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ED 335

Assessment Field Observation

**Uniontown School District: Life Skills Classroom Assessment Observation**

The PASA exams were given to the students at Uniontown School District the week of March 9-13th. The exam is given in a private room with the teacher, student, and computer to record the teacher presenting the test. The students in the life skills class are in eleventh grade and are presented 20 questions in math and reading. The students are provided an unlimited amount of time, but the teacher is required to read the question verbatim from the script. An alternative script is provided if the student does not understand the question, but the teacher can also provide a different way of presenting a question. For example, if the question was about money, first the teacher is required to read the script; if they student indicates they do not understand the question the teacher can remind the student about how they count money in the classroom. This provides the student a chance to reflect back to what they are familiar with, without the teacher being docked points for leading the student to the answer.

The reading and math levels chosen for the students were Grade 11 Level B. In the test packet, a paper explaining the importance of accommodations and modifications during the test as well as how using them can influence the test results. Accommodations are change in the test that do not change the level of difficulty of the test item and do not affect scoring. Modifications change what is being assessed and can alter the skill level. The teachers are asked not to modify the skill unless the student cannot proceed through the test without the modification. Any modifications made to the test will result in the student’s scores being lower because it is considered the teacher changed the skill level.

Before the test begins, the teacher must turn on the camera and introduce their self as “the Assessor.” The student will be introduced with first and last name as well as a nickname if one will be used during testing. After introductions, the teacher must add the subject (reading/math), grade, and level. The final step would be if the teacher were using a special version of PASA such as non-verbal, deaf/hard of hearing, or tactual version of the test for the student. Once the testing starts, the teacher follows the directions and script on each page. The test presented to the students was a standard test and at the beginning of the test the teacher was prompted to present manipulative object provided by the testing company. Once the object was presented, the teacher will ask the scripted question and wait for a response. If the student indicates they need a break the recording can be stopped and resumed when the student comes back. When the student returns, the teacher must start the recording again re-introduce themselves, the student, and the testing information to resume the test. The test can be discontinued after three questions, but the teacher will have points docked and the child will receive no score.

When the test is complete, the teacher will transfer the test to a DVD and label it with the type of test, the student’s name, the ID number of the student given by the testing facility, subjects, and grade of student. The next step is to fill out the supporting document with the same information presented at the beginning of testing. The final step is to insert the DVD and supporting document into a sealed bag with the number of minutes it took the student to take each section of the test written on the outside of the bag in the designated area. The student’s name, type of test, and school information is already on a label on the bag.

The results of the test do not come back to the district until the following school year. The teacher takes the information and uses the scores on each students RR (Re-evaluation Report) and IEP. These NRT have an impact on the student’s IEP by helping the teacher determine what skills the student needs to focus on in the future. The concerns the teacher had regarding the PASA tests were there were no study guides or practice books for the students. The teachers try and remember what was on previous tests to practice a skill weekly with the students to prepare them for the tests. This year graphing was added to the tests and it had not been on previous tests. The teacher used alternative questioning to have the children relate back to the classroom to answer the questions for the PASA test. The students were not anxious or appear to have anxiety regarding the test. They appeared confident because they trusted their teacher.