Guide to the Pre-K Entry and Exit Alternate Assessment (PEEP) For Students with Significant Cognitive Disabilities (SCD)

The participation guidelines include:

- Student has a SCD that significantly impacts **intellectual functioning and adaptive behavior**; and
- Student requires extensive, repeated, direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum and Utah Core Standards; and
- Student is not able to access the general PEEP due to their significant cognitive disability; and
- Determined by the IEP team.

Participation is not determined by:

- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Educational environment or instructional setting
- Low achievement level
- Anticipated student's disruptive behavior
- Anticipated emotional duress
- Need for accommodations (e.g., assistive technology/augmentative and alternative communication (AAC)) to participate in the assessment process

About the Assessment

The Pre-K Entry and Exit Alternate Assessment (PEEP AA) for Students with SCD is a simple rubric that assesses students' early Literacy and Numeracy skills as they relate to the academic and lifelong learning practices essential for entering and exiting pre-kindergarten students. The skills that make up the rubric are aligned with the Utah's Early Childhood Core Standards used in the general PEEP assessment but are reduced in breadth and complexity. The rubrics are meant to be completed for each preschool student with a SCD by their teacher, based on the student's performance on IEP goals and every day early literacy and numeracy instruction within the classroom. The PEEP AA is not necessarily designed to be administered to students' one-on-one, but could be if desired, the PEEP AA is designed to incorporate observations and progress monitoring that happens throughout the day during instruction.

How to Score

For a student to score at a performance level (Emerging, Approaching Target, At Target, or Advanced) they must be able to do each skill listed (except in the 'Not Yet Emerging' level) to a level of mastery as determined by the teacher (80% correct, or 80% independence is a general guideline for mastery). As performance levels are determined for each skill domain, the points should then be transferred to the Score Sheet for the corresponding content area (Literacy or Numeracy). Use different colored pens to mark the rubric for Entry and Exit profiles.

Examples of sources of data used to complete the KEEPAA include:

- Anecdotal notes
- Work samples
- Photographs
- Videos
- Performance data

There will be a great amount of variety in the way each indicator is assessed for each individual student. Consideration should be made for each student about whether assistive technology is required for a student to learn or demonstrate a skill. For example, a student could identify a detail in a story by selecting an item on a single message output device or they could select their answer from a field of five. Each indicator should be assessed in the same way and given the same supports for both the Entry and Exit profiles.

Reporting

Data are reported to the Utah State Board of Education through the Data Gateway.

Website for Data Gateway https://datagateway.schools.utah.gov/
Registering in Data Gateway http://www.schools.utah.gov/data/News/QuickStart.aspx

Entry Window
- Three weeks prior to and three weeks after the first day of kindergarten
- Data entry into the Data Gateway by September 30th

Exit Window
- Last 4 weeks of kindergarten
- Data entry into the Data Gateway by June 15th

Operational field test this school year

- Fall 2017--count scores entered into Data Gateway
- October 2017--Center for Assessment will establish scaled scores
- Late Fall 2017--scaled scores will be available
- Next school year--scaled scores will be immediate