984-6032, or e-mail to faye.ball@doe.state.nj.us.

Within one week following each administration testing window, the district test coordinator must shred all copies of the secure AHSA PATs, the unused answer documents, the unused HSPA ID Bar-Code Labels which contain confidential student information, and scratch paper. Please sign-in to the AHSA webpage at www.measinc.com/nj, and check the box to verify that all copies of AHSA PATs, and unused answer documents and HSPA ID Bar-Code Labels have been shredded.

If your district completes the AHSA testing before the end of the testing window, you may complete all procedures for **Returning Used Answer Documents and Shredding Unused Answer Documents and HSPA ID Bar-Code Labels** earlier. **Only one return shipment per district is permitted.**

Reporting of Students’ AHSA Scores: No later than March 20, 2015, MI will post students’ AHSA scores from the first AHSA testing window on its website. The authorized district test coordinator must use the current HSPA user ID and password to access the AHSA webpage at www.measinc.com/nj. AHSA scores will only be reported electronically. Questions about students’ AHSA scores may be directed to ITHelp at ithelp@measinc.com or 1-800- 572-1049.

The AHSA scores should be disseminated to all appropriate staff members so that students are not mistakenly testing in the Second AHSA test window when they have actually met their AHSA obligation. Based on the posted AHSA scores, if a student successfully completes his or her AHSA testing obligation, he or she has finished the AHSA process. The student does not test in any future AHSA administration testing windows. Moreover, if logistically possible, the student should be removed from the AHSA Instructional class and placed in another class. If it is NOT logistically possible to assign the student to another class, then arrangements must be made to remove the student from the AHSA Instructional class every time the AHSA PATs are administered.

If, based on the posted AHSA scores, the student has not met his or her state testing obligation, the student must test in the next AHSA administration testing window and remains in the AHSA Instructional class.

SECOND ALTERNATIVE HIGH SCHOOL ASSESSMENT (AHSA) ADMINISTRATIVE TESTING WINDOW (MARCH 23 THROUGH APRIL 17, 2015)

[NOTE: For the Second AHSA Administrative Testing Window (March 23 – April 17, 2015), all details, policies and procedures from the First AHSA Administrative Testing Window apply except where the differences are listed below.]

Eligible Test Takers: In addition to those listed under the First AHSA Administrative Testing Window, students who did not meet their state testing requirement in the first AHSA window and/or those students who transferred into the district after the first AHSA testing window and are expected to complete all state and local high school graduation requirements for a June or summer 2015 graduation.

PAT ADMINISTRATION PROCESS

Download AHSA Performance Assessment Tasks (PATs): On or about Monday, March 16, 2015, the authorized district test coordinator can download the secure AHSA test materials, the HSPA mathematics reference sheet, and the Writer’s Checklist from the AHSA webpage at www.measinc.com/nj. The secure AHSA test materials will be available for download until Friday, April 17, 2015. If you do not have access to the AHSA webpage, please contact your HSPA district test coordinator for the password to download AHSA test materials.

Answer Documents And HSPA ID Bar-Code Labels: During the week of March 16, 2015, the district will receive a shipment of answer documents and HSPA ID Bar-Code labels for each student who already has a HSPA ID. The answer document quantities will be based on the number of answer documents you returned for the first AHSA testing window.

Returning Used Answer Documents And Shredding Unused Answer Documents and HSPA ID Bar-Code Labels: *All Used Answer Documents From The Second AHSA Testing Window Must Be Sent Via FedEx To MI By Friday, April 17, 2015.* If your district completes the AHSA testing before the end of the testing window, you may complete all procedures for **Returning Used Answer Documents and Shredding Unused Answer Documents and HSPA ID Bar-Code Labels** earlier. **Only one return shipment per district is permitted.**

Reporting of Students’ AHSA Scores: No later than May 29, 2015, MI will post students’ AHSA scores on its website.

ALTERNATIVE HIGH SCHOOL ASSESSMENT (AHSA) APPEAL PROCESS
(MAY 29 THROUGH JUNE 4, 2015)

The AHSA Appeals will be accepted from May 29 through June 4, 2015. However, since the March 2015 HSPA All Sections Rosters will be online on May 15, 2015 and the second 2015 AHSA administration scores will be online on May 29, 2015, the district may want to review these score reports prior to submitting their AHSA Appeals. Similarly, taking into account your district's graduation date, you may also want to review the March 2015 HSPA Cycle I Reports prior to submitting your AHSA Appeals. The March 2015 HSPA Cycle I Reports will be online on May 29, 2015.

The AHSA Appeals are for students who have not yet demonstrated proficiency on the Language Arts Literacy (LAL) and/or Mathematics assessments of the HSPA and/or AHSA. These appeals are for students who can demonstrate proficiency through at least two graded work samples, performance on other assessments and/or college admissions. While all of these will be taken into consideration, it is important to note that work samples must clearly demonstrate a level of proficiency equal to that required by the HSPA/AHSA.

Appendix J contains the *2015 AHSA Appeals Process Forms* while any updates will be included in a future broadcast. In the meantime, if you have questions regarding what are "suitable" student graded work samples, please contact Mrs. Iman AQuddus, manager, New Jersey Amistad Commission, Division of Academics at 609-984-6428 or AHSAAppeals@doe.state.nj.us.

THIRD ALTERNATIVE HIGH SCHOOL ASSESSMENT (AHSA) ADMINISTRATIVE TESTING
WINDOW (JUNE 15 THROUGH JUNE 26, 2015)

[NOTE: All details, policies and procedures from the First and Second AHSA Administrative Testing Windows apply except where noted below.]

Eligible Test Takers: Only graduating students who did not meet their state testing requirement in the first two AHSA testing windows or via the AHSA appeal process and those students who transferred into the district after the second AHSA testing window and are expected to complete all state and local high school graduation requirements for a June or summer 2015 graduation.

PAT ADMINISTRATION PROCESS

Download AHSA Performance Assessment Tasks (PATs): On or about Monday, June 8, 2015, the authorized district test coordinator can download the secure AHSA test materials, the HSPA mathematics reference sheet, and the Writer's Checklist from the AHSA webpage at www.measinc.com/nj. The secure AHSA test materials will be available for download until June 26, 2015. If you do not have access to the AHSA webpage, please contact your HSPA district test coordinator for the password to download the AHSA test materials.

Answer Documents: During the week of June 8, 2015, FedEx will deliver to your county office of education a shipment of answer documents, and return shipping labels. The quantities represent our best estimate of the number of answer documents needed for the Summer AHSA testing window. The answer documents are packaged in **groups of five**. From the county office, you will pick up the number of answer documents you need, the FedEx return mailing materials, and, if you are testing ELLs in languages other than Spanish and English, you will also need to pick up a yellow return envelope. If you need more answer documents than you originally pick up, please tell your county office of education.

Also, you will note that there are **NO** HSPA ID Bar-Code Labels included. Because of the AHSA appeal process, it will not be possible in the time allotted to produce valid HSPA ID labels. Therefore, we ask that you have the students' grid their answer documents prior to testing. Also, please note that, if there are students who are participating in the AHSA Summer Testing window at a host school, it is important that the student grids his/her home district's County-District-School (CDS) code so that the e-report will be available to the home district.

Returning Used Answer Documents And Shredding Unused Answer Documents: *All Used Answer Documents From The Third AHSA Testing Window Must Be Sent Via FedEx To MI By Friday, June 26, 2015.* If your district completes the AHSA testing before the end of the testing window, you may complete all procedures for **Returning Used Answer Documents and Shredding Unused Answer Documents earlier.** **Only one return shipment per district is permitted.**

Reporting of Students' AHSA Scores: No later than August 7, 2015, MI will post students' AHSA scores on its website.

AHSA FOR SPECIAL EDUCATION (SE) STUDENTS

If the student's IEP states that the student is exempt from taking or exempt from passing the HSPA, then the student does not take the AHSA.

In accordance with the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB), all students with disabilities must participate in state assessments. The only state assessments recognized by *No Child Left Behind* (NCLB) are the High School Proficiency Assessment (HSPA) and Alternate Proficiency Assessment (APA). Students with disabilities who are in grade 11, (or age 18 if ungraded), must participate in the HSPA or the APA. The regulations state that each student with disabilities must take the general state assessment, which is the HSPA for eleventh-graders (or age 18 if ungraded), unless the student has not been instructed in any of the knowledge and skills tested and cannot complete any of the types of tasks on the HSPA.

The Individualized Education Plan (IEP) team for each student determines which assessment (HSPA or APA) the student will take for each content area addressed in accordance with N.J.A.C. 6A:14-4.10. The IEP team must also determine if the student who is taking the HSPA in one or both content areas will be required to pass the HSPA in those content areas in order to graduate. If a student's IEP states that the student must pass the HSPA in one or more content areas in order to graduate, and the student does not pass the specified content areas in eleventh grade (or age 18 if ungraded), the student can participate in the AHSA. The IEP team may also determine that the student does not have to take the HSPA a second or third time while he or she is participating in the AHSA if taking the HSPA again would be detrimental to the student (N.J.A.C. 6A:14-4.10[a]3).

Any modifications or accommodations of assessment administration procedures for students eligible for special education under IDEA or eligible under Section 504 of the Rehabilitation Act of 1973, must be specified in the student's IEP or 504 accommodation plan. Modifications or accommodations must be consistent with the instruction and assessment procedures used in the student's classroom. A listing of the permissible modifications and accommodations may be found in Appendix A in the *New Jersey High School Proficiency Assessment Examiner Manual and the HSPA District/School Test Coordinator Manual*. If the student's IEP requires an accommodation or modification that is not listed in the examiner manual, please contact Dr. Peggy McDonald, director, Office of Special Education, at 609 633-6833 or peggy.mcdonald@doe.state.nj.us.

Private Schools for the Disabled or Regional Day Schools: Students who attend private schools for the handicapped (in-state or out-of-state), special services school districts, educational services or joint commissions, and district-paid placements in regular, alternative or shared time public high schools outside of the student's home district (in-state or out-of-state) may take the AHSA at these facilities if the facilities have been approved by the department to administer the HSPA and/or AHSA. It is the responsibility of the out-of-district placement facility to confirm its status as an approved testing site for the AHSA. Please check the *CDS Information link* on the HSPA website at www.measinc.com/nj. If the out of district placement facility is **not** approved by the department to administer the HSPA and/or the AHSA, please contact Dr. Peggy McDonald, director, Office of Special Education, at 609-633-6833 or peggy.mcdonald@doe.state.nj.us for instructions to become an approved testing site.

AHSA FOR ENGLISH LANGUAGE LEARNERS (ELLs)

English Language Learners (ELLs) can demonstrate proficiency in required HSPA content areas through completion of the AHSA process in their native language (if available) and/or in English, with appropriate accommodations (N.J.A.C. 6A:8-5.1[f]). If ELLs take the AHSA PATs in their native language, or if they take the AHSA PATs in English but respond in their native languages, then they must also meet the English fluency standard with a score of 530 on the Maculaitis (MAC II) Test of English Language Proficiency. (The MAC II may also be used to determine English proficiency.) The MAC II test is administered to a student who tests in a language other than English **since it is an extra requirement for the ELL to pass in order to receive his/her high school diploma.** If you need a copy of the MAC II test, please e-mail Dr. Faye Ball at faye.ball@doe.state.nj.us. The MAC II score can be gridded on the student's answer document or emailed to Dr. Ball at a later date. The ACCESS cannot be accepted in place of the MAC II.

English Language Learners (ELLs) have the option of taking the AHSA in English, in their native languages, or a combination of both.

- If the **ELL takes the AHSA in English and responds in English**, the only allowable accommodations are translations of the test directions, the use of the bilingual translation dictionaries and a separate testing room since AHSA testing is untimed.
- For the **ELL to take one of state developed translations (Spanish, Portuguese, Haitian-Creole, Gujarati)**, the ELL must have limited English proficiency as determined by a State-approved English language proficiency test (<http://www.nj.gov/education/bilingual/resources/>) and be currently enrolled in a language assistance program. In addition, the ELL must have entered a U.S. school, not including Puerto Rico, in the ninth grade or later. If you have questions regarding the eligibility requirements for ELLs, please contact lep@doe.state.nj.us.
 - The AHSA PATs in Spanish, Gujarati, Haitian-Creole and Portuguese are the same as the English AHSA PATs and may be downloaded from the AHSA webpage at www.measinc.com/nj.

- The ELL can read the AHSA PATs in Spanish, Portuguese, Haitian-Creole or Gujarati but only students' responses in Spanish will be scored by MI. Students responding in Portuguese, Haitian-Creole or Gujarati must record their answers on loose leaf paper. The district must then translate or transcribe the Portuguese, Haitian-Creole or Gujarati responses into English into the answer document before returning the answer document to MI. The loose leaf paper(s) must be placed inside the answer document which is then placed inside the yellow envelope for return to MI.
- The ELL can read the AHSA PATs in Spanish, Portuguese, Haitian-Creole or Gujarati and respond in English.
- The ELL can read the AHSA PATs in English and respond in Spanish, Portuguese, Haitian-Creole or Gujarati. **However, only students' responses in Spanish will be scored by MI.** Students responding in Portuguese, Haitian-Creole or Gujarati must record their answers on loose leaf paper. The district must then translate or transcribe the Portuguese, Haitian-Creole or Gujarati responses into English into the answer document before returning the answer document to MI. The loose leaf paper(s) must be placed inside the answer document which is then placed inside the yellow envelope for return to MI.
- The ELL can decide that he/she wants to take the mathematics in English and the LAL in his/her language or vice versa. For example, the ELL can read the AHSA PATs in English for mathematics and respond in English. For LAL, the ELL can read the Spanish, Portuguese, Haitian-Creole or Gujarati translated AHSA PATs. **However, only students' responses in Spanish will be scored by MI.** Students responding in Portuguese, Haitian-Creole or Gujarati must record their answers on loose leaf paper. The district must then translate or transcribe the Portuguese, Haitian-Creole or Gujarati responses into English into the answer document before returning the answer document to MI. The loose leaf paper(s) must be placed inside the answer document which is then placed inside the yellow envelope for return to MI.
- For the **ELL to test in a language other than the state AHSA translations** (Spanish, Portuguese, Haitian-Creole or Gujarati), the ELL must have limited English proficiency as determined by a State-approved English language proficiency test at (<http://www.nj.gov/education/bilingual/resources/>) and be currently enrolled in a language assistance program. In addition, the ELL must have entered a U.S. school, not including Puerto Rico, in the ninth grade or later. If you have questions regarding the eligibility requirements for ELLs, please contact lep@doe.state.nj.us.
 - You may translate the English AHSA PATs into that language when the PATs are available for download; usually a week before the AHSA testing window opens. The **translation may be done by** certificated world language teachers, by certificated ESL teachers, by certificated bilingual teachers, by faculty from four-year colleges and universities or community colleges, or community members with four-year college degrees who are not related to the student. The AHSA program also allows electronic translators, Dragon speak, etc. The

security of the AHSA PATs must be maintained at all times during the translation process. At the close of the testing window, you must mail your locally translated version to Dr. Faye Ball, Office of Assessments, New Jersey Department of Education, P.O. Box 500, Trenton, New Jersey 08625-0500.

- The ELL can read the locally translated AHSA PATs in his/her language and respond in his/her language on loose leaf paper. The district must translate or transcribe the student's responses into English into the answer document before returning the answer document to MI. The loose leaf paper(s) must be placed inside the answer document which is then placed inside the yellow envelope for return to MI.
- The ELL can read the locally translated AHSA PATs in his/her language and respond in English.
- The ELL can read the English AHSA PATs and respond in his/her language on loose leaf paper. The district must translate or transcribe the student's responses into English into the answer document before returning the answer document to MI. The loose leaf paper(s) must be placed inside the answer document which is then placed inside the yellow envelope for return to MI.
- The ELL can decide that he/she wants to take the mathematics in English and the LAL in his/her language or vice versa. For example, the ELL can read the English AHSA PATs for mathematics and respond in his/her language on loose leaf paper or respond in English. For LAL, the ELL can read the locally translated AHSA PATs in his/her language and respond in English or respond in his/her language on loose leaf paper. The district must translate or transcribe the student's responses into English into the answer document before returning the answer document to MI. The loose leaf paper(s) must be placed inside the answer document which is then placed inside the yellow envelope for return to MI.

The ESL or bilingual teacher may perform the following activities for translated AHSA PATs:

- explain the process and clarify instructions; and
- maintain the integrity of the assessment

The ESL or bilingual teacher may perform the following activities with materials prepared in English:

- assist with the selection of the PATs to be administered
- explain the process and clarify/translate the instructions
- maintain the integrity of the assessment
- may translate the test directions; and
- assist in the use of the Bilingual Translation Dictionaries

APPENDIX A – NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing 	<ul style="list-style-type: none"> Opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some variety Generally correct 	<ul style="list-style-type: none"> Variety in syntax appropriate and effective Few errors 	<ul style="list-style-type: none"> Precision and/or sophistication Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

NON-SCORABLE RESPONSES	FR =Fragment	Student wrote too little to allow a reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task.
	NE = Not English	Student wrote in a language other than English.
	NR = No Response	Blank

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronoun usage/agreement Word choice/meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Note: All unscorable responses (NSRs), with the exception of NR, must be coded by the Scoring Director.

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APPENDIX B – GENERIC SCORING RUBRIC FOR OPEN-ENDED READING ITEMS

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success, resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

APPENDIX C – GENERIC SCORING RUBRIC FOR OPEN-ENDED MATHEMATICS ITEMS

3-Point Response

The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

2-Point Response

The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

1-Point Response

The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

0-Point Response

The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution, or the reader may not be able to understand the explanation. The reader may not be able to understand why and how decisions were made.

APPENDIX E – AHSA ADDITIONAL MATERIALS REQUEST FORM

**New Jersey Alternative High School Assessment
(AHSA)**

Additional Materials Request Form

2014-2015 Test Administrations

Use this form to order additional materials. Fax completed order forms to Measurement Incorporated at **919-683-1531**.

TO: Measurement Incorporated

ATTENTION: NJ AHSA

FROM:

District Test Coordinator: _____

Your Fax Number: _____

District Name: _____

Telephone: _____

County-District Code: _____ - _____

E-mail: _____

Product Name	School Code or “Overage”*	Quantity Requested
ANSWER FOLDER – Regular		
OTHER:		
OTHER:		
OTHER:		

*Write “Overage” if not ordering for a specific school. You are encouraged to order answer folders for a specific school.

Reason Needed

MI Use Only

Order Placed On: _____

Order Key: _____

APPENDIX F – AHSA RECORD OF PAT COPIES

County _____ District _____ School _____

CDS Code: _____

Directions: Only the district test coordinator or designee may make copies of AHSA PATs. All PATs and copies are secure assessment materials and must be kept in locked storage when not in use for assessment. Record the date when each copy is made, the name of the person making the copies, the name of the person receiving the copies, the subject (R=Reading, M=Mathematics, W=Writing); the PAT item number; the name of the student, and the date the copy is returned. Give all copies of the PATs and answer documents to the district test coordinator at the conclusion of the AHSA process. This record must be maintained by the district test coordinator. The New Jersey Department of Education may request these records at any time during the school year.

Date of Copy	Copy Made by	Copy Rec'd by	Subject (R, M, W)	PAT Item Number	Student Name	Date Copy Returned

APPENDIX G – AHSA VERIFICATION FORM

- By my signature, I certify that, at the request of the New Jersey State Department of Education, **ALL** duplicates of these AHSA test materials including hard copies (English version and native language translations) as well as any scratch paper have been returned to the District Test Coordinator and that no copies of the secure AHSA test materials have been saved on my stand alone or network computer.
- Finally, I attest to the best of my knowledge that the above statement(s) is (are) true. I understand that any fraudulent claims could result in loss of New Jersey State Teaching and/or Administrative Certification.

- _____
AHSA Test Administrator Name (Please print) _____
Date

- _____
AHSA Test Administrator Signature _____
Date

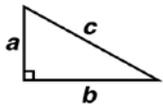
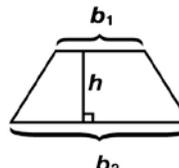
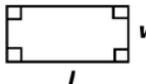
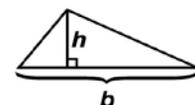
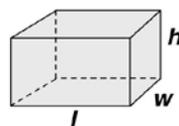
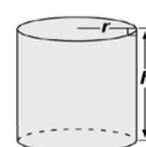
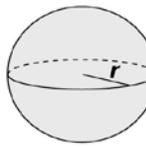
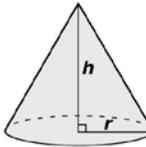
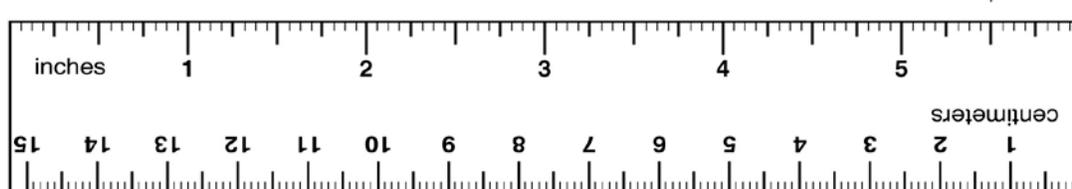
- _____
AHSA District Test Coordinator Signature _____
Date

- CDS Code _____

All Appendix Gs are mailed to:

Dr. Faye Ball
Office of Assessments
New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500

APPENDIX H – NJ HSPA MATHEMATICS REFERENCE SHEET
SHEET
NEW JERSEY HIGH SCHOOL PROFICIENCY ASSESSMENT
MATHEMATICS REFERENCE SHEET

<p>Pythagorean Formula</p> $c^2 = a^2 + b^2$ 	<p>Trapezoid</p> $\text{Area} = \frac{1}{2}h(b_1 + b_2)$ 	<p>60 seconds = 1 minute 60 minutes = 1 hour 24 hours = 1 day 7 days = 1 week 52 weeks = 1 year</p>
<p>Rectangle</p> $\text{Area} = lw$ $\text{Perimeter} = 2(l + w)$ 	<p>Triangle</p> $\text{Area} = \frac{1}{2}bh$ 	<p>12 inches = 1 foot 3 feet = 1 yard 36 inches = 1 yard 5,280 feet = 1 mile 1,760 yards = 1 mile</p>
<p>Parallelogram</p> $\text{Area} = bh$ 	<p>Circle</p> $\text{Area} = \pi r^2$ $\text{Circumference} = 2\pi r$ 	<p>100 centimeters = 1 meter 1000 meters = 1 kilometer</p>
<p>Rectangular Prism</p>  $\text{Volume} = lwh$ $\text{Surface Area} = 2lw + 2wh + 2lh$	<p>Cylinder</p> $\text{Volume} = \pi r^2 h$ $\text{Surface Area} = 2\pi rh + 2\pi r^2$ 	<p>8 fluid ounces = 1 cup 2 cups = 1 pint 2 pints = 1 quart 4 quarts = 1 gallon 1000 milliliters (mL) = 1 liter (L)</p>
<p>Sphere</p> $\text{Volume} = \frac{4}{3}\pi r^3$ $\text{Surface Area} = 4\pi r^2$ 	<p>Cone</p> $\text{Volume} = \frac{1}{3}\pi r^2 h$ 	<p>16 ounces = 1 pound 1000 milligrams = 1 gram 100 centigrams = 1 gram 10 grams = 1 dekagram 1000 grams = 1 kilogram</p>
<p>The sum of the measures of the interior angles of a triangle = 180° The measure of a circle is 360° or 2π radians</p>		$\pi \approx 3.14 \text{ or } \frac{22}{7}$
<p>Given a right triangle:</p>  $\sin \theta = \frac{\text{opposite side}}{\text{hypotenuse}} \quad \cos \theta = \frac{\text{adjacent side}}{\text{hypotenuse}} \quad \tan \theta = \frac{\text{opposite side}}{\text{adjacent side}}$		<p>Given the points (x_1, y_1), (x_2, y_2),</p> <p>Distance between two points:</p> $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$ <p>Slope Formula:</p> $m = \frac{\text{rise}}{\text{run}} = \frac{y_2 - y_1}{x_2 - x_1}$ <p>Slope-intercept form of a line:</p> $y = mx + b$
<p>Interest = principal \times rate \times time</p> <p>Simple Interest Formula: $A = p + prt$ Compound Interest Formula: $A = p \left(1 + \frac{r}{n}\right)^{nt}$</p> <p>$A$ = amount after t years; p = principal; r = annual interest rate; t = number of years; n = number of times compounded per year</p>		<p>The number of combinations of n elements taken r at a time is given by $\frac{n!}{(n-r)!r!}$</p> <p>The number of permutations of n elements taken r at a time is given by $\frac{n!}{(n-r)!}$</p>
		

**NEW JERSEY
HIGH SCHOOL
PROFICIENCY ASSESSMENT**

Writer’s Checklist

**Important Points to
Remember as You
Write and Critically Read
to Revise/Edit Your Writing**

CONTENT/ORGANIZATION

- _____ 1. Focus on your purpose for writing and your audience.
- _____ 2. Develop a clear topic or central idea.
- _____ 3. Support your ideas with details, explanations, and examples.
- _____ 4. Put your ideas in the order that best communicates what you are trying to say.

SENTENCE CONSTRUCTION

- _____ 5. Use clear and varied sentences.

USAGE

- _____ 6. Use words correctly.
- _____ 7. Use varied and vivid vocabulary.

MECHANICS

- _____ 8. Capitalize, spell, and punctuate correctly.
- _____ 9. Write neatly.

NEW JERSEY STATE DEPARTMENT OF EDUCATION



New Jersey Department of Education
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APPENDIX J – 2015 AHSA APPEALS PROCESS FORMS

NEW JERSEY DEPARTMENT OF EDUCATION
ALTERNATIVE HIGH SCHOOL ASSESSMENT (AHSA) APPEAL PROCESS
MAY 29, 2015 – JUNE 4, 2015

For each student being appealed, the AHSA Appeal must include the following four items in its entirety:

1. **One Cover Sheet for each student**
2. **The Educational Proficiency Plan (EPP)**
3. **The 2015 Baseline Data Form**
4. **Two graded student work samples for each cluster being appealed**

High School Graduation Date _____

Student Name _____

CDS Code _____ County _____

School District _____

School Name _____

School Contact Person (for appeal) _____

Email address of contact person _____

Contact person's phone number _____ Ext. _____

Principal Name _____

Principal's Phone Number _____

Please specify the content(s) and cluster(s) that the AHSA Appeal is for:

- Language Arts Literacy:** Reading Writing
- Mathematics:** Cluster 1 – Numbers & Numerical Operations
- Cluster 2 – Geometry & Measurement
- Cluster 3 – Patterns & Algebra
- Cluster 4 - Data Analysis, Probability & Discrete Mathematics
- MAC II Score Below 530: please submit two graded student work samples for Writing and Reading, and an ESL/Bilingual teacher's recommendation.**

APPENDIX J – 2015 AHSA APPEALS PROCESS FORMS (con't

**NEW JERSEY DEPARTMENT OF EDUCATION
EDUCATIONAL PROFICIENCY PLAN - 2014-2015 SCHOOL YEAR**

Student: _____

SSID: _____

School: _____

District: _____ CDS Code: _____

In order to earn a New Jersey high school diploma a student must demonstrate proficiency in both mathematics and language arts literacy. A student may do this in the following ways:

- Achieving a score of 200 or above on the High School Proficiency Assessment (HSPA), or
- Alternative demonstration of proficiency in each content cluster by
 - Passing the Alternative High School Assessment (AHSA)
 - Meeting or exceeding the Just Proficient Means (JPM) on any administration of the HSPA
 - Demonstrating alternative classroom work aligned to the content cluster

This plan is intended to guide targeted interventions for individual students to support the achievement of proficiency in mathematics and/or language arts literacy in order to earn a New Jersey high school diploma.

Part I. Student Courses and Assessment Information

This Educational Proficiency Plan is for this/these content area(s) – check those that apply:

LANGUAGE ARTS LITERACY MATHEMATICS BOTH

LAL Proficiency Plan

LAL Topic	Describe Interventions	Describe Evidence to be Collected to Determine Proficiency in the Topic	Targeted Date for Completion

Student Name: _____

Mathematics Proficiency Plan

Mathematics Topic	Describe Interventions	Describe Evidence to be Collected to Determine Proficiency in the Topic	Targeted Date for Completion

Plan Agreement

Guidance or School Advisor Signature: _____

Teacher Signature: _____

Advisor Contact Name: _____

Advisor Phone: _____ Advisor e-mail: _____

Education Proficiency Plan Completion Verification Section (required):

This student has completed all requirements of his/her plan Yes No

Principal or designee name (printed): _____

Principal or designee signature: _____ Date _____

APPENDIX J – 2015 AHSA APPEALS PROCESS FORMS (con't)

Student Name: _____

2015 Baseline Data Form

Please complete the following table for both content areas (Mathematics and Language Arts Literacy) by recording the student's cluster scores from each HSPA and/or AHSA administrations. (The state's HSPA JPMs for each cluster and the AHSA passing scores are already filled in.) We also require that, if a student passed a HSPA content area with a total scale score of 200 or better, you record that total scale score.

If the student's HSPA cluster score (JPM) matches/exceeds the state's HSPA cluster score (JPM), then the student has passed that cluster. For AHSA, the student needs a passing score of "two" in each Mathematics cluster; a passing score of "six" on one Writing PAT ***BUT NEEDS PASSING SCORES OF "THREE" ON AT LEAST TWO READING PATS.***

Once you have completed the 2015 Baseline Data Form, please indicate (by writing yes or no) which cluster(s) an AHSA Appeal(s) is(are) being submitted for on behalf of the student.

	Mathematics								Language Arts Literacy					
	Total Scale Score	Cluster 1 N & NO JPM/Student		Cluster 2 G & M JPM/Student		Cluster 3 P & A JPM/Student		Cluster 4 D P & DM JPM/Student		Total Scale Score	Writing JPM/Student		Reading JPM/Student	
March HSPA 2011		3.1		4.4		5.2		4.8			8.3		11.7	
October HSPA 2011		2.8		4.1		6.6		7.5			7.1		11.9	
January AHSA 2012	NA	2		2		2		2		NA	6		3, 3	
March HSPA 2012		2.5		3.8		5.2		5.5			7.8		12.7	
March AHSA 2012	NA	2		2		2		2		NA	6		3, 3	
June AHSA 2012	NA	2		2		2		2		NA	6		3, 3	

October HSPA 2012		2.9		4.8		6.3		6.5			7.6		11.9	
January AHSA 2013	NA	2		2		2		2		NA	6		3,3	
March HSPA 2013		1.9		3.3		5.8		5.5			8.2		11.3	
March AHSA 2013	NA	2		2		2		2		NA	6		3,3	
June AHSA 2013		2		2		2		2		NA	6		3,3	
October HSPA 2013		3.1		4.2		6.9		5.3			8.8		14.7	
January AHSA 2014		2		2		2		2		NA	6		3,3	
March HSPA 2014		2.3		3.5		6.9		5.2			7.9		11.1	
March AHSA 2014		2		2		2		2		NA	6		3,3	
June AHSA 2014		2		2		2		2		NA	6		3,3	
October HSPA 2014														
January AHSA 2015		2		2		2		2		NA	6		3,3	
March HSPA 2015														
March AHSA 2015		2		2		2		2		NA	6		3,3	
June AHSA 2015		2		2		2		2		NA	6		3,3	
Cluster still needed * (Yes/No)	NA									NA				

Content Courses	Course Name:	School Year:	Final Grade:	Course Name:	School Year:	Final Grade:

Other standardized test data (SAT, ACT, Accuplacer, ASVAB, etc.):

	Date	Score	Date	Score
SAT:				
ACT:				
Accuplacer:				
ASVAB:				