TAGG

USER'S GUIDE &

FREQUENTLY ASKED QUESTIONS

Questions Asked by Educators with
Answers Written by the TAGG Development Team

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Recommended APA-Style Citation
Martin, J., Hennessey, M., McConnell, A., Terry, R., & Willis, D. (2015). *TAGG user's guide and frequently asked questions.* Retrieved from https://tagg.ou.edu/tagg/

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OTHER QUESTIONS?

If this user guide does not answer your question, please send an email to TAGG@ou.edu and ask us directly.

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TAGG User's Guide & Frequently Asked Questions

BASIC TAGG QUESTIONS

1. What is the TAGG?
TAGG is an acronym for the Transition Assessment and Goal Generator. The TAGG has 3 versions: TAGG-Professional, TAGG-Student, and TAGG-Family.

2. What is the purpose of the TAGG?
The TAGG is a transition assessment developed to

A. Measure non-academic skills research identified as important for students with mild to moderate disabilities to learn in high school to increase the likelihood of post-school education and/or employment.
B. Provide useful results facilitating transition planning discussions and writing Indicator-13-compliant IEPs. The TAGG results profile uses
    a. Graphic profiles by constructs and by user
    b. Lists of strengths
    c. Lists of needs
    d. Written results summary
    e. Recommended annual transition goals matched to common core standards

3. What does the TAGG measure?
The TAGG measures the non-academic behaviors associated with post-school education and employment of high school students with mild to moderate disabilities.

I. The TAGG Professional and Family versions measure student performance across 8 constructs using 34-items.
    A. Strengths and Limitations
    B. Disability Awareness
    C. Persistence
    D. Interacting with Others
    E. Goal Setting and Attainment
    F. Employment
    G. Student Involvement in the IEP
    H. Support Community

II. The TAGG Student version uses the same 34 items as the Professional and Family versions across 7 constructs.
    A. Strengths, Limitations and Support Community
    B. Disability Awareness
    C. Persistence
    D. Student Involvement in the IEP
    E. Interacting with Others
    F. Goal Setting and Attainment
    G. Employment

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4. Who is the TAGG designed to assess?
We designed the TAGG to assess high school students with disabilities who plan to enroll in postsecondary education and/or become employed. These students are often considered having mild to moderate disabilities. The disability label and severity of the disability are not as important as having employment or further education goals.

5. How was the TAGG developed?
The TAGG development process consisted of 5 major steps, which followed the *Standards for Educational and Psychological Testing* (Joint Committee, 2014) guidelines. Read the *TAGG Technical Manual* for detailed information on the TAGG development process.

A. We pulled from research studies non-academic behaviors associated with post-high school employment and education of former high school students with mild to moderate disabilities.
B. The identified non-academic behaviors were organized into 10 initial constructs and 75 test items.
C. Across three academic years, 1,537 students, 836 family members, and 139 professionals from 120 school districts across 30 states completed the TAGG. During the first year, we used statistical tests to determine the best constructs and items. This produced TAGG Professional and Family versions with eight constructs and 34 items and a Student version with the same 34 items arranged into seven constructs. Data provided by TAGG users during the second and third academic years confirmed the TAGG structure.
D. To develop the normed results and scoring profile, we used a statistical process called Item Response Theory to convert TAGG results into scores that depict the difficulty level of each item, then into standard scores. The Item Response Theory process became part of the TAGG computer programming and automatically produces a results profile for each student that
    a. Uses graphs to show results across constructs
    b. Has lists of strengths and needs
    c. Produces a written results summary
    d. Presents recommended annual transition goals aligned with common core standards
E. Numerous studies were undertaken to demonstrate the TAGG produces valid and reliable results.

6. What TAGG validity evidence exists?
Numerous validity studies have been completed to demonstrate the usefulness of the TAGG results. Read the *TAGG Technical Manual* to gain an in-depth understanding of the validity evidence studies. As additional studies are completed, we will update the *TAGG Technical Manual*. The following summarizes some of the existing validity evidence.

A. *Solid Content*. Items based on research-identified non-academic behaviors.
B. *Firm Structure*. Factor structure established with good to excellent model fit, then verified with two more academic years of TAGG results.
C. *High Internal Consistency*. Cronbach's coefficient alpha for the three versions ranged from .89 to .95.

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D. *Sound Agreement Across Versions*. A medium correlation between the TAGG-Professional, TAGG-Student, and TAGG-Family results, which suggests each user generally rates the student in a similar manner.
E. *Strong Test-Retest Reliability*. Between the first TAGG administration and a second TAGG administration 14 weeks later, the scores for the professional, student, and family versions remained about the same.
F. *No to Limited Bias*. No overall difference by economic factors. No relation between TAGG scores, GPA, and percent of time in general education classes. No overall difference by disability categories. Overall, the TAGG-Professional and Student results do not differ by gender, and TAGG-Family users rated female students just slightly higher in some areas than they rated male students.

7. What does "plan to enroll in post-secondary education" mean?
TAGG items, in part, were developed from research studies that identified student non-academic behaviors associated with enrollment in and graduation from post-high school educational programs, such as community colleges, junior colleges, four-year colleges and universities, and vocational/technical education programs that led to a degree or certificate.

8. What is the TAGG reading level by version?
The reading level varies across TAGG versions.
A. The TAGG-Professional is written in third person at the 10.4 grade reading level, with the phrase "The student . . . " beginning each item.
B. The TAGG-Student is written in first person at the 4.8 grade reading level, with the word "I" starting each item.
C. The TAGG-Family is written in third person at the 5.8 grade level, with the phrase "My child . . ." starting each item.

9. What else is being done to develop the TAGG?
Follow-up studies of former high school students with mild to moderate disabilities who completed the TAGG while in high school are being conducted to determine connections among TAGG results and students' post-high school education and employment outcomes. The results will be added into the TAGG results profile to better identify what students need to learn to increase the likelihood of successful post-school education and/or employment.

As research discovers additional non-academic behaviors associated with post-high school education and employment, these will be added into the TAGG as pilot items. After validity studies are completed and positive evidence gathered, new items will become part of the TAGG assessment.

10. Who can buy TAGG credits?
Special education teachers and directors, transition professionals, job coaches, employment specialists, disability service providers, academic and career counselors, rehabilitation professionals, school psychologists, social workers, and other professionals involved in the transition planning and education process may purchase the TAGG.

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If central buyers purchase TAGG credits, the buyers will need to register their professional users or ask the professionals to set up TAGG accounts under the *Obtain the TAGG* button at the TAGG website (https://tagg.ou.edu/tagg/). Once professionals are registered, central buyers may transfer credits to any registered professional TAGG user.

11. May parents of a secondary-aged child with a disability purchase TAGG credits to complete the TAGG at home with their child?

If parents have Internet access, they may purchase TAGG credits to complete the assessment at home with their child. The parent purchaser will follow the same steps as a professional educator to obtain the TAGG. Parents, like any professional user, will only be able to access TAGG results for the TAGG sets they purchased. The parent may also email their child's special education teacher or other professional a link with a request to complete the TAGG.

12. How do I obtain the TAGG?

Go to the OU Zarrow Center TAGG website https://tagg.ou.edu/tagg/ and click on *Obtain the TAGG*. Enter the requested information, agree to the license terms, then click *Sign Up* to create an online TAGG professional account and become a registered user. An email will be sent to the entered email address with a username and an initial password. Click on the link included in the email, log in to the TAGG account using the given email username and password, change the initial password, then purchase TAGG credits.

13. Is the TAGG data safe?

We use secure, high-capacity, cloud-based University of Oklahoma servers to host the TAGG programming and TAGG data. The server system automatically backs up TAGG programming and data daily to a remote server, and the servers use a redundant power source in case of power failure.

14. Who can access TAGG data?

TAGG data access is tightly controlled and can only be accessed three ways.

A. *Student Data.* Student data files are *only* linked to the professional's (or parent's) username and password that set up the TAGG assessment. Thus, the only way to access a student results profile is by using that professional's username and password.
B. *De-Identified Data.* TAGG developers will have access to de-identified TAGG data. De-identified means the TAGG data will contain no student, family, or professional names or other identifying information. TAGG developers will use the de-identified data to improve the TAGG, validate future constructs and items, and to undertake additional validity studies.
C. *Financial Data.* We will follow the University of Oklahoma's financial and audit regulations. Credit card payments will be processed through the secure *TouchNet* site and no OU personnel will have access to credit card numbers. OU Zarrow Center office staff will process purchase order invoices and verify payments when the University of Oklahoma's Office of Technology Development receives and deposits checks. Only the University of Oklahoma's Office of Technology Development has direct access to the TAGG funds.

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15. How often should the TAGG be administered?
We designed the TAGG to be administered annually to identify critical non-academic behaviors students need to learn and as a means to show progress across time.

16. Does the TAGG produce an individualized results profile and annual transition goals?
Yes, the TAGG results are based upon the individual scores of each user. The lists of strengths and needs and suggested annual transition goals are individualized based upon the item scores provided by each TAGG user.

17. How are the recommended Annual Transition Goals generated?
The greatest need identified by the TAGG professional, student, and family user are converted into annual transition goals. These can be copied and pasted directly into the transition planning pages or modified as deemed necessary by the IEP team to meet the identified need.

18. How was TAGG development funded?
A grant from the U.S. Dept. of Education's Institute of Education Sciences' National Center for Special Education Research supported TAGG development and collection of initial validity evidence. The OU Zarrow Center's endowment provided additional development funds.

TAGG FINANCIAL QUESTIONS

1. How much does the TAGG cost?
One TAGG credit costs $3.00 and includes one set (one TAGG-Professional, one TAGG-Student, and one TAGG-Family version).

2. I plan to use the TAGG annually with my students. How much will the TAGG cost for the second and subsequent years?
The TAGG costs $3.00 for each set (one TAGG-Professional, one TAGG-Student, and one TAGG-Family version) per annual administration.

3. Can a school buy a license for unlimited TAGG usage?
A site license is not available. Each TAGG costs $3.00. Multiple TAGG credits may be purchased and then transferred to other registered TAGG professional users.

4. Can I obtain no-cost TAGG access to demonstrate TAGG use with college students in my university classes and with my university research projects?
TAGG credits may be provided at no cost to professors and graduate students who will demonstrate the TAGG in college or university classes or as part of a university research project. Send an email to TAGG@ou.edu using a university email account (.edu) with the details of how the TAGG will be used. Include how many copies are needed. In exchange, we ask for feedback and a summary of research data results.

5. What is a TAGG credit?
A TAGG credit equals one TAGG set. A TAGG set includes one TAGG-Professional, one TAGG-Student, and one TAGG-Family version linked to one professional user by the student name.

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6. How do I buy TAGG credits?
After setting up a TAGG account via the *Obtain the TAGG* web page (https://tagg.ou.edu/tagg/), use a credit card or purchase order to buy TAGG credits.

7. Can I transfer my TAGG credits to another teacher?
Yes, TAGG credits may be transferred to other registered TAGG professional users by clicking on the *Transfer Credits* button on the TAGG website Dashboard. Log in to the TAGG site, click *Transfer Credits*, enter the number of credits to transfer, and the email address of the registered TAGG user who will obtain the unused TAGG credits.

To become a registered TAGG user to receive transfer credits, go to the OU Zarrow Center's TAGG website (https://tagg.ou.edu/tagg/) and click on *Obtain the TAGG*. Enter the requested information and click *Sign Up* to create an online TAGG account. An email will be sent to the given email address with a username and an initial password. Log in to the TAGG account and change the initial password.

8. Can my TAGG credits be refunded?
Unused TAGG credits can be refunded to the original purchaser up to one year after purchase at the original per credit purchase price. Send an email to TAGG@ou.edu to initiate a refund. After one year, purchased TAGG credits will not be refunded.

9. When does a TAGG credit expire?
TAGG credits will be honored for at least 7 years.

TAGG ACCESS QUESTIONS

1. What if I did not receive an email with my account information?
Search the inbox using the word TAGG. If not found, search within the "junk" email folder as the email may have automatically gone into the junk file. You may also send an email to TAGG@ou.edu and describe the problem.

2. What if I forgot my password?
Click the "Forgot Your Password?" link on the TAGG home page. Enter the email address used to create the TAGG account, and a new password will be sent. This new password will need to be changed at the next log in.

3. How do I log in to my TAGG account?
After entering the requested information on the *Obtain the TAGG* web page, an email will be sent to the email address with the TAGG username and initial password. Click on the link included in the email or log in to the TAGG website (https://tagg.ou.edu/tagg/). The log in button is on the *upper right hand side* of the TAGG website.

4. Do I need a specific browser to open the TAGG?
The TAGG has been tested and works well with the most widely used web browsers across different types of computers, laptops, and other devices. If one browser does not work, try another. If trouble persists, contact TAGG@ou.edu and explain the problem.

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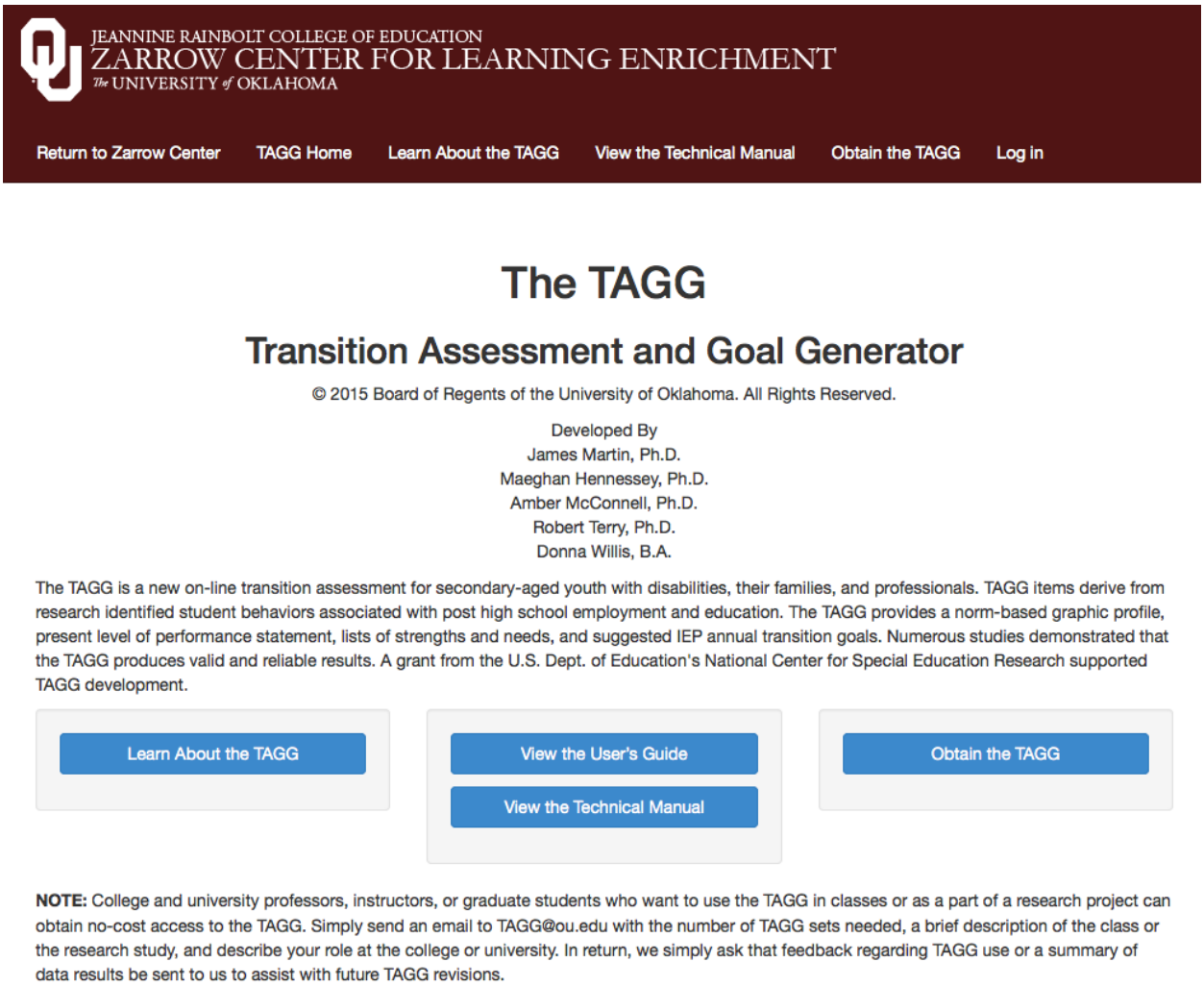
5. How do I set up my students' TAGG accounts?
The set-up process involves completion of 9 easy steps. Below, we describe these steps using screen shots of the actual web pages.

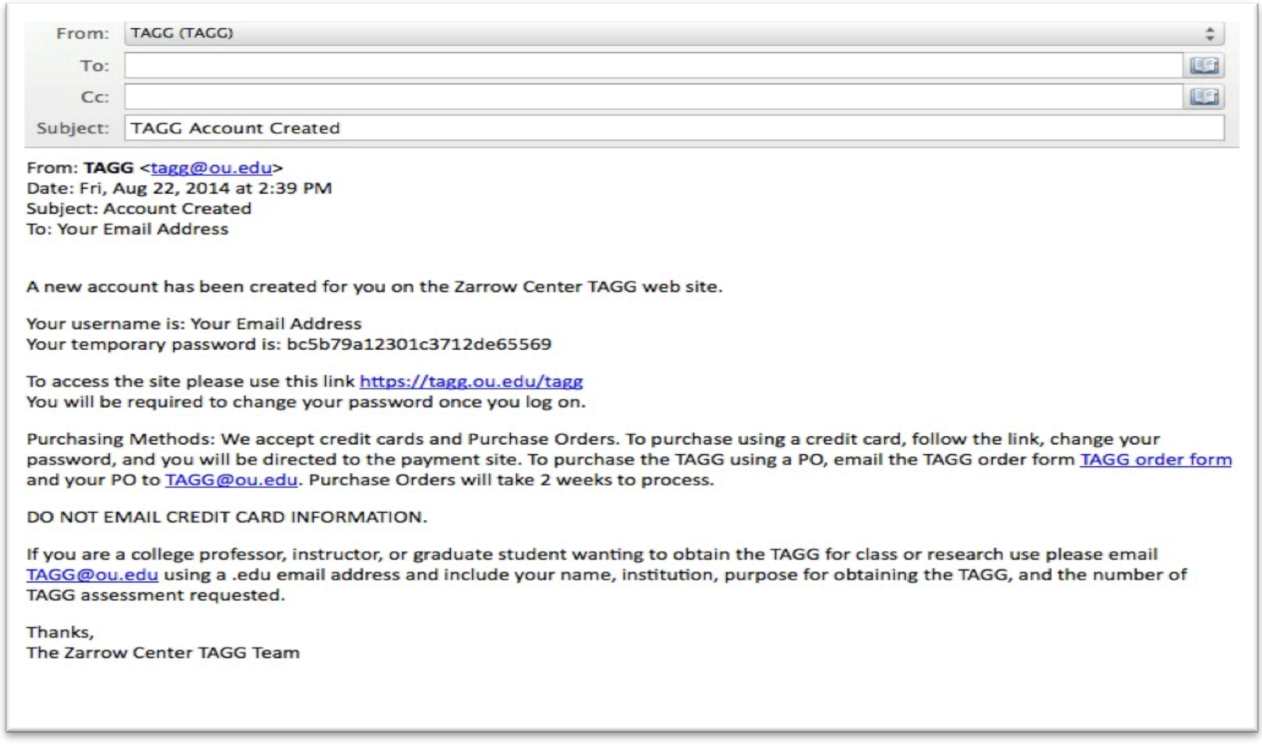
Step 1: Access the TAGG

To access the TAGG, go to https://tagg.ou.edu/tagg/ and click the tab labeled *Obtain the TAGG* as depicted in the following screen shot. Provide the information requested on the Sign-Up page. All TAGG interactions use the email address provided.



Step 2: Email Sent With Log In Information

An email as depicted below will be sent with the phrase *TAGG Account Created* in the subject line. This email will include the username, password, and information on how to purchase TAGG credits. TAGG credits cost $3.00 each and include one TAGG-Professional, one TAGG-Student, and one TAGG-Family version.



From: TAGG (TAGG)
To:
Cc:
Subject: TAGG Account Created

From: **TAGG** <tagg@ou.edu>
Date: Fri, Aug 22, 2014 at 2:39 PM
Subject: Account Created
To: Your Email Address

A new account has been created for you on the Zarrow Center TAGG web site.

Your username is: Your Email Address
Your temporary password is: bc5b79a12301c3712de65569

To access the site please use this link https://tagg.ou.edu/tagg
You will be required to change your password once you log on.

Purchasing Methods: We accept credit cards and Purchase Orders. To purchase using a credit card, follow the link, change your password, and you will be directed to the payment site. To purchase the TAGG using a PO, email the TAGG order form TAGG order form and your PO to TAGG@ou.edu. Purchase Orders will take 2 weeks to process.

DO NOT EMAIL CREDIT CARD INFORMATION.

If you are a college professor, instructor, or graduate student wanting to obtain the TAGG for class or research use please email TAGG@ou.edu using a .edu email address and include your name, institution, purpose for obtaining the TAGG, and the number of TAGG assessment requested.

Thanks,
The Zarrow Center TAGG Team

Step 3: Log In and Change Password

Click the link within the TAGG email, go to the upper right hand side of the TAGG web site, as depicted in the screen shot below, and log in using the provided username and password. A prompt will ask the password to be changed. Keep a copy of the username and new password in a safe location. If you forget your password, click the "Forgot your password?" link and a new password will be sent by email. Once logged in, the TAGG Dashboard will automatically open.

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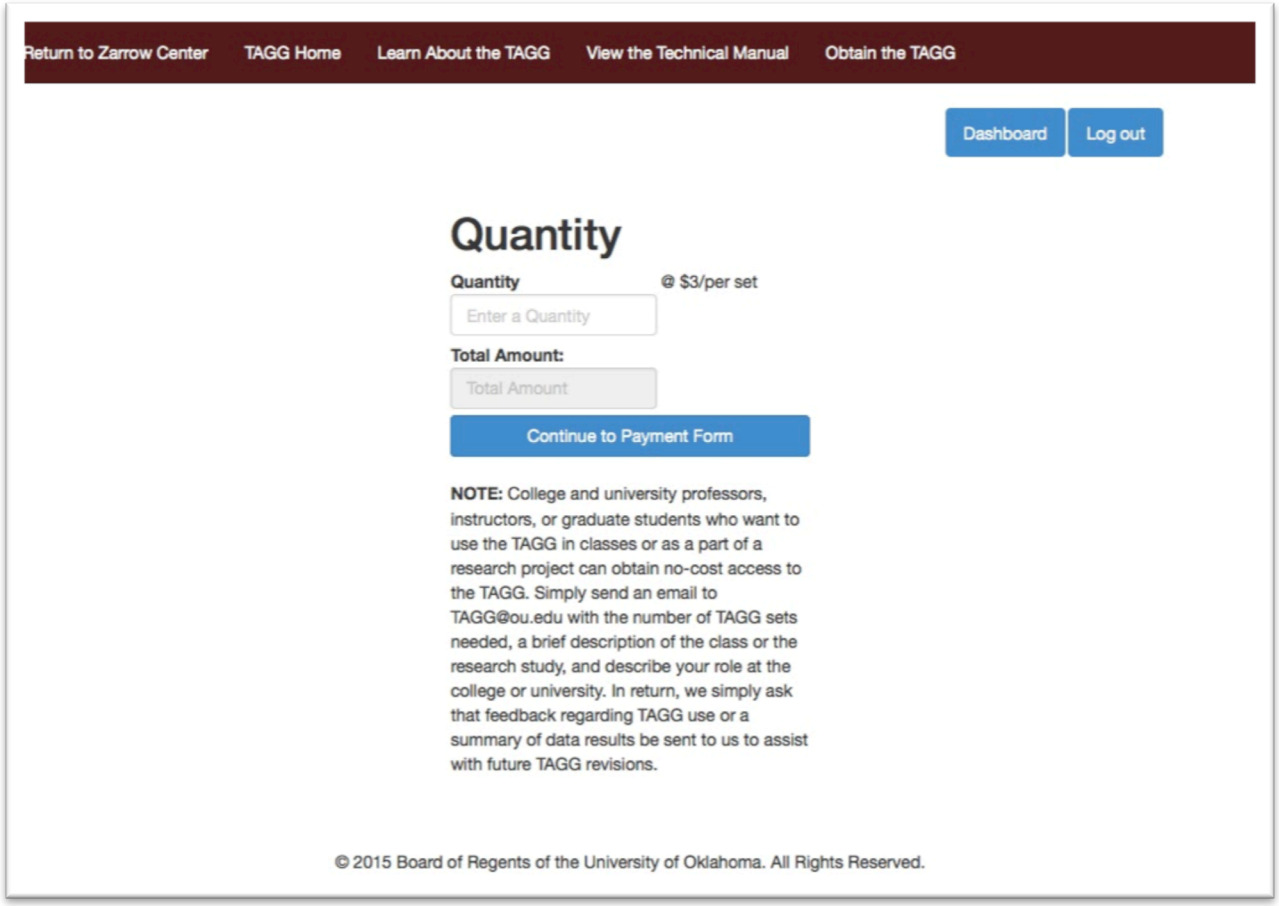
Step 4: How to Purchase TAGG Credits

Purchase TAGG credits, transfer credits, view purchase history, and access student files at the TAGG Dashboard. One $3.00 TAGG credit includes one TAGG-P, one TAGG-S, and one TAGG-F. TAGG credits may be purchased by credit card or purchase order. To buy TAGG credits with a credit card, click the *Buy More Credits* button. Enter the number of TAGG credits to purchase under the Quantity header, and click the *Continue to Payment Form* button. Credit card orders are processed through *TouchNet*, a secure payment site, which opens in a new browser window. To use a purchase order, download the TAGG order form, complete it, then email it to TAGG@ou.edu or fax it to 405-325-7841. Purchase orders may take up to two weeks to process. NOTE: We expect to have the purchase order generation automated in the near future.



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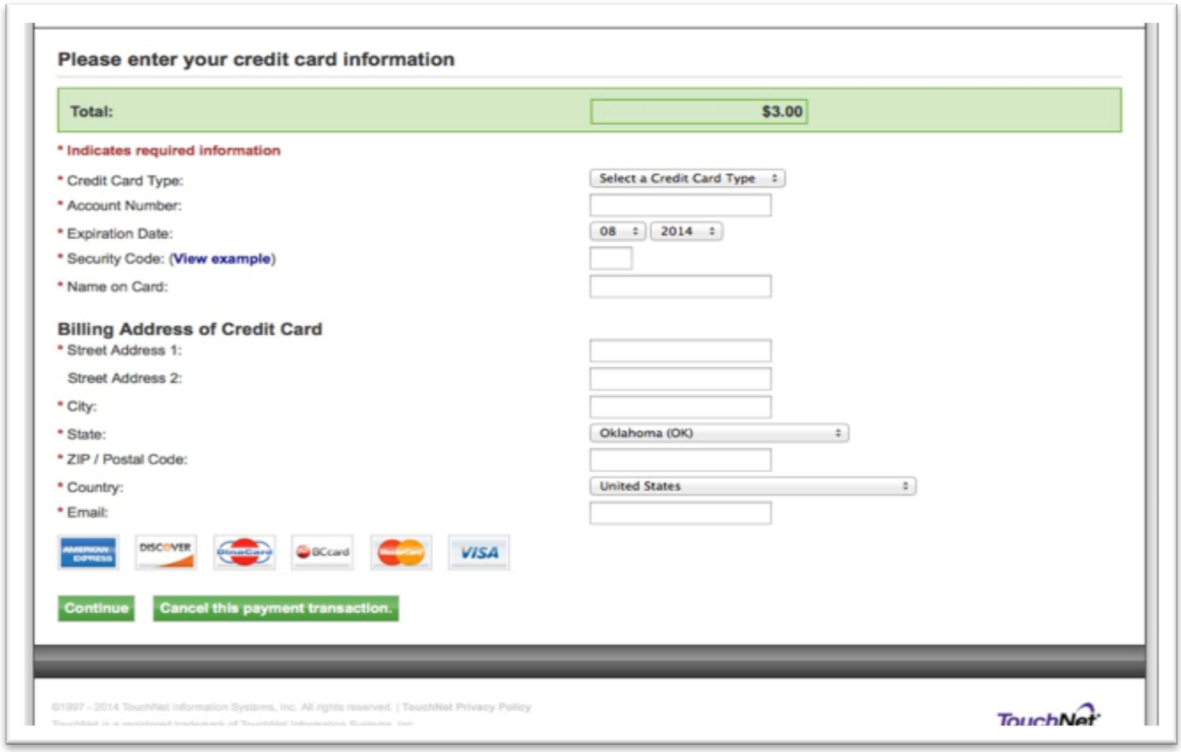
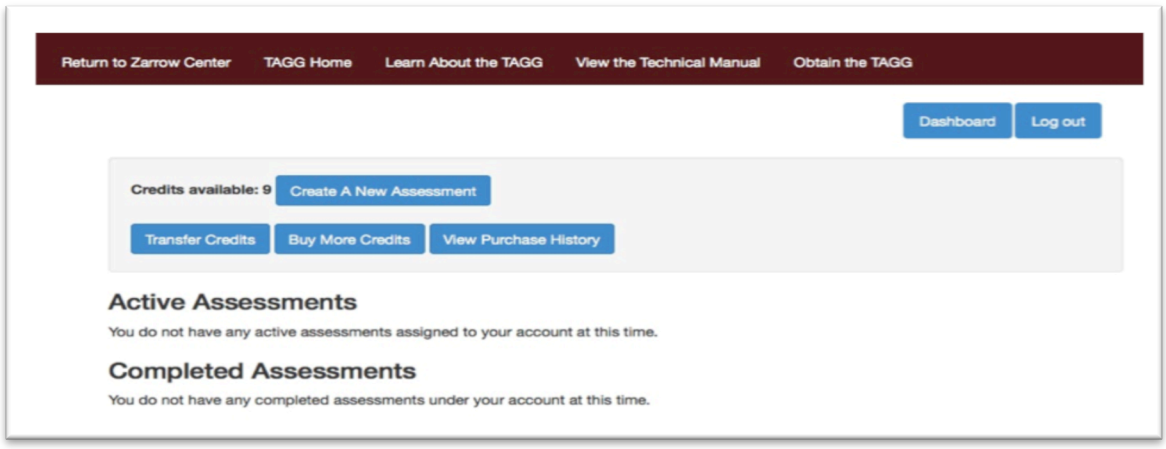
Step 5: TouchNet Credit Card Site

After the *Continue to Payment Form* button had been clicked from Step 4, the *TouchNet* payment site, as depicted below, will open. Enter credit or debit card payment information, click *continue*, and if approved, an email receipt will be sent.



Step 6: Available TAGG Credits

TAGG credits are available immediately after purchase and will be shown at the top of the Dashboard. In the example below, 9 credits are available. Assessments may be created for 9 students, or credits may be transferred to other registered TAGG users.



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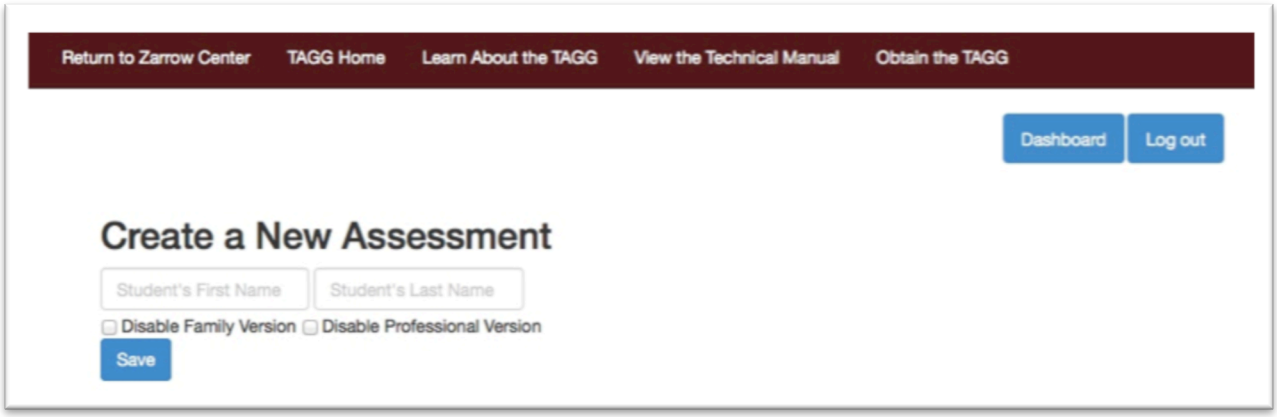
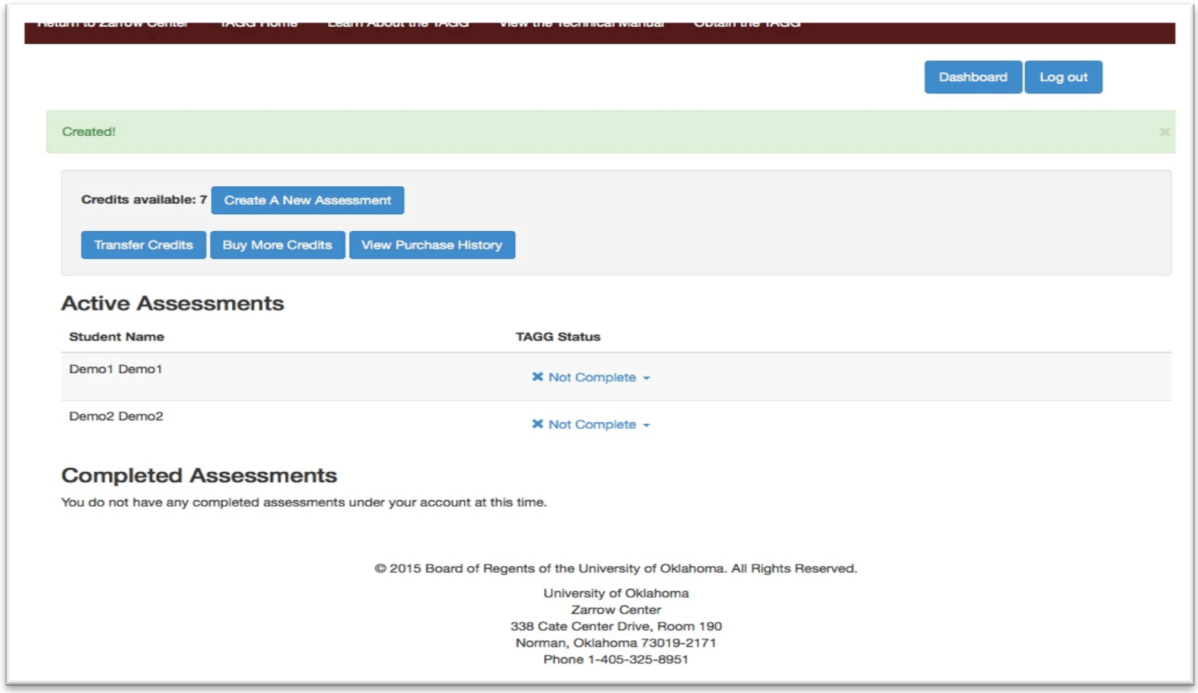
Step 7: Create Student TAGG Account

To create student TAGG accounts, click *Create a New Assessment* as depicted below, then enter the student's first and last name. If a family member and/or transition professional will not be completing the respective TAGG version, click the box next to *Disable Family (or Professional) Version*. If uncertain if a family member or professional will complete a TAGG for this student, do not disable. After the account is created, the option to "skip this user" can be selected from the Dashboard if needed.



Step 8: Show Assessments Not Yet Completed

The Dashboard, as depicted below, lists the student names on the left side of the screen. Click the "Not Complete" link under TAGG Status for a drop-down menu to show assessments not yet completed.



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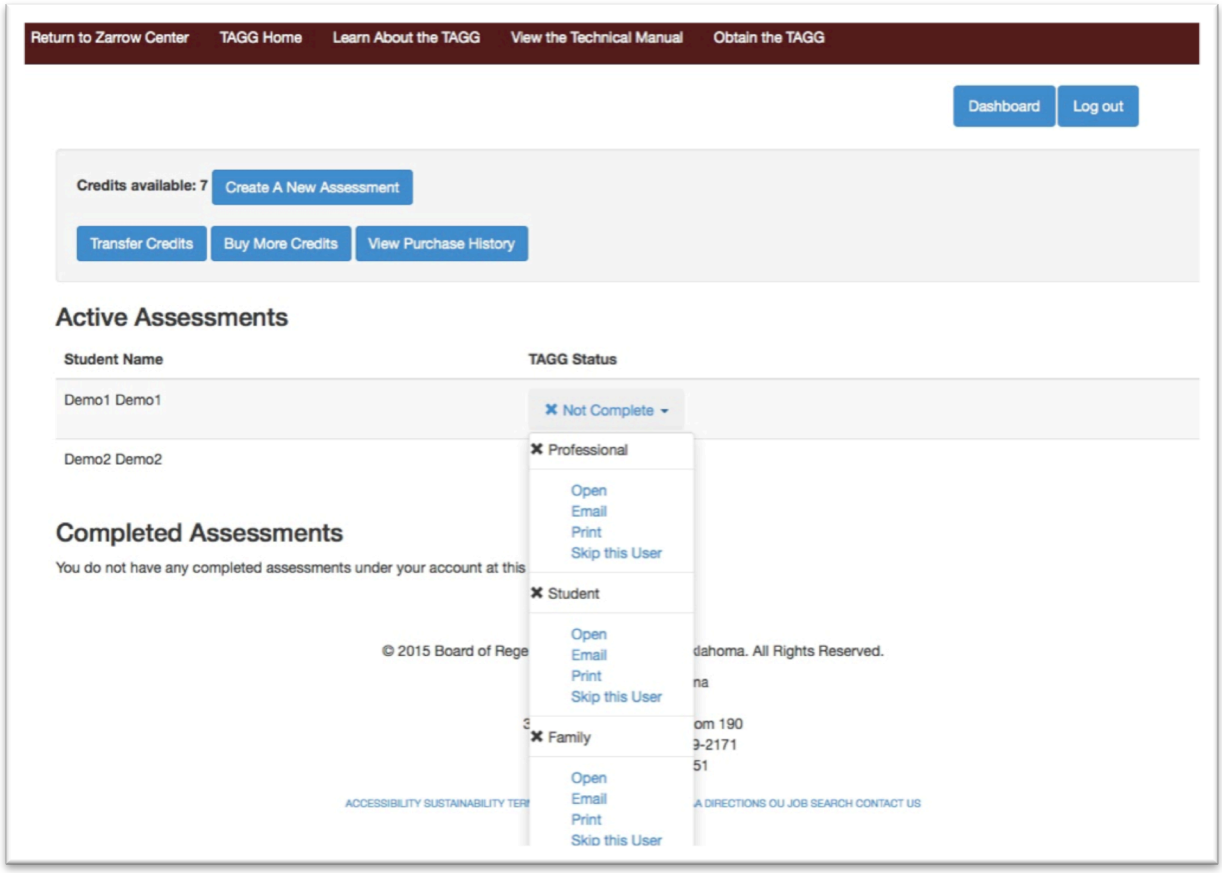
Step 9: Select TAGG Version to Complete

From the drop-down menu depicted below, select the TAGG version to complete. The drop-down menu provides several options for accessing the TAGG.

A. A web site link may be emailed to a particular user to be completed at a time and setting of their choice.
B. The TAGG may be printed for a user to complete using a pen or pencil. Upon return, the paper TAGG responses will need to be entered online.
C. The "skip this user" option is available if a student, family member, or professional is unable to complete their respective TAGG version.



6. How do I access the Student TAGG (TAGG-S) version?
From the Dashboard, access options in the drop-down (*Not Complete*) menu beside the student's name. The TAGG-Student version may be opened, printed, or a link may be emailed to the student. If a printed form is completed, the responses must be entered into the online TAGG to generate the results profile.

7. How do I access the Family TAGG (TAGG-F) version?
From the Dashboard, access the options in the drop-down (*Not Complete*) menu next to the student's name. The TAGG-Family version may be opened, printed, or a link may be emailed to

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the family member. If a printed form is completed, the responses will need to be entered into the online TAGG to generate the results profile.

8. Can I build the TAGG results profile by hand?
Complicated advanced Item Response Theory-based statistics and computer programming produce the TAGG profile. Thus, the results profile can only be generated using the programming included within the online TAGG.

9. Can I print or save as a PDF file the TAGG assessment and results profile?
Yes, any TAGG assessment version may be printed. The professional must manually enter the responses online to generate a results profile. The TAGG results profile may also be printed and/or saved as a PDF file. The PDF results file may then be saved or emailed.

10. Can I email the TAGG to a parent or other IEP team member to complete?
Yes, a link of the needed TAGG version may be emailed. From the Dashboard, select the email option in the drop-down (*Not Complete*) menu next to the student's name.

11. How do I access a student's TAGG results profile?
The results profile can be accessed two ways.

A. Upon completion of a TAGG version, click the View TAGG Profile link that appears when the last question is answered to generate the results profile. To view the graphic norm-referenced results, select professional, student, family, or combined. The combined view will depict results for the professional, student, and family member that completed the TAGG.
B. Under the *Completed Assessment* section on the Dashboard, select the link beside each student's name to access the results profile.
C. If a student's name has not moved down to the *Completed Assessments* section, click the drop-down (*Not Complete*) menu to ensure all TAGG versions have been completed. You may click the *'skip this user'* option if one of the users has decided to not complete the assessment.

12. If a teacher is no longer at the school, can subsequent teachers access the results profiles of students who have already been assessed?
The same professional username and password used to set up the student TAGG assessments will be needed to access TAGG results profiles. Professional users can provide their TAGG username and password to colleagues and immediate administrators. We encourage educators to

A. Provide the username email and password to a colleague or administrator who can then provide the information to a subsequent teacher
B. Print the TAGG results profiles and place in students' cumulative files
C. Save a PDF copy of the profile on a storage device and give to colleague or immediate administrator

13. How long will I have access to my students' TAGG Profiles?
Student profiles will be saved on a secure, high-speed OU server for 7 years and can be obtained during those 7 years from the Dashboard using the email username and password of the professional user who initially set up the student TAGG assessments.

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14. How does a TAGG user who has trouble reading and/or understanding the TAGG items complete the assessment?
To facilitate full understanding of the TAGG items, users need the items presented in a means understandable to them. Thus, if a user has difficulty reading the items,

A. Someone can read the instructions and items to the user.
B. Someone can explain difficult-to-understand concepts to the user.
C. The user may click the *Listen* button after each instruction and item for English audio. This option will also soon be available in Spanish.
D. The user may click the *Watch* button to see instructions and items presented in American Sign Language.
E. In the near future, Spanish written and audio, written Simple Chinese, written Russian, and written Bulgarian TAGG versions will be available.

TAGG ADMINISTRATION QUESTIONS

1. Can I administer the TAGG to a group of students all at one time?
Yes, the TAGG can be administered to a group of students at one time. Each student will need a computer to use for approximately 15 minutes to complete the TAGG-Student version. Because students may use the audio or video options to facilitate reading and understanding the instructions and items, students should wear ear buds or head phones to not distract others. The TAGG may also be printed and given to students to complete. The educator would then need to enter the responses into the online TAGG to obtain the results profile.

2. Can I assist a student taking the TAGG by reading the items or defining terms and concepts?
Yes, the items can be read to a student individually or to a group, and terms and concepts can be explained. Students are encouraged to ask questions to clarify wording or terms.

3. Can a student/family member complete a paper version of the TAGG?
Yes, any TAGG version may be printed and completed. The responses will need to be manually entered into the appropriate online TAGG version to generate a results profile.

4. Can a student save an incomplete TAGG and return to it later?
No, the student cannot save the TAGG and return to it later to complete. The TAGG must be completed and submitted in one session. It usually takes approximately 15 minutes to complete the TAGG.

5. How long does it take a new user to complete the TAGG?
It usually takes 10 to 15 minutes to complete the TAGG.

6. What does the phrase "mild/moderate" mean in the student demographics section?
We designed the TAGG to be used to assess the non-academic behaviors associated with post-school education and employment of students across disability categories. If students with disabilities plan to enroll in further education or become employed upon graduation, the TAGG will most likely be a useful transition assessment. The group of students with disabilities who plan to enroll in further education and/or become employed span all the disability categories, and

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their level of disability would typically be considered to be at the mild to moderate level. The term mild/moderate disability often can be misleading, too, as the TAGG may also be an appropriate transition assessment for students with a profound hearing loss or blindness, if they will most likely be enrolled in higher education and/or competitively employed upon leaving high school.

7. Can the TAGG be utilized effectively with students with intellectual disabilities or autism?
The TAGG is an appropriate transition assessment for secondary-aged students with all types of mild to moderate disabilities, including students with intellectual, autism, or other developmental disabilities. The factor to consider is not the disability category itself, but if the student with a disability will most likely be enrolled in further education and/or competitively employed after graduating high school. The TAGG was normed and validated using high school aged students with all the disability categories, including intellectual, autism, and developmental disabilities, and will be an appropriate transition assessment if they will likely be enrolled in further education and/or competitively employed after high school.

8. Is the TAGG normed for students with Learning Disabilities?
Yes, the TAGG included many students with learning disabilities in its norming sample and validity studies. The TAGG was normed with student representatives from all the disability categories who had a common goal of enrolling in higher education and/or being competitively employed after high school.

9. Ideally, at what age/grade should this assessment be given?
Ideally, students would complete the TAGG for the first time in the 9th grade and then repeat it annually throughout high school.

10. Can the TAGG be used with middle school students?
The TAGG could be used with middle school students, however, the TAGG was normed using high school students with disabilities who planned to enroll in further education and/or become competitively employed. The age difference will impact the validity of the results; for example, few middle school students may report having a paid job, therefore, employment may often be generated as a need. The TAGG will identify for middle school students with disabilities lists of skills and needs, provide recommended annual transition goals, and give a measure of progress across time, but because students in this age group were not part of the norm sampling and validity studies, the results should be viewed as coming from an *informal* transition assessment. We recommend the graphic profiles *not* be used for middle school students.

11. Is it appropriate to use the TAGG annually – can it be done every other year?
We developed the TAGG to be administered to students at least annually as a means to identify new skills to learn and to track progress across time. If professionals decide to administer the TAGG every other year, that decision is certainly one the local professionals can make. However, they will be losing out on time to teach other critical behaviors research identified as being associated with former high school students with disabilities being enrolled in further education and/or competitively employed.

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12. Is the TAGG an appropriate transition assessment for students with disabilities who attend a private school without IEPs?
Yes, the TAGG may be a useful and appropriate transition assessment for students with disabilities who attend a private school, if two conditions can be met. First, students with disabilities who do not have IEPs need to plan to enroll in postsecondary education and/or be competitively employed. Second, students will need to meet at least annually with educators, support staff, and family to plan the school schedule, supports, and possible accommodations. If a student *does not* plan to enroll in postsecondary education and/or become competitively employed, the TAGG will not be an appropriate transition assessment. If the school *does not* hold an educational meeting at least annually to plan students' courses and supports, then the TAGG will not be an appropriate transition assessment. A planning meeting is important because students being actively involved in and perhaps leading educational planning meetings is associated with increased post-high school enrollment in further education and successful competitive employment. Because TAGG items associated with student involvement in educational planning cannot be "turned off," students will need a suitable alternative to the IEP to demonstrate meeting engagement and leadership skills.

13. Is it appropriate to complete the TAGG on students without disabilities?
We did not design the TAGG for use by students without disabilities, thus we did not norm TAGG data, nor did we conduct validity studies using TAGG results of high school students without disabilities. Therefore, it would be inappropriate to use the TAGG on students without disabilities.

TAGG RESULTS PROFILE QUESTIONS

1. How do I explain TAGG results to students, parents, and other IEP team members?
The TAGG transition assessment has three versions: TAGG-Professional, TAGG-Student, and TAGG-Family. Ample validity evidence strongly indicates the TAGG results are trustworthy and not biased due to gender, disability category, socio-economic status, GPA, or time student spent in special education or general education settings.

A. The TAGG items came from research studies that found student non-academic behaviors that increased the likelihood of post-high school education and/or employment.
B. The student's teacher, the student, and a family member can all evaluate the extent the student engages in the non-academic behaviors.
C. As soon as the assessments are completed, a results profile is automatically generated containing graphs, lists of strengths and needs, a written summary, and recommended annual transition goals.
D. Each set of graphs present the student scores as average, above average, or below average compared to other students with disabilities who completed the TAGG.
E. The written summary describes the results of the assessment.
F. An identified strength is the skill set with the highest scores.
G. An identified relative strength is the second highest rated skill set.
H. An identified greatest need is the skill set with the lowest scores.
I. An identified relative need is the skill set with the second lowest scores.

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J. Because the special education laws require annual transition goals based on needs, the TAGG website programming automatically generates annual transition goals for the greatest needs.
K. Profile results may be copied and pasted into the student's IEP. The IEP team may selectively choose and/or modify the recommended annual transition goals as needed.
L. For IEPs that need to reference the annual transition goals to common core standards, appropriate grade level standards are listed by goal.

2. What does the *Combined* graph represent?
The Combined scale score is a weighted combination of all items. Using Item Response Theory methods, the TAGG programming places scores on a common metric from 1 to 9 (stanines). The stanine scale enables the IEP team to easily see if the student is at, above, or below the scores of the norm sample consisting of high school students with mild to moderate disabilities planning to enroll in postsecondary education and/or be employed after high school graduation.

3. What do the greatest and relative strengths and needs mean?
For each version, the TAGG uses Item Response Theory to place scores on a common metric from 1 to 9 (stanines) and then project how difficult each item within a construct is from 1 to 9. For each of the 8 constructs, construct scale scores are calculated separately and then placed on the scale from 1 to 9. The highest scale score depicts the student's greatest strength and the lowest scale score depicts the greatest need. Lower scale scores indicate relative weaknesses. Higher scale scores indicate relative strengths.

4. Is it OK to copy and paste the TAGG results into students' IEP pages?
We designed the TAGG to produce individualized and useful results to facilitate transition planning, discussions, and writing an Indicator-13-compliant IEP. Lists of identified strengths, needs, the written summary, and annual transition goals may be copied and pasted into the transition sections of students' IEP documents. The TAGG written summary may be copied in whole or part. Annual transition goals may also be copied and placed into the IEP as is, or modified as deemed necessary by the IEP team.

5. Why give priority to TAGG-identified strengths and needs over those identified from other transition assessments?
Special education professionals and other IEP team members are encouraged to use TAGG results for at least 4 reasons.

A. The TAGG uses constructs and items taken directly from research-identified behaviors associated with post-high school education and employment. Developing annual transition goals for students from the identified TAGG needs will increase the likelihood of further education and/or competitive employment as students learn, maintain, and generalize the use of the learned behaviors.
B. Many transition assessments ask users to sum or calculate percent scores by constructs to determine strengths and needs. Other transition assessments rely upon users to look at item responses to determine strengths and needs. The TAGG uses complex Item Response Theory methods to examine the difficulty of each item and constructs in relation to individual student scores to identify the greatest and relative needs. As a result, the TAGG does indeed identify the relative and greatest needs.

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C. Extensive validity evidence demonstrate the trustworthiness of TAGG results and the lack of bias in TAGG results based on gender, disability category, socio-economic factors, students' GPA, and time in general education classes. Many transition assessments have no supporting validity evidence or only provide evidence of a couple types of validity.
D. We are undertaking follow-up studies of students who have graduated or left high school who took the TAGG while in high school to determine their enrollment and progress in further education, employment history, and other basic facts about their lives. This data will be used to examine the relations among the former students' TAGG high school profile and post-school outcomes. This will enable us to offer strengths, needs, and recommended annual transition goals based on skills that when learned and used will greatly increase students' likelihood of post-high school education and employment.

6. How are the recommended annual transition goals generated?
The TAGG generates annual goals using the greatest needs identified by the professional, student, and family TAGG user. Federal special education law and regulations require IEP teams to write annual transition goals using needs identified from transition assessments.

7. What format is used to write the annual goals?
TAGG annual transition goals are written using the Curriculum-Based Measurement model for writing goals (condition, behavior, criterion) (Mager, 1962). Suggested annual transition goals address skills essential to achieving postsecondary education and employment goals.

OTHER QUESTIONS?

If this user guide did not answer your question, please send an email to TAGG@ou.edu and ask us directly.

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