

State Profiles on Alternate Assessments Based on Alternate Achievement Standards

A Report From the National Study on
Alternate Assessments

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Introduction

The National Study on Alternate Assessments (NSAA) was mandated by Section 664(c) of the Individuals With Disabilities Education Improvement Act of 2004 (IDEA). Specifically, the law called for a “Study on Ensuring Accountability for Students Who Are Held to Alternative Achievement Standards” to examine the following:

- “(1) the criteria that States use to determine—
 - (A) eligibility for alternate assessments; and
 - (B) the number and type of children who take those assessments and are held accountable to alternative achievement standards;
- (2) the validity and reliability of alternate assessment instruments and procedures;
- (3) the alignment of alternate assessments and alternative achievement standards to State academic content standards in reading, mathematics, and science; and
- (4) the use and effectiveness of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need.”
(P.L. 108–446, 118 Stat. 2784, 2004)

SRI International and its partners Policy Studies Associates (PSA) and the National Center on Educational Outcomes (NCEO) were selected by the Institute of Education Sciences (IES) National Center for Special Education Research (NCSE) to conduct the NSAA.

The alternate assessment arena is rapidly evolving across the 50 states and the District of Columbia, reflecting the states’ responses to legislative, regulatory, technical, and methodological developments in the assessment of students with significant cognitive disabilities for federal, state, and local accountability purposes. NSAA is examining alternate assessment systems during this period of rapid evolution using two primary data collection methods: document analysis and data verification activities in 50 states and the District of Columbia, and teacher surveys in selected states.

Two reports have been produced to document NSAA findings for the 2006–07 school year. The two reports present findings of the document analysis and data verification activities. *State Profiles on Alternate Assessments Based on Alternate Achievement Standards. A Report From the National Study on Alternate Assessments (NSAA State Profiles)* presents data summaries in the form of individual state profiles for the 2006–07 school year for each of the 50 states and the District of Columbia. The *NSAA State Profiles* describe individual state approaches to designing and administering alternate assessments based on alternate achievement standards, key features of individual state alternate assessments, and student participation and performance data for each state. A companion report, the *National Profile on Alternate Assessments Based on Alternate Achievement Standards. A Report From the National Study on Alternate Assessments (NSAA National Profile)* summarizes national-level findings across the 50 states and the District of Columbia for the 2006–07 school year. The *NSAA National Profile* also contains data tables with individual state responses for each item of the data collection instrument.

Legislative Background

As introduced in the IDEA Amendments of 1997 (IDEA 1997), an alternate assessment is an assessment designed for children with disabilities who are unable to participate in the regular state assessment, even with appropriate accommodations (20 U.S.C. 1412(a)(16)). IDEA 1997 required states to develop and conduct alternate assessments no later than July 1, 2000. The statute did not place specific limits on the number of students who could participate in alternate assessments nor did it specify the content of alternate assessments. However, the discussion accompanying the final regulations to implement Part B of that law stated that “it should be necessary to use alternate assessments for a relatively small percentage of children with disabilities” and “alternate assessments need to be aligned with the general curriculum standards set for all students and should not be assumed appropriate only for those students with significant cognitive impairments” (64 Fed. Reg. 12564-12565 (Mar. 12, 1999); 34 C.F.R. § 200). States responded to IDEA 1997 by implementing a variety of alternate assessment approaches, including portfolios, checklists, and individualized education program (IEP) analysis, which varied in the degree of emphasis on general education curriculum content versus a separate curriculum to develop functional skills (Thompson and Thurlow 2000).

Federal policies since IDEA 1997 have required increased integration of alternate assessments into general school systems for academic accountability. The No Child Left Behind Act of 2001 (NCLB) required states to adopt challenging academic standards that were “the same academic standards that the State applies to all schools and children in the State.” Two types of standards were required: academic content standards and academic achievement standards. The statute

called for academic content standards that “(I) specify what children are expected to know and be able to do; (II) contain coherent and rigorous content; and (III) encourage the teaching of advanced skills” and academic achievement standards that “(I) are aligned with the State’s academic content standards; (II) describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material in the State academic content standards; and (III) describe a third level of achievement (basic) to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement.” (20 U.S.C. 6311 § 1111(b)(1)(D)).

In 2002, regulations implementing the assessment provisions of NCLB stated that “the State’s academic assessment system must provide for one or more alternate assessments for a student with disabilities [who] cannot participate in all or part of the State assessments ... even with appropriate accommodations.” These regulations further required that “alternate assessments must yield results in at least reading/language arts, mathematics, and, beginning in the 2007–08 school year, science” (67 Fed. Reg. 45041-45042 (Jul. 5, 2002); 34 C.F.R. § 200).

On December 9, 2003, the U.S. Department of Education issued final regulations under NCLB permitting states to develop “through a documented and validated standards-setting process” alternate achievement standards for students with the most significant cognitive disabilities, “provided that those standards (1) Are aligned with the State’s academic content standards; (2) Promote access to the general curriculum; and (3) Reflect professional judgment of the highest achievement standards possible” (34 C.F.R. § 200.1 (2003)). An alternate achievement standard is “an expectation of performance

that differs in complexity from a grade-level achievement standard” (68 Fed. Reg. 68699 (Dec. 9, 2003)). States may include proficient and advanced scores of students with the most significant cognitive disabilities based on the alternate achievement standards in determining “adequate yearly progress,” provided that the number of those proficient or advanced scores at the state and local levels does not exceed 1 percent of all students in the grades assessed in reading/language arts and in mathematics, unless the state has received an exception permitting it to exceed this cap (34 C.F.R. § 200.13(c) (2003)).

Description of NSAA State Profiles

Data were collected in 2006 and 2007 through a process involving detailed analysis of state documents. In particular, submissions to the U.S. Department of Education’s Standards and Assessments Peer Review process served as the primary data source. Structured telephone interviews with knowledgeable informants in each of the 50 states and the District of Columbia were also conducted to gather information that could not be gleaned from the analysis of state documents. For simplicity, the District of Columbia is considered one of the 51 “states.” The Standards and Assessment Peer Review process and data collection, verification, and analysis procedures are described in appendix A. The data collected were of four types: yes/no items, multiple-choice items, closed-ended text (such as the name of the assessment and number of content standards addressed), and open-ended responses. Open-ended responses were coded into categories. Descriptions of data collected and coding procedures are included in appendix B. This report does not reflect any updates that may have occurred since data collection activities ended in September 2007. A number of states had begun reworking their alternate assessments at that time, often in response to feedback

from the Standards and Assessments Peer Review process, so their current and future alternate assessments may differ from the information presented in these reports.

Each six-page state profile contains the following sections:

- A. Overview
- B. Alternate Achievement Standards
- C. Technical Quality
- D. Eligibility and Administration
- E. Scoring and Reporting
- F. Participation and Proficiency

A brief description of each section is provided here.

A: Overview. The Overview section presents selected key features of alternate assessments in 2006–07, including the purposes the state reported for the alternate assessment, the general approaches and procedures used, and the coverage of academic content standards. NCLB required states, beginning in 2005–06, to administer assessments in reading/language arts and in mathematics in each of grades 3 through 8 and at least once in grades 10 through 12. Although states were required to develop achievement standards in science by 2005–06, assessments in science were not required to be administered until 2007–08.

B: Alternate Achievement Standards. The NCLB statute and regulations set forth certain requirements for academic achievement standards, and these requirements apply to alternate achievement standards, in addition to the requirements in the December 9, 2003, regulation on alternate achievement standards. For example, alternate achievement standards must have the three

achievement levels required by NCLB, and “proficient” and “advanced” must represent high achievement while “basic” must represent achievement that is not yet proficient. These labels may vary from state to state, such as “mastering” or “exceeds standards” for the advanced labels, “independent” or “meets standards” for proficient, and “exploring” or “below the standard” for basic. A state may use more than three levels but must clearly indicate which level represents the proficiency expected of all students. The state’s academic achievement standards and alternate achievement standards must include descriptors of the competencies associated with each level. The state must also determine which specific scores on its assessments distinguish one level from another (34 C.F.R. § 200.1(c)).

C: Technical Quality. NCLB requires that state assessments “be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards” (20 U.S.C. 6311 § 1111 (b)(3)(C)(iii)). The U.S. Department of Education’s (2004) *Standards and Assessments Peer Review Guidance* references the *Standards for Educational and Psychological Testing* (AERA/APA/ NCME1999) to delineate the elements of validity and reliability required for technical quality. The elements of validity and reliability of assessment items (e.g., scoring and reporting structures, test and item scores, purposes of the assessment, grade-level equating) were based on the elements included in the *Standards and Assessments Peer Review Guidance*.

Other dimensions of technical quality reported here include fairness/accessibility, consistent procedures for test implementation, and alignment. Also reported here is the use of “extended” content standards. Alternate assessments based on alternate achievement

standards must be aligned with the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect prerequisite skills. States can adapt or “extend” these grade-level content standards to reflect instructional activities appropriate for students with the most significant cognitive disabilities (U.S. Department of Education 2005).

D: Eligibility and Administration. The regulations for alternate achievement standards require states to establish guidelines for individualized education program (IEP) teams to use in identifying children with the “most significant cognitive disabilities” who will be assessed based on alternate achievement standards. The regulations do not prescribe a federal definition of “the most significant cognitive disabilities,” nor do they set federal guidelines. The regulations require that the state ensure that parents be informed that their child’s achievement will be based on alternate achievement standards (34 C.F.R. § 200.1(f)).

States have considerable flexibility in designing their alternate assessments, provided the statutory and regulatory requirements are met. The general alternate assessment approaches the states used in 2006–07 were reported in the Overview section, but states sometimes used these approaches in combination, and each approach could be implemented in varying ways.

E: Scoring and Reporting. NCLB requires states to produce “interpretive, descriptive, and diagnostic reports” on individual students’ achievement measured against academic achievement standards to help parents, teachers, and principals to address the academic needs of students (20 U.S.C. 6311 § 1111(b)(3)(C)(xii); 34 C.F.R. § 200.8). Scoring criteria for students with the most significant

cognitive disability may include elements typically found in general assessments, such as accuracy, and elements selected specifically for this population, such as independence, progress, and generalization across multiple settings.

F: Participation and Proficiency. The Participation and Proficiency pages of the state profiles display state-reported data for the 2006–07 academic year, as discussed below.

A template is provided on page 7 to assist the reader in understanding the source of the information in the state profiles. The template indicates, with variable identifiers in bold, specific items used for data collection. Further explanation of each item is contained in appendix B, with items arranged according to variable identifiers. Following the template are 52 state profiles, including the District of Columbia (Michigan has two profiles corresponding to the two alternate assessments that state used in 2006–07). Each profile item lists the possible response categories, and check marks indicate the category or categories that apply to the specific state. For example, if a state reported that an assessment company and state personnel were involved in developing its alternate assessment, then check marks appear next to those two items in the list of possible responses.

In cases where data omissions exist (e.g., because information was not reported by a state or special circumstances pertained to a state), explanatory footnotes are included. For the technical quality items, if no check mark is included in the “type of validity,” “type of reliability,” or “type of technical quality” column, then the state either did not document that particular type of technical quality of the alternate assessment or the state reported that the type of evidence of technical quality was not appropriate for its particular assessment approach.

The last page of each state profile displays the participation and proficiency data of students with disabilities who participate in alternate assessments based on alternate achievement standards and other assessments and the performance of all students including students with disabilities. The charts titled “Ways that students with IEPs participated in state accountability assessments” indicate the percentage of the population of students with IEPs (i.e., identified as having a disability under IDEA) that participated in alternate assessments based on alternate achievement standards, versus those who participated in other forms of assessment (e.g., regular assessments) or were absent or exempt. Students could be exempt for a number of reasons (e.g., a student moved out of the state before testing began, or a student was counted and then suspended/expelled/jailed during the testing window). In providing these participation data, states did not report the number of cases in which assessment results were considered invalid, for example, because of nonstandard accommodations. Thus, an unknown portion of the percentage reported as participating did not produce scores that were used for accountability purposes.

The graphs titled “Percentage of students who scored proficient or above on state accountability assessments” indicate the percentage of students with IEPs, or of the general student population, who scored proficient or above on the specified type of assessment, out of all the students who took that type of assessment and received a valid score.

The table titled “Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards” indicates percentages based on a denominator of all the students in the grades assessed. As such, it parallels the language in 34 C.F.R. § 200.13(c)

that places the 1 percent cap on the number of students who can be counted as proficient or advanced on alternate assessments based on alternate achievement standards in determining adequate yearly progress. However, the table should not be interpreted as an authoritative indication that the state did or did not exceed this cap. The table presents overall state percentage by grade level and content area, not those for local education agencies to which the cap also applies, and it may not have taken into account all the considerations used in calculating an authoritative percentage.

The primary source of data for the NSAA profiles was an in depth review of documents submitted to the U.S. Department of Education in response to the Standards and Assessment Peer Review process and information pertaining to the alternate assessments on state websites. The study team also conducted structured telephone interviews with knowledgeable informants in each of the 50 states and the District of Columbia. These interviews were not systematic surveys. Rather, they were conducted to verify the results of document review and to collect data that could not be collected from administrative records. The study methodology is presented in appendix A and collected data were coded according to procedures described in appendix B.

Special Notes

There are a few special notes to be aware of for the *NSAA State Profiles*:

- Michigan reported having two alternate assessments based on alternate achievement standards in use in 2006–07. In this report, each alternate assessment for Michigan is presented in a separate profile.
- Florida did not have an alternate assessment based on alternate achievement standards in 2006–07 and was revising its alternate assessment system at that time. The report includes data for Florida with the caveat to use caution in interpreting data for that state.
- There are currently several allowable variants of alternate assessments, including alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, and alternate assessments based on grade-level standards. Only alternate assessments based on alternate achievement standards are included in this NSAA report. Throughout the report, alternate assessments based on alternate achievement standards may be referred to simply as “alternate assessments” for brevity. In such cases it should be understood that only alternate assessments based on alternate achievement standards are being considered.

Overview of the Alabama Alternate Assessment (AAA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Alabama Alternate Assessment (AAA) were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Alabama Alternate Assessment (AAA)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓	
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

Varied by grade level

Mathematics

Varied by grade level

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Performance Profile Method and the Contrasting Groups standard-setting methodologies.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Alabama proficiency levels for alternate assessment
Advanced	Exceeds Standards: Level IV
Proficient	Meets Standards: Level III
Basic	Partially Meets Standards: Level II
	Does Not Meet Standards: Level I

Students who performed at the Exceeds Standards and Meets Standards levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Partially Meets Standards and Does Not Meet Standards levels were not proficient.

Alternate Achievement Descriptors

Alabama developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of Level III Meets Standards descriptor in reading/language arts is as follows:

- The Level III student has demonstrated progress on the extended standards in reading at the level of complexity identified by the IEP Team. The complexity is determined by the student's level of functioning and educational expectations as defined in the IEP. This student either made progress toward more complex skills with some prompting or less complex skills with independence. Grade 5 Extended Standards Reading: identify words with more than one meaning; draw conclusions about characters based on their actions; use a range of strategies and skills including phonetic skills to read unfamiliar and/or multi-syllable words.

Alternate Achievement Cut Scores

Alabama developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff				✓
State assessment staff	✓	✓		✓
State instruction and curriculum staff				
Test vendor	✓	✓	✓	✓
Outside experts	✓			✓
Special education teachers				
General education teachers				
Content specialists				
School psychologists/counselors				
School/district/state administrators				
Parents				

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
✓ Purposes of the assessment	Not available for examination
✓ Intended and unintended consequences	Not available for examination
✓ Measurement of construct relevance	Not available for examination
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	Not available for examination
✓ Internal consistency of item responses	Not available for examination
✓ Interrater consistency in scoring	Not available for examination
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Anecdotal or committee process
✓ Ongoing/monitoring	Other alignment studies
Fairness	
✓ Implementation processes	Training

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Alabama provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
✓ A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student results were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

The state indicated there was no interpretive guidance in place.

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training		
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

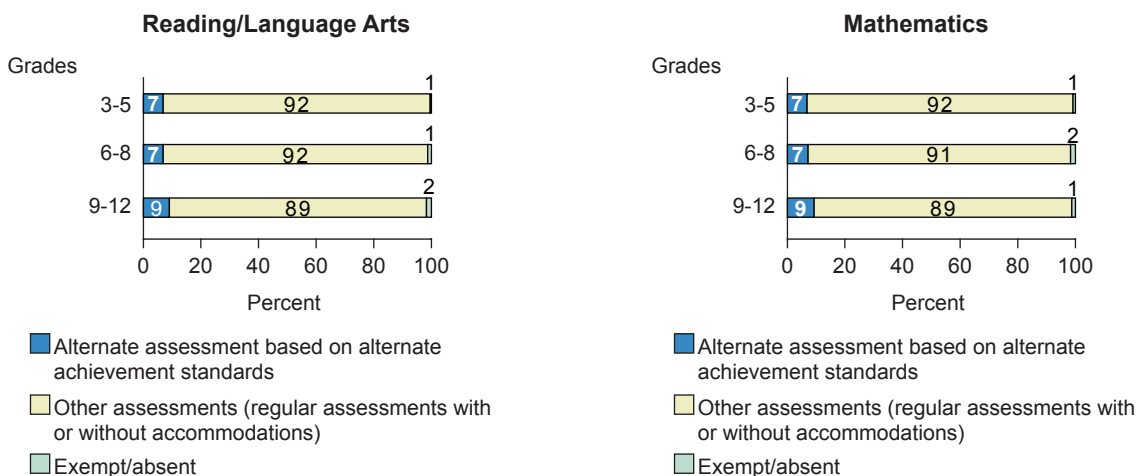
www.alsde.edu

✓ Check marks indicate categories reported by the state from among those possible.

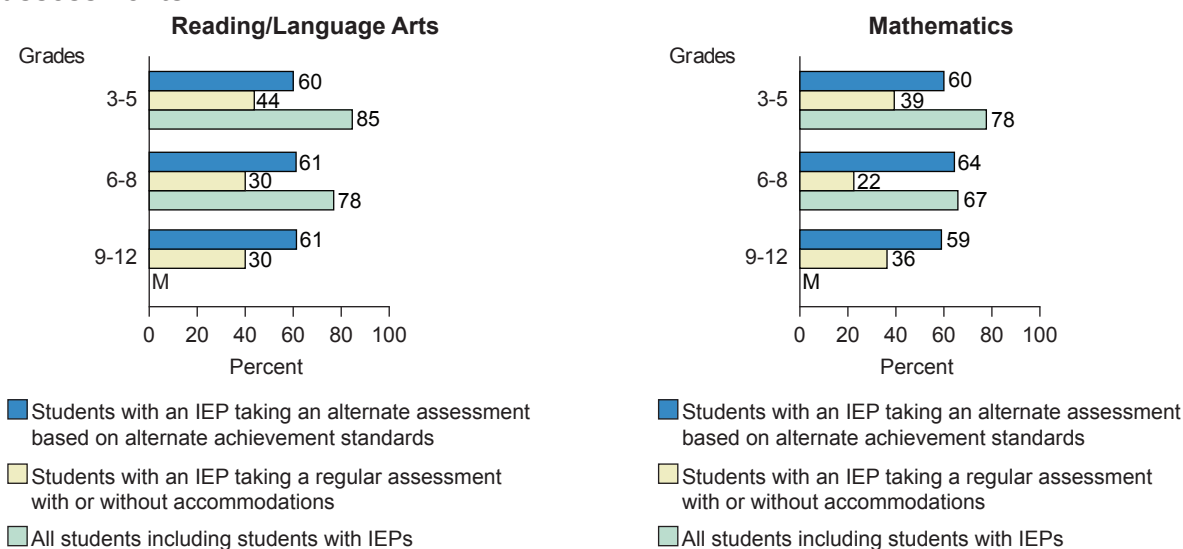
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.48	0.48
6-8	0.51	0.54
9-12	0.56	0.53

M Missing. Information not provided by state.

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Extended Reading, Writing, Math, and Science Alternate Assessment (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Extended Reading, Writing, Math, and Science Alternate Assessment were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- ✓ Measure student progress toward IEP goals

Alternate Assessment

Extended Reading, Writing, Math, and Science
Alternate Assessment

Alternate Assessment Approaches

Rating scale/checklist
Portfolio/body of evidence
✓ Performance task/events
Multiple choice/constructed response

Content Areas Assessed

✓ Reading/language arts
✓ Mathematics
Science
Social studies
Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

One day to 2 weeks
More than 2 weeks to 1 month
✓ More than 1 month to 2 months
More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

Varied by grade level

Mathematics

Varied by grade level

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Reasoned Judgment standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Alaska proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Below Proficient
	Far Below Proficient

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Below Proficient and Far Below Proficient levels were not proficient.

Alternate Achievement Descriptors

Alaska developed

The same descriptors that applied to all grades tested

- ✓ The same descriptors that applied to grade spans tested

Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts (grades 3 and 4) is as follows:

- The student reproduces/copies words using upper and lower case letters; writes/reproduces own first name; orients graphics in legible format (right-side up, left to right).

Alternate Achievement Cut Scores

Alaska developed

Unique cut scores for each grade

- ✓ Unique cut scores for grade spans

One set of cut scores for all students

Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff				✓
State assessment staff	✓	✓		✓
State instruction and curriculum staff				✓
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓	✓	✓
Special education teachers			✓	✓
General education teachers			✓	✓
Content specialists			✓	✓
School psychologists/counselors				
School/district/state administrators				
Parents			✓	✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Not available for examination
✓ Purposes of the assessment	Not available for examination
✓ Intended and unintended consequences	Survey
✓ Measurement of construct relevance	Not available for examination
✓ Grade-level equating	Not available for examination

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses
✓ Internal consistency of item responses	Not available for examination
Interrater consistency in scoring	
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Not available for examination

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Alaska provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
- ✓ Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
- ✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
Scores
- ✓ Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- ✓ Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

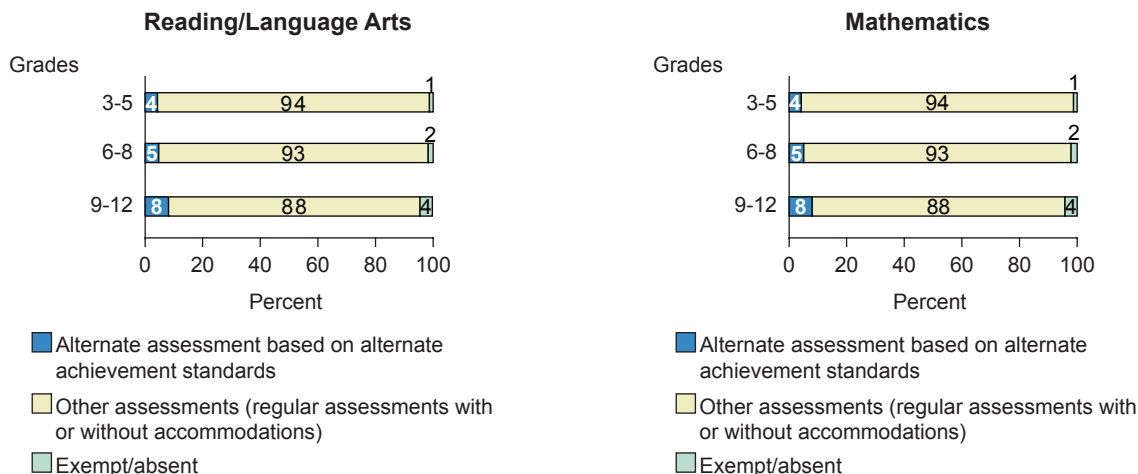
www.eed.state.ak.us

✓ Check marks indicate categories reported by the state from among those possible.

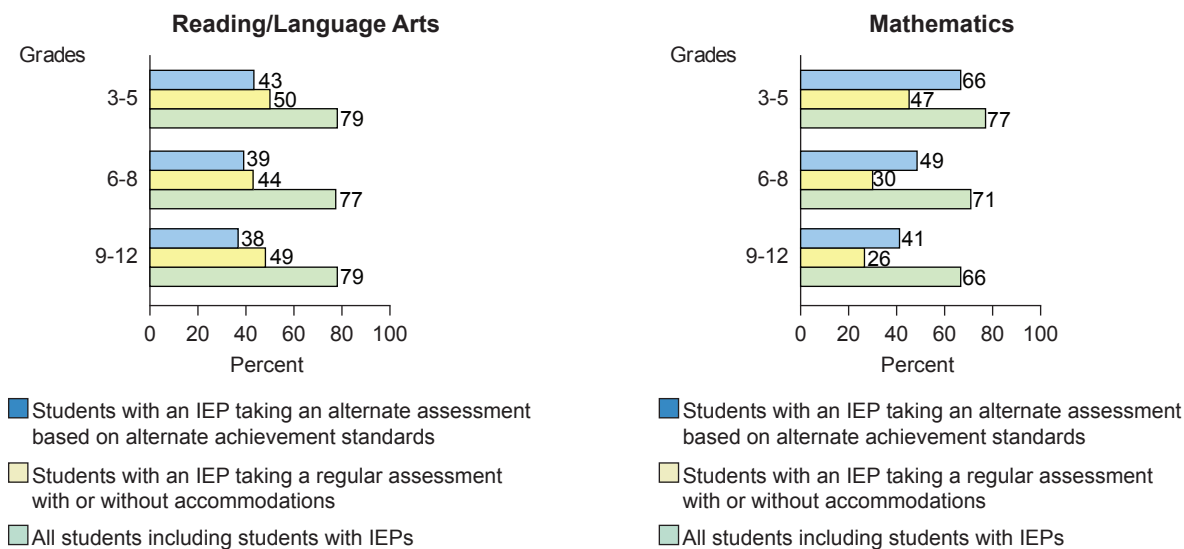
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.28	0.43
6-8	0.25	0.32
9-12	0.33	0.36

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of Arizona's Instrument to Measure Standards-Alternate (AIMS-A) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Arizona's Instrument to Measure Standards-Alternate (AIMS-A) were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
 - Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
 - Measure student progress toward IEP goals

Alternate Assessment

Arizona's Instrument to Measure Standards-Alternate (AIMS-A)

Alternate Assessment Approaches

- ✓ Rating scale/checklist
 - Portfolio/body of evidence
- ✓ Performance task/events
- ✓ Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
 - Science
 - Social studies
 - Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓					
3	4	5	6	7	8	9	10	11	12			

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

3 of 3 standards

Mathematics

5 of 5 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- State assessment staff
- State instruction and curriculum staff
- Test vendor
- Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Bookmark or Item Mapping standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Arizona proficiency levels for alternate assessment
Advanced	Exceeds the Standards
Proficient	Meets the Standards
Basic	Approaches the Standards
	Falls Far Below the Standards

Students who performed at the Exceeds the Standards and Meets the Standards levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Approaches the Standards and Falls Far Below the Standards levels were not proficient.

Alternate Achievement Descriptors

Arizona developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of the Meets the Standard descriptor in reading/language arts is as follows:

- Students who score in this level and are supported through the use of symbols, pictures and objects, demonstrate an understanding of subject matter as reflected by the reading standard. Students who perform at this level are able to determine the meaning of simple words, retell a story in sequence and identify specific facts from a text.

Alternate Achievement Cut Scores

Arizona developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff				
Test vendor				
Outside experts	✓	✓	✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers	✓		✓	
Content specialists	✓		✓	
School psychologists/counselors	✓		✓	✓
School/district/state administrators	✓		✓	✓
Parents				

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
✓ Relation to internal and external variables	Correlational analysis using external measures
✓ Purposes of the assessment	Alignment study
✓ Intended and unintended consequences	Survey
✓ Measurement of construct relevance	Statistical analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses
✓ Internal consistency of item responses	Formal study or expert panel review
Interrater consistency in scoring	
✓ Standard errors of measurement	Statistical analysis conducted as part of actual scoring

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Training, monitoring

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Arizona provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
 - Required extensive support for skill generalization
- ✓ Required modified curriculum
 - Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
 - Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
 - Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
 - A certified educator who was not the student's teacher
 - Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
 - State provided instructions on types and amounts of evidence to be collected
 - Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
 - Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
 - Separately from student's daily work
- ✓ Using a combination of day-to-day and on-demand approaches
 - Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
 - Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student results were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student reports were expressed in terms of

- ✓ State's achievement standards
Scores
- ✓ Percentiles

Interpretive guidance was developed for
School-level administrators

- ✓ Teachers
- ✓ Parents
- ✓ Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		

State department of education website

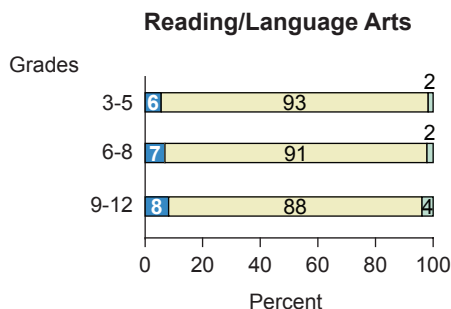
www.ade.az.gov

✓ Check marks indicate categories reported by the state from among those possible.

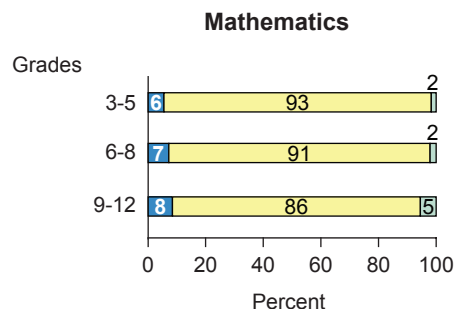
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments

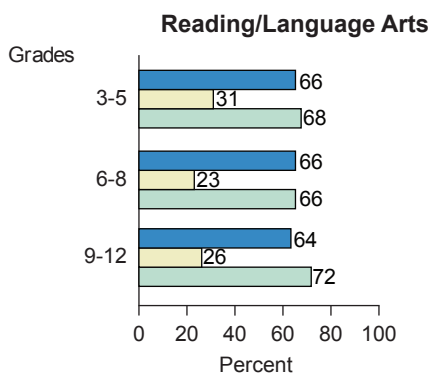


■ Alternate assessment based on alternate achievement standards
 ■ Other assessments (regular assessments with or without accommodations)
 ■ Exempt/absent

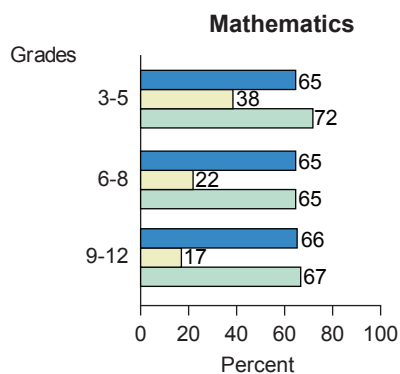


■ Alternate assessment based on alternate achievement standards
 ■ Other assessments (regular assessments with or without accommodations)
 ■ Exempt/absent

Percentage of students who scored proficient or above on state accountability assessments¹



■ Students with an IEP taking an alternate assessment based on alternate achievement standards
 ■ Students with an IEP taking a regular assessment with or without accommodations
 ■ All students including students with IEPs



■ Students with an IEP taking an alternate assessment based on alternate achievement standards
 ■ Students with an IEP taking a regular assessment with or without accommodations
 ■ All students including students with IEPs

Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.51	0.50
6-8	0.59	0.57
9-12	0.56	0.58

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Arkansas Alternate Portfolio Assessment System for Students with Disabilities (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Arkansas Alternate Portfolio Assessment System for Students with Disabilities were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

General Information

Alternate Assessment

Arkansas Alternate Portfolio Assessment System
for Students with Disabilities

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

3 of 4 standards

Mathematics

5 of 5 standards

Who was involved in developing the alternate assessment?

- Assessment company
- Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- Parents
- Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Arkansas proficiency levels for alternate assessment
Advanced	Independent
Proficient	Functional Independence
Basic	Supported Independence
	Emergent

Students who performed at the Independent and Functional Independence levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Supported Independence and Emergent levels were not proficient.

Alternate Achievement Descriptors

Arkansas developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Functional Independence descriptor in reading/language arts is as follows:

- Students at the Functional Independence Level frequently meet authentic, age appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established literacy or mathematics skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors.

Alternate Achievement Cut Scores

Arkansas developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓	✓	✓	✓
Test vendor	✓	✓	✓	
Outside experts		✓	✓	
Special education teachers	✓	✓	✓	✓
General education teachers	✓	✓	✓	✓
Content specialists	✓	✓	✓	✓
School psychologists/counselors				
School/district/state administrators				
Parents			✓	

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
✓ Purposes of the assessment	Not available for examination
Intended and unintended consequences	
✓ Measurement of construct relevance	Construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Training documents or anecdotal
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Internal alignment studies
Fairness	
✓ Implementation processes	Training, administration manual/guide

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Arkansas provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
 - ✓ A third person adjudicated
 - A third rater scored the assessment
 - One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
- Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- ✓ Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- ✓ Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

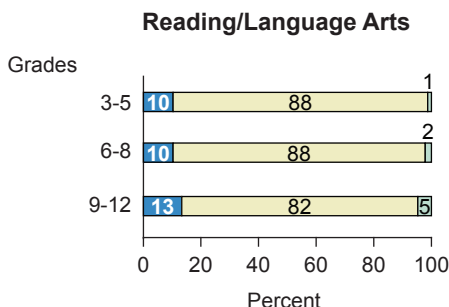
www.arkansased.org

✓ Check marks indicate categories reported by the state from among those possible.

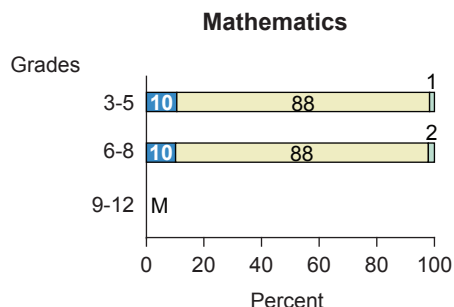
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments

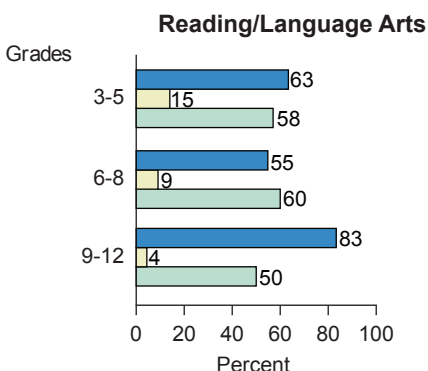


■ Alternate assessment based on alternate achievement standards
 ■ Other assessments (regular assessments with or without accommodations)
 ■ Exempt/absent

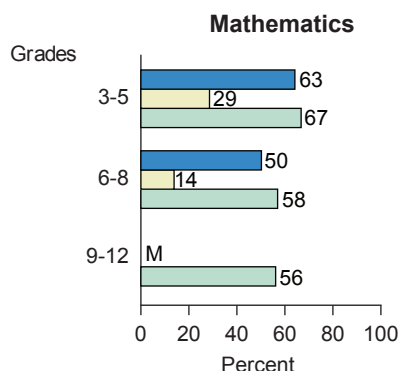


■ Alternate assessment based on alternate achievement standards
 ■ Other assessments (regular assessments with or without accommodations)
 ■ Exempt/absent

Percentage of students who scored proficient or above on state accountability assessments¹



■ Students with an IEP taking an alternate assessment based on alternate achievement standards
 ■ Students with an IEP taking a regular assessment with or without accommodations
 ■ All students including students with IEPs



■ Students with an IEP taking an alternate assessment based on alternate achievement standards
 ■ Students with an IEP taking a regular assessment with or without accommodations
 ■ All students including students with IEPs

Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.89	0.87
6-8	0.79	0.69
9-12	1.64	M

M Missing. Information not provided by state.

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

In addition to meeting accountability requirements, the purposes of the 2006–07 California Alternate Performance Assessment (CAPA) were to

Alternate Assessment	Number of content standards assessed by the alternate assessment
California Alternate Performance Assessment (CAPA)	Reading/language arts Varied by grade level Mathematics Varied by grade level
Alternate Assessment Approaches	Who was involved in developing the alternate assessment?
Rating scale/checklist	✓ Assessment company
Portfolio/body of evidence	✓ Research company/university/independent researcher
✓ Performance task/events	✓ Technical assistance provider
Multiple choice/constructed response	✓ State personnel
Content Areas Assessed	Parents
✓ Reading/language arts	✓ Stakeholders
✓ Mathematics	
✓ Science	
Social studies	
Functional skills	
Grades Assessed	Who administered the alternate assessment?
✓ 3	✓ The student's special education teacher
✓ 4	✓ A certified educator who was not the student's teacher
✓ 5	Paraprofessional
✓ 6	
✓ 7	
✓ 8	
✓ 9	
✓ 10	
✓ 11	
✓ 12	
Time Frame for Administration	Who scored the alternate assessment?
One day to 2 weeks	✓ Student's classroom teacher
✓ More than 2 weeks to 1 month	✓ School- or district-based educator
More than 1 month to 2 months	State or state-contracted scorer
More than 2 months	Machine scored
	Paraprofessional

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Bookmark or Item Mapping standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding California proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Basic
	Below Basic
	Far Below Basic

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Basic, Below Basic, and Far Below Basic levels were not proficient.

Alternate Achievement Descriptors

California developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- Level II students performing at the Proficient level show interest in print or symbols. They can recognize their names, some letters, and one or two printed words or symbols. They can follow one-step directions of two words or more using symbols or words. They can write or produce a partial representation of their name. When asked to choose between two options, they can indicate a preference. They can communicate using single words and an occasional phrase.

Alternate Achievement Cut Scores

California developed

- Unique cut scores for each grade
- Unique cut scores for grade spans
- ✓ One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓		✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff			✓	
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓	✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers	✓	✓	✓	✓
Content specialists	✓		✓	✓
School psychologists/counselors				
School/district/state administrators	✓	✓	✓	✓
Parents				

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Correlational study
Purposes of the assessment	
Intended and unintended consequences	
✓ Measurement of construct relevance	Construct analyses
✓ Grade-level equating	Anecdotal or committee process

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses, review of disability group results
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Regularly scheduled bias review by experts, statistical analyses
✓ Implementation processes	Training, administration manual/guide, monitoring

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- Grade or grade span
- Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

California provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
State provided instructions on types and amounts of evidence to be collected
Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
- ✓ Separately from student's daily work
Using a combination of day-to-day and on-demand approaches
Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher, school- or district-based educator
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- State's achievement standards
- ✓ Scores
- ✓ Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

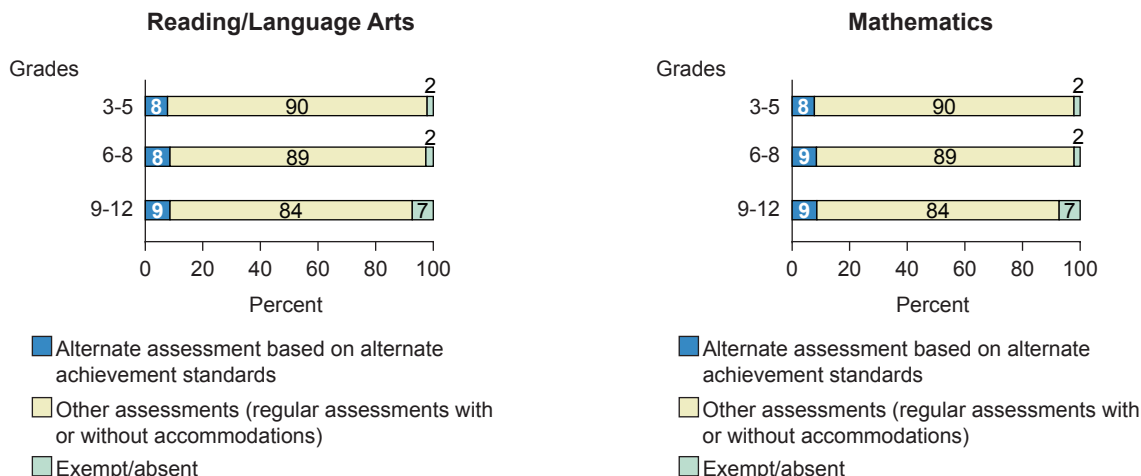
www.cde.ca.gov/ta/tg/sr

✓ Check marks indicate categories reported by the state from among those possible.

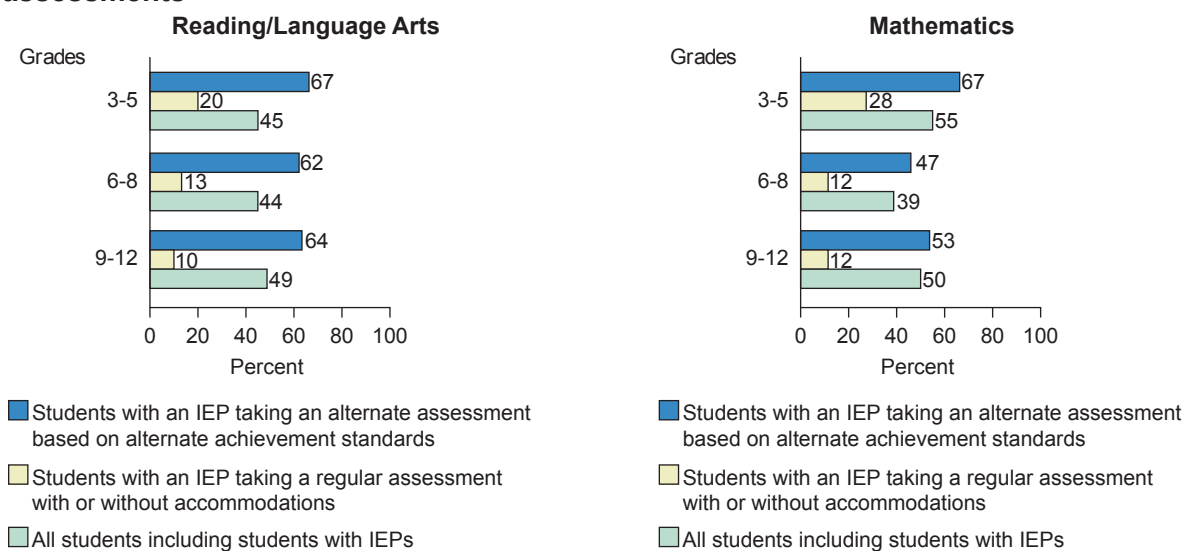
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.60	0.60
6-8	0.56	0.43
9-12	0.54	0.44

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Colorado Student Assessment Program Alternate (CSAPA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Colorado Student Assessment Program Alternate (CSAPA) were to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Colorado Student Assessment Program Alternate (CSAPA)

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- ✓ Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓	✓			
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

6 of 6 standards

Mathematics

6 of 6 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- ✓ Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- State assessment staff
- State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Judgmental Policy Capturing standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Colorado proficiency levels for alternate assessment
Advanced ¹	
Proficient	Novice
	Developing
	Emerging
Basic	Exploring
	Inconclusive

¹ State did not report label for Advanced level.

Students who performed at the Novice and Developing and Emerging levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Exploring and Inconclusive levels were not proficient.

Alternate Achievement Descriptors

Colorado developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of the Developing descriptor in reading/language arts (grade 3) is as follows:

- The Developing reader interacts with literacy materials purposefully. The student participates in literacy activities in a group, gaining information. The student has some early reading strategies, including a few sight words and print to picture skills. The student is developing language and decoding skills, follows simple directions and uses familiar vocabulary effectively, including prepositions. When the story is read or signed, the student knows what the story is about and can answer who, what and where questions; make predictions based on cause and effect; and use prior knowledge to relate to the story.

Alternate Achievement Cut Scores

Colorado developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓		✓
State assessment staff	✓		✓	
State instruction and curriculum staff				
Test vendor	✓			✓
Outside experts	✓	✓		✓
Special education teachers	✓	✓	✓	✓
General education teachers			✓	✓
Content specialists	✓		✓	✓
School psychologists/counselors				
School/district/state administrators	✓		✓	
Parents			✓	

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
✓ Relation to internal and external variables	Correlational study, item-to-item analysis
✓ Purposes of the assessment	Survey
✓ Intended and unintended consequences	Survey
✓ Measurement of construct relevance	Construct analyses
✓ Grade-level equating	Anecdotal or committee process

Reliability

Type of reliability	Types of evidence
Variability across groups	
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Internal and external alignment studies
✓ Fairness	Regularly scheduled bias review by experts, statistical analyses
✓ Implementation processes	Training, administration manual/guide

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Colorado provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
 - Required extensive support for skill generalization
- ✓ Required modified curriculum
 - Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
 - Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
 - Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
 - A certified educator who was not the student's teacher
 - Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
 - State provided instructions on types and amounts of evidence to be collected
 - Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
 - Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
- ✓ Separately from student's daily work
 - Using a combination of day-to-day and on-demand approaches
 - Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
 - Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Not applicable
- *Who scored?*
Machine scored
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers ¹
Non-face-to-face training	✓	
Face-to-face training	✓	
Mandatory training and/or certification	✓	

¹ Assessment was machine scored.

State department of education website

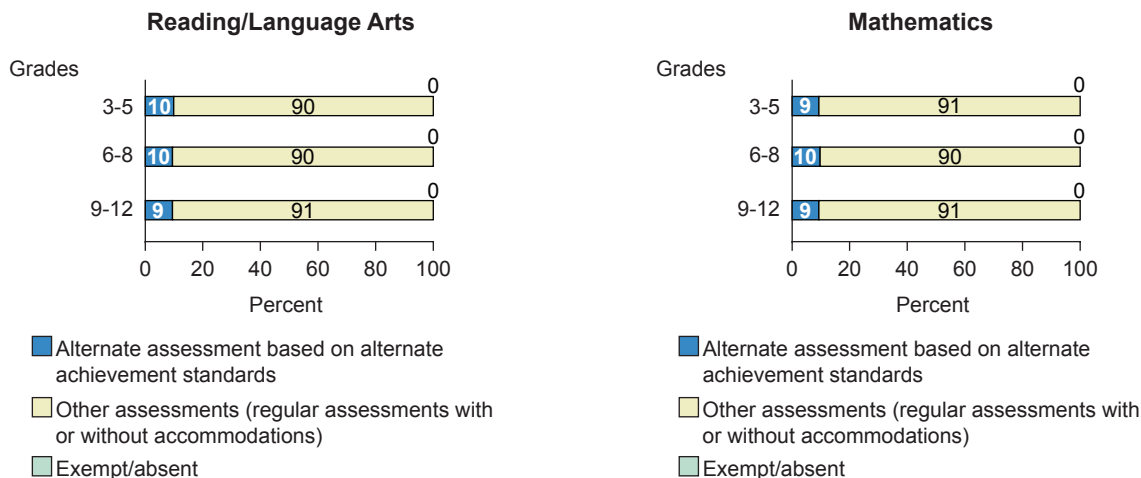
www.cde.state.co.us

✓ Check marks indicate categories reported by the state from among those possible.

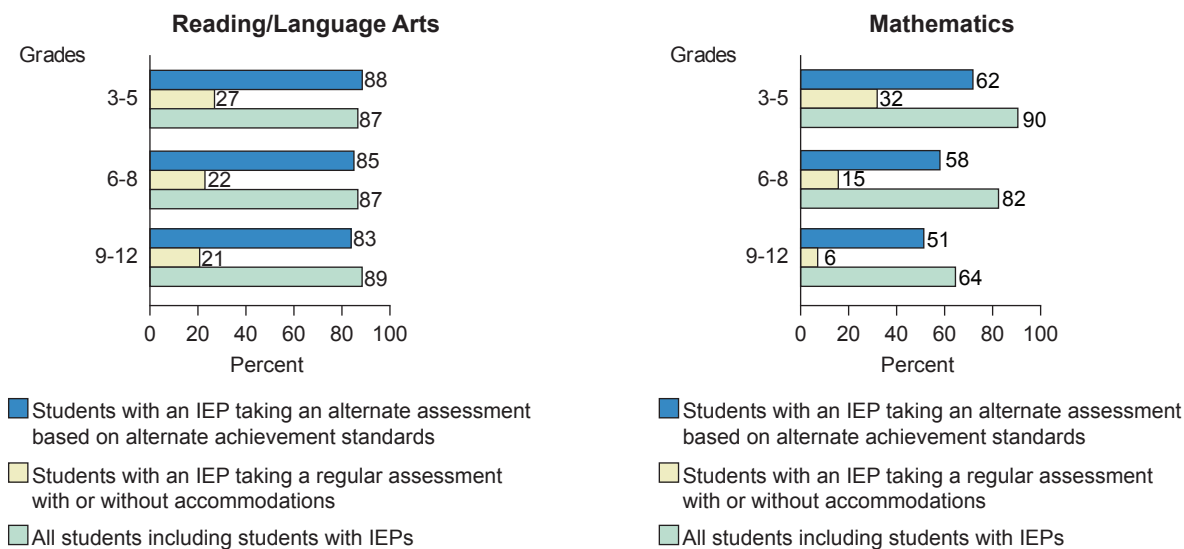
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.93	0.65
6-8	0.86	0.58
9-12	0.73	0.45

¹ Of all students who received valid scores on the specific types of accountability assessment.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the CMT/CAPT Skills Checklist (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 CMT/CAPT Skills Checklist were to

- Evaluate programs
- ✓ Guide classroom instruction
- Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

CMT/CAPT Skills Checklist

Alternate Assessment Approaches

- ✓ Rating scale/checklist
- Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- ✓ More than 2 weeks to 1 month
- More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

4 of 4 standards

Mathematics

4 of 4 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Judgmental Policy Capturing standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Connecticut proficiency levels for alternate assessment
Advanced	Independent
Proficient	Proficient
Basic	Basic

Students who performed at the Independent and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Basic level were not proficient.

Alternate Achievement Descriptors

Connecticut developed

- The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- ✓ Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- Students who perform at this level complete academic tasks and activities derived from [insert grade level] content inconsistently and/or only with prompt support (e.g., a cue, a model, physical guidance, etc.). Students at this level demonstrate a partial ability to: [insert content assessed here].

Alternate Achievement Cut Scores

Connecticut developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff			✓	✓
Test vendor		✓		✓
Outside experts	✓	✓	✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers	✓	✓	✓	✓
Content specialists	✓		✓	✓
School psychologists/counselors				
School/district/state administrators	✓			✓
Parents	✓	✓		✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
Relation to internal and external variables	
✓ Purposes of the assessment	Anecdotal or committee process
✓ Intended and unintended consequences	Not available for examination
✓ Measurement of construct relevance	Construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of training
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Training

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- General link to state content standards
- Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Connecticut provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
 - ✓ Required modified instruction
 - ✓ Required extensive support for skill generalization
 - ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- ✓ Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

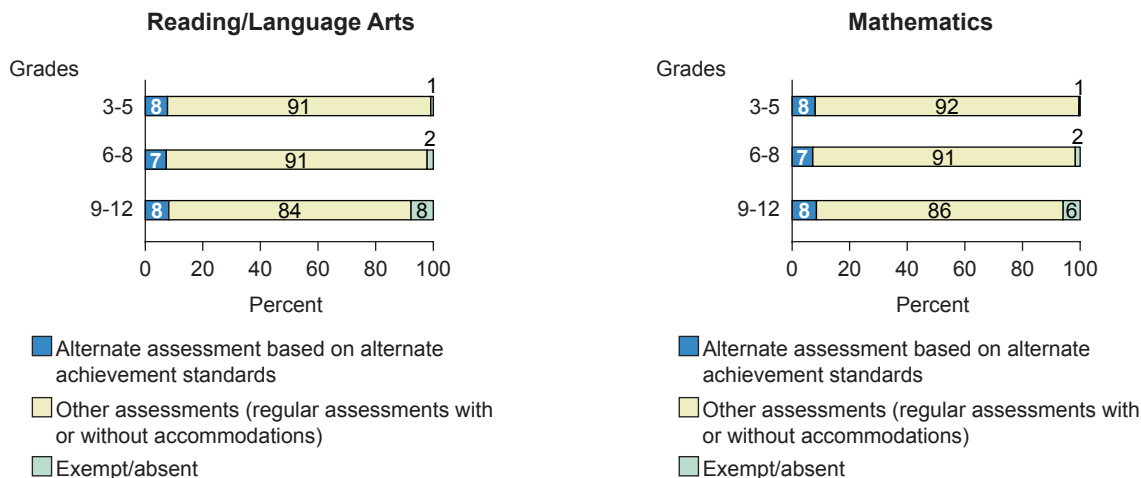
www.sde.ct.gov

✓ Check marks indicate categories reported by the state from among those possible.

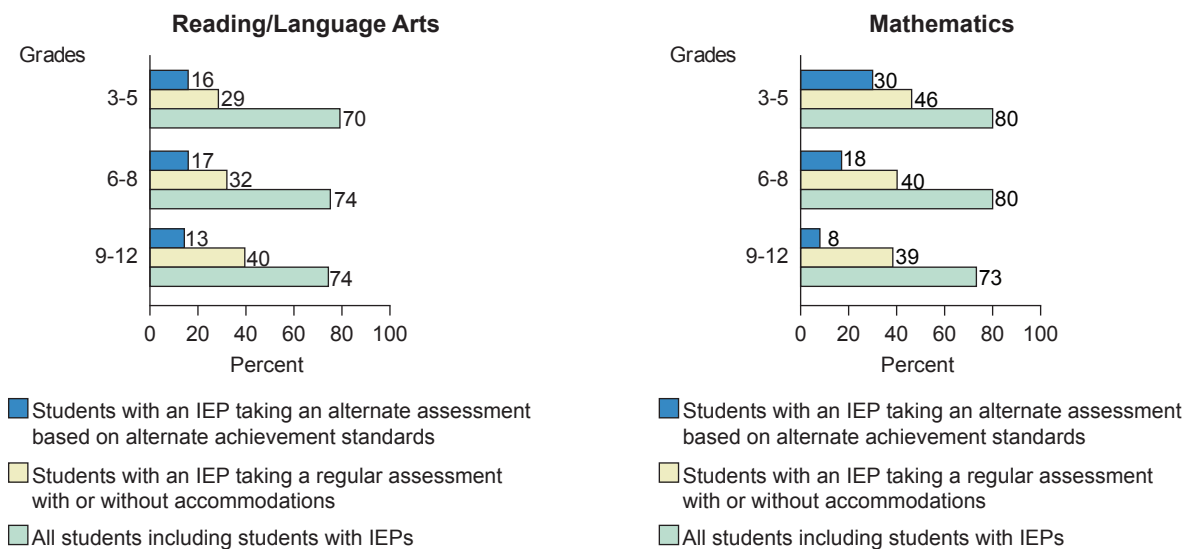
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.15	0.28
6-8	0.15	0.15
9-12	0.13	0.08

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Delaware Alternate Portfolio Assessment II (DAPA II) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Delaware Alternate Portfolio Assessment II (DAPA II) were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- ✓ Measure student progress toward IEP goals

Alternate Assessment

Delaware Alternate Portfolio Assessment II
(DAPA II)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓	✓		
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

1 of 4 standards

Mathematics

1 of 4 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Reasoned Judgment standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Delaware proficiency levels for alternate assessment
Advanced	Distinguished
	Exceeds the Standard
Proficient	Meets the Standard
Basic	Below the Standard
	Well Below the Standard

Students who performed at the Distinguished, Exceeds the Standard, and Meets the Standard levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Below the Standard and Well Below the Standard levels were not proficient.

Alternate Achievement Descriptors

Delaware developed¹

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

Descriptors that were unique for each grade tested

Alternate Achievement Cut Scores

Delaware developed

Unique cut scores for each grade

Unique cut scores for grade spans

- ✓ One set of cut scores for all students

Other approaches (e.g., applying a rubric to determine proficiency level)

¹ State did not have descriptors.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness ¹
State special education staff	✓		✓	
State assessment staff	✓	✓	✓	
State instruction and curriculum staff	✓		✓	
Test vendor	✓	✓	✓	
Outside experts	✓		✓	
Special education teachers	✓		✓	
General education teachers	✓		✓	
Content specialists	✓		✓	
School psychologists/counselors				
School/district/state administrators				
Parents	✓		✓	

¹ State did not address fairness.

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
Purposes of the assessment	
✓ Intended and unintended consequences	Survey
✓ Measurement of construct relevance	Anecdotal or committee process
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of training
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Anecdotal or committee process
✓ Ongoing/monitoring	Other alignment studies
Fairness	
✓ Implementation processes	Training, administration manual/guide, monitoring

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Delaware provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks

Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks

- ✓ Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
✓ A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
- Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
- ✓ Opportunities to plan, monitor, and evaluate work
- ✓ Work with nondisabled peers
- ✓ Appropriate human and technological supports
- None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- Standard/strand breakouts
- Indicator/benchmark breakouts
- Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

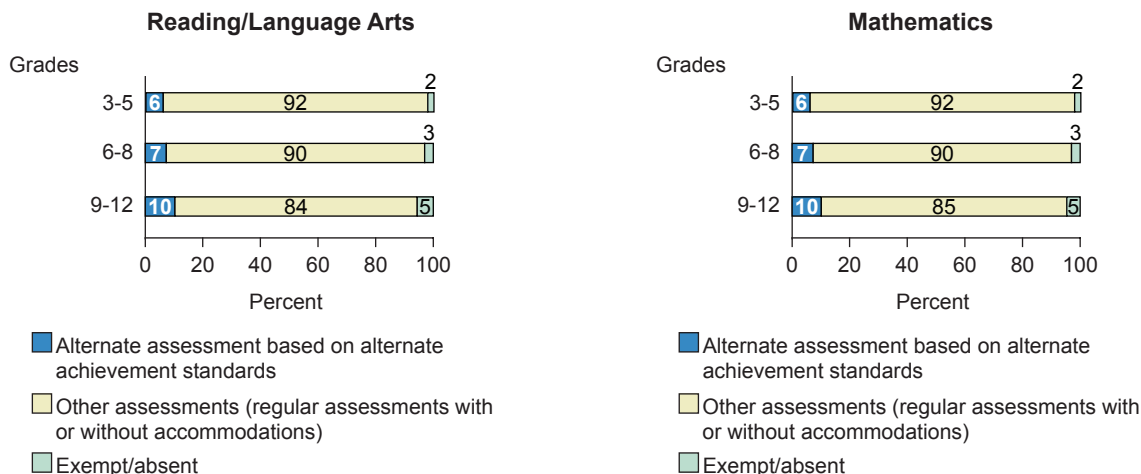
www.dapaonline.org

✓ Check marks indicate categories reported by the state from among those possible.

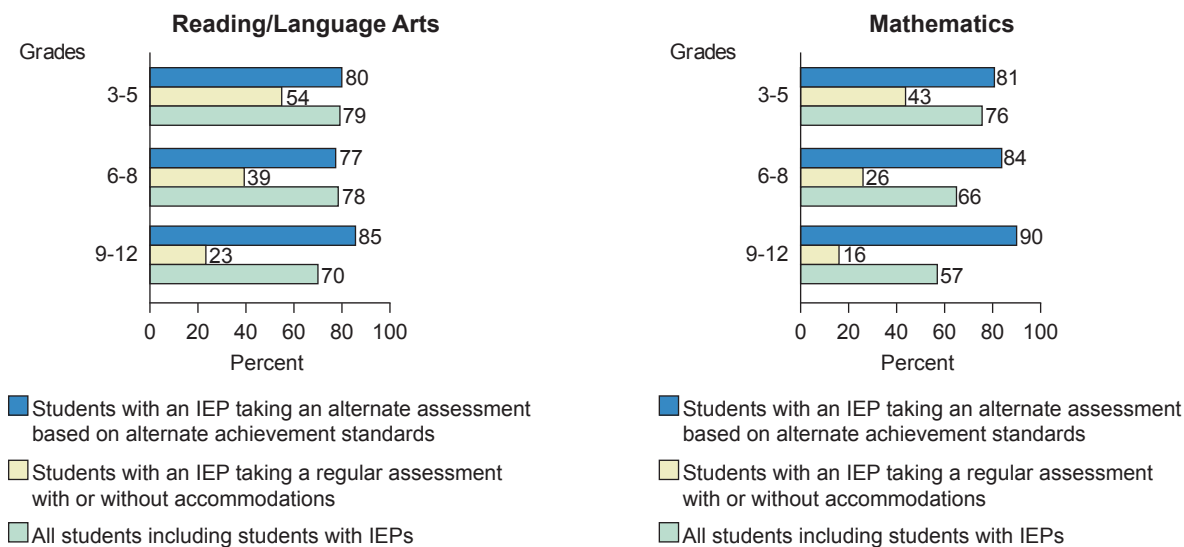
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.72	0.73
6-8	0.85	0.93
9-12	1.08	1.14

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the District of Columbia Comprehensive Assessment System-Alternate Assessment (DC CAS-ALT) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 District of Columbia Comprehensive Assessment System-Alternate Assessment (DC CAS-ALT) were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

District of Columbia Comprehensive Assessment System-Alternate Assessment (DC CAS-ALT)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

3 standards¹

Mathematics

3 standards¹

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

¹ The number of general content standards varied by grade level.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- State special education staff
- ✓ State assessment staff
- State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding District of Columbia proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Basic
	Below Basic

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Basic and Below Basic levels were not proficient.

Alternate Achievement Descriptors

District of Columbia developed

- The same descriptors that applied to all grades tested
- ✓ The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- Provided supports such as assistive technology, adaptations, prompts, and/or modifications, and a skill that may be reduced in complexity and/or difficulty. The student demonstrates an observable understanding of English language arts content.

Alternate Achievement Cut Scores

District of Columbia developed

- Unique cut scores for each grade
- ✓ Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓		✓	
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff				
Test vendor	✓	✓	✓	
Outside experts	✓	✓	✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers	✓	✓	✓	✓
Content specialists		✓	✓	
School psychologists/counselors				
School/district/state administrators	✓	✓	✓	✓
Parents				

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Item-to-item analysis
✓ Purposes of the assessment	Not available for examination
Intended and unintended consequences	
✓ Measurement of construct relevance	Construct analyses
✓ Grade-level equating	Formal study or expert panel review

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of training
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
Fairness	
✓ Implementation processes	Training

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

District of Columbia provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks

- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/ tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/ rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials

Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)

Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
- ✓ A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- ✓ Appropriate human and technological supports
- None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

www.k12.dc.us/

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)**Ways that students with IEPs participated in state accountability assessments****Reading/Language Arts****Mathematics**

Data not available.

Data not available.

Percentage of students who scored proficient or above on state accountability assessments¹**Reading/Language Arts****Mathematics**

Data not available.

Data not available.

Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Data not available.

¹ Of all students who received valid scores on the specific types of accountability assessment.SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Florida Alternate Assessment Report (FAAR) (2006–07)

Purposes of the Alternate Assessment

(State did not have alternate achievement standards for this assessment.)

In addition to meeting accountability requirements, the purposes of the 2006–07 Florida Alternate Assessment Report (FAAR) were to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Florida Alternate Assessment Report (FAAR)

Alternate Assessment Approaches

- ✓ Rating scale/checklist
- Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment¹

Reading/language arts

Mathematics

Who was involved in developing the alternate assessment?

- Assessment company
- Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

¹ State had four functional standards—one each for reading, writing, mathematics, and science.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
 - State assessment staff
 - State instruction and curriculum staff
 - Test vendor
- ✓ Outside experts
 - Special education teachers
 - General education teachers
 - Content specialists
 - School psychologists/counselors
 - School/district/state administrators
 - Parents

Standard-Setting Methodologies

The state did not report a standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Florida proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Basic

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Basic level were not proficient.

Alternate Achievement Descriptors

Florida developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- At the supported level, students are proficient when they can perform an activity or demonstrate the attainment of the indicators for a benchmark with some prompting. Further, the performance with prompting should occur consistently, that is, at least 70 percent of the time.

Alternate Achievement Cut Scores

Florida developed

Unique cut scores for each grade

Unique cut scores for grade spans

One set of cut scores for all students

- ✓ Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality¹

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff				
State assessment staff				
State instruction and curriculum staff				
Test vendor				
Outside experts				
Special education teachers				
General education teachers				
Content specialists				
School psychologists/counselors				
School/district/state administrators				
Parents				

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
Purposes of the assessment	
Intended and unintended consequences	
Measurement of construct relevance	
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
Interrater consistency in scoring	
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
Initial	
Ongoing/monitoring	
Fairness	
Implementation processes	

Extended Content Standards

The state did not develop extended content standards for students who were eligible for the alternate assessment.

¹ State did not have an alternate assessment based on alternate achievement standards on which to review technical quality.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Florida provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks

Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks

- ✓ Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
A certified educator who was not the student's teacher
Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
State provided instructions on types and amounts of evidence to be collected
Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- ✓ Combination of work samples and other evidence
No student work samples

Assessment was administered

- As part of day-to-day student instruction
Separately from student's daily work
- ✓ Using a combination of day-to-day and on-demand approaches
Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for
School-level administrators

- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
Standard/strand breakouts
Indicator/benchmark breakouts
Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training		
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

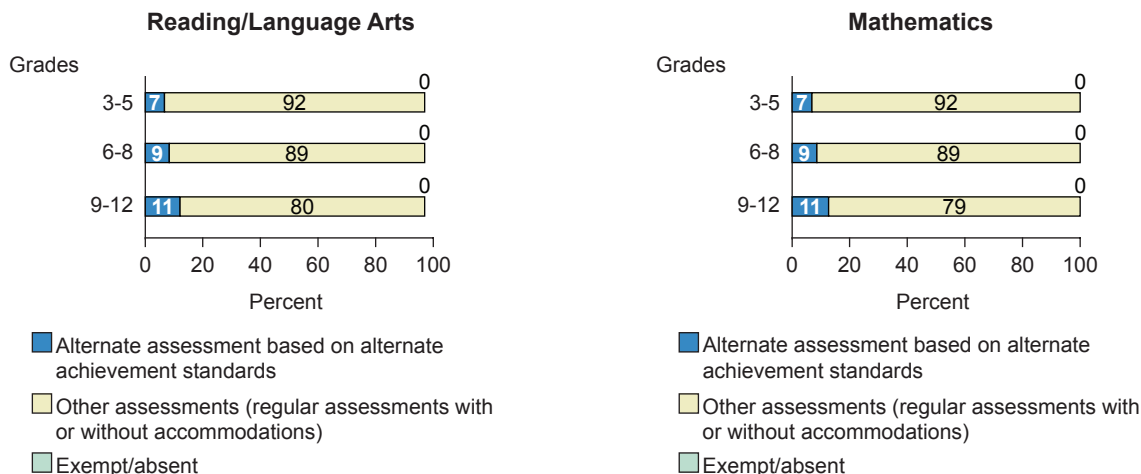
www.fldoe.org

✓ Check marks indicate categories reported by the state from among those possible.

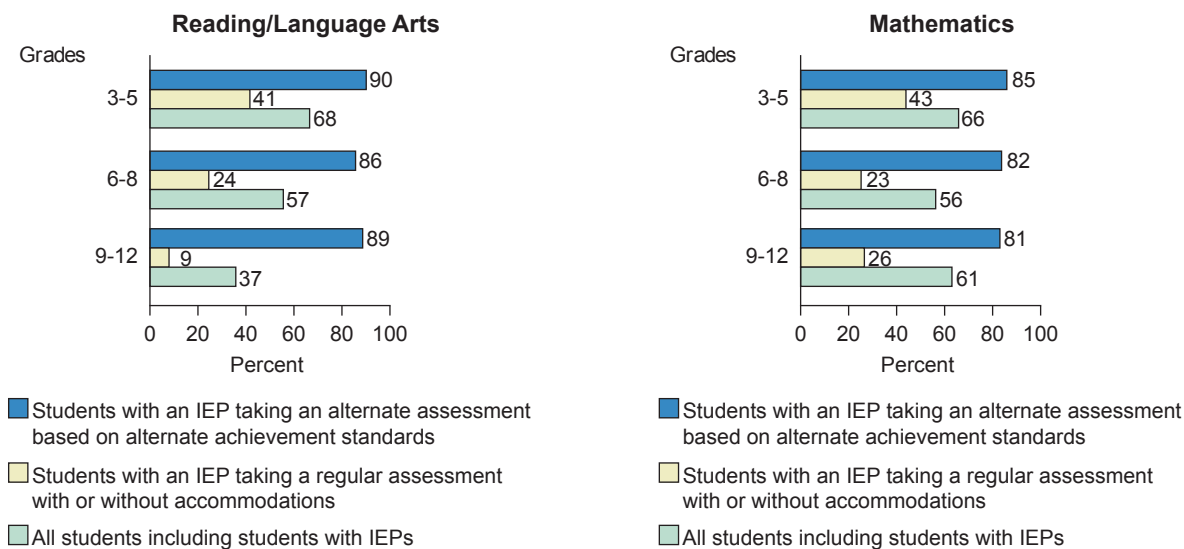
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	1.04	0.97
6-8	1.09	1.04
9-12	1.49	1.36

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Georgia Alternate Assessment (GAA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Georgia Alternate Assessment (GAA) were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Georgia Alternate Assessment (GAA)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

2 standards¹

Mathematics

2 of 6 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

¹ The number of general content standards varied by grade level.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
 - Special education teachers
- ✓ General education teachers
 - Content specialists
 - School psychologists/counselors
 - School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Judgmental Policy Capturing and Body of Work standard-setting methodologies.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Georgia proficiency levels for alternate assessment
Advanced	Extending Progress
Proficient	Established Progress
Basic	Emerging Progress

Students who performed at the Extending Progress and Established Progress levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Emerging Progress level were not proficient.

Alternate Achievement Descriptors

Georgia developed

- ✓ The same descriptors that applied to all grades tested
 - The same descriptors that applied to grade spans tested
 - Descriptors that were unique for each grade tested

An example of the Established Progress descriptor in reading/language arts is as follows:

- Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate ELA, mathematics, science, or social studies standards. He/ she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials.

Alternate Achievement Cut Scores

Georgia developed

- Unique cut scores for each grade
- ✓ Unique cut scores for grade spans
 - One set of cut scores for all students
 - Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓		✓
State assessment staff	✓	✓		✓
State instruction and curriculum staff			✓	✓
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓		✓
Special education teachers	✓		✓	✓
General education teachers			✓	✓
Content specialists				
School psychologists/counselors				
School/district/state administrators				
Parents				✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
✓ Purposes of the assessment	Not available for examination
✓ Intended and unintended consequences	Post hoc data collection/analysis
✓ Measurement of construct relevance	Construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	Not available for examination
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Anecdotal or committee process
✓ Ongoing/monitoring	Other alignment studies
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Training, administration manual/guide, monitoring, post hoc data collection/analysis

Extended Content Standards

The state did not develop extended content standards for students who were eligible for the alternate assessment.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Georgia provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
Opportunities to plan, monitor, and evaluate work
- ✓ Work with nondisabled peers
Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

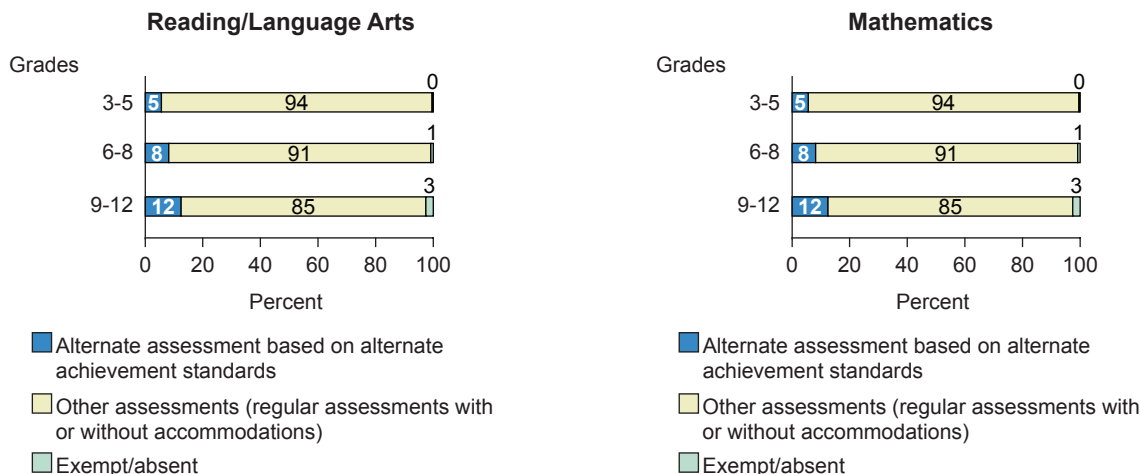
www.doe.k12.ga.us/

✓ Check marks indicate categories reported by the state from among those possible.

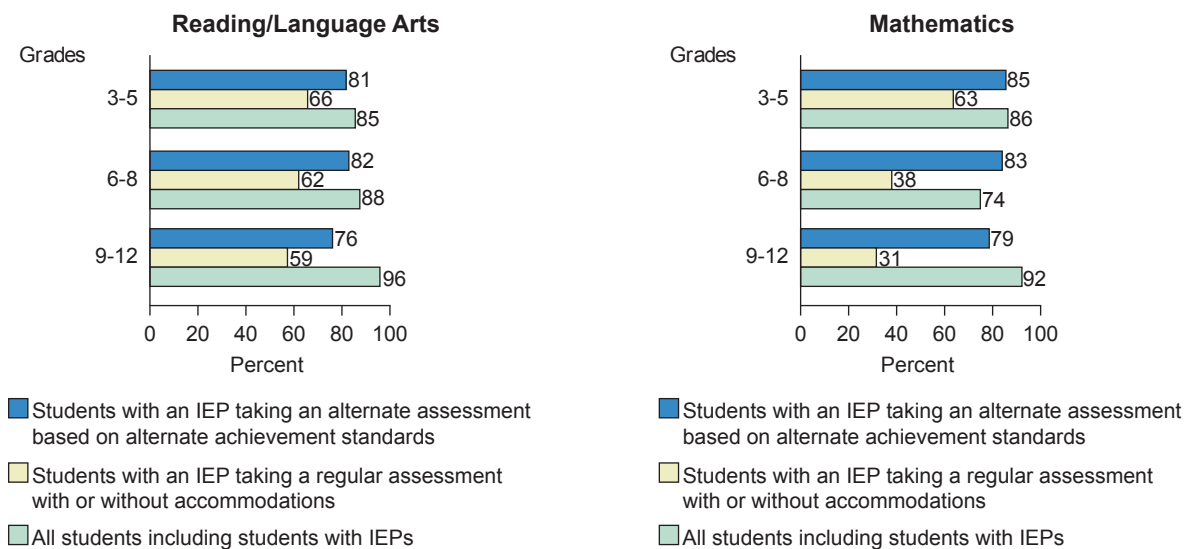
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.63	0.65
6-8	0.85	0.86
9-12	0.88	0.91

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Hawaii State Alternate Assessment (HSAA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Hawaii State Alternate Assessment (HSAA) were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Hawaii State Alternate Assessment (HSAA)

Alternate Assessment Approaches

- ✓ Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

3 of 3 standards

Mathematics

5 of 5 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- ✓ School- or district-based educator
- State or state-contracted scorer
- Machine scored
- ✓ Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- General education teachers
- Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Bookmark or Item Mapping standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Hawaii proficiency levels for alternate assessment
Advanced	Exceeds Proficiency
Proficient	Meets Proficiency
Basic	Approaches Proficiency
	Well Below Proficiency

Students who performed at the Exceeds Proficiency and Meets Proficiency levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Approaches Proficiency and Well Below Proficiency levels were not proficient.

Alternate Achievement Descriptors

Hawaii developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Meets Proficiency descriptor in reading/language arts is as follows:

- Student demonstrates an understanding of basic reading concepts when provided moderate support. Student demonstrates the basic reading skills based on the Alternate Performance Indicators typically at the Progressing level with some at the Mastered level. This level of functioning occurs in two or more settings.

Alternate Achievement Cut Scores

Hawaii developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff				✓
Test vendor	✓	✓		✓
Outside experts	✓	✓	✓	✓
Special education teachers	✓		✓	✓
General education teachers	✓		✓	✓
Content specialists			✓	✓
School psychologists/counselors				
School/district/state administrators				
Parents	✓		✓	✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
✓ Relation to internal and external variables	Correlational analysis using external measures
✓ Purposes of the assessment	Survey
✓ Intended and unintended consequences	Survey
✓ Measurement of construct relevance	Statistical analyses, construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
Ongoing/monitoring	
✓ Fairness	Regularly scheduled bias review by experts
✓ Implementation processes	Training, administration manual/guide, monitoring, post hoc data collection/analysis

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Hawaii provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
 - ✓ Required modified instruction
 - ✓ Required extensive support for skill generalization
 - ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
 - ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
 - ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- ✓ Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
 - ✓ Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Three or more scorers
- *Who scored?*
Student's classroom teacher, school- or district-based educator, paraprofessional
- *How were scoring conflicts resolved?*
A third person adjudicated
- ✓ A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- Ability to generalize across settings
- Amount of independence
- Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

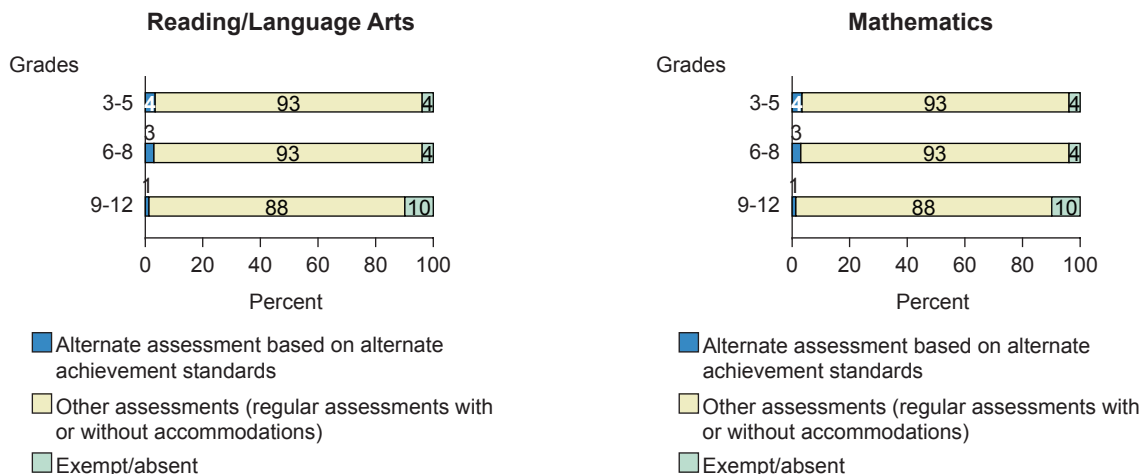
www.doe.k12.hi.us/

✓ Check marks indicate categories reported by the state from among those possible.

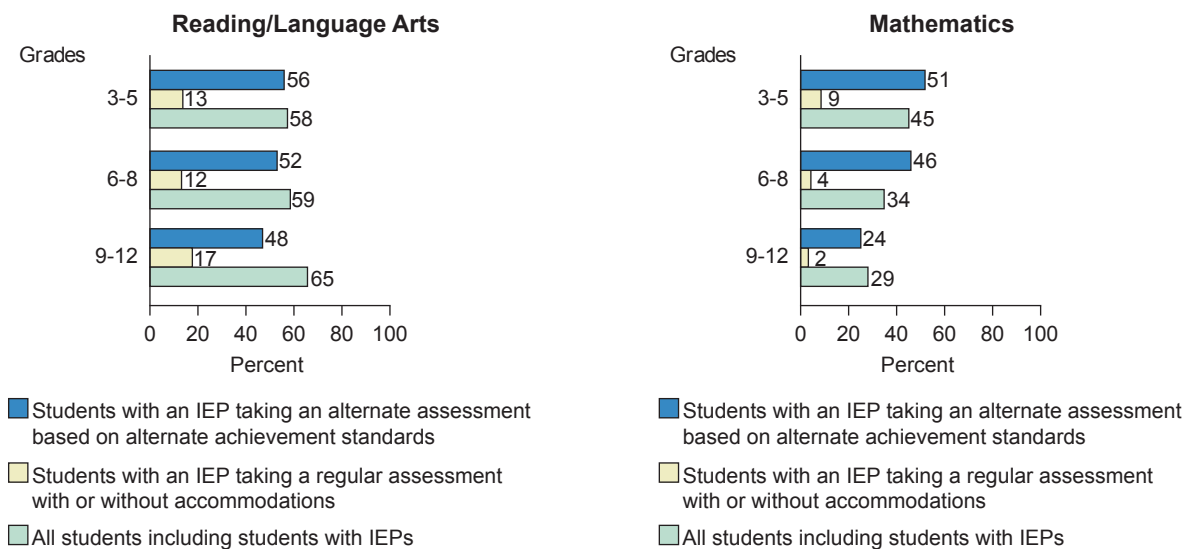
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.20	0.19
6-8	0.19	0.17
9-12	0.09	0.04

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED Facts - Consolidated State Performance Report for SY 2006-07, Washington, DC, 2008.

Overview of the Idaho Alternate Assessment (IAA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Idaho Alternate Assessment (IAA) were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Idaho Alternate Assessment (IAA)

Alternate Assessment Approaches

- ✓ Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

5 of 5 standards

Mathematics

7 of 7 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- ✓ School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- General education teachers
- Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Bookmark or Item Mapping standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Idaho proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Basic
	Below Basic

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Basic and Below Basic levels were not proficient.

Alternate Achievement Descriptors

Idaho developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- Student demonstrates developing use and application of alternate knowledge and skills and exhibits them with concrete-level and some abstract-level tasks. In terms of language: Student creates simple stories or journal entries with words or symbols with moderate adult or peer support. Listens to others, participates in discussions, and effectively expresses ideas and feelings using words or symbols with some adult or peer support.

Alternate Achievement Cut Scores

Idaho developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff		✓		✓
State instruction and curriculum staff				
Test vendor				
Outside experts	✓	✓	✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers				
Content specialists				
School psychologists/counselors				
School/district/state administrators	✓		✓	
Parents				✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Correlational analysis using external measures, other type of analysis
✓ Purposes of the assessment	Survey, alignment study, analytic review of outcomes
✓ Intended and unintended consequences	Survey, post hoc data collection/analysis
✓ Measurement of construct relevance	Statistical analyses, construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses, review of disability group results
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Internal and external alignment studies
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Training, monitoring

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Idaho provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- ✓ Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- ✓ Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher, school- or district-based educator
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
Opportunities to plan, monitor, and evaluate work
Work with nondisabled peers
- ✓ Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
Standard/strand breakouts
- ✓ Indicator/benchmark breakouts
Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		

State department of education website

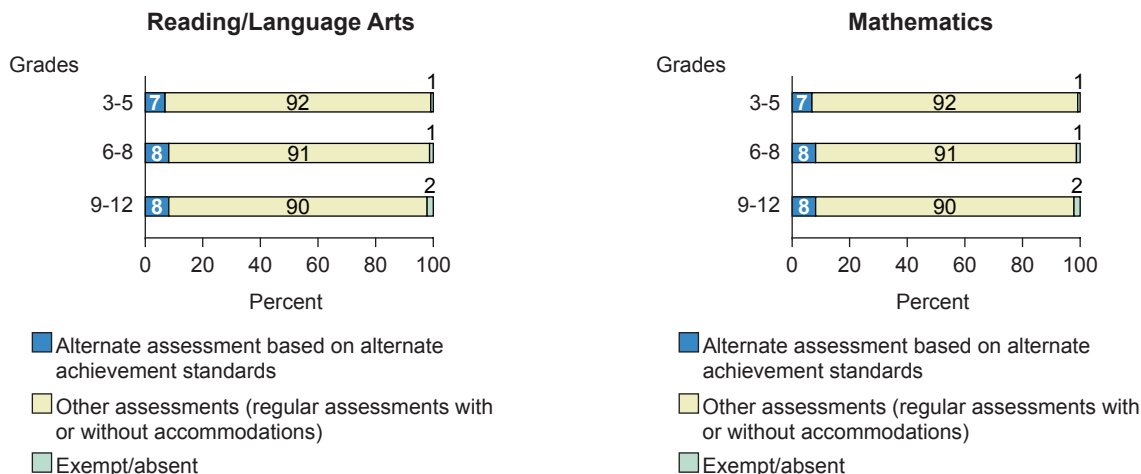
www.sde.idaho.gov/specialeducation

✓ Check marks indicate categories reported by the state from among those possible.

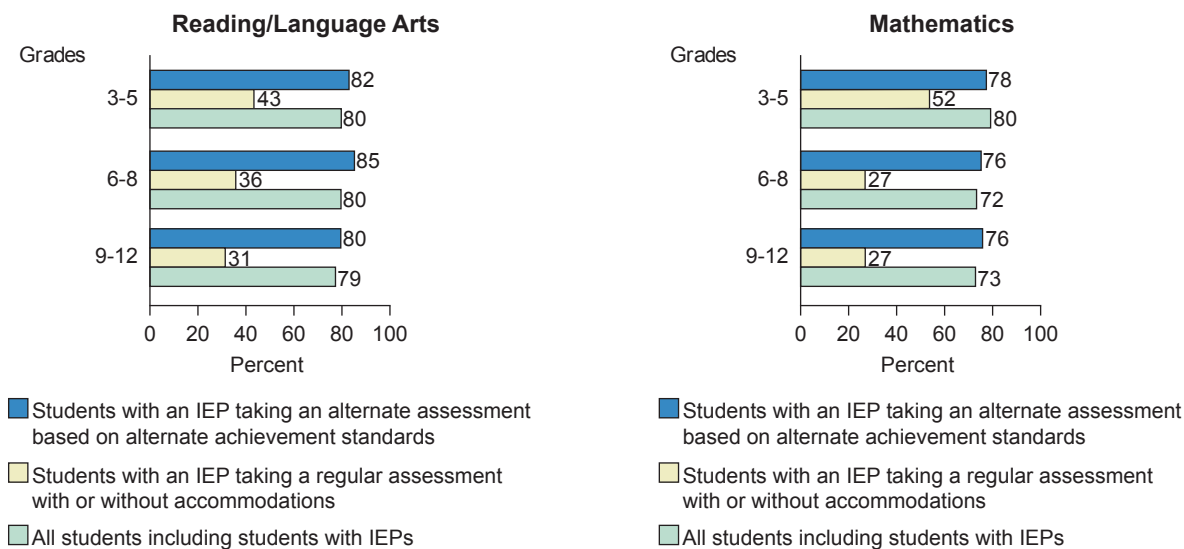
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.61	0.57
6-8	0.67	0.60
9-12	0.57	0.54

¹ Of all students who received valid scores on the specific types of accountability assessment.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Illinois Alternate Assessment (IAA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purpose of the 2006–07 Illinois Alternate Assessment (IAA) was to

- Evaluate programs
- Guide classroom instruction
- Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Illinois Alternate Assessment (IAA)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓	
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

1 of 5 standards

Mathematics

2 of 5 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- Research company/university/independent researcher
- Technical assistance provider
- State personnel
- Parents
- Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- State special education staff
- State assessment staff
- State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- General education teachers
- Content specialists
- School psychologists/counselors
- School/district/state administrators
- Parents

Standard-Setting Methodologies

The state did not report a standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Illinois proficiency levels for alternate assessment
Advanced	Attaining
Proficient	Progressing
Basic	Emerging
	Attempting

Students who performed at the Attaining and Progressing levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Emerging and Attempting levels were not proficient.

Alternate Achievement Descriptors

Illinois developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Progressing descriptor in reading/language arts is as follows:

- Individualized student work demonstrates moderate progress in the knowledge and skills in the subject through limited connections to the Illinois Learning Standards. Students exhibit a basic ability to generalize their knowledge and skills.

Alternate Achievement Cut Scores

Illinois developed

- Unique cut scores for each grade
- Unique cut scores for grade spans
- ✓ One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff				
State assessment staff				
State instruction and curriculum staff	✓			✓
Test vendor	✓	✓		✓
Outside experts	✓			✓
Special education teachers	✓		✓	✓
General education teachers	✓			✓
Content specialists	✓		✓	✓
School psychologists/counselors				
School/district/state administrators	✓		✓	
Parents	✓			✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
Relation to internal and external variables	
Purposes of the assessment	
Intended and unintended consequences	
Measurement of construct relevance	
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External and other alignment studies
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Administration manual/guide

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- General link to state content standards
- Grade or grade span
- Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Illinois provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks

Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks

- ✓ Some components - Only the academic content areas

Monitoring and Verification

Conducted by

An observer/monitor who was present

A local or school-level reviewer who confirmed proper administration of the assessment

- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

State required standardized tasks/test items/rating scales

- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- Teacher interpreted/recorded student responses or scores

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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
 - ✓ A third person adjudicated
A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- Accuracy of student response
- Ability to generalize across settings
- Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- School-level administrators
- Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

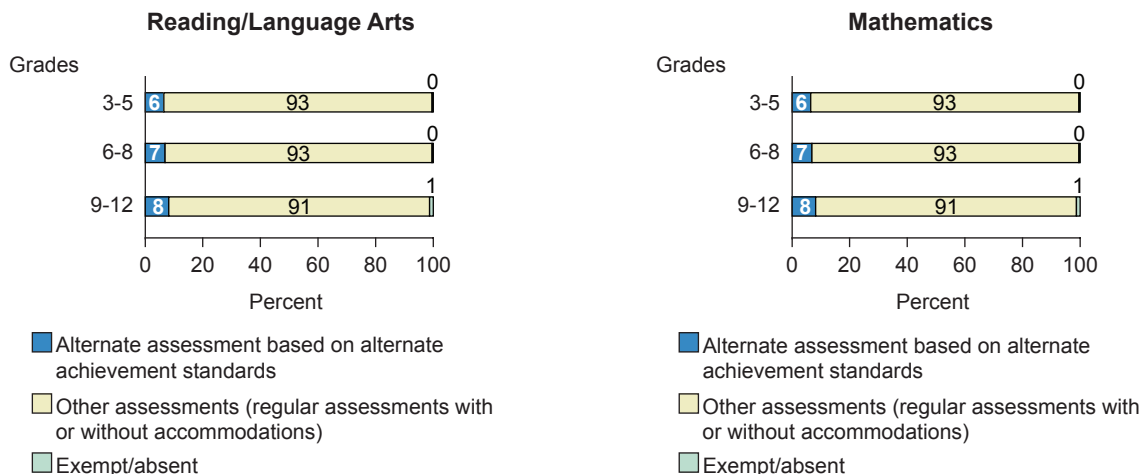
www.isbe.state.il.us/

✓ Check marks indicate categories reported by the state from among those possible.

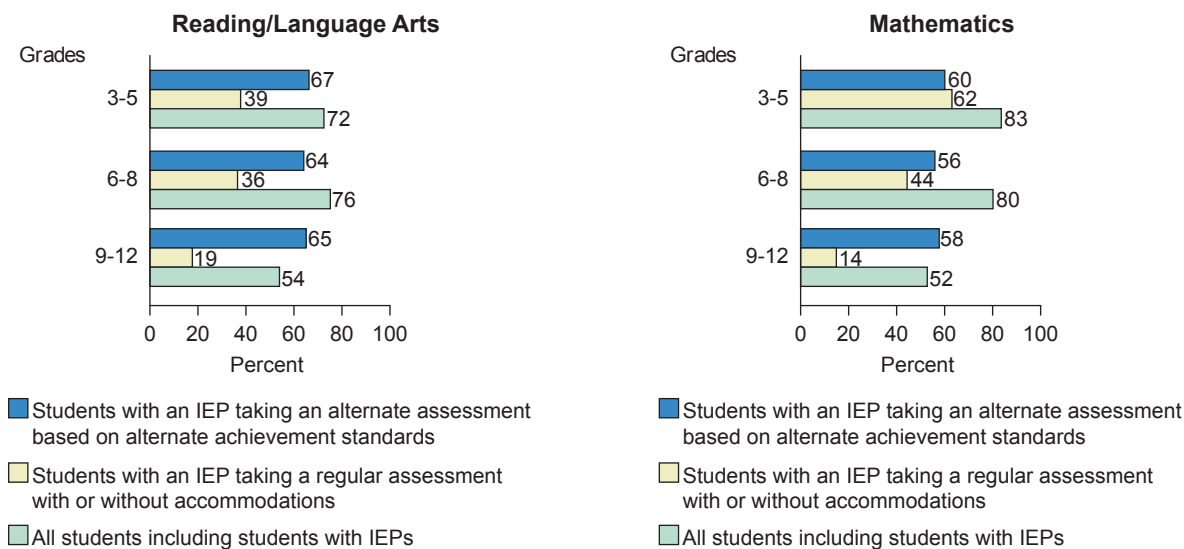
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.64	0.57
6-8	0.63	0.54
9-12	0.65	0.57

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Indiana Standards Tool for Alternate Reporting (ISTAR) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Indiana Standards Tool for Alternate Reporting (ISTAR) were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- ✓ Measure student progress toward IEP goals

Alternate Assessment

Indiana Standards Tool for Alternate Reporting (ISTAR)

Alternate Assessment Approaches

- ✓ Rating scale/checklist
- Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- ✓ Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

7 of 7 standards

Mathematics

7 of 7 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Bookmark or Item Mapping standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Indiana proficiency levels for alternate assessment
Advanced	Pass+
Proficient	Pass
Basic	Basic

Students who performed at the Pass+ and Pass levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Basic level were not proficient.

Alternate Achievement Descriptors

Indiana developed

- The same descriptors that applied to all grades tested
- ✓ The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Pass descriptor in reading/language arts (grades 9-10) is as follows:

- Documented strengths may include but are not limited to conceptual awareness and understanding of early reading and language arts skills, such as recognizing and naming actions or settings within books, listening and paying attention to others' stories, and using writing utensils or communication devices as a way of communicating.

Alternate Achievement Cut Scores

Indiana developed

- Unique cut scores for each grade
- ✓ Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓		✓	✓
State assessment staff	✓		✓	✓
State instruction and curriculum staff	✓		✓	✓
Test vendor				
Outside experts	✓		✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers	✓	✓	✓	✓
Content specialists	✓	✓	✓	✓
School psychologists/counselors	✓		✓	
School/district/state administrators	✓		✓	
Parents	✓			✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
Relation to internal and external variables	
✓ Purposes of the assessment	Anecdotal or committee process
✓ Intended and unintended consequences	Survey
✓ Measurement of construct relevance	Anecdotal or committee process
✓ Grade-level equating	Not available for examination

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Training, administration manual/guide, post hoc data collection/analysis

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Indiana provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- ✓ Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- ✓ Combination of work samples and other evidence
- No student work samples

Assessment was administered

- As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- ✓ Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- ✓ Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- ✓ Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		

State department of education website

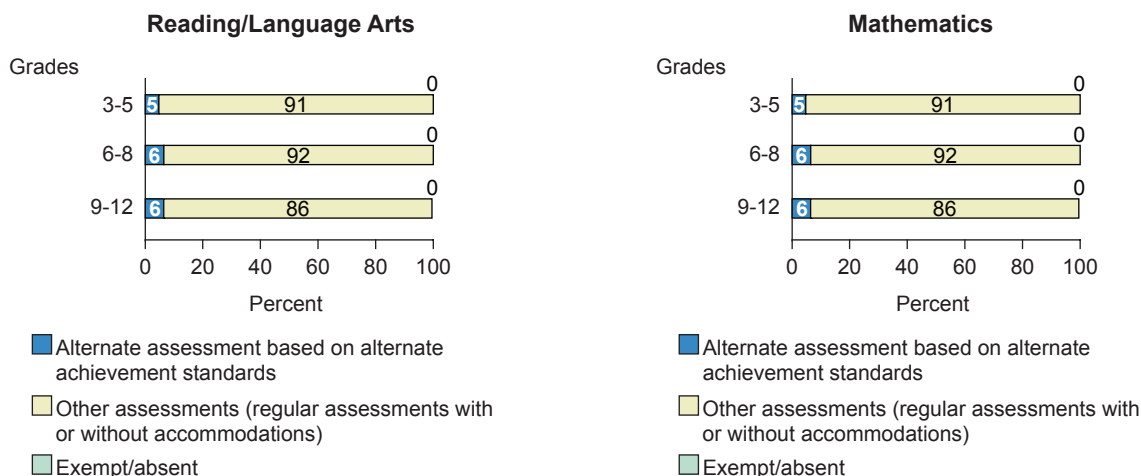
www.doe.state.in.us/

✓ Check marks indicate categories reported by the state from among those possible.

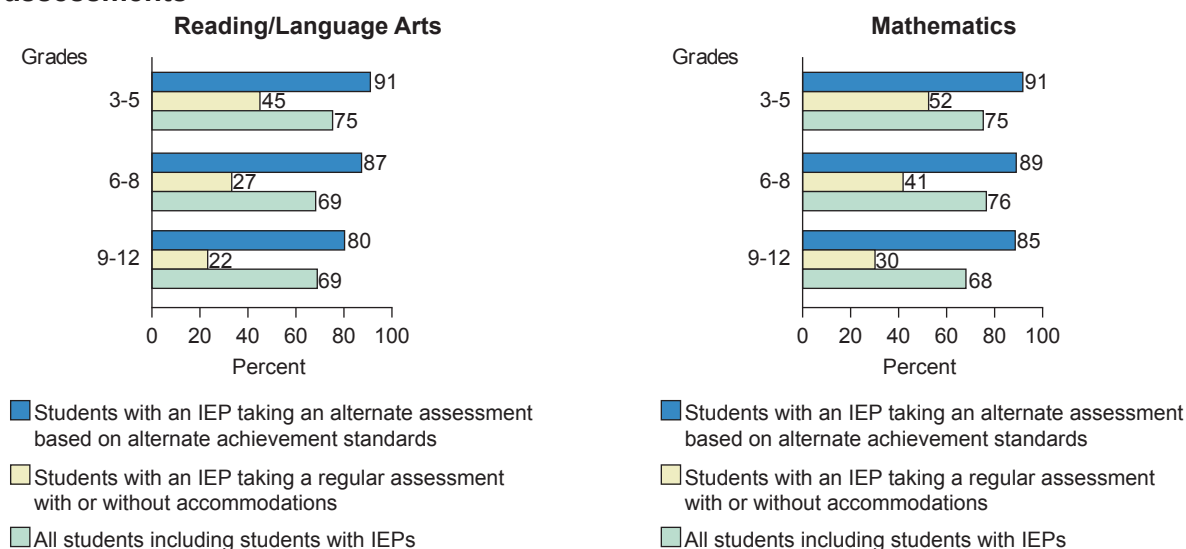
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.83	0.81
6-8	0.92	0.95
9-12	0.79	0.85

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Iowa Alternate Assessment (IAA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting eligibility requirements, the purposes of the 2006–07 Iowa Alternate Assessment (IAA) were to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Iowa Alternate Assessment (IAA)

Alternate Assessment Approaches

- ✓ Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓	
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

1 of 1 standards

Mathematics

4 of 4 standards

Who was involved in developing the alternate assessment?

- Assessment company
- Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- Parents
- Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Judgmental Policy Capturing, Body of Work, and Contrasting Groups standard-setting methodologies.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Iowa proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Basic

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Basic level were not proficient.

Alternate Achievement Descriptors

Iowa developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- Demonstrates a satisfactory understanding of or ability to: identify characters, setting, and sequence of events (plot), use context clues to understand some words, draw conclusions, identify text features, connect story or text to personal experiences, infer character feelings and traits, identify author's point of view, identify main idea of passage.

Alternate Achievement Cut Scores

Iowa developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff			✓	
State assessment staff			✓	✓
State instruction and curriculum staff			✓	
Test vendor				
Outside experts	✓		✓	
Special education teachers			✓	✓
General education teachers			✓	
Content specialists			✓	✓
School psychologists/counselors				
School/district/state administrators		✓	✓	
Parents			✓	

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Not available for examination
Relation to internal and external variables	
Purposes of the assessment	
✓ Intended and unintended consequences	Survey
✓ Measurement of construct relevance	Anecdotal or committee process
✓ Grade-level equating	Not available for examination

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	Not available for examination
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of training and actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Internal alignment studies
✓ Fairness	Bias review, not conducted regularly
Implementation processes	

Extended Content Standards

The state did not develop extended content standards for students who were eligible for the alternate assessment.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Iowa provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
 - Required modified instruction
 - Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks

Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks

- ✓ Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
 - A certified educator who was not the student's teacher
 - Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
 - Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- ✓ Combination of work samples and other evidence
 - No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
 - Separately from student's daily work
 - Using a combination of day-to-day and on-demand approaches
 - Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
Student's classroom teacher
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
- ✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- Ability to generalize across settings
- Amount of independence
- Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- Standard/strand breakouts
- Indicator/benchmark breakouts
- Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training		✓
Mandatory training and/or certification		✓

State department of education website

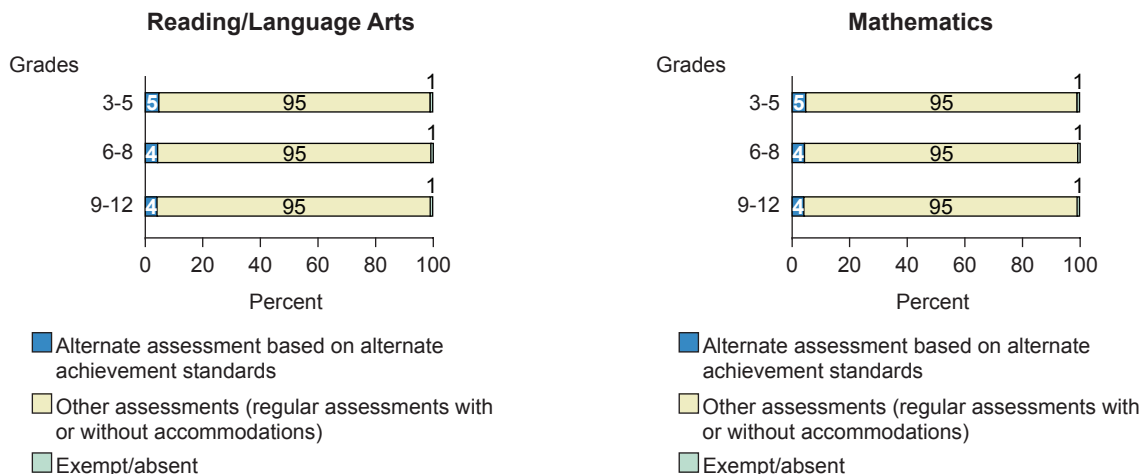
www.iowa.gov/educate/

✓ Check marks indicate categories reported by the state from among those possible.

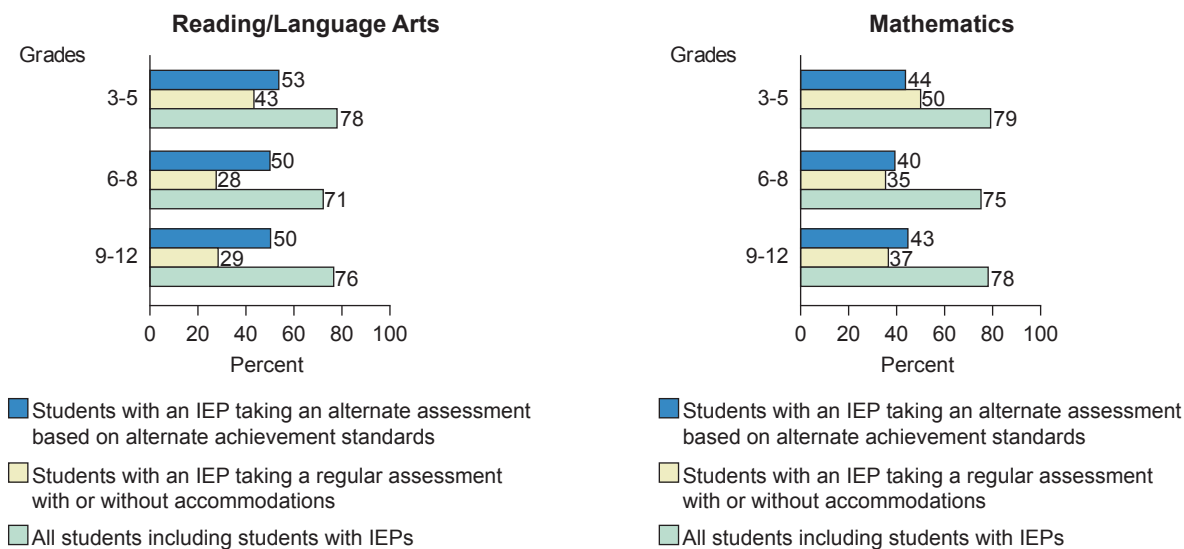
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.33	0.28
6-8	0.32	0.25
9-12	0.28	0.24

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Kansas Alternate Assessment (KAA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Kansas Alternate Assessment (KAA) were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Kansas Alternate Assessment (KAA)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

2 of 2 standards

Mathematics

4 of 4 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- ✓ School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Kansas proficiency levels for alternate assessment
Advanced	Exemplary
	Exceeds Standard
Proficient	Meets Standard
Basic	Approaches Standard
	Academic Warning

Students who performed at the Exemplary, Exceeds Standard, and Meets Standard levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Approaches Standard and Academic Warning levels were not proficient.

Alternate Achievement Descriptors

Kansas developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of the Meets Standard descriptor in reading/language arts (grade 3) is as follows:

- With high levels of adult support, the 3rd grade student will use reading and receptive communication skills in the school and home domains. To understand text, the 3rd-grade student will most likely use the following appropriate cognitive skills (not a definitive list): awareness, imitation, listening, and responding. Across five selected assessable indicators chosen as appropriate for the individual student, a student performing at the meets standard level will most likely demonstrate an overall understanding of appropriate information presented to them, and will communicate in a variety of contexts. Based on the Extended Reading Standards, the student will: communicate receptively including reading and understanding text and respond to a variety of text, materials, and/or modalities.

Alternate Achievement Cut Scores

Kansas developed

Unique cut scores for each grade

Unique cut scores for grade spans

- ✓ One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff			✓	
State assessment staff	✓	✓		
State instruction and curriculum staff			✓	
Test vendor	✓	✓		
Outside experts	✓	✓	✓	
Special education teachers			✓	✓
General education teachers			✓	
Content specialists			✓	✓
School psychologists/counselors				
School/district/state administrators				
Parents			✓	

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
Relation to internal and external variables	
✓ Purposes of the assessment	Construct validity analysis
Intended and unintended consequences	
✓ Measurement of construct relevance	Construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Anecdotal or committee process
Ongoing/monitoring	
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Training, administration manual/guide, post hoc data collection/analysis

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Kansas provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- ✓ Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
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- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Three or more scorers
- *Who scored?*
Student's classroom teacher, school- or district-based educator
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
Standard/strand breakouts
Indicator/benchmark breakouts
Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

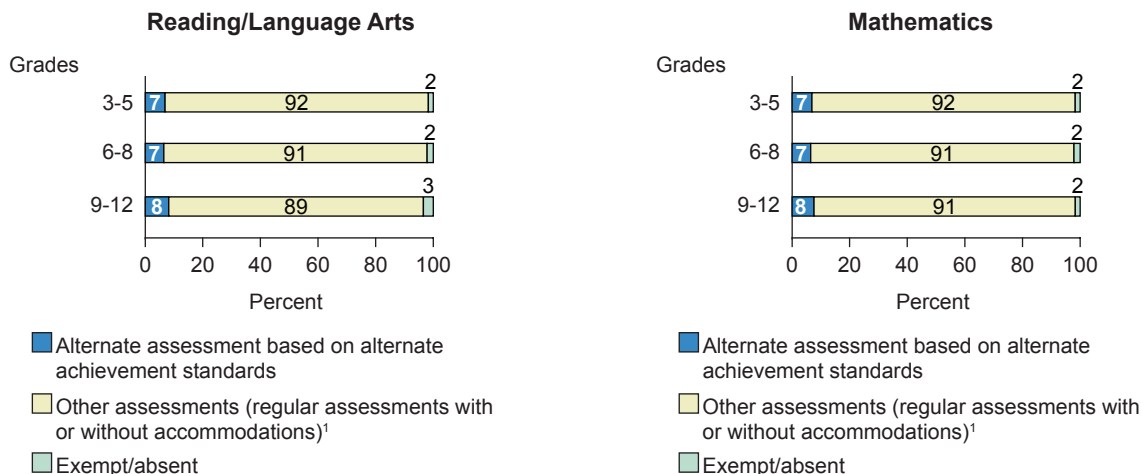
www.ksde.org

✓ Check marks indicate categories reported by the state from among those possible.

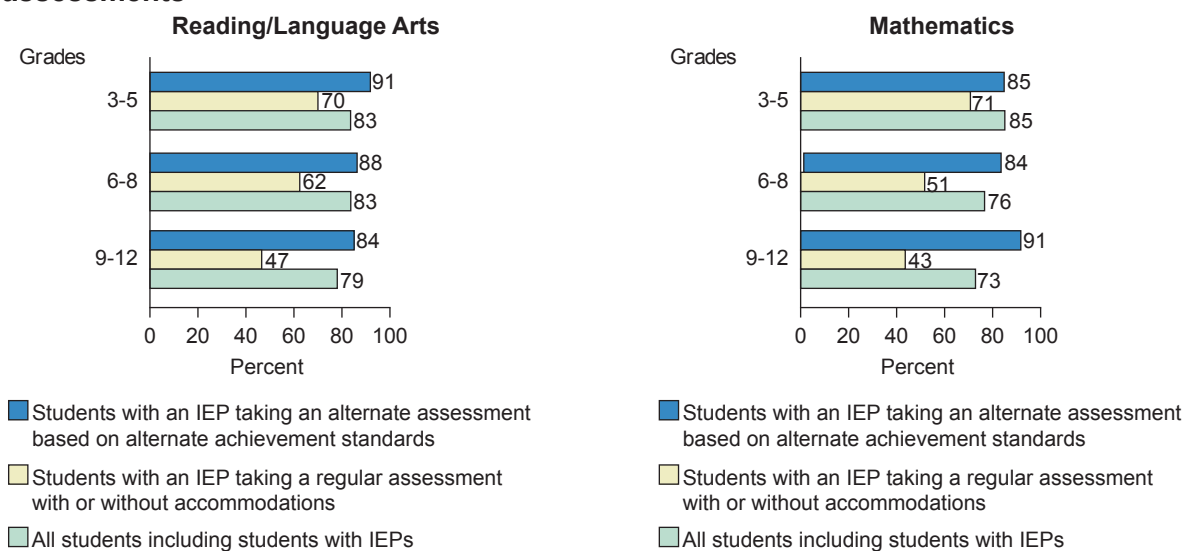
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments²



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.91	0.81
6-8	0.77	0.73
9-12	0.74	0.79

¹ For this state this included an alternate assessment based on modified achievement standards.

² Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED Facts - Consolidated State Performance Report for SY 2006-07, Washington, DC, 2008.

Overview of the Kentucky Alternate Assessment-Revised (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Kentucky Alternate Assessment-Revised were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
 - Assess student access to content standards/general curriculum
 - Assess individual students' strengths/weaknesses
 - Document academic achievement
 - Measure student progress toward IEP goals

Alternate Assessment

Kentucky Alternate Assessment-Revised

Alternate Assessment Approaches

- ✓ Rating scale/checklist
- ✓ Portfolio/body of evidence
- ✓ Performance task/events
 - Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
 - Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓	✓	✓
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

Varied by grade level

Mathematics

Varied by grade level

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?¹

- ✓ Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

¹ The scoring procedures applied only to the portfolio portion of the assessment.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- State special education staff
- State assessment staff
- State instruction and curriculum staff
- Test vendor
- Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Performance Profile Method and the Body of Work standard-setting methodologies.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Kentucky proficiency levels for alternate assessment
Advanced	Distinguished
Proficient	Proficient
Basic	Apprentice
	Novice

Students who performed at the Distinguished and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Apprentice and Novice levels were not proficient.

Alternate Achievement Descriptors

Kentucky developed

- The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- ✓ Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts (grade 3) is as follows:

- The student demonstrates an independent and accurate understanding of the specified reading skills/concepts. Occasional inaccuracies, which do not interfere with conceptual understanding, may be present. The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment.

Alternate Achievement Cut Scores

Kentucky developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓	✓	✓	✓
Test vendor				
Outside experts				
Special education teachers				
General education teachers				
Content specialists				
School psychologists/counselors				
School/district/state administrators				
Parents				

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
Purposes of the assessment	
Intended and unintended consequences	
✓ Measurement of construct relevance	Statistical analyses, construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
Initial	
Ongoing/monitoring	
Fairness	
✓ Implementation processes	Administration manual/guide

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Kentucky provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
 - ✓ Required modified instruction
 - ✓ Required extensive support for skill generalization
 - ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
 - ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
 - ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- As part of day-to-day student instruction
 - Separately from student's daily work
 - ✓ Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Three or more scorers
- *Who scored?*¹
Student's classroom teacher, state or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- ✓ Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
Standard/strand breakouts
Indicator/benchmark breakouts
Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

www.education.ky.gov

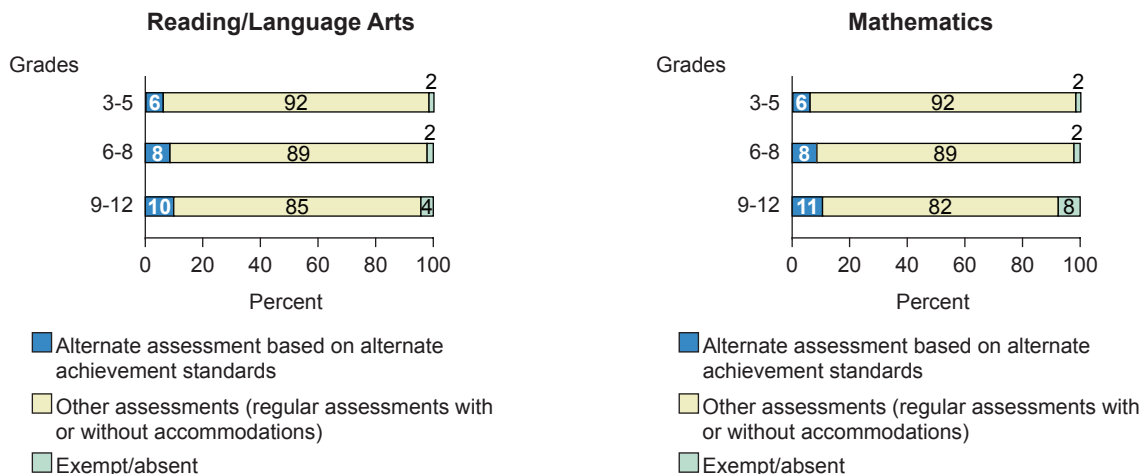
¹ The scoring procedures applied only to the portfolio portion of the assessment.

✓ Check marks indicate categories reported by the state from among those possible.

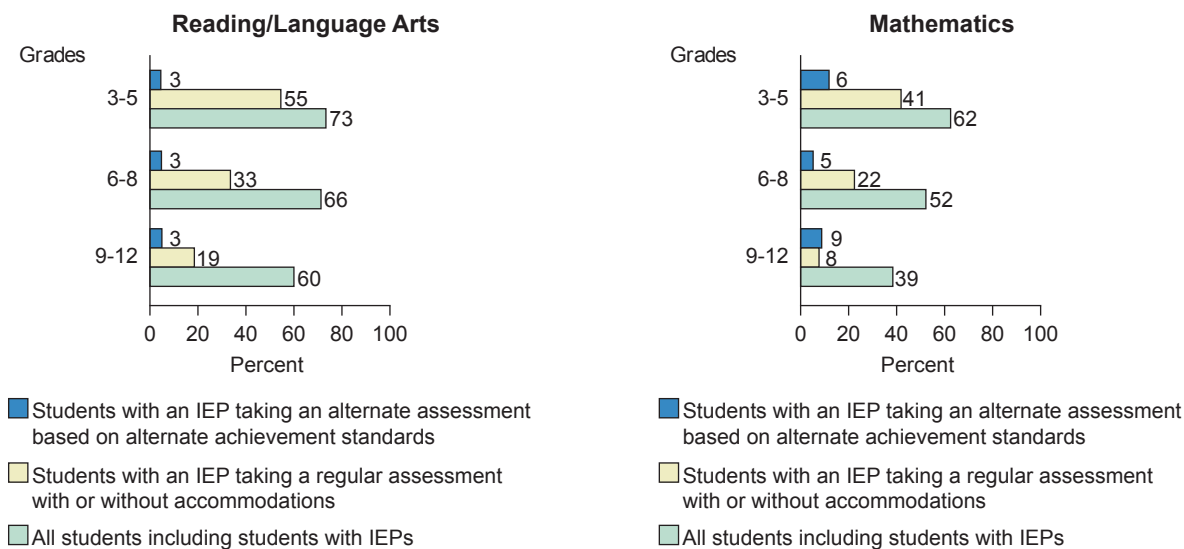
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.03	0.06
6-8	0.04	0.06
9-12	0.03	0.10

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the LEAP Alternate Assessment, Level 1 (LAA 1) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purpose of the 2006–07 LEAP Alternate Assessment, Level 1 (LAA 1) was to

- Evaluate programs
- Guide classroom instruction
- Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

LEAP Alternate Assessment, Level 1 (LAA 1)

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

6 of 7 standards

Mathematics

4 of 6 standards

Who was involved in developing the alternate assessment?

- Assessment company
- Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- Parents

Standard-Setting Methodologies

The state did not report a standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Louisiana proficiency levels for alternate assessment
Advanced ¹	
Proficient	Proficient
Basic	Not Proficient

¹ State did not report label for Advanced level.

Students who performed at the Proficient level were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Not Proficient level were not proficient.

Alternate Achievement Descriptors

Louisiana developed¹

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

Descriptors that were unique for each grade tested

Alternate Achievement Cut Scores

Louisiana developed

Unique cut scores for each grade

Unique cut scores for grade spans

- ✓ One set of cut scores for all students

Other approaches (e.g., applying a rubric to determine proficiency level)

¹ State did not have descriptors.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓		✓	✓
State assessment staff	✓		✓	✓
State instruction and curriculum staff			✓	
Test vendor				
Outside experts		✓	✓	✓
Special education teachers	✓		✓	✓
General education teachers	✓		✓	✓
Content specialists			✓	
School psychologists/counselors				
School/district/state administrators	✓		✓	
Parents	✓		✓	✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
✓ Relation to internal and external variables	Other type of analysis
✓ Purposes of the assessment	Construct validity analysis, analytic review of outcomes
Intended and unintended consequences	
✓ Measurement of construct relevance	Construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	Review of disability group results
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
Fairness	
Implementation processes	

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- Grade or grade span
- Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Louisiana provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
 - ✓ Required modified instruction
 - ✓ Required extensive support for skill generalization
 - ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
 - ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
 - Separately from student's daily work
 - ✓ Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
Opportunities to plan, monitor, and evaluate work
Work with nondisabled peers
Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

State's achievement standards

- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

Performance/achievement level

- ✓ Scores
- Standard/strand breakouts
- ✓ Indicator/benchmark breakouts
- Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	
Mandatory training and/or certification	✓	

State department of education website

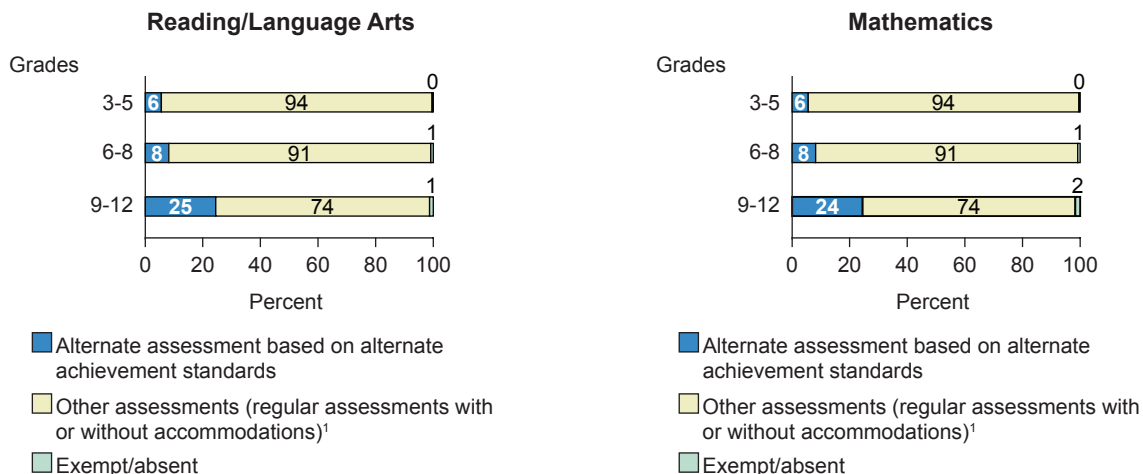
www.doe.state.la.us/

✓ Check marks indicate categories reported by the state from among those possible.

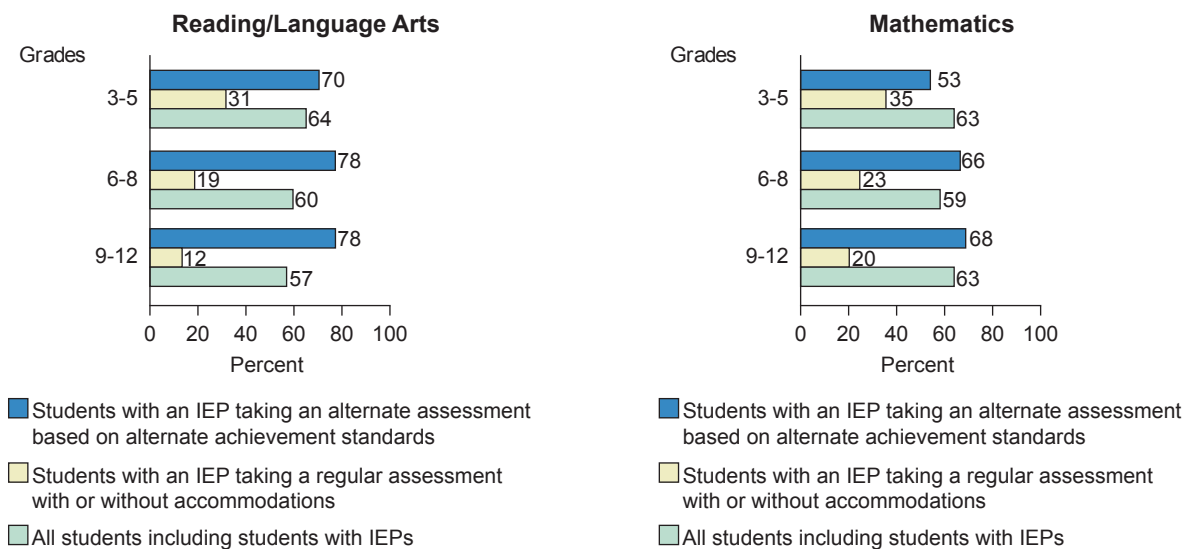
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments²



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.59	0.45
6-8	0.82	0.70
9-12	1.66	1.46

¹ For this state this included an alternate assessment based on modified achievement standards.

² Of all students who received valid scores on the specific types of accountability assessment.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Personalized Alternate Assessment Portfolio (PAAP) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Personalized Alternate Assessment Portfolio (PAAP) were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
 - Assess student access to content standards/general curriculum
 - Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
 - Measure student progress toward IEP goals

Alternate Assessment

Personalized Alternate Assessment Portfolio (PAAP)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- ✓ Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓	✓	
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

2 of 5 standards

Mathematics

3 of 8 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
 - Research company/university/independent researcher
 - Technical assistance provider
- ✓ State personnel
 - Parents
 - Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
 - A certified educator who was not the student's teacher
 - Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
 - Machine scored
 - Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- State special education staff
- State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Maine proficiency levels for alternate assessment
Advanced	Exceeding
Proficient	Meeting
Basic	Emerging
	Attempting

Students who performed at the Exceeding and Meeting levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Emerging and Attempting levels were not proficient.

Alternate Achievement Descriptors

Maine developed

- The same descriptors that applied to all grades tested
- ✓ The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Meeting descriptor in reading/language arts is as follows:

- Scores indicate that the student has consistently met the standards for the PAAP rubric level identified and is moving toward the next PAAP rubric level.

Alternate Achievement Cut Scores

Maine developed

- Unique cut scores for each grade
- ✓ Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff				
State assessment staff			✓	✓
State instruction and curriculum staff				✓
Test vendor	✓	✓		
Outside experts	✓	✓	✓	✓
Special education teachers			✓	✓
General education teachers			✓	✓
Content specialists	✓	✓	✓	✓
School psychologists/counselors				
School/district/state administrators				
Parents				✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Not available for examination
✓ Purposes of the assessment	Anecdotal or committee process
Intended and unintended consequences	
✓ Measurement of construct relevance	Construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	Anecdotal or committee process
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Internal and external alignment studies
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Training, administration manual/guide

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Maine provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
 - Required extensive support for skill generalization
 - Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
 - Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
 - A certified educator who was not the student's teacher
 - Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- ✓ Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
 - Combination of work samples and other evidence
 - No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
 - Separately from student's daily work
 - Using a combination of day-to-day and on-demand approaches
 - Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
 - Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
 - Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
- ✓ A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- ✓ Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- Indicator/benchmark breakouts
- Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

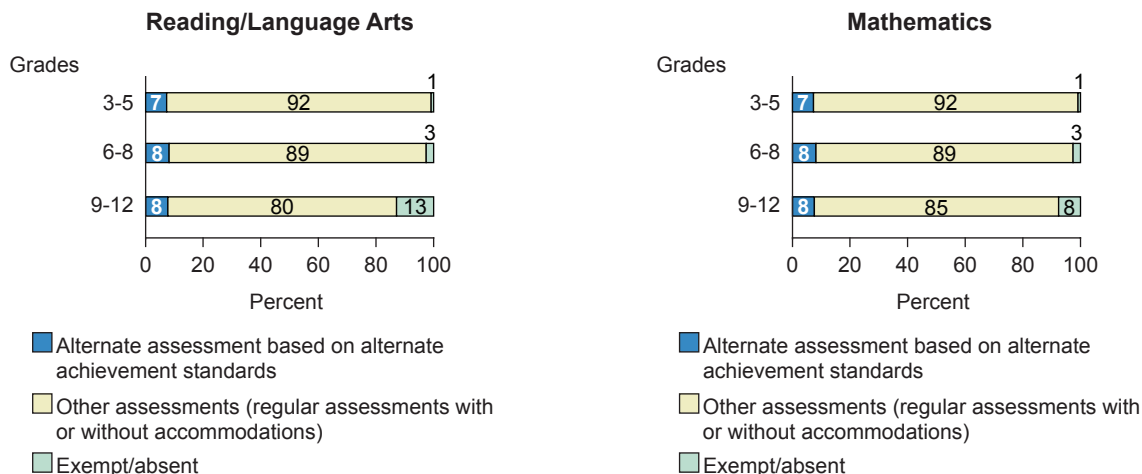
www.maine.gov/education/index.shtml

✓ Check marks indicate categories reported by the state from among those possible.

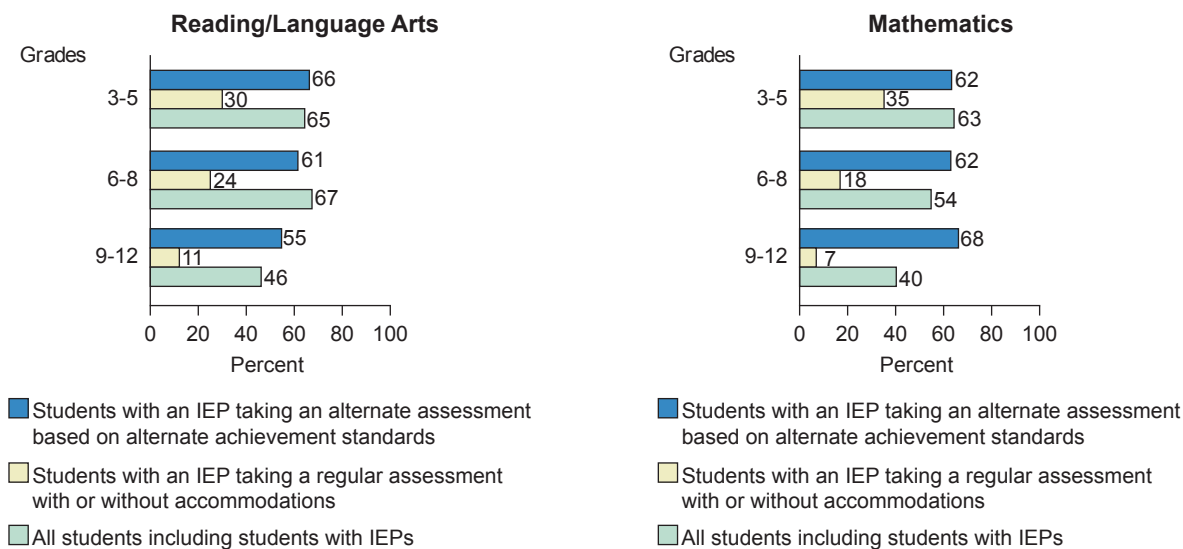
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.88	0.77
6-8	0.87	0.87
9-12	0.61	0.76

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED Facts - Consolidated State Performance Report for SY 2006-07, Washington, DC, 2008.

Overview of the Alternate Maryland School Assessment (ALT-MSA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Alternate Maryland School Assessment (ALT-MSA) were to

- Evaluate programs
- ✓ Guide classroom instruction
- Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- ✓ Measure student progress toward IEP goals

Alternate Assessment

Alternate Maryland School Assessment
(ALT-MSA)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

3 of 3 standards

Mathematics

6 of 7 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Maryland proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Basic

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Basic level were not proficient.

Alternate Achievement Descriptors

Maryland developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- Students at this level demonstrate at least 60% but less than 90% attainment of their identified mastery objectives in reading (attainment of 6 to 8 of the student's Mastery Objectives in a given content area). The goal for all students is to reach the proficient or advanced level.

Alternate Achievement Cut Scores

Maryland developed

- Unique cut scores for each grade
- Unique cut scores for grade spans
- ✓ One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness ¹
State special education staff	✓		✓	
State assessment staff	✓		✓	
State instruction and curriculum staff	✓		✓	
Test vendor	✓	✓	✓	
Outside experts	✓		✓	
Special education teachers	✓			
General education teachers				
Content specialists	✓			
School psychologists/counselors				
School/district/state administrators				
Parents				

¹ State did not address fairness.

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
Relation to internal and external variables	
✓ Purposes of the assessment	Survey
Intended and unintended consequences	
✓ Measurement of construct relevance	Construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of training and as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Other alignment studies
Fairness	
✓ Implementation processes	Training, administration manual/guide, monitoring, post hoc data collection/analysis

Extended Content Standards

The state did not develop extended content standards for students who were eligible for the alternate assessment.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Maryland provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- As part of day-to-day student instruction
- Separately from student's daily work
- ✓ Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
 - ✓ A third person adjudicated
A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
Opportunities to plan, monitor, and evaluate work
Work with nondisabled peers
Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- ✓ Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- ✓ Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

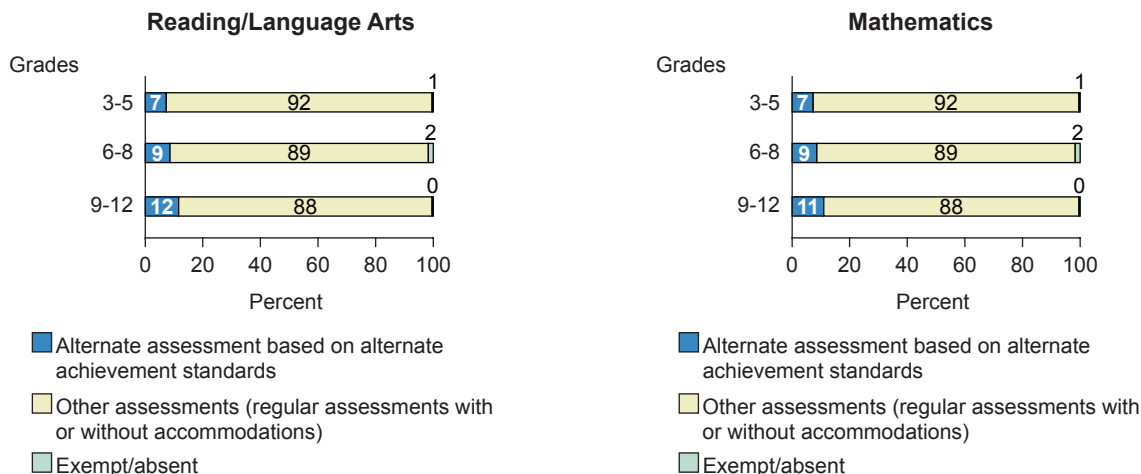
www.marylandpublicschools.org

✓ Check marks indicate categories reported by the state from among those possible.

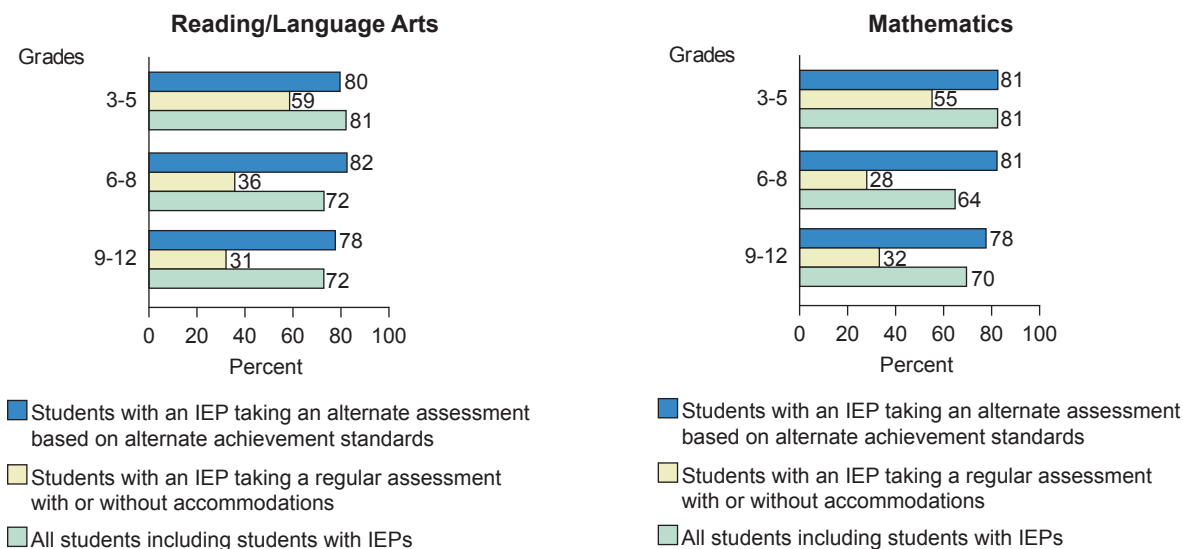
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.73	0.74
6-8	0.94	0.91
9-12	0.94	0.92

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the MCAS Alternate Assessment (MCAS-Alt) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 MCAS Alternate Assessment (MCAS-Alt) were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

MCAS Alternate Assessment (MCAS-Alt)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓	✓			
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment¹

Reading/language arts

Varied by grade level²

Mathematics

Varied by grade level³

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- ✓ Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- ✓ School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

¹ Standards are referred to as strands in this state.

² The number of general content standards was 3.

³ The number of general content standards was 5.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Reasoned Judgment standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Massachusetts proficiency levels for alternate assessment
Advanced ¹	
Proficient	Progressing
Basic	Emerging
	Awareness

¹ State did not report label for Advanced level.

Students who performed at the Progressing level were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Emerging and Awareness levels were not proficient.

Alternate Achievement Descriptors

Massachusetts developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Progressing descriptor in reading/language arts is as follows:

- Student demonstrates a simple understanding below grade level expectations for a limited number of learning standards and core knowledge topics contained in the Massachusetts Curriculum Frameworks in the assessed content area. Students at this level require frequent prompting and assistance, and their performance is limited and inconsistent.

Alternate Achievement Cut Scores

Massachusetts developed

- Unique cut scores for each grade
- Unique cut scores for grade spans
- ✓ One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓	✓	✓	✓
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓	✓	✓
Special education teachers	✓	✓		✓
General education teachers	✓	✓	✓	✓
Content specialists	✓	✓	✓	✓
School psychologists/counselors				
School/district/state administrators	✓			
Parents	✓	✓	✓	✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
✓ Relation to internal and external variables	Other type of analysis
✓ Purposes of the assessment	Survey, field/pilot tests, construct validity analysis, analytic review of outcomes, state monitoring/program review
✓ Intended and unintended consequences	Public reports, post hoc data collection/analysis
✓ Measurement of construct relevance	Construct analyses
✓ Grade-level equating	Anecdotal or committee process

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of training and actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Internal and external alignment studies
Fairness	
✓ Implementation processes	Training, administration manual/guide, monitoring, post hoc data collection/analysis

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Massachusetts provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
A certified educator who was not the student's teacher
- ✓ Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
Separately from student's daily work
Using a combination of day-to-day and on-demand approaches
Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*¹
One scorer
- *Who scored?*
School- or district-based educator, state or state-contracted scorer
- *How were scoring conflicts resolved?*
 - ✓ A third person adjudicated
 - A third rater scored the assessment
 - One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- ✓ Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- ✓ Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

www.doe.mass.edu

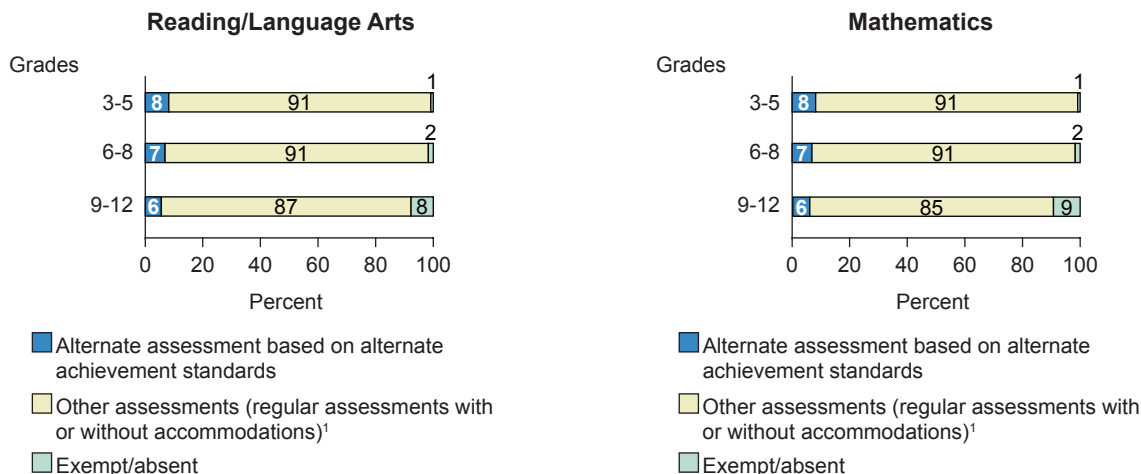
¹ Portion of sample doubled scored.

✓ Check marks indicate categories reported by the state from among those possible.

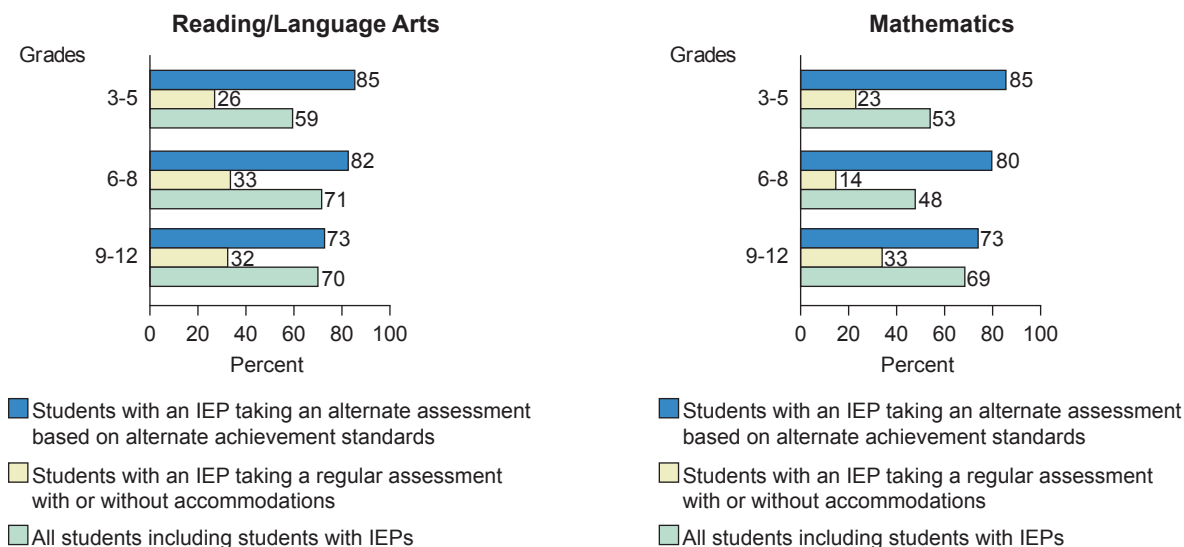
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments²



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	1.24	1.30
6-8	1.04	1.08
9-12	0.68	0.69

¹ For this state this included an alternate assessment based on grade-level achievement standards.

² Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of MI-Access Functional Independence (FI) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 MI-Access Functional Independence (FI) were to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

MI-Access Functional Independence (FI)

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- Performance task/events
- ✓ Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓	
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

4 of 4 standards

Mathematics

Varied by grade level¹

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- ✓ Machine scored
- Paraprofessional

¹ The number of general content standards was 5.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Bookmark or Item Mapping standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Michigan proficiency levels for FI alternate assessment
Advanced	Surpassed the Performance Standard
Proficient	Attained the Performance Standard
Basic	Emerging Toward the Performance Standard

Students who performed at the Surpassed the Performance Standard and Attained the Performance Standard levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Emerging Toward the Performance Standard level were not proficient.

Alternate Achievement Descriptors

Michigan developed

- The same descriptors that applied to all grades tested
- ✓ The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Attained the Performance Standard descriptor in mathematics (grades 3-4) is as follows:

- Students who attained the performance standard should typically be able to
 - Demonstrate basic understanding of numeration skills.
 - Demonstrate basic knowledge of measurement concepts and instruments.
 - Demonstrate basic skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects.
 - Demonstrate a basic ability to collect, organize, and summarize data.

Alternate Achievement Cut Scores

Michigan developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff			✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓	✓	✓	
Test vendor	✓	✓	✓	
Outside experts	✓	✓	✓	✓
Special education teachers	✓		✓	✓
General education teachers	✓		✓	✓
Content specialists	✓		✓	✓
School psychologists/counselors			✓	
School/district/state administrators	✓		✓	
Parents	✓		✓	✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
✓ Relation to internal and external variables	Item-to-item analysis
✓ Purposes of the assessment	Anecdotal or committee process
Intended and unintended consequences	
✓ Measurement of construct relevance	Construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses
✓ Internal consistency of item responses	Formal study or expert panel review
Interrater consistency in scoring	
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Regularly scheduled bias review by experts, statistical analyses
✓ Implementation processes	Training, administration manual/guide

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Michigan provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
State provided instructions on types and amounts of evidence to be collected
Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
- ✓ Separately from student's daily work
Using a combination of day-to-day and on-demand approaches
Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Machine scored
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
Opportunities to plan, monitor, and evaluate work
Work with nondisabled peers
- ✓ Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- ✓ Indicator/benchmark breakouts
Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers ¹
Non-face-to-face training	✓	
Face-to-face training	✓	
Mandatory training and/or certification	✓	

¹ Assessment was machine scored.

State department of education website

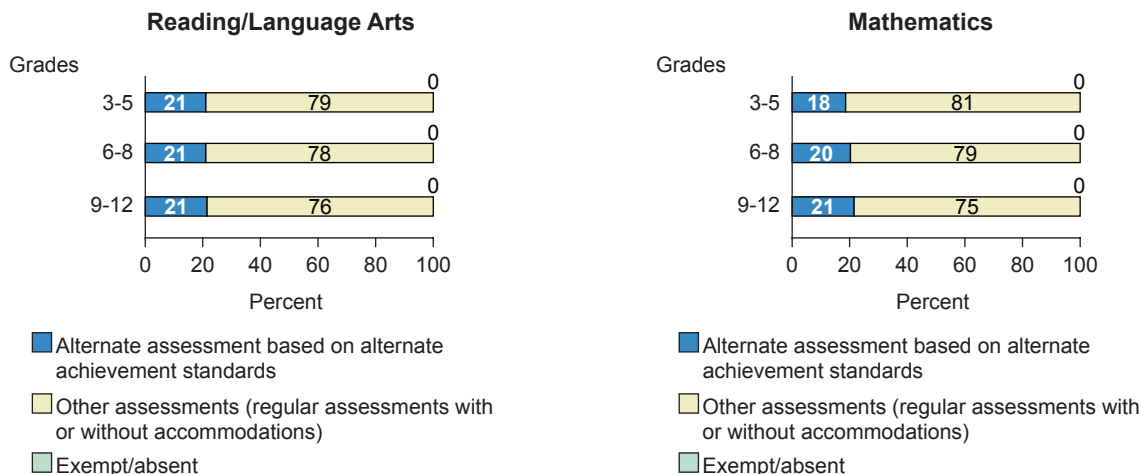
www.michigan.gov/mi-access

✓ Check marks indicate categories reported by the state from among those possible.

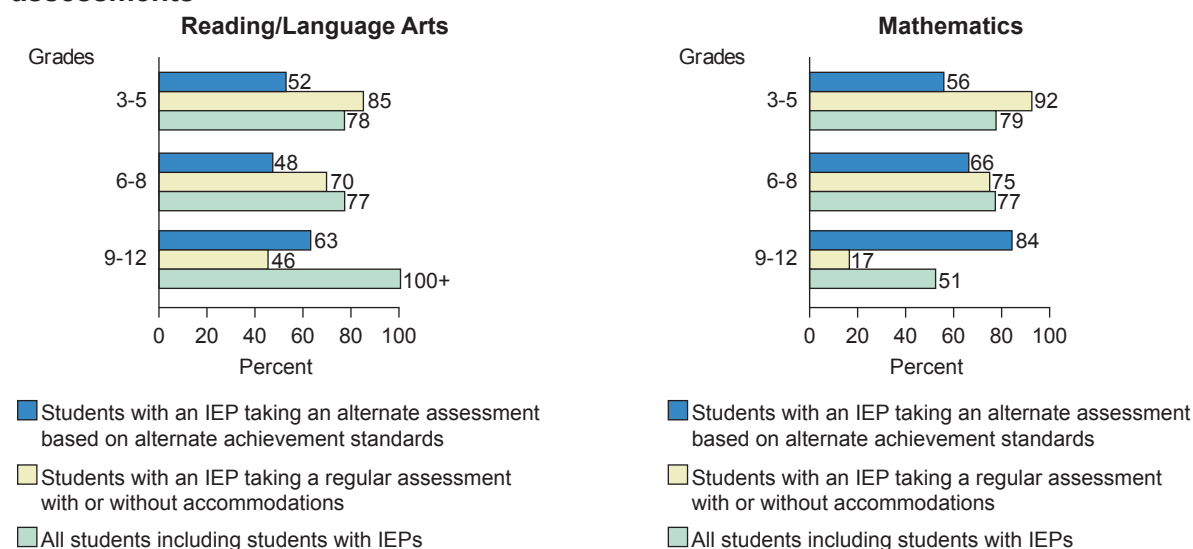
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	1.76	1.70
6-8	1.72	2.53
9-12	1.91	3.02

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies. Data are unreliable for all students including students with IEPs in grades 9–12 who scored proficient or above on state accountability assessments in reading/language arts.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of Participation and Supported Independence (P/SI) 2006–2007

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–2007 Participation and Supported Independence (P/SI) were to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Participation and Supported Independence (P/SI)

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- ✓ Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓	
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

4 of 4 standards

Mathematics

Varied by grade level¹

Who was involved in developing the alternate assessment?

- Assessment company
- Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- ✓ School- or district-based educator
- State or state-contracted scorer
- ✓ Machine scored
- ✓ Paraprofessional

¹ The number of general content standards was 5.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Bookmark or Item Mapping standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Michigan proficiency levels for P/SI alternate assessment
Advanced	Surpassed the Performance Standard
Proficient	Attained the Performance Standard
Basic	Emerging Toward the Performance Standard

Students who performed at the Surpassed the Performance Standard and Attained the Performance Standard levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Emerging Toward the Performance Standard level were not proficient.

Alternate Achievement Descriptors

Michigan developed

The same descriptors that applied to all grades tested

- ✓ The same descriptors that applied to grade spans tested

Descriptors that were unique for each grade tested

An example of the Attained the Performance Standard descriptor in reading/language arts is as follows:

- A Participation elementary student at the attained level in Accessing Information: Word Study can recognize and demonstrate basic understanding of some frequently encountered objects and/or pictures paired with words. Supported Independence students at the same performance level in the same component can recognize some frequently encountered/personally meaningful words (e.g., name, address, family members), functional words (e.g., exit, danger), and content area specific vocabulary, and demonstrate understanding of some functional words/symbols (e.g., exit, danger).

Alternate Achievement Cut Scores

Michigan developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff				
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓	✓	✓	
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓	✓	✓
Special education teachers	✓		✓	✓
General education teachers	✓		✓	✓
Content specialists	✓		✓	✓
School psychologists/counselors			✓	
School/district/state administrators	✓		✓	
Parents	✓		✓	✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
✓ Relation to internal and external variables	Item-to-item analysis
✓ Purposes of the assessment	Not available for examination
Intended and unintended consequences	
✓ Measurement of construct relevance	Statistical analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Other alignment studies
✓ Fairness	Regularly scheduled bias review by experts
✓ Implementation processes	Training, administration manual/guide

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Michigan provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- ✓ An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
- Separately from student's daily work
- ✓ Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
Student's classroom teacher, school- or district-based educator, machine scored, paraprofessional
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	
Mandatory training and/or certification	✓	

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- ✓ Indicator/benchmark breakouts
Performance/achievement level descriptors
- ✓ Sample test items

State department of education website

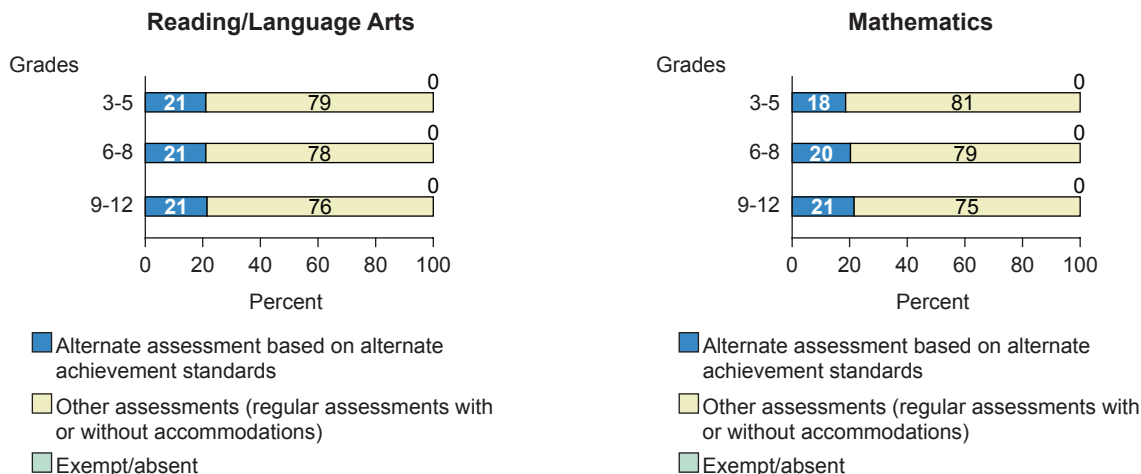
www.michigan.gov/mi-access

✓ Check marks indicate categories reported by the state from among those possible.

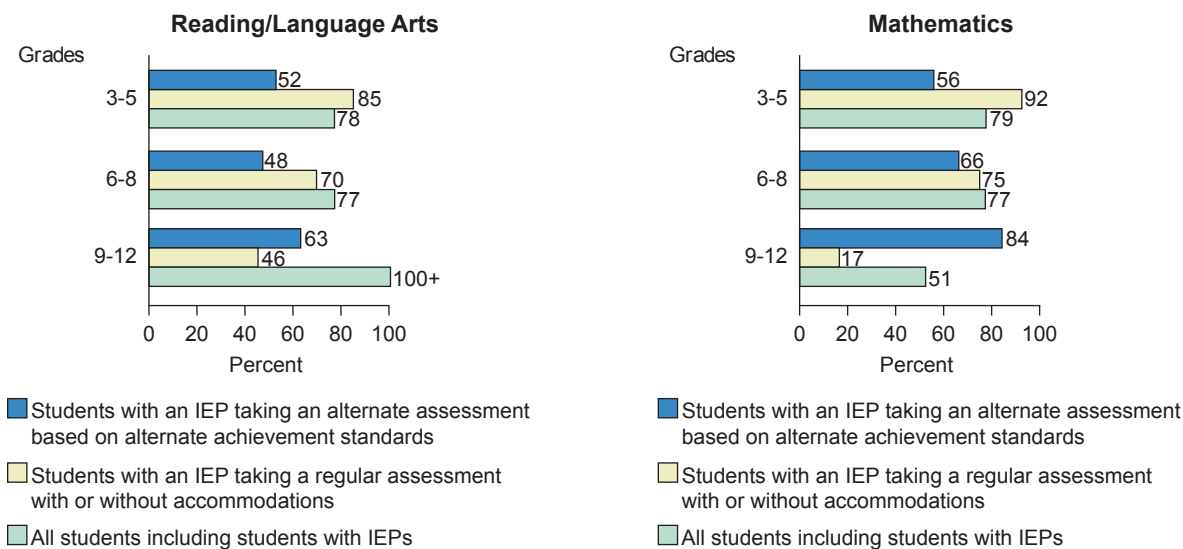
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	1.76	1.70
6-8	1.72	2.53
9-12	1.91	3.02

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies. Data are unreliable for all students including students with IEPs in grades 9–12 who scored proficient or above on state accountability assessments in reading/language arts.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Minnesota Test of Academic Skills (MTAS) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Minnesota Test of Academic Skills (MTAS) were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Minnesota Test of Academic Skills (MTAS)

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓	✓	
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

1 of 3 standards

Mathematics

4 standards¹

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- ✓ Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- ✓ School- or district-based educator
- State or state-contracted scorer
- Machine scored
- ✓ Paraprofessional

¹ The number of general content standards varied by grade level.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- State special education staff
- ✓ State assessment staff
- State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Modified Angoff and Bookmark or Item Mapping standard-setting methodologies.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Minnesota proficiency levels for alternate assessment
Advanced	Exceeds Expectations
Proficient	Meets Expectations
Basic	Partially Meets Expectations

Students who performed at the Exceeds Expectations and Meets Expectations levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Partially Meets Expectations level were not proficient.

Alternate Achievement Descriptors

Minnesota developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of a Meets Expectations descriptor level in reading/language arts (Grade 3) is as follows:

- Students at this level succeed at some of the skills represented by the alternate achievement standards set for the Minnesota Academic Standards in reading. Some of the skills these students demonstrate consistently include the following:
 - Vocabulary expansion skills such as identifying opposites; using direct and implied context clues to define literal meanings of specified vocabulary words
 - Comprehension skills such as identifying main idea and two supporting details of fiction text; answering and asking literal questions based on fiction text; retelling significant events in correct sequence; completing three-step written directions in sequence; identifying main idea and supporting details of nonfiction text; answering and asking literal questions based on nonfiction text
 - Literature skills such as identifying character, setting, and plot; identifying rhyming words; identifying similes; comparing and contrasting reactions to text

Alternate Achievement Cut Scores

Minnesota developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓			✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff				
Test vendor	✓	✓	✓	
Outside experts	✓	✓	✓	✓
Special education teachers	✓		✓	✓
General education teachers	✓		✓	✓
Content specialists	✓		✓	
School psychologists/counselors				
School/district/state administrators				
Parents			✓	✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
✓ Relation to internal and external variables	Correlational study
Purposes of the assessment	
Intended and unintended consequences	
✓ Measurement of construct relevance	Construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
Ongoing/monitoring	
✓ Fairness	Regularly scheduled bias review by experts
✓ Implementation processes	Monitoring, post hoc data collection/analysis

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Minnesota provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- ✓ Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
State provided instructions on types and amounts of evidence to be collected
Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
- ✓ Separately from student's daily work
Using a combination of day-to-day and on-demand approaches
Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher, school- or district-based educator, paraprofessional
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
Standard/strand breakouts
- ✓ Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	
Mandatory training and/or certification	✓	

State department of education website

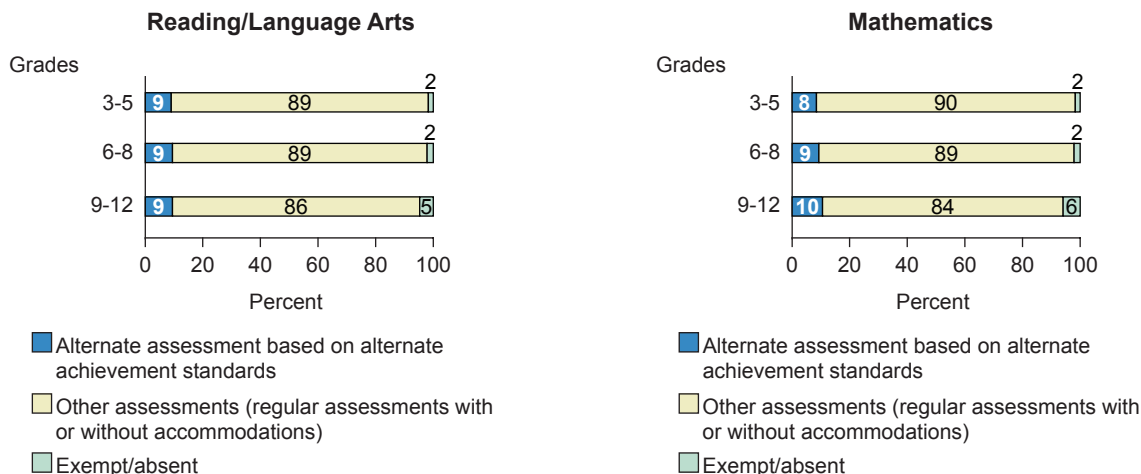
<http://education.state.mn.us/>

✓ Check marks indicate categories reported by the state from among those possible.

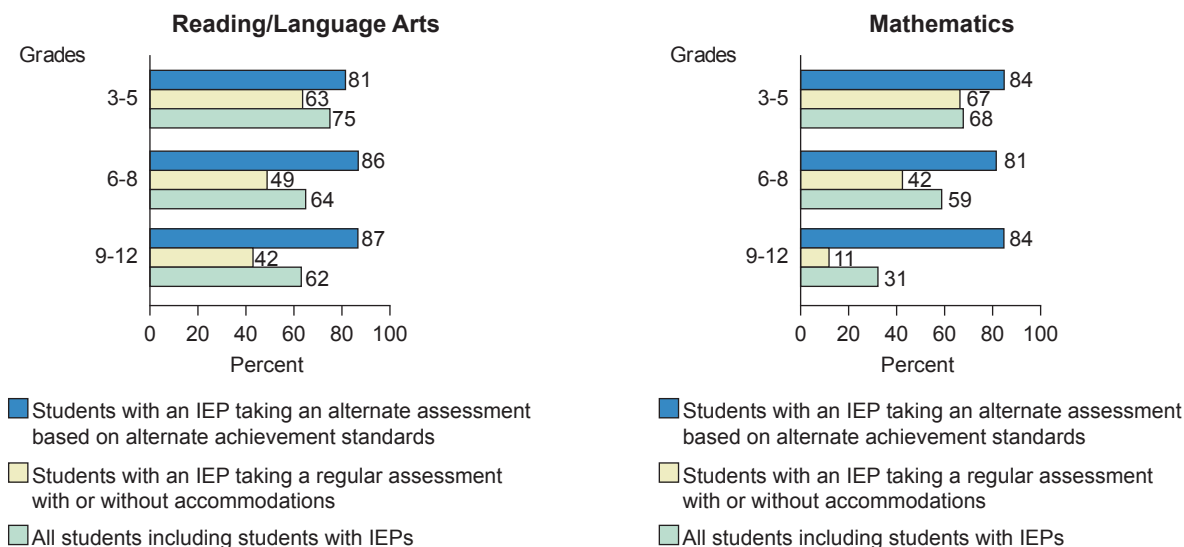
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	1.05	1.02
6-8	1.09	1.00
9-12	1.01	1.02

¹ Of all students who received valid scores on the specific types of accountability assessment.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF) were to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF)

Alternate Assessment Approaches

- ✓ Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓					✓
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

4 of 4 standards

Mathematics

Varied by grade level

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- ✓ School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- State assessment staff
- State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Bookmark or Item Mapping standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Mississippi proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Basic
	Minimal

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Basic and Minimal levels were not proficient.

Alternate Achievement Descriptors

Mississippi developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- Student demonstrates the ability to communicate ideas when provided moderate support. The student's understanding of basic concepts and performance of many reading and writing skills are inconsistent, but typically at the Progressing level across two or more settings.

Alternate Achievement Cut Scores

Mississippi developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓		✓
State assessment staff	✓	✓		✓
State instruction and curriculum staff	✓	✓		✓
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓		✓
Special education teachers	✓	✓	✓	✓
General education teachers				
Content specialists			✓	
School psychologists/counselors				
School/district/state administrators				
Parents	✓	✓		✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Correlational analysis using external measures
✓ Purposes of the assessment	Alignment study, construct validity analysis
✓ Intended and unintended consequences	Survey
✓ Measurement of construct relevance	Statistical analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Other alignment studies
✓ Fairness	Regularly scheduled bias review by experts
✓ Implementation processes	Training, administration manual/guide

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- Grade or grade span
- Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Mississippi provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- ✓ Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
Student's classroom teacher, school- or district-based educator
- *How were scoring conflicts resolved?*
A third person adjudicated
 - ✓ A third rater scored the assessment
 - One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
- Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- School-level administrators
- Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

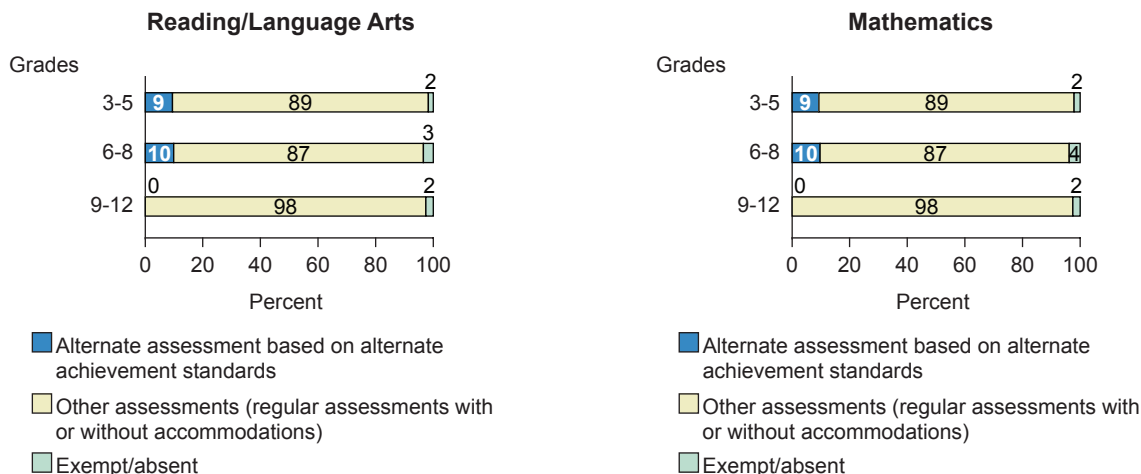
www.mde.k12.ms.us/maaecf/

✓ Check marks indicate categories reported by the state from among those possible.

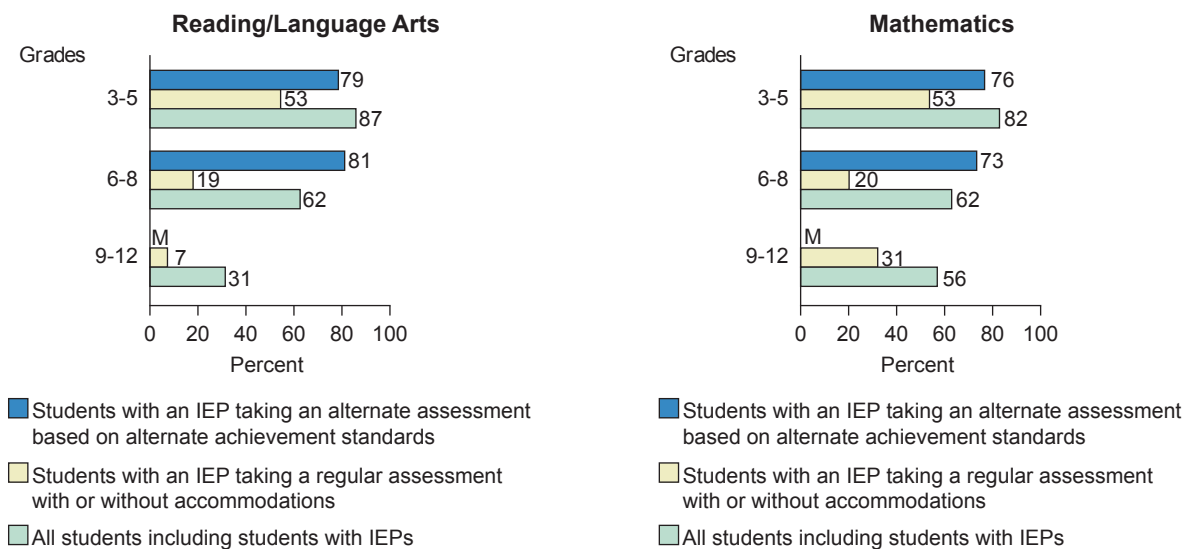
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.97	0.88
6-8	1.02	0.92
9-12	M	M

M Missing. Information not provided by state.

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Missouri Assessment Program-Alternate (MAP-A) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Missouri Assessment Program-Alternate (MAP-A) were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- ✓ Measure student progress toward IEP goals

Alternate Assessment

Missouri Assessment Program-Alternate (MAP-A)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓	✓	
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

2 of 7 standards

Mathematics

2 of 6 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Missouri proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Basic
	Below Basic
	Level not Determined

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at Basic, Below Basic, and Level not Determined were not proficient.

Alternate Achievement Descriptors

Missouri developed

The same descriptors that applied to all grades tested

- ✓ The same descriptors that applied to grade spans tested

Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts (grades 3 to 5) is as follows:

- Student has some understanding of the concepts contained in the grade appropriate APIs within the standards of the Reading Development and Processes and Standard English Conventions. Student work may be connected to the standards and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.

Alternate Achievement Cut Scores

Missouri developed

Unique cut scores for each grade

- ✓ Unique cut scores for grade spans

One set of cut scores for all students

Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓		✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓		✓	
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓	✓	
Special education teachers	✓		✓	✓
General education teachers	✓		✓	✓
Content specialists	✓		✓	✓
School psychologists/counselors				
School/district/state administrators	✓			✓
Parents	✓			✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
✓ Purposes of the assessment	Construct validity analysis
✓ Intended and unintended consequences	Not available for examination
✓ Measurement of construct relevance	Statistical analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
Initial	
✓ Ongoing/monitoring	Internal alignment studies
✓ Fairness	Statistical analyses
Implementation processes	

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- General link to state content standards
- Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Missouri provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- ✓ Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- As part of day-to-day student instruction
- Separately from student's daily work
- ✓ Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher, state or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

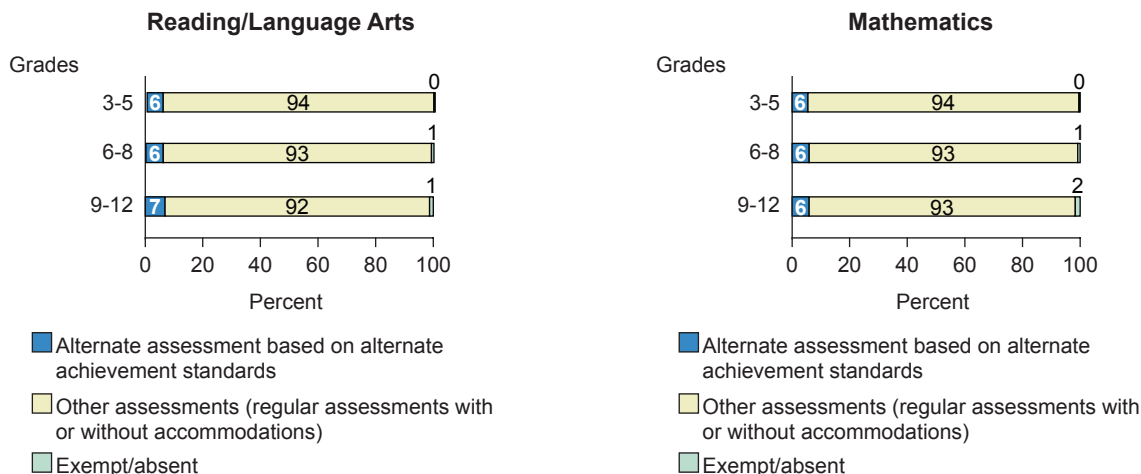
<http://dese.mo.gov/>

✓ Check marks indicate categories reported by the state from among those possible.

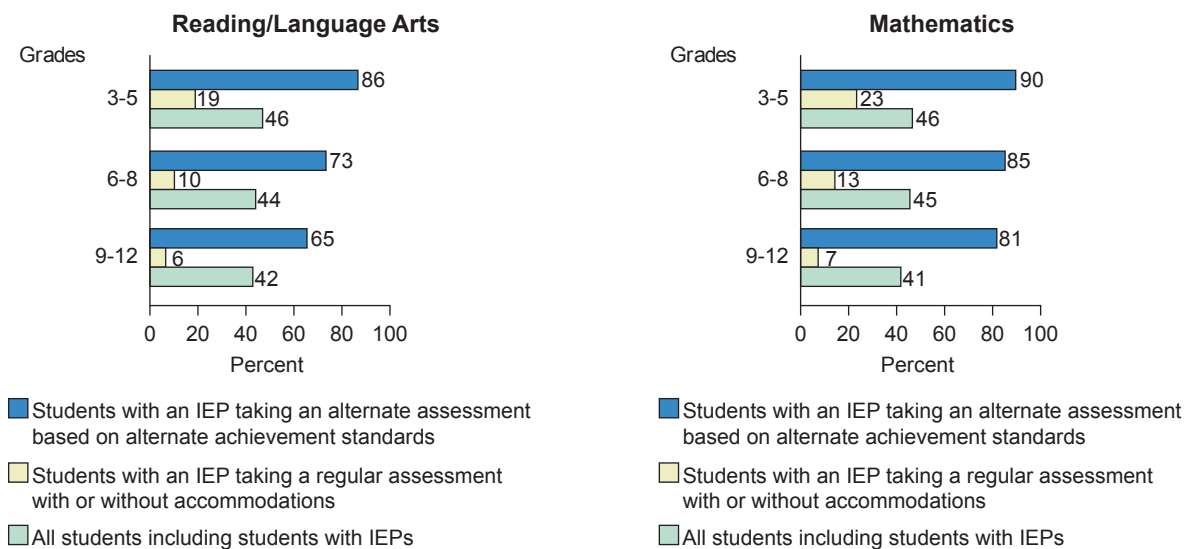
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.73	0.76
6-8	0.62	0.72
9-12	0.52	0.60

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Alternate Criterion-Referenced Test (CRT-Alternate) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purpose of the 2006–07 Alternate Criterion-Referenced Test (CRT-Alternate) was to

- Evaluate programs
- Guide classroom instruction
- Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Alternate Criterion-Referenced Test (CRT-Alternate)

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

4 of 5 standards

Mathematics

4 of 7 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- ✓ School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- State special education staff
- State assessment staff
- State instruction and curriculum staff
- ✓ Test vendor
- Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Bookmark or Item Mapping standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Montana proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Nearing Proficiency
	Novice

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Nearing Proficiency and Novice levels were not proficient.

Alternate Achievement Descriptors

Montana developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Proficient label descriptor in reading/language arts is as follows:

- The student at the Proficient level, given limited prompting, demonstrates the ability to respond accurately in performing a wide variety of content specific performance indicators.

Alternate Achievement Cut Scores

Montana developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff		✓		
State assessment staff	✓			✓
State instruction and curriculum staff				
Test vendor	✓	✓		✓
Outside experts	✓	✓		
Special education teachers			✓	✓
General education teachers			✓	
Content specialists				
School psychologists/counselors				
School/district/state administrators				
Parents				✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Item-to-item analysis
✓ Relation to internal and external variables	
✓ Purposes of the assessment	Construct validity analysis
Intended and unintended consequences	
Measurement of construct relevance	
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Not available for examination
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Anecdotal or committee process
✓ Ongoing/monitoring	External and other alignment studies
✓ Fairness	Regularly scheduled bias review by experts
✓ Implementation processes	Training, administration manual/guide, monitoring, post hoc data collection/analysis

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Montana provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- ✓ Combination of work samples and other evidence
- No student work samples

Assessment was administered

- As part of day-to-day student instruction
- ✓ Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher, school- or district-based educator
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- ✓ Indicator/benchmark breakouts
Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

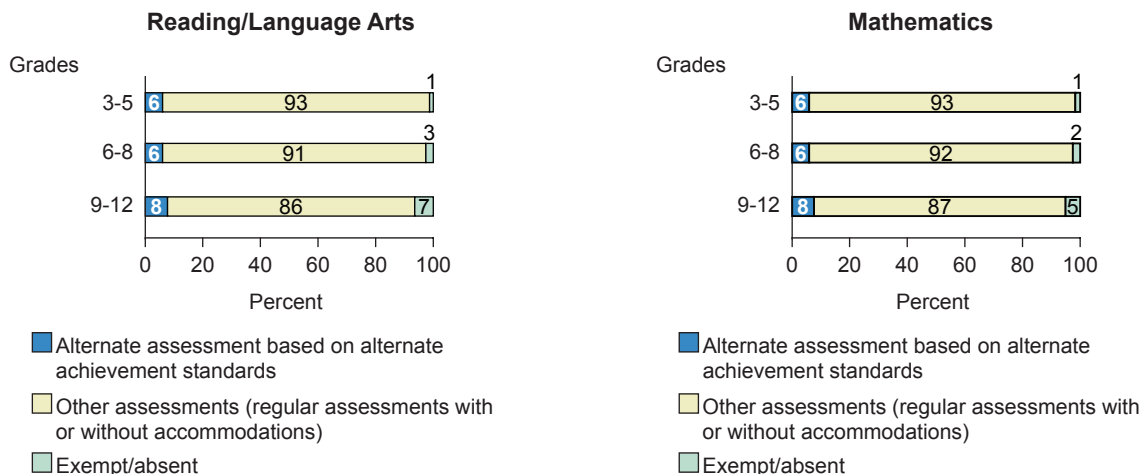
www.opi.state.mt.us/

✓ Check marks indicate categories reported by the state from among those possible.

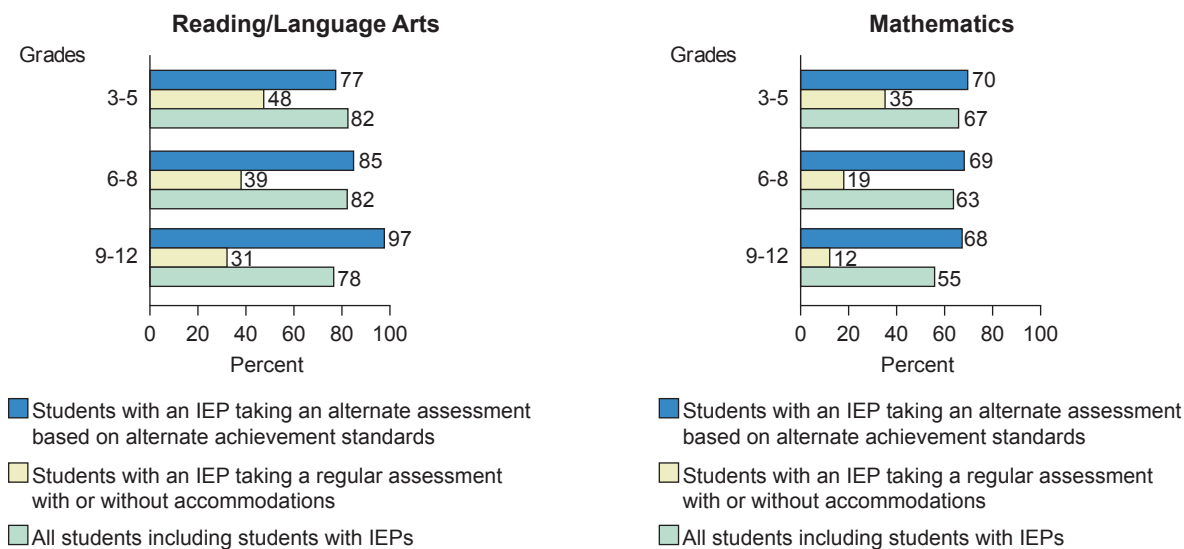
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.60	0.60
6-8	0.56	0.43
9-12	0.54	0.44

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the School-based Teacher-led Assessment and Reporting System (STARS) Alternate Assessment (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 School-based Teacher-led Assessment and Reporting System (STARS) Alternate Assessment were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
 - Assess student access to content standards/general curriculum
 - Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- ✓ Measure student progress toward IEP goals

Alternate Assessment

School-based Teacher-led Assessment and Reporting System (STARS) Alternate Assessment

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

4 of 13 standards

Mathematics

4 of 7 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- ✓ School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Bookmark or Item Mapping standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Nebraska proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Progressing
	Beginning

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Progressing and Beginning levels were not proficient.

Alternate Achievement Descriptors

Nebraska developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of the Proficient level descriptor in reading/language arts (grade 5) is as follows:

- The student participates in structured group (two or more people) discussions.

Alternate Achievement Cut Scores

Nebraska developed

Unique cut scores for each grade

Unique cut scores for grade spans

One set of cut scores for all students

- ✓ Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓	✓	✓	✓
Test vendor				
Outside experts	✓	✓	✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers	✓	✓	✓	✓
Content specialists	✓	✓	✓	✓
School psychologists/counselors	✓	✓	✓	✓
School/district/state administrators	✓	✓	✓	✓
Parents	✓	✓	✓	✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
✓ Purposes of the assessment	Anecdotal or committee process
Intended and unintended consequences	
✓ Measurement of construct relevance	Anecdotal or committee process
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of training
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Anecdotal or committee process
✓ Ongoing/monitoring	Internal alignment studies
✓ Fairness	Regularly scheduled bias review by experts, statistical analyses
✓ Implementation processes	Anecdotal or committee process

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- Grade or grade span
- Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Nebraska provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- ✓ Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher, school- or district-based educator
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		

Individual Student Reports

Individual student reports were given to¹

Parents
Schools and teachers

Individual student results were expressed in terms of¹

State's achievement standards
Scores
Percentiles

Interpretive guidance was developed for¹

School-level administrators
Teachers
Parents
Students

Reports given to parents included the following information¹

Performance/achievement level
Scores
Standard/strand breakouts
Indicator/benchmark breakouts
Performance/achievement level descriptors
Sample test items

State department of education website

www.nde.state.ne.us/

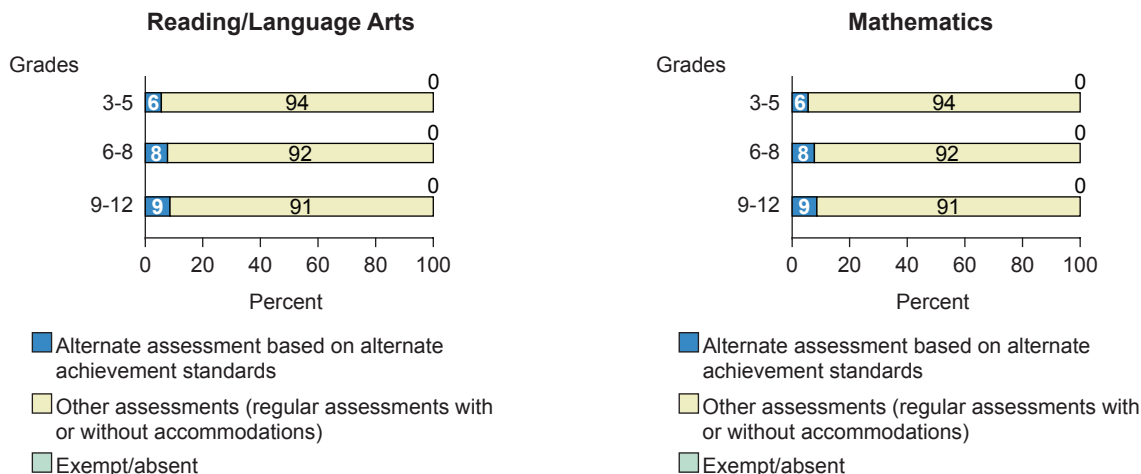
¹ Student reports and interpretive guidance were provided by local agencies.

✓ Check marks indicate categories reported by the state from among those possible.

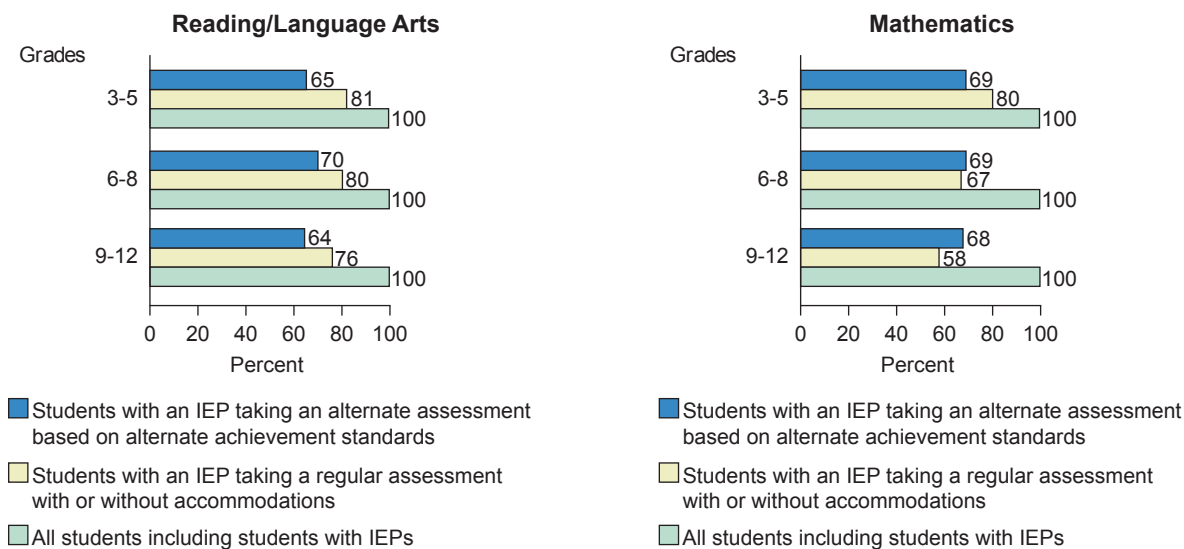
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.64	0.68
6-8	0.75	0.75
9-12	0.65	0.64

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Data are unreliable for all students including students with IEPs in grades 3–12 who scored proficient or above on state accountability assessments in reading/language arts and mathematics.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, EDFacts - Consolidated State Performance Report for SY 2006-07, Washington, DC, 2008.

Overview of the Nevada Alternate Scales of Academic Achievement (NASAA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Nevada Alternate Scales of Academic Achievement (NASAA) were to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Nevada Alternate Scales of Academic Achievement (NASAA)

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓			✓	✓
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

3 of 12 standards

Mathematics

3 of 9 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Modified Angoff standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Nevada proficiency levels for alternate assessment
Advanced	Exceeds Standards
Proficient	Meets Standards
Basic	Below Standards

Students who performed at the Exceeds Standards and Meets Standards levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Below Standards level were not proficient.

Alternate Achievement Descriptors

Nevada developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Meets Standards descriptor in reading/language arts is as follows:

- Performs basic components of skill with sufficient independence.

Alternate Achievement Cut Scores

Nevada developed

- Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- ✓ Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff			✓	✓
State assessment staff	✓			✓
State instruction and curriculum staff		✓	✓	✓
Test vendor				
Outside experts	✓	✓		✓
Special education teachers			✓	✓
General education teachers				
Content specialists				✓
School psychologists/counselors				
School/district/state administrators			✓	
Parents			✓	✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
Relation to internal and external variables	
✓ Purposes of the assessment	Survey
✓ Intended and unintended consequences	Survey, public reports
✓ Measurement of construct relevance	Construct analyses
✓ Grade-level equating	Anecdotal or committee process

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Internal and external alignment studies
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Training, administration manual/guide, post hoc data collection/analysis

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Nevada provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
 - ✓ Required modified instruction
 - ✓ Required extensive support for skill generalization
 - ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- ✓ An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- ✓ Combination of work samples and other evidence
- No student work samples

Assessment was administered

- As part of day-to-day student instruction
- Separately from student's daily work
- ✓ Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
Student's classroom teacher, state or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
✓ A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- ✓ Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for¹

- School-level administrators
- Teachers
- Parents
- Students

Reports given to parents included the following

- Performance/achievement level
- ✓ Scores
- Standard/strand breakouts
- Indicator/benchmark breakouts
- Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		

State department of education website

www.doe.nv.gov/

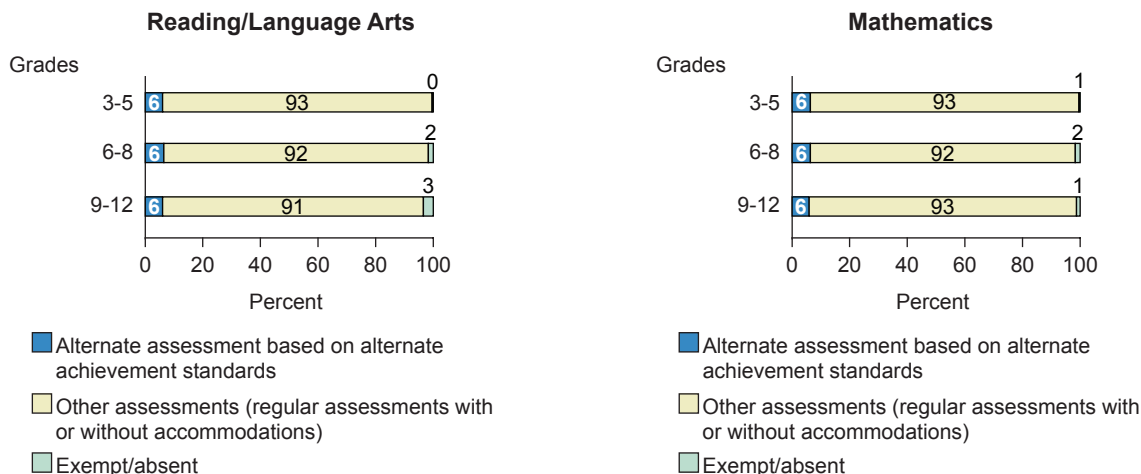
¹ State did not provide interpretive guidance.

✓ Check marks indicate categories reported by the state from among those possible.

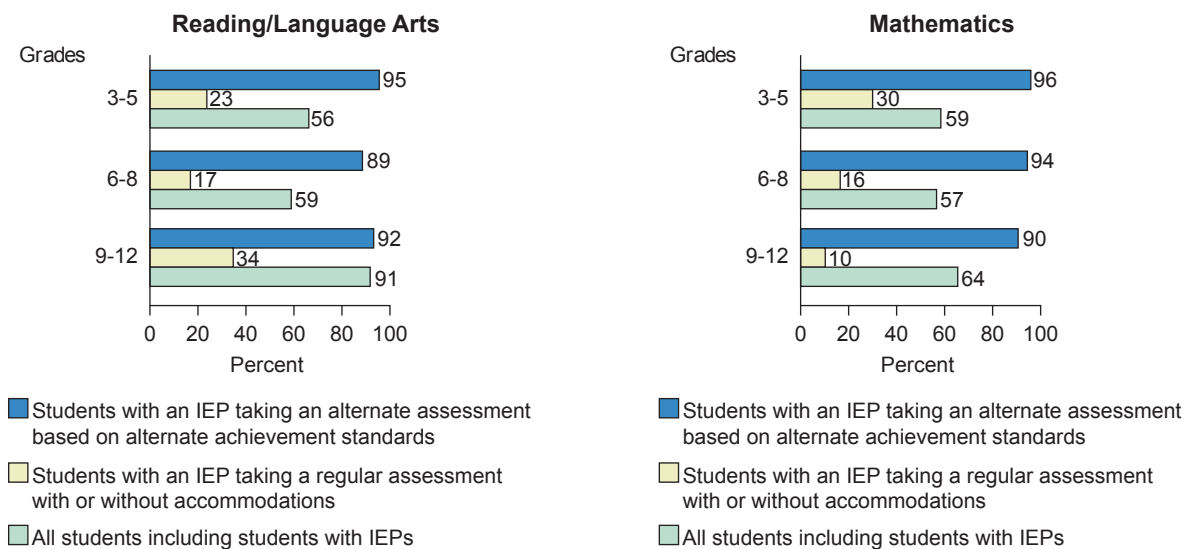
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.67	0.68
6-8	0.61	0.64
9-12	0.53	0.52

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the New Hampshire Alternate Assessment (NH-Alt) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 New Hampshire Alternate Assessment (NH-Alt) were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
 - Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
 - Measure student progress toward IEP goals

Alternate Assessment

New Hampshire Alternate Assessment (NH-Alt)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓				✓			
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

2 of 8 standards

Mathematics

2 of 6 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding New Hampshire proficiency levels for alternate assessment
Advanced	Proficient with Distinction
Proficient	Proficient
Basic	Partially Proficient
	Substantially Below Proficient

Students who performed at the Proficient with Distinction and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Partially Proficient and Substantially Below Proficient levels were not proficient.

Alternate Achievement Descriptors

New Hampshire developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- Student is successfully demonstrating moderate progress that is consistent with the intended goal(s) in targeted reading skill(s). Student has access to and is using a variety of modified reading materials that are linked to general education reading curriculum activities. Opportunities to practice reading skills are offered in varied settings, or consistently within a general education or other natural setting. Opportunities for self-determination and interaction with typical peers are consistent. Instructional supports, team supports, and/or task structure are adequate for this student to access modified grade-linked reading materials and/or activities in a manner that promotes skill progress, generalization of performance, and self-determination. Remaining areas of weakness can be addressed by the existing team.

Alternate Achievement Cut Scores

New Hampshire developed

- Unique cut scores for each grade
- Unique cut scores for grade spans
- ✓ One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓		✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓		✓	✓
Test vendor		✓		
Outside experts	✓		✓	✓
Special education teachers	✓		✓	✓
General education teachers	✓		✓	✓
Content specialists	✓		✓	✓
School psychologists/counselors				
School/district/state administrators				
Parents	✓		✓	✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
✓ Purposes of the assessment	Anecdotal or committee process
✓ Intended and unintended consequences	Survey
✓ Measurement of construct relevance	Construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
Ongoing/monitoring	
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Training, administration manual/guide

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- Grade or grade span
- Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

New Hampshire provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks

- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
A certified educator who was not the student's teacher
Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
Combination of work samples and other evidence
No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
Separately from student's daily work
Using a combination of day-to-day and on-demand approaches
Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
- ✓ A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
- ✓ Opportunities to plan, monitor, and evaluate work
- ✓ Work with nondisabled peers
- ✓ Appropriate human and technological supports
- None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- ✓ Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- Standard/strand breakouts
- Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- ✓ Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

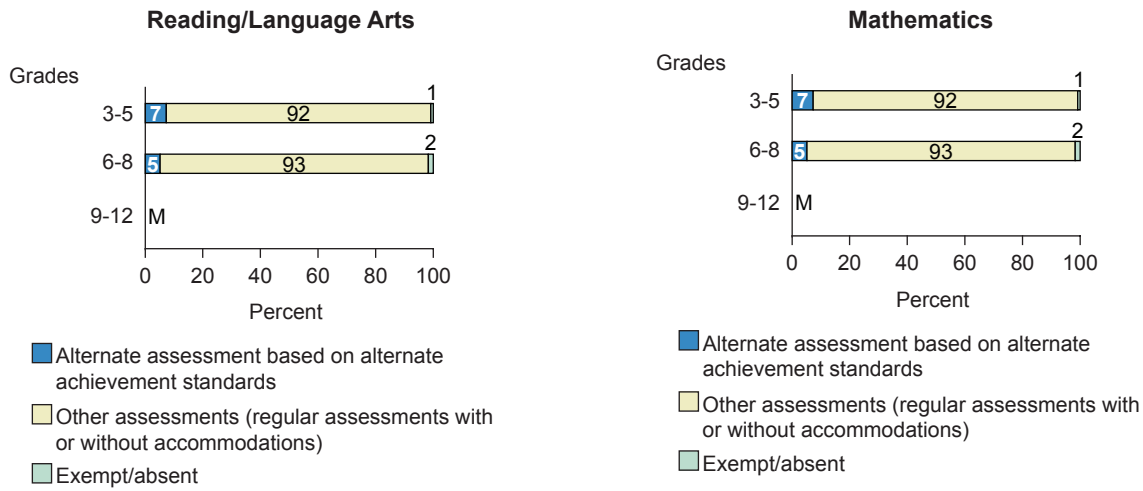
www.ed.state.nh.us/assessment

✓ Check marks indicate categories reported by the state from among those possible.

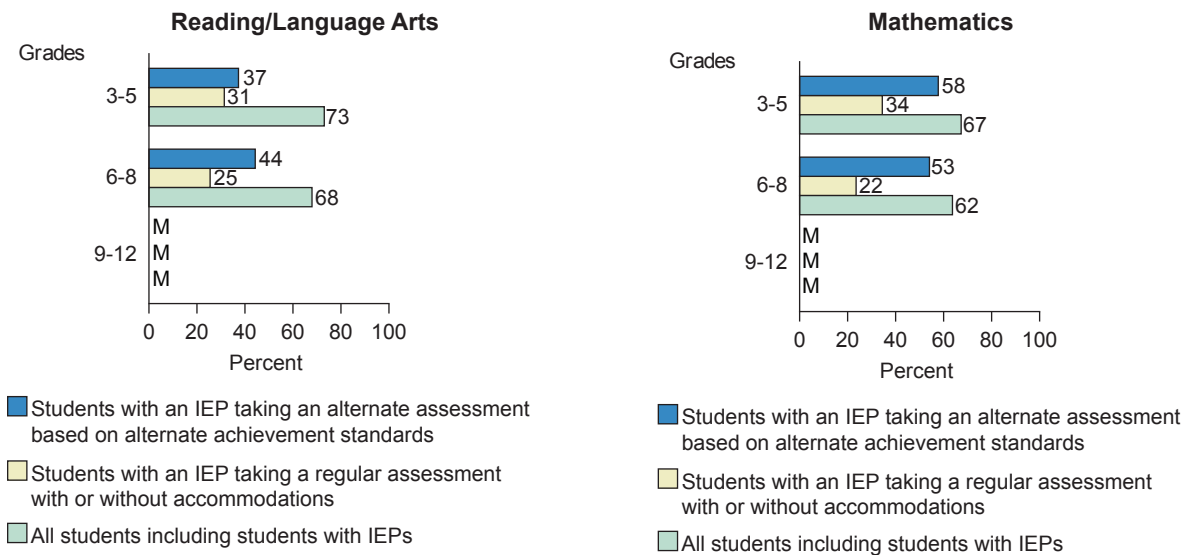
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.10	0.62
6-8	0.38	0.46
9-12	M	M

M Missing. Information not provided by state.

¹ Of all students who received valid scores on the specific types of accountability assessment.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Alternate Proficiency Assessment (APA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Alternate Proficiency Assessment (APA) were to

- ✓ Evaluate programs
 - Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
 - Assess individual students' strengths/weaknesses
 - Document academic achievement
 - Measure student progress toward IEP goals

Alternate Assessment

Alternate Proficiency Assessment (APA)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

2 of 5 standards

Mathematics

2 of 5 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding New Jersey proficiency levels for alternate assessment
Advanced	Advanced Proficient
Proficient	Proficient
Basic	Partially Proficient

Students who performed at the Advanced Proficient and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Partially Proficient level were not proficient.

Alternate Achievement Descriptors

New Jersey developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- Proficient indicates that the portfolio met the state level of proficiency in the content area.

Alternate Achievement Cut Scores

New Jersey developed

- Unique cut scores for each grade
- Unique cut scores for grade spans
- ✓ One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓	✓	✓	✓
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓	✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers				
Content specialists	✓	✓	✓	✓
School psychologists/counselors	✓		✓	✓
School/district/state administrators				
Parents	✓	✓	✓	✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Not available for examination
✓ Relation to internal and external variables	Item-to-item analysis
✓ Purposes of the assessment	Anecdotal or committee process
✓ Intended and unintended consequences	Not available for examination
✓ Measurement of construct relevance	Anecdotal or committee process
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	Not available for examination
Internal consistency of item responses	
✓ Interrater consistency in scoring	Not available for examination
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Anecdotal or committee process
✓ Ongoing/monitoring	Internal alignment studies
Fairness	
✓ Implementation processes	Training, administration manual/guide, post hoc data collection/analysis

Extended Content Standards

The state did not develop extended content standards for students who were eligible for the alternate assessment.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

New Jersey provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks

Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks

- ✓ Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials

Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)

Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
✓ A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- ✓ Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

State's achievement standards

- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

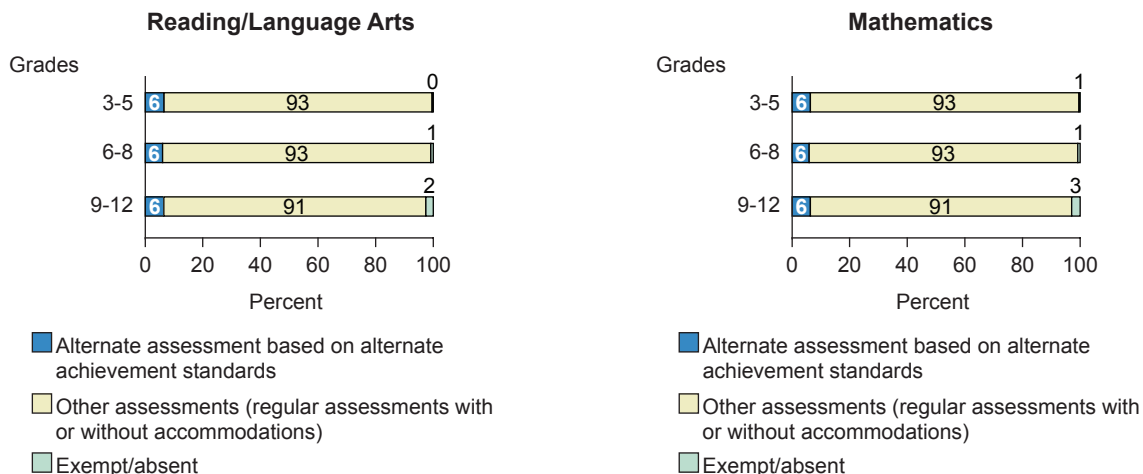
www.nj.gov/education/

✓ Check marks indicate categories reported by the state from among those possible.

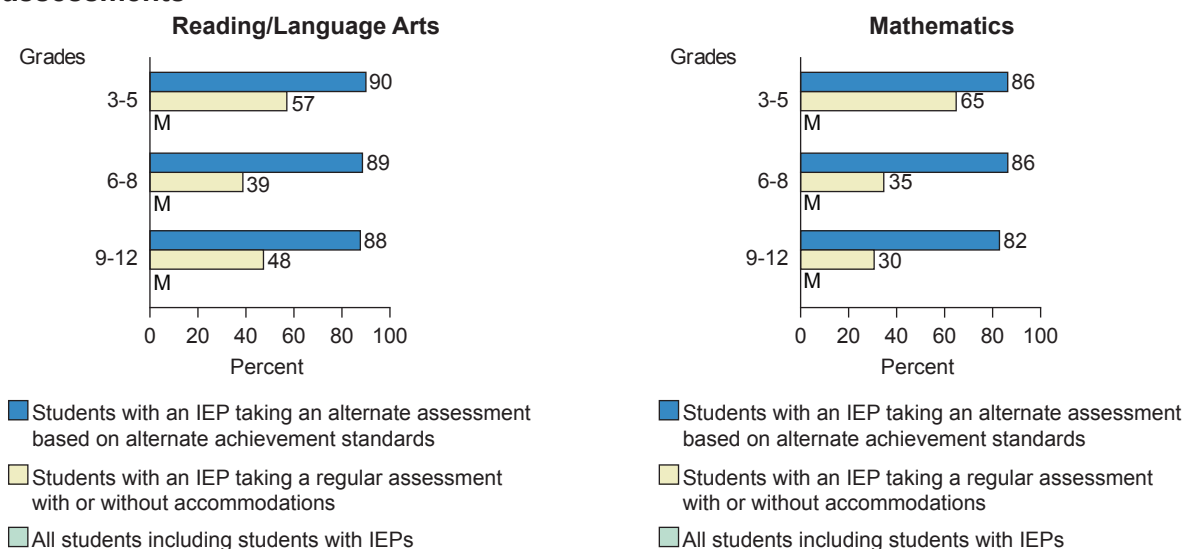
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.85	0.82
6-8	0.81	0.80
9-12	0.83	0.77

M Missing. Information not provided by state.

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the New Mexico Alternate Performance Assessment (NMAPA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 New Mexico Alternate Performance Assessment (NMAPA) were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

New Mexico Alternate Performance Assessment (NMAPA)

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

3 of 3 standards

Mathematics

4 standards¹

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- ✓ School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

¹ The number of general content standards varied by grade level.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Item-Descriptor Matching standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding New Mexico proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Nearing Proficiency
	Beginning Steps

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Nearing Proficiency and Beginning Steps levels were not proficient.

Alternate Achievement Descriptors

New Mexico developed

The same descriptors that applied to all grades tested

- ✓ The same descriptors that applied to grade spans tested

Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts (grades 3 and 4) is as follows:

- A student scoring at the Proficient level (grade 3-4) should be able to: read and comprehend relevant academic vocabulary; follow simple directions in familiar contexts; identify and classify a variety of media formats (e.g., books, newspapers, videos); identify the main character in a text; demonstrate an understanding that graphic information (pictures, print, tactile symbols) has meaning; sequence events in a story.

Alternate Achievement Cut Scores

New Mexico developed

Unique cut scores for each grade

- ✓ Unique cut scores for grade spans

One set of cut scores for all students

Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff				
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff				✓
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓	✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers	✓	✓	✓	✓
Content specialists	✓	✓	✓	✓
School psychologists/counselors				
School/district/state administrators	✓	✓	✓	✓
Parents	✓	✓	✓	✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Item-to-item analysis
✓ Purposes of the assessment	State monitoring/program review
✓ Intended and unintended consequences	Post hoc data collection/analysis
✓ Measurement of construct relevance	Construct analyses
✓ Grade-level equating	Formal study or expert panel review

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Internal and external alignment studies
✓ Fairness	Regularly scheduled bias review by experts
✓ Implementation processes	Training

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

New Mexico provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
- ✓ Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- Teacher selected materials
- Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
Student's classroom teacher, school- or district-based educator
- *How were scoring conflicts resolved?*¹
A third person adjudicated
A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- Ability to generalize across settings
- Amount of independence
- Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- ✓ Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- Standard/strand breakouts
- Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

<http://ped.state.nm.us>

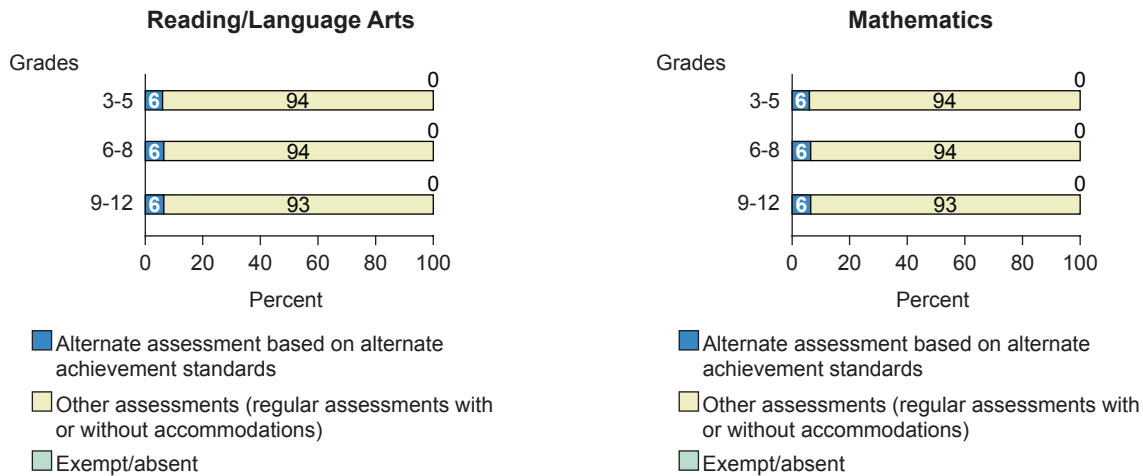
¹ The score posted by the original scorer prevailed if there was a scoring conflict.

✓ Check marks indicate categories reported by the state from among those possible.

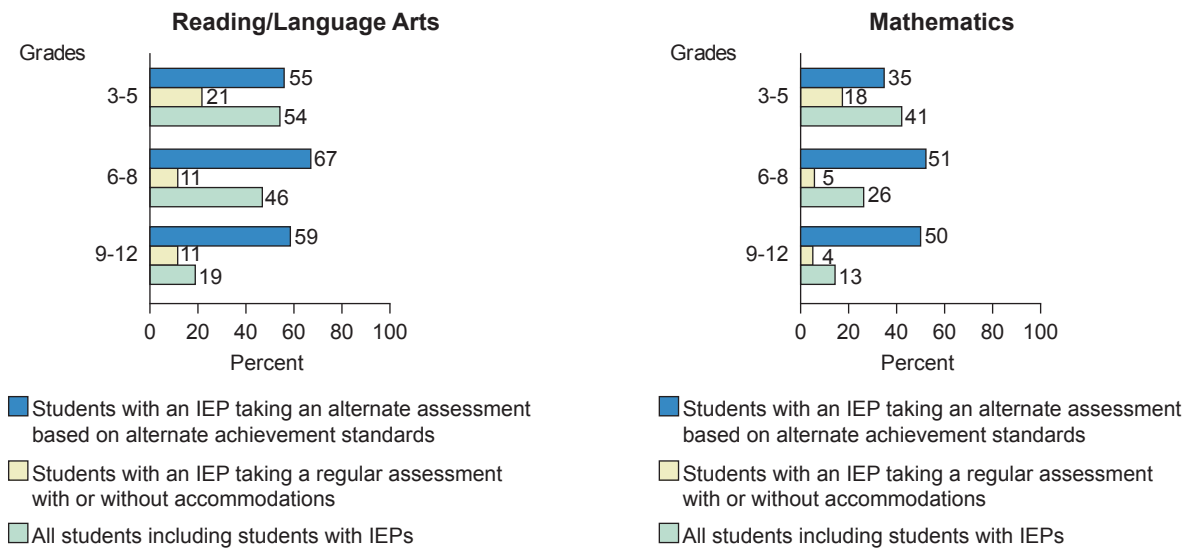
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.47	0.30
6-8	0.65	0.48
9-12	0.48	0.40

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the New York State Alternate Assessment (NYSAA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purpose of the 2006–07 New York State Alternate Assessment (NYSAA) was to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

New York State Alternate Assessment (NYSAA)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

Varied by grade level¹

Mathematics

1 of 5 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

¹ The number of general content standards was 4.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding New York proficiency levels for alternate assessment
Advanced	Meeting with Distinction
Proficient	Meeting
Basic	Partially Meeting
	Not Meeting

Students who performed at the Meeting with Distinction and Meeting levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Partially Meeting and Not Meeting levels were not proficient.

Alternate Achievement Descriptors

New York developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of the Meeting Learning Standards descriptor in reading/language arts (grade 3) is as follows:

- Student's performance is often accurate. Student often demonstrates an understanding of AGLIs. Student actively engages in tasks with occasional support (i.e., cues and/or prompts beyond scope of IEP accommodations). Student often attends to and/or reads to build comprehension and/or make simple predictions; and/or, Student often engages in the selection of books; and/or Student often engages in discussion with classmates about texts (i.e., listens to others' thoughts and opinions, answers "wh" questions, etc.); and/or Student often identifies words, conventions, purposes, tone and/or feelings.

Alternate Achievement Cut Scores

New York developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓		✓	✓
State instruction and curriculum staff			✓	
Test vendor	✓	✓		
Outside experts	✓	✓	✓	
Special education teachers	✓		✓	✓
General education teachers	✓		✓	✓
Content specialists	✓		✓	✓
School psychologists/counselors				
School/district/state administrators	✓		✓	
Parents				

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
✓ Purposes of the assessment	Survey
✓ Intended and unintended consequences	Survey, post hoc data collection/analysis
✓ Measurement of construct relevance	Not available for examination
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of training and actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Regularly scheduled bias review by experts
✓ Implementation processes	Training, administration manual/guide, monitoring, post hoc data collection/analysis

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

New York provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- ✓ Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*¹
One scorer
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
 - ✓ A third person adjudicated
A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

www.nysed.gov/

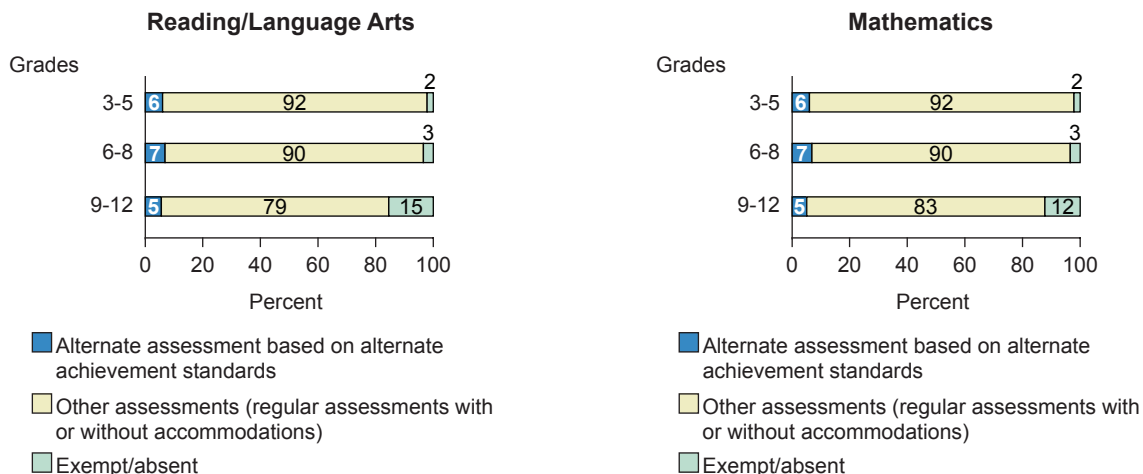
¹ Portion of sample double scored.

✓ Check marks indicate categories reported by the state from among those possible.

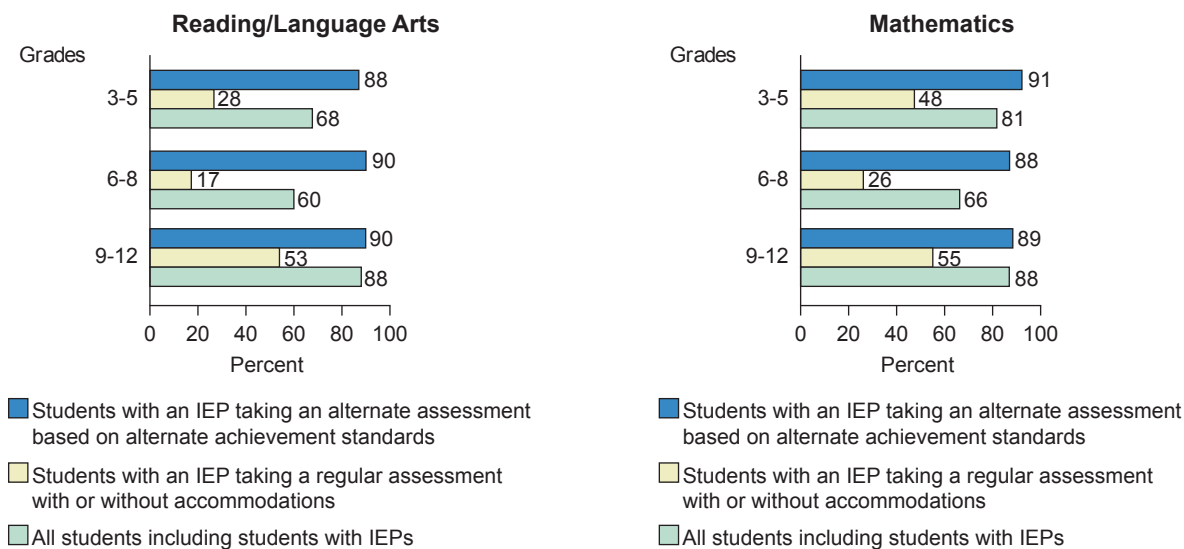
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.84	0.87
6-8	0.93	0.91
9-12	0.53	0.50

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the North Carolina EXTEND1 (NCEXTEND1) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 North Carolina EXTEND1 (NCEXTEND1) were to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

North Carolina EXTEND1 (NCEXTEND1)

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

Varied by grade level

Mathematics

5 of 5 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- ✓ School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- General education teachers
- Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Reasoned Judgment and Contrasting Groups standard-setting methodologies.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding North Carolina proficiency levels for alternate assessment
Advanced	Achievement Level IV
Proficient	Achievement Level III
Basic	Achievement Level II
	Achievement Level I

Students who performed at the Achievement Level IV and Achievement Level III were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Achievement Level II and Achievement Level I were not proficient.

Alternate Achievement Descriptors

North Carolina developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Achievement Level III descriptor in reading/language arts is as follows:

- Students performing at this level often demonstrate mastery of the NCSCS Extended Content Standards in English language arts.

Alternate Achievement Cut Scores

North Carolina developed

- Unique cut scores for each grade
- Unique cut scores for grade spans
- ✓ One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓	✓	✓	✓
Test vendor				
Outside experts	✓		✓	✓
Special education teachers	✓		✓	✓
General education teachers	✓	✓		✓
Content specialists				✓
School psychologists/counselors				
School/district/state administrators				
Parents				

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Not available for examination
✓ Purposes of the assessment	Not available for examination
✓ Intended and unintended consequences	Not available for examination
✓ Measurement of construct relevance	Not available for examination
✓ Grade-level equating	Not available for examination

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	Not available for examination
✓ Internal consistency of item responses	Not available for examination
✓ Interrater consistency in scoring	Training documents or anecdotal
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Internal, external, and other alignment studies
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Not available for examination

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment.

- ✓ General link to state content standards
- ✓ Grade or grade span
- Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

North Carolina provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- ✓ An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
- ✓ Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
Student's classroom teacher, school- or district-based educator
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for¹

School-level administrators
Teachers
Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

www.ncpublicschools.org/

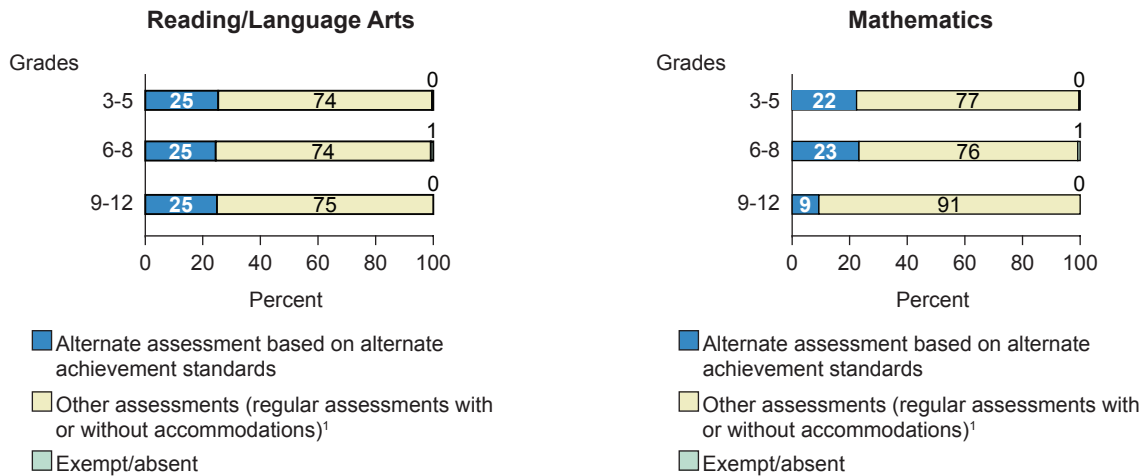
¹ State did not provide interpretive guidance.

✓ Check marks indicate categories reported by the state from among those possible.

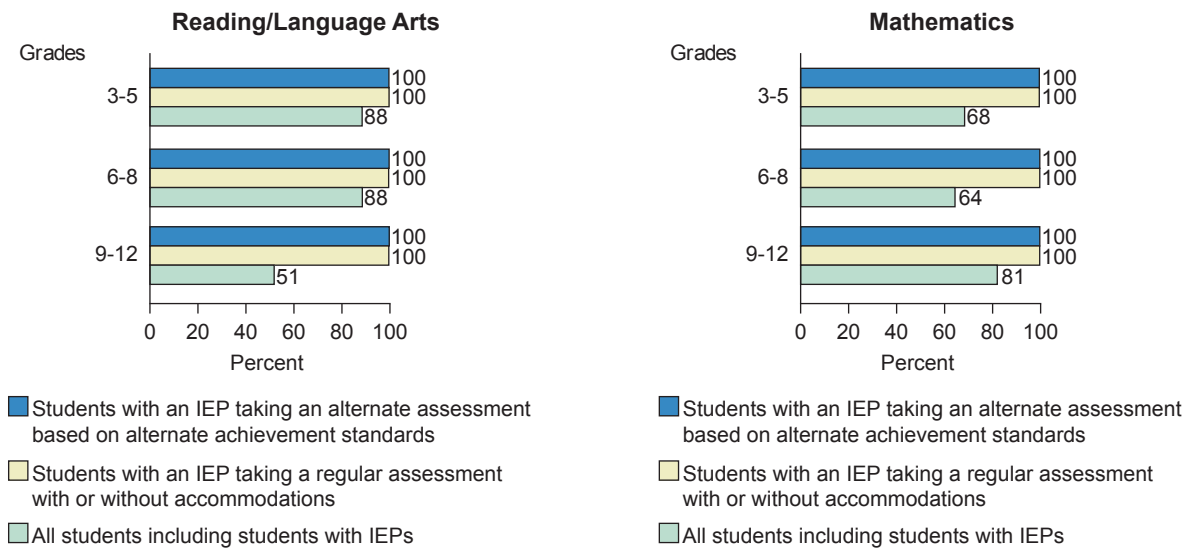
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments²



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	3.42	3.03
6-8	3.05	2.86
9-12	2.59	0.87

¹ For this state this included an alternate assessment based on grade-level achievement standards.

² Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies. Data are unreliable for students with an IEP taking an alternate assessment based on alternate achievement standards and regular assessment with or without accommodations in grades 3–12 who scored proficient or above on state accountability assessments in reading/language arts and mathematics.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the North Dakota Alternate Assessment (NDAA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 North Dakota Alternate Assessment (NDAA) were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

North Dakota Alternate Assessment (NDAA)

Alternate Assessment Approaches

- ✓ Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

3 of 6 standards

Mathematics

5 of 5 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Modified Angoff standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding North Dakota proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Partially Proficient
	Novice

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Partially Proficient and Novice levels were not proficient.

Alternate Achievement Descriptors

North Dakota developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts (grade 3) is as follows:

- Student recognizes nonfiction text; recognizes and recalls symbols; interacts with reading; identifies main ideas. Student selects, plans, and evaluates performance in multiple settings.

Alternate Achievement Cut Scores

North Dakota developed

Unique cut scores for each grade

Unique cut scores for grade spans

- ✓ One set of cut scores for all students

Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff				
State assessment staff	✓	✓		✓
State instruction and curriculum staff				✓
Test vendor				
Outside experts	✓	✓	✓	✓
Special education teachers			✓	✓
General education teachers			✓	✓
Content specialists			✓	✓
School psychologists/counselors				
School/district/state administrators	✓	✓	✓	✓
Parents	✓		✓	✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Committee process or internal review
✓ Purposes of the assessment	Anecdotal or committee process
✓ Intended and unintended consequences	Anecdotal or committee process
✓ Measurement of construct relevance	Anecdotal or committee process
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses
Internal consistency of item responses	
Interrater consistency in scoring	
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Anecdotal or committee process
✓ Ongoing/monitoring	Internal alignment studies
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Training, post hoc data collection/analysis

Extended Content Standards

The state did not develop extended content standards for students who were eligible for the alternate assessment.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

North Dakota provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
- ✓ Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
- ✓ Opportunities to plan, monitor, and evaluate work
- ✓ Work with nondisabled peers
- ✓ Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
Scores
Percentiles

Interpretive guidance was developed for

- School-level administrators
Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
Scores
Standard/strand breakouts
- ✓ Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training		
Mandatory training and/or certification		

State department of education website

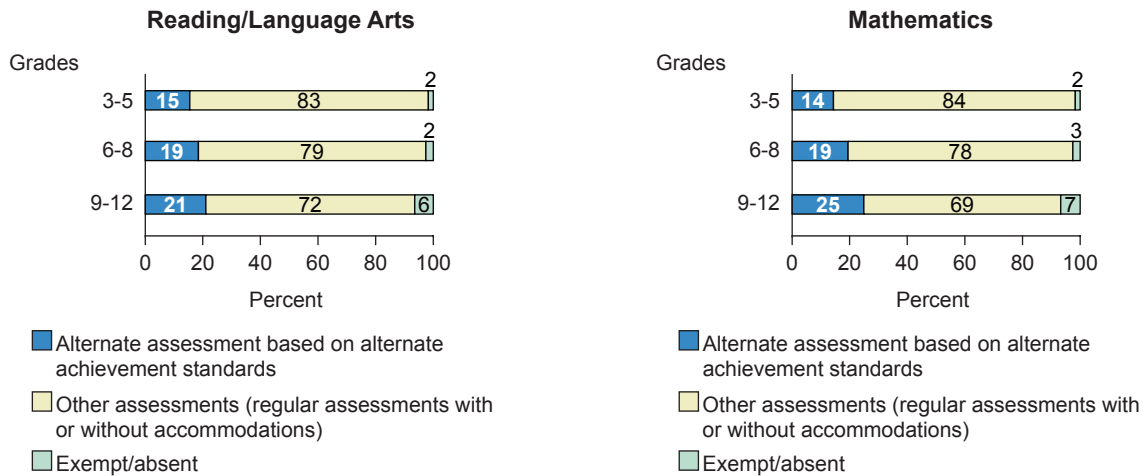
www.dpi.state.nd.us/

✓ Check marks indicate categories reported by the state from among those possible.

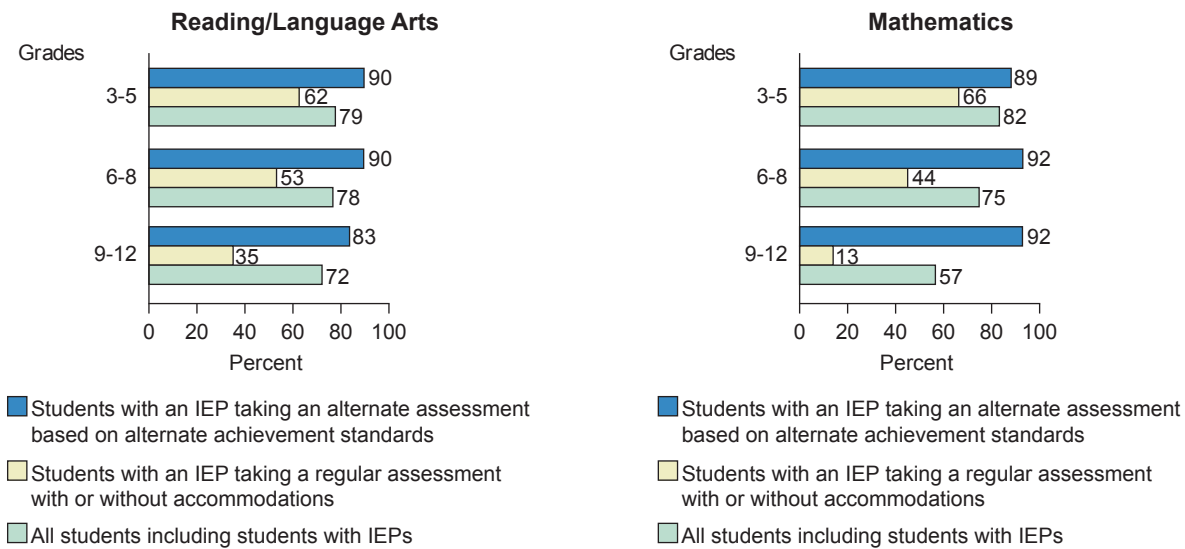
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	2.13	1.94
6-8	2.39	2.53
9-12	1.83	2.37

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Alternate Assessment for Students with Disabilities (AASWD) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Alternate Assessment for Students with Disabilities (AASWD) were to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Alternate Assessment for Students with Disabilities (AASWD)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

8 of 8 standards

Mathematics

6 of 6 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- State special education staff
- State assessment staff
- State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- General education teachers
- Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Ohio proficiency levels for alternate assessment
Advanced	Advanced
	Accelerated
Proficient	Proficient
Basic	Basic
	Limited

Students who performed at the Advanced, Accelerated, and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Basic and Limited levels were not proficient.

Alternate Achievement Descriptors

Ohio developed

- The same descriptors that applied to all grades tested
- ✓ The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts (grades 3 to 5) is as follows:

- The student often demonstrates reading skills, such as, identifying the beginning, middle and/or ending sounds of words, using picture symbols to express ideas from a literary text and using symbols to express ideas, needs and/or wants, which align with and access Grades 3-5 reading content from the Ohio Academic Content Standards. The student performs the skill accurately some of the time, needs some supervision in the classroom and may not be ready to apply reading skills in real world situations.

Alternate Achievement Cut Scores

Ohio developed

- ✓ Unique cut scores for each grade¹
- ✓ Unique cut scores for grade spans²
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

¹ Only for science and social studies.

² Only for reading/language arts and mathematics.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff			✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff				✓
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓		✓
Special education teachers			✓	✓
General education teachers				✓
Content specialists				✓
School psychologists/counselors				
School/district/state administrators			✓	
Parents				✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
✓ Relation to internal and external variables	Correlational study
✓ Purposes of the assessment	Anecdotal or committee process
✓ Intended and unintended consequences	Not available for examination
✓ Measurement of construct relevance	Statistical analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
Fairness	
Implementation processes	

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Ohio provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- Had a severe cognitive disability
- Required modified instruction
- Required extensive support for skill generalization
- ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
 - ✓ A third person adjudicated
 - A third rater scored the assessment
 - One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
- Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
Opportunities to plan, monitor, and evaluate work
- ✓ Work with nondisabled peers
Appropriate human and technological supports
- None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

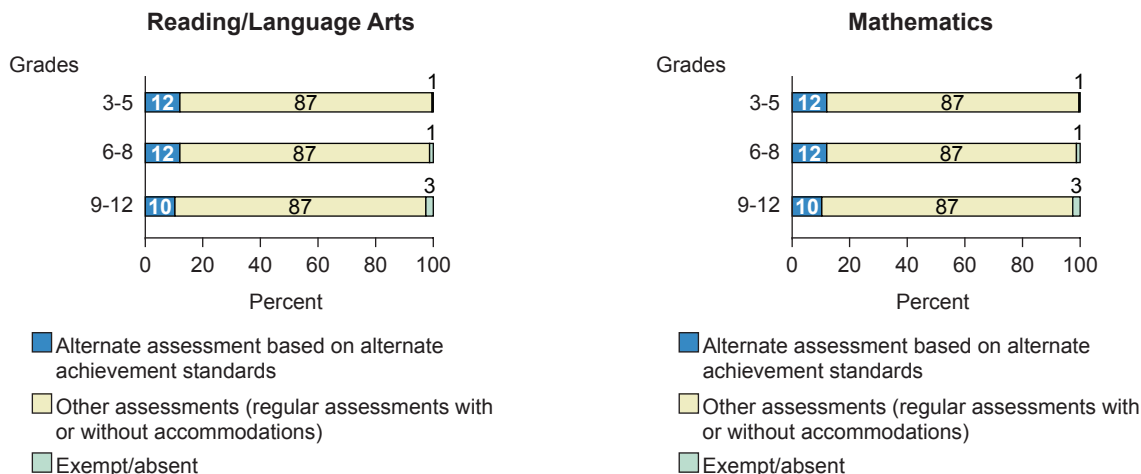
www.ode.state.oh.us

✓ Check marks indicate categories reported by the state from among those possible.

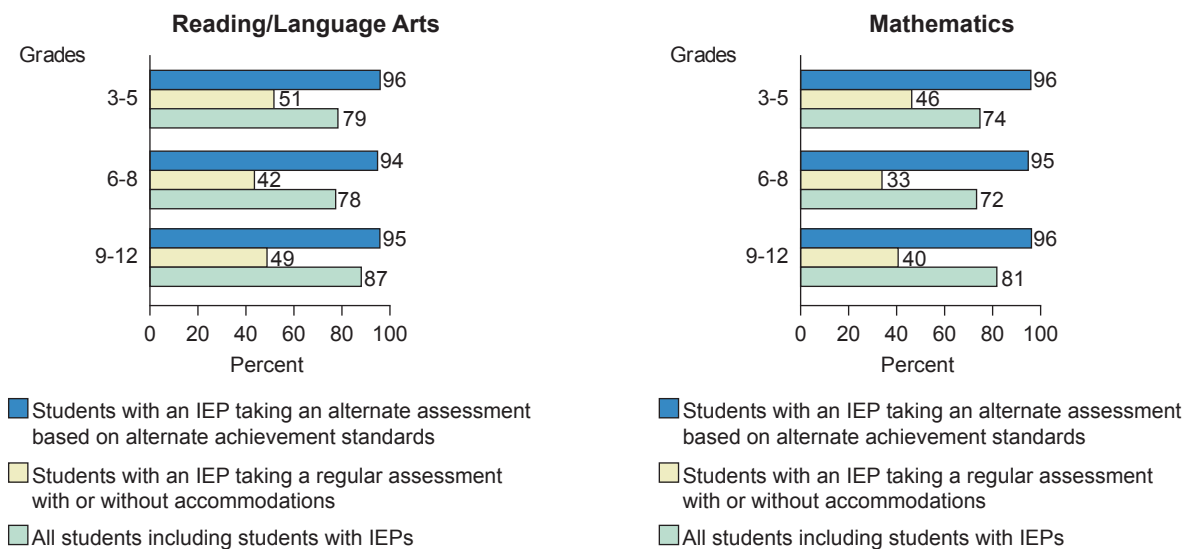
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	1.78	1.82
6-8	1.73	1.74
9-12	1.44	1.45

¹ Of all students who received valid scores on the specific types of accountability assessment.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Oklahoma Alternate Assessment Program (OAAP) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Oklahoma Alternate Assessment Program (OAAP) were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- ✓ Measure student progress toward IEP goals

Alternate Assessment

Oklahoma Alternate Assessment Program (OAAP)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

Varied by teacher discretion¹

Mathematics

Varied by teacher discretion²

Who was involved in developing the alternate assessment?

- Assessment company
- Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

¹ The number of general content standards was 4.

² The number of general content standards was 5.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Reasoned Judgment standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Oklahoma proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Satisfactory
Basic	Limited Knowledge
	Unsatisfactory

Students who performed at the Advanced and Satisfactory levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Limited Knowledge and Unsatisfactory levels were not proficient.

Alternate Achievement Descriptors

Oklahoma developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

State did not report descriptors.

Alternate Achievement Cut Scores

Oklahoma developed

- Unique cut scores for each grade
- Unique cut scores for grade spans
- ✓ One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity ¹	Reliability ¹	Alignment	Fairness
State special education staff			✓	✓
State assessment staff			✓	✓
State instruction and curriculum staff			✓	✓
Test vendor				
Outside experts			✓	✓
Special education teachers			✓	✓
General education teachers			✓	✓
Content specialists			✓	✓
School psychologists/counselors				✓
School/district/state administrators				✓
Parents				✓

¹ State reported "other" stakeholders.

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
Purposes of the assessment	
Intended and unintended consequences	
Measurement of construct relevance	
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Training documents or anecdotal
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
Fairness	
Implementation processes	

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Oklahoma provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks

Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks

- ✓ Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials

Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)

Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Three or more scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
- ✓ A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- Accuracy of student response
- Ability to generalize across settings
- ✓ Amount of independence
- Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
- ✓ Opportunities to plan, monitor, and evaluate work
- ✓ Work with nondisabled peers
- ✓ Appropriate human and technological supports
- None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- ✓ Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- Standard/strand breakouts
- Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

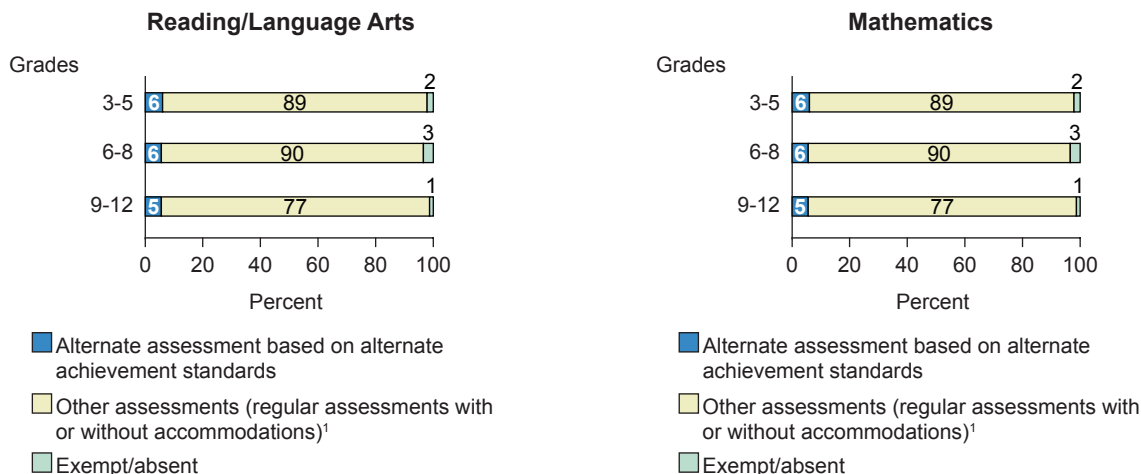
<http://sde.state.ok.us/>

✓ Check marks indicate categories reported by the state from among those possible.

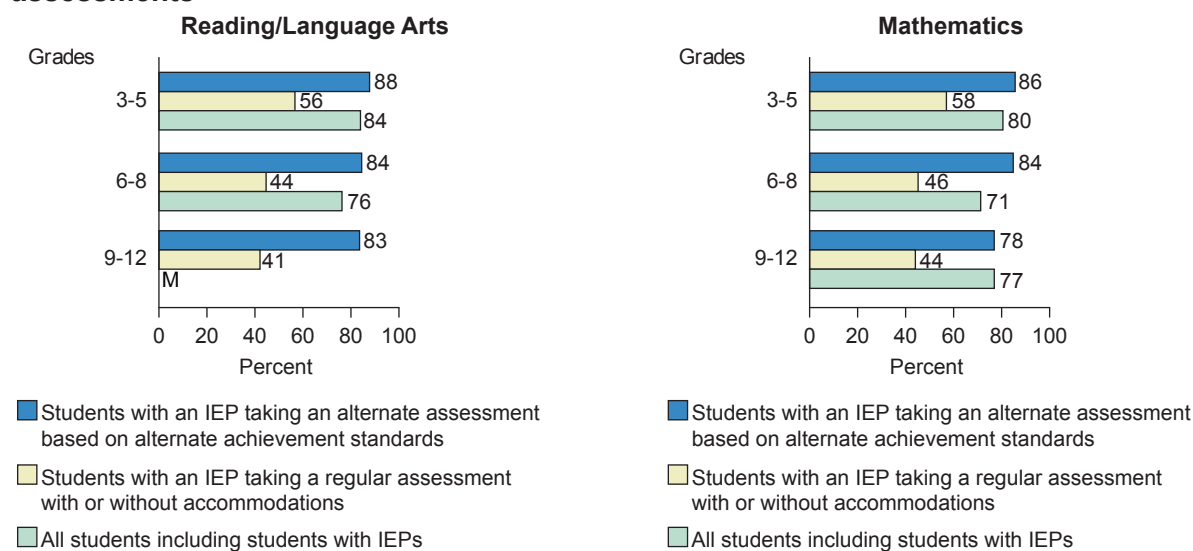
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments²



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.90	0.88
6-8	0.78	0.78
9-12	0.65	0.62

M Missing. Information not provided by state.

¹ For this state this included an alternate assessment based on modified achievement standards.

² Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED Facts - Consolidated State Performance Report for SY 2006-07, Washington, DC, 2008.

Overview of the Oregon Assessment System: Extended Assessment (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Oregon Assessment System: Extended Assessment were to

- Evaluate programs
- Guide classroom instruction
- Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Oregon Assessment System: Extended Assessment

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- ✓ Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

Varied by grade level

Mathematics

5 of 5 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Bookmark or Item Mapping standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Oregon proficiency levels for alternate assessment
Advanced	Exceeds Standard
Proficient	Meets Standard
Basic	Does Not Yet Meet Standard

Students who performed at the Exceeds Standard and Meets Standard levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Does Not Yet Meet Standard level were not proficient.

Alternate Achievement Descriptors

Oregon developed

- The same descriptors that applied to all grades tested
- ✓ The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

A example of the Meets Standard descriptor in reading/language arts is as follows:

- Students' scores at this level indicate a frequent understanding of reduced depth, breadth, and complexity of items and relatively consistent academic performance.

Alternate Achievement Cut Scores

Oregon developed

- Unique cut scores for each grade
- ✓ Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓			✓
State assessment staff	✓		✓	✓
State instruction and curriculum staff	✓		✓	✓
Test vendor		✓		✓
Outside experts	✓		✓	
Special education teachers	✓		✓	
General education teachers	✓		✓	
Content specialists	✓		✓	
School psychologists/counselors				
School/district/state administrators				
Parents	✓			

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
Relation to internal and external variables	
Purposes of the assessment	
✓ Intended and unintended consequences	Public reports, post hoc data collection/analysis
Measurement of construct relevance	
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
Interrater consistency in scoring	
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Anecdotal or committee process
✓ Ongoing/monitoring	Internal and external alignment studies
✓ Fairness	Regularly scheduled bias review by experts, statistical analyses
✓ Implementation processes	Training, administration manual/guide, monitoring, post hoc data collection/analysis

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Oregon provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
State provided instructions on types and amounts of evidence to be collected
Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
- Separately from student's daily work
- ✓ Using a combination of day-to-day and on-demand approaches
Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- Ability to generalize across settings
- Amount of independence
- Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- ✓ Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- Standard/strand breakouts
- Indicator/benchmark breakouts
- Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

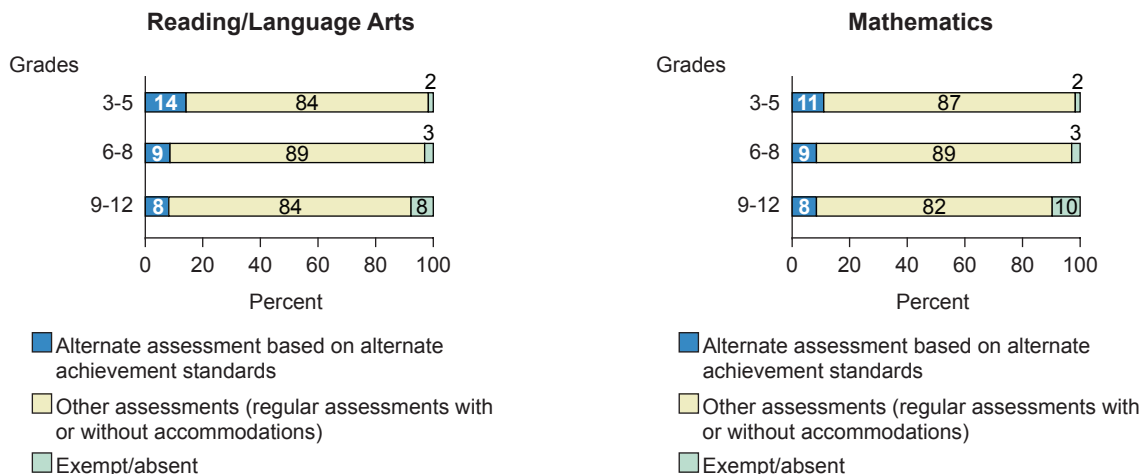
www.ode.state.or.us/

✓ Check marks indicate categories reported by the state from among those possible.

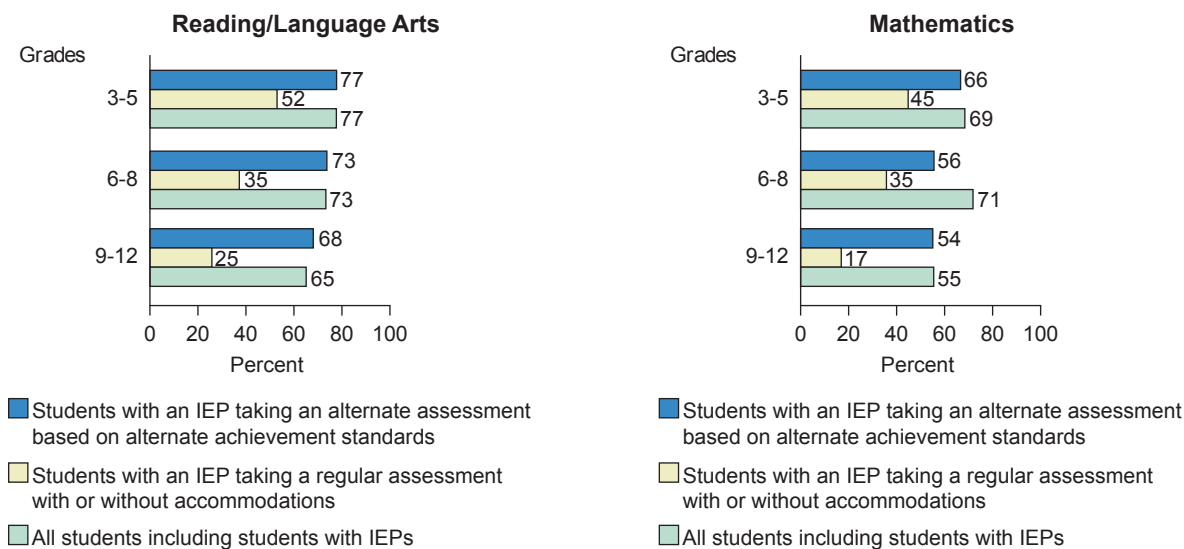
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	3.17	2.14
6-8	1.67	1.28
9-12	1.27	1.05

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Pennsylvania Alternate System of Assessment (PASA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purpose of the 2006–07 Pennsylvania Alternate System of Assessment (PASA) was to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Pennsylvania Alternate System of Assessment (PASA)

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- ✓ Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓			✓
3	4	5	6	7	8	9	10	11 12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

1 of 8 standards

Mathematics

7 of 11 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- State personnel
- Parents
- Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- State assessment staff
- State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Modified Angoff standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Pennsylvania proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Novice
	Emerging

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Novice and Emerging levels were not proficient.

Alternate Achievement Descriptors

Pennsylvania developed

- The same descriptors that applied to all grades tested
- ✓ The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Proficient descriptor (Level A) in reading/language arts (grade 5-6) is as follows:

- The student is able to make appropriate discriminations such as matching, selecting objects, identifying categories of objects, recognizing and demonstrating the function of objects, as well as respond to 'who' and 'what' listening comprehension questions by selecting, independently or with some support that maintains the cognitive complexity of the skills. Correct answers and choices consist of objects that the student is likely to have direct experience with in his/her environment. Often, two of the three objects included among the choices are similar to one another in terms of appearance and function, making the discrimination more challenging.

Pennsylvania developed

- Unique cut scores for each grade
- ✓ Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff				
State assessment staff				
State instruction and curriculum staff				
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓	✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers	✓	✓		
Content specialists	✓	✓	✓	✓
School psychologists/counselors				
School/district/state administrators	✓	✓	✓	✓
Parents	✓			

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
✓ Purposes of the assessment	Anecdotal or committee process
✓ Intended and unintended consequences	Survey
✓ Measurement of construct relevance	Anecdotal or committee process
✓ Grade-level equating	Formal study or expert panel review

Reliability

Type of reliability	Types of evidence
Variability across groups	
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of training and actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Regularly scheduled bias review by experts
✓ Implementation processes	Training, administration manual/guide

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Pennsylvania provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
 - ✓ Required modified instruction
 - ✓ Required extensive support for skill generalization
 - ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- ✓ An observer/monitor who was present
 - ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
 - ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
 - ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
 - ✓ Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
 - ✓ A third person adjudicated
 - A third rater scored the assessment
 - One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- ✓ Appropriate human and technological supports
- None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- Standard/strand breakouts
- ✓ Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	
Face-to-face training	✓	✓
Mandatory training and/or certification		

State department of education website

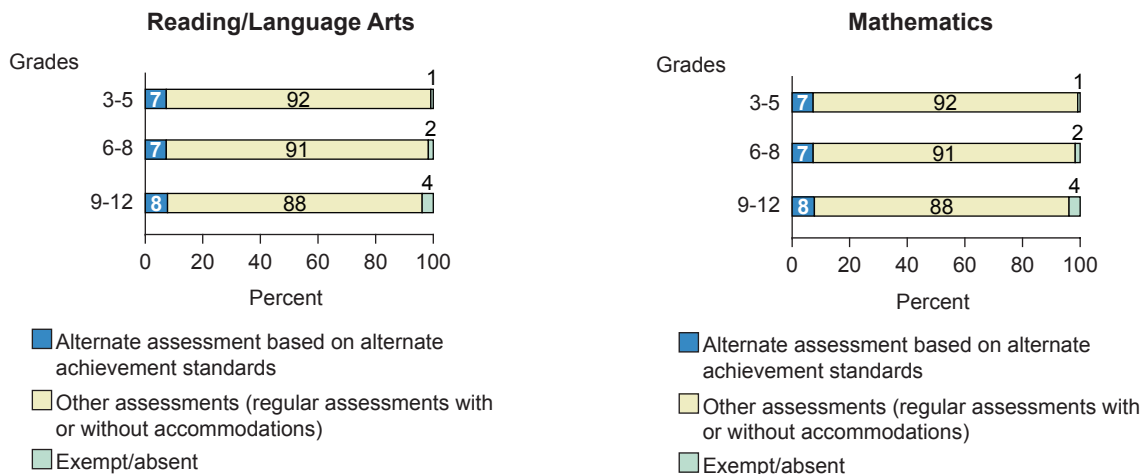
www.pasaassessment.org

✓ Check marks indicate categories reported by the state from among those possible.

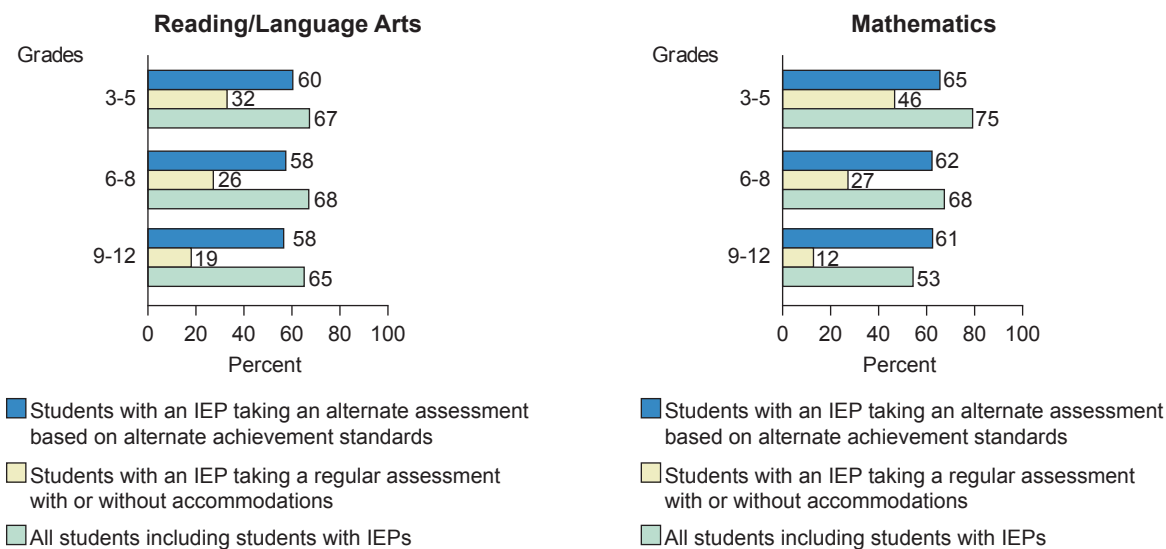
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.91	1.02
6-8	0.93	1.02
9-12	0.82	0.88

¹ Of all students who received valid scores on the specific types of accountability assessment.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Rhode Island Alternate Assessment (RIAA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Rhode Island Alternate Assessment (RIAA) were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
 - Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
 - Measure student progress toward IEP goals

Alternate Assessment

Rhode Island Alternate Assessment (RIAA)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

2 of 8 standards

Mathematics

2 of 4 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Performance Profile Method and the Reasoned Judgment standard-setting methodologies.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Rhode Island proficiency levels for alternate assessment
Advanced	Proficient with Distinction
Proficient	Proficient
Basic	Partially Proficient

Students who performed at the Proficient with Distinction and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Partially Proficient level were not proficient.

Alternate Achievement Descriptors

Rhode Island developed

The same descriptors that applied to all grades tested

- ✓ The same descriptors that applied to grade spans tested

Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts (grades 3-8) is as follows:

- Students performing at this level submitted datafolios that demonstrate:
 - consistent connections to the grade level content strands through participation in instructional activities throughout the year that are consistently aligned with the Word Identification and Vocabulary and Initial Understanding, Analysis and Interpretation of Literacy or Information Text AAGSEs.
 - participation in distinct standards based instructional activities that demonstrate consistent application of the AAGSEs across most entries within the context of the Structured Performance Tasks.
 - consistent progress during the year.
 - adequate level of accuracy in instructional activities and/or
 - adequate level of independence completing instructional activities.

Alternate Achievement Cut Scores

Rhode Island developed

Unique cut scores for each grade

- ✓ Unique cut scores for grade spans

One set of cut scores for all students

Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓		✓
State assessment staff	✓	✓		✓
State instruction and curriculum staff	✓			
Test vendor	✓	✓		✓
Outside experts	✓	✓	✓	
Special education teachers	✓	✓	✓	✓
General education teachers	✓	✓	✓	✓
Content specialists	✓		✓	
School psychologists/counselors				
School/district/state administrators	✓		✓	✓
Parents	✓			✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
Purposes of the assessment	
✓ Intended and unintended consequences	Survey, public reports, post hoc data collection/analysis
✓ Measurement of construct relevance	Statistical analyses, construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	Other alignment studies
✓ Fairness	Regularly scheduled bias review by experts
✓ Implementation processes	Training, administration manual/guide, monitoring, post hoc data collection/analysis

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Rhode Island provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks

- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
- ✓ A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- Indicator/benchmark breakouts
- Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

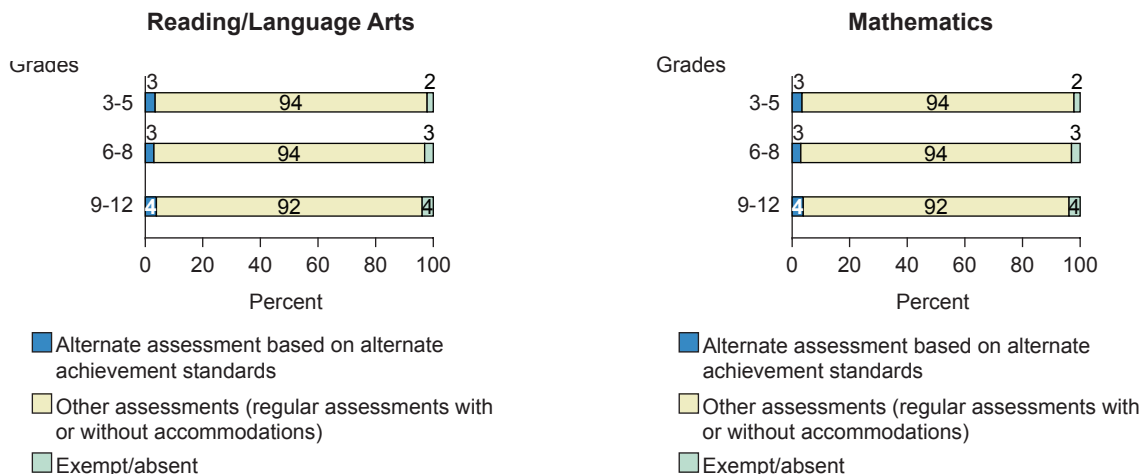
www.ride.ri.gov/assessment

✓ Check marks indicate categories reported by the state from among those possible.

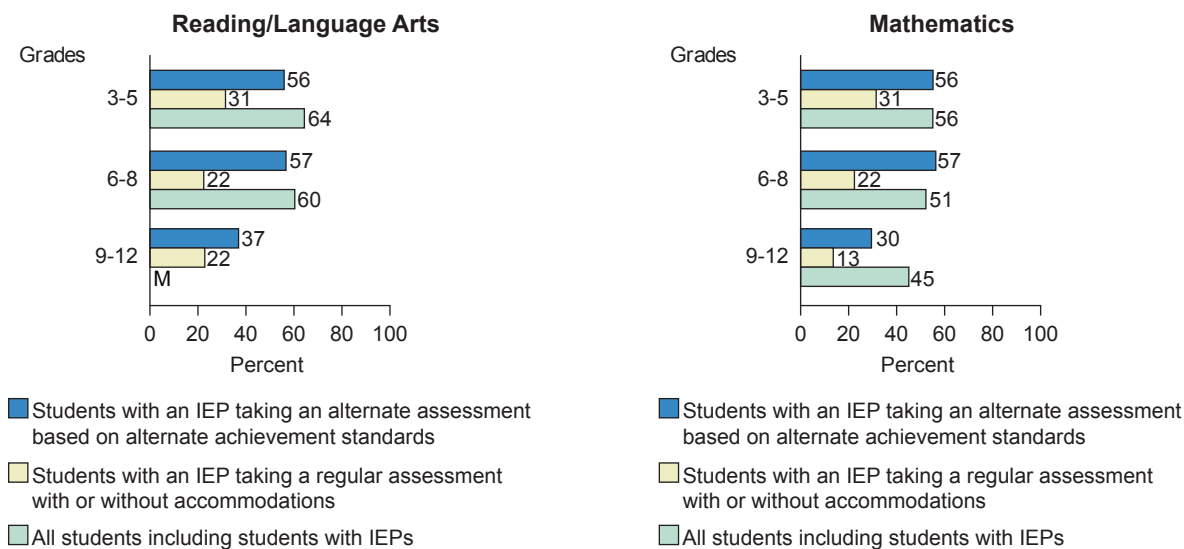
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.35	0.35
6-8	0.35	0.35
9-12	0.20	0.17

M Missing. Information not provided by state.

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the South Carolina Alternate Assessment (SC-Alt) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 South Carolina Alternate Assessment (SC-Alt) were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

South Carolina Alternate Assessment (SC-Alt)

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓					
3	4	5	6	7	8	9	10	11	12			

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

3 of 4 standards

Mathematics

5 of 5 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- ✓ Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Item-Descriptor Matching standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding South Carolina proficiency levels for alternate assessment
Advanced	Level 4
Proficient	Level 3
Basic	Level 2
	Level 1

Students who performed at Level 4 and Level 3 were proficient for purposes of the No Child Left Behind Act, whereas students who scored at Level 2 and Level 1 were not proficient.

Alternate Achievement Descriptors

South Carolina developed

The same descriptors that applied to all grades tested

- ✓ The same descriptors that applied to grade spans tested

Descriptors that were unique for each grade tested

An example of the Level 3 descriptor in reading/language arts (grades 3-5) is as follows:

- Students performing at Level 3 demonstrate increasing academic skills and competencies.

They should be able to:

- identify story elements in text (e.g., characters, settings, events, cause and effect, and problem solution);
- read words and simple sentences;
- generate an idea and use words, pictures, or oral language to write;
- follow one-step oral or signed directions;
- communicate agreement or disagreement appropriately.

Alternate Achievement Cut Scores

South Carolina developed

Unique cut scores for each grade

- ✓ Unique cut scores for grade spans

One set of cut scores for all students

Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff				✓
State assessment staff	✓	✓		✓
State instruction and curriculum staff				✓
Test vendor	✓	✓	✓	✓
Outside experts			✓	
Special education teachers			✓	✓
General education teachers			✓	✓
Content specialists			✓	✓
School psychologists/counselors				
School/district/state administrators			✓	✓
Parents				✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
✓ Relation to internal and external variables	Item-to-item analysis
✓ Purposes of the assessment	Alignment study, construct validity analysis
Intended and unintended consequences	
✓ Measurement of construct relevance	Statistical and construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses, review of disability group results
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Anecdotal or committee process
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Regularly scheduled bias review by experts, statistical analyses
✓ Implementation processes	Training, administration manual/guide

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

South Carolina provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards

- ✓ Had a severe cognitive disability
 - ✓ Required modified instruction
 - ✓ Required extensive support for skill generalization
 - ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- ✓ Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- ✓ An observer/monitor who was present
 - ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
 - ✓ Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher, machine scored
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

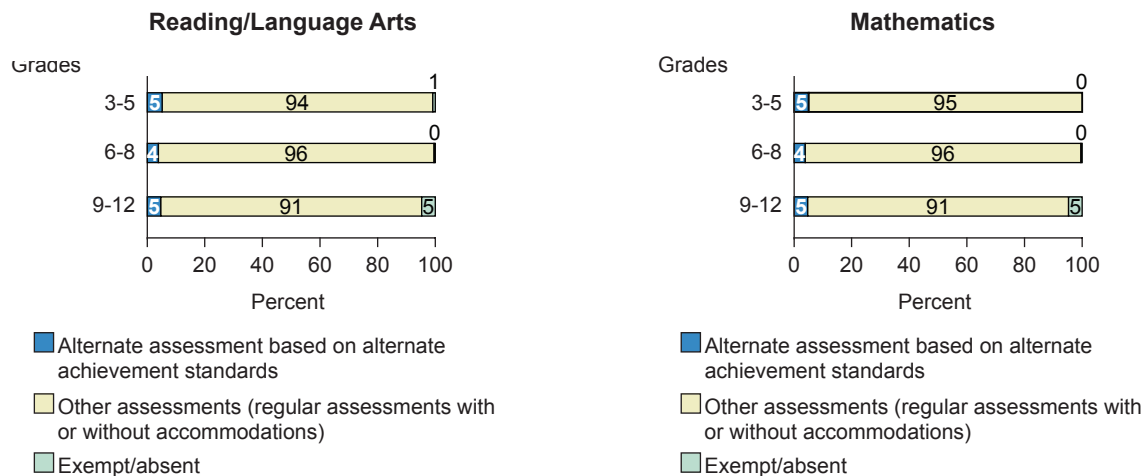
www.ed.sc.gov/

✓ Check marks indicate categories reported by the state from among those possible.

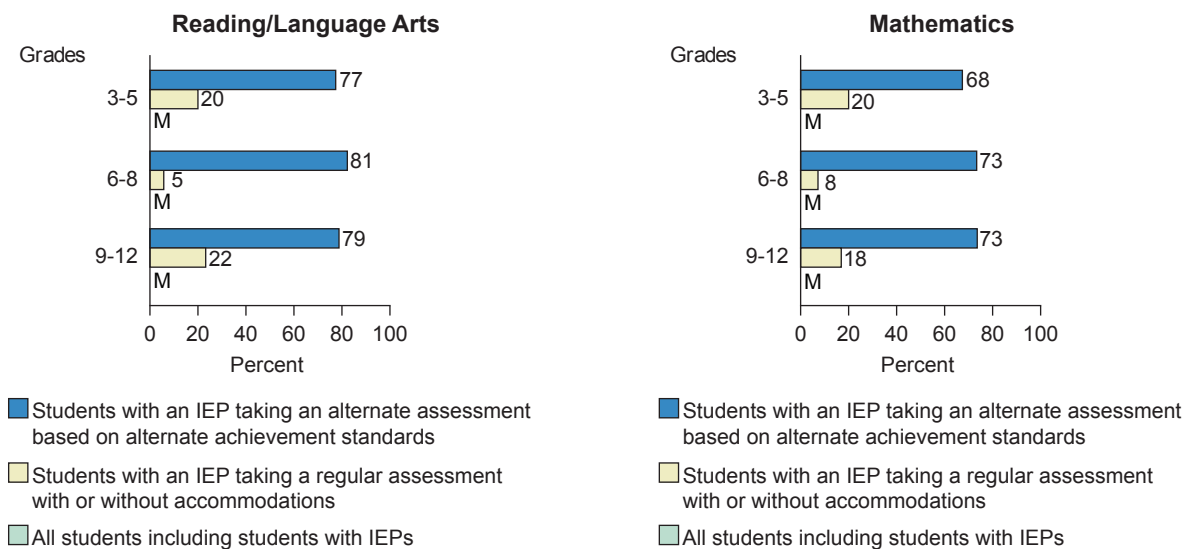
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.61	0.53
6-8	0.41	0.37
9-12	0.47	0.43

M Missing. Information not provided by state.

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Dakota State Test of Educational Progress-Alternate (DSTEP-A) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purpose of the 2006–07 Dakota State Test of Educational Progress-Alternate (DSTEP-A) was to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Dakota State Test of Educational Progress-Alternate (DSTEP-A)

Alternate Assessment Approaches

- ✓ Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

4 of 4 standards

Mathematics

5 of 5 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- ✓ Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- ✓ School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Modified Angoff standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding South Dakota proficiency levels for alternate assessment
Advanced	Advancing
Proficient	Applying
Basic	Developing
	Introducing

Students who performed at the Advancing and Applying levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Developing and Introducing levels were not proficient.

Alternate Achievement Descriptors

South Dakota developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of the Applying descriptor in reading/language arts is as follows:

- Use context to understand the meaning of words; identify main idea and supporting details (direct meaning); use the text structures to create meaning; describe similes and personification as types of figurative language; describe various cultures and time periods in text; retrieve information from a variety of references; compare information on one topic contained in several sources.

Alternate Achievement Cut Scores

South Dakota developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff		✓	✓	✓
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓	✓	✓
Special education teachers			✓	✓
General education teachers			✓	✓
Content specialists				✓
School psychologists/counselors				
School/district/state administrators				
Parents				✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Not available for examination
✓ Purposes of the assessment	Alignment study
✓ Intended and unintended consequences	Post hoc data collection/analysis
✓ Measurement of construct relevance	Not available for examination
✓ Grade-level equating	Formal study or expert panel review

Reliability

Type of reliability	Types of evidence
Variability across groups	
✓ Internal consistency of item responses	Not available for examination
✓ Interrater consistency in scoring	Training documents or anecdotal
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Regularly scheduled bias review by experts, statistical analyses
✓ Implementation processes	Training, administration manual/guide, monitoring

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

South Dakota provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- ✓ Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- ✓ Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Three or more scorers
- *Who scored?*
School- or district-based educator, state or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
 - ✓ A third rater scored the assessment
 - One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
Opportunities to plan, monitor, and evaluate work
- ✓ Work with nondisabled peers
Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

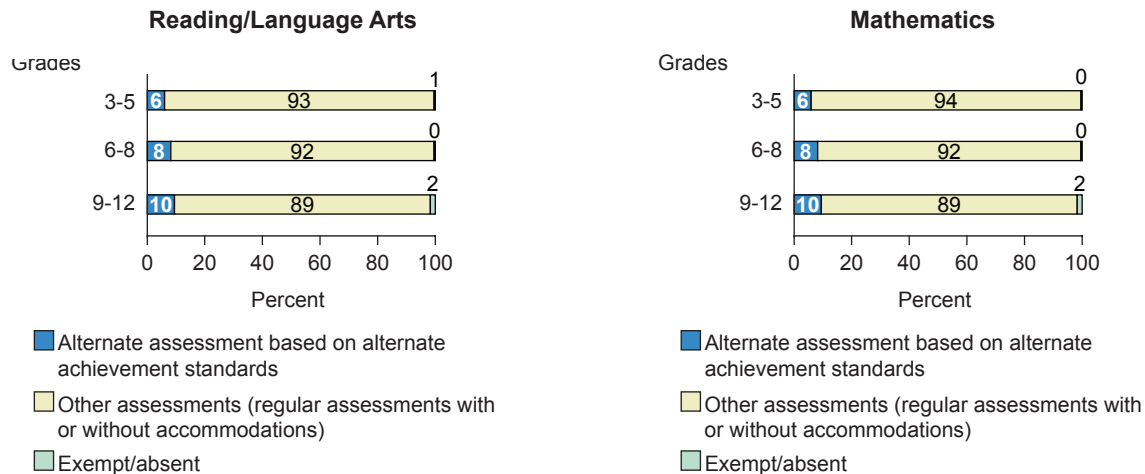
<http://doe.sd.gov/>

✓ Check marks indicate categories reported by the state from among those possible.

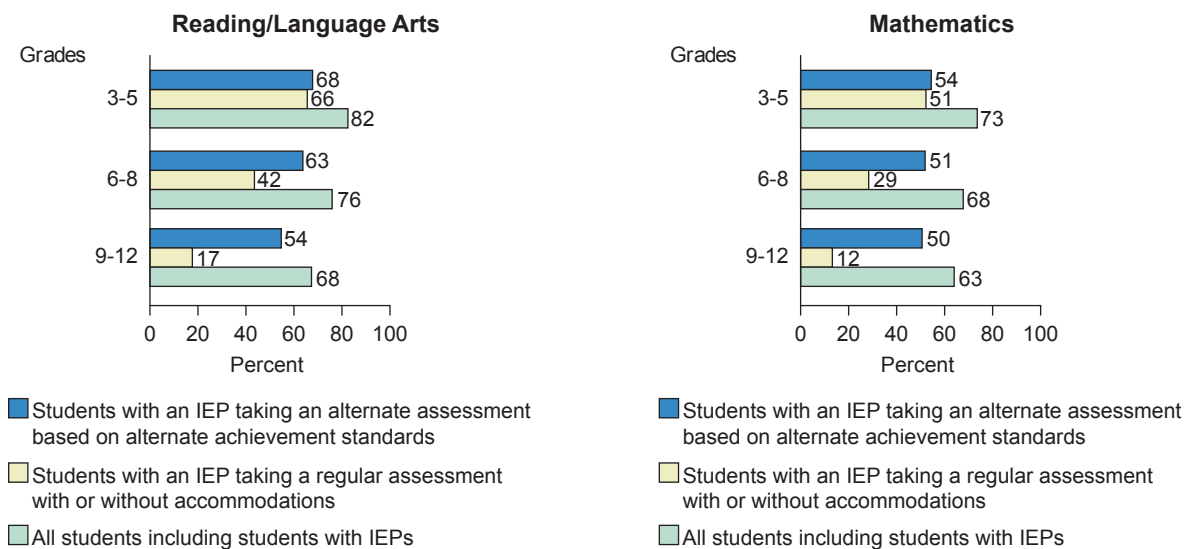
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.62	0.49
6-8	0.57	0.46
9-12	0.44	0.40

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Tennessee Comprehensive Assessment Program-Alternate Portfolio (TCAP-Alt Portfolio) (2006-07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Tennessee Comprehensive Assessment Program-Alternate Portfolio (TCAP-Alt Portfolio) were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Tennessee Comprehensive Assessment Program-Alternate Portfolio (TCAP-Alt Portfolio)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

3 of 3 standards

Mathematics

3 of 5 standards

Who was involved in developing the alternate assessment?

- Assessment company
- Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

The state did not report a standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Tennessee proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Below Proficient

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Below Proficient level were not proficient.

Alternate Achievement Descriptors

Tennessee developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- Student's program offers opportunities for standards-based activities that are age appropriate and functional, as well as some opportunities to make choices within activities, receive support from special education personnel and others, receive instruction in multiple settings (some of which are inclusive), and interact with non-disabled peers in some situations.

Alternate Achievement Cut Scores

Tennessee developed

- Unique cut scores for each grade
- Unique cut scores for grade spans
- ✓ One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓		✓	✓
Test vendor		✓		
Outside experts	✓		✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers	✓			✓
Content specialists	✓	✓	✓	✓
School psychologists/counselors		✓		
School/district/state administrators		✓		
Parents	✓	✓	✓	✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
Relation to internal and external variables	
Purposes of the assessment	
Intended and unintended consequences	
✓ Measurement of construct relevance	Not available for examination
✓ Grade-level equating	Not available for examination

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Anecdotal or committee process
Ongoing/monitoring	
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Post hoc data collection/analysis

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Tennessee provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most component - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
- ✓ A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
- ✓ Opportunities to plan, monitor, and evaluate work
- ✓ Work with nondisabled peers
- ✓ Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

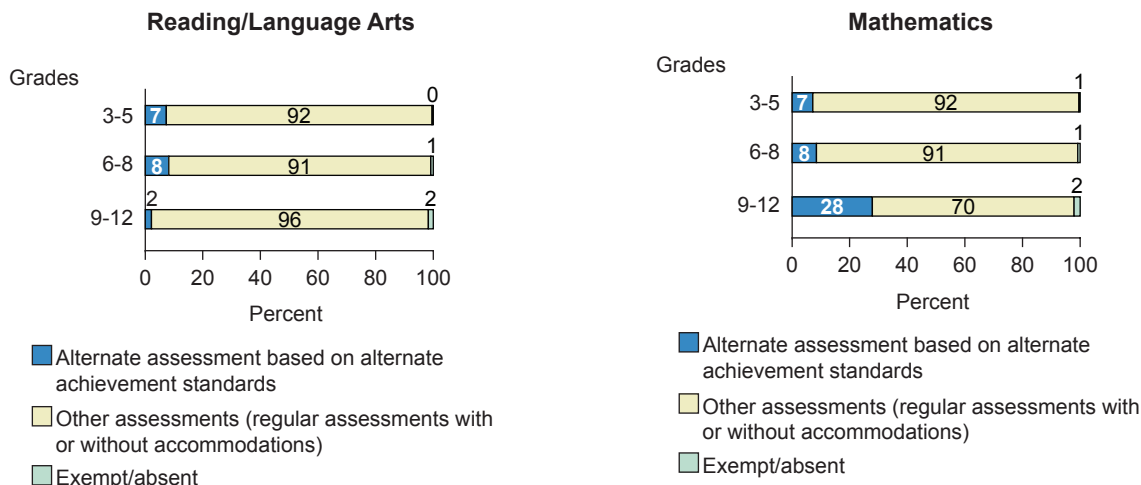
www.state.tn.us/education/

✓ Check marks indicate categories reported by the state from among those possible.

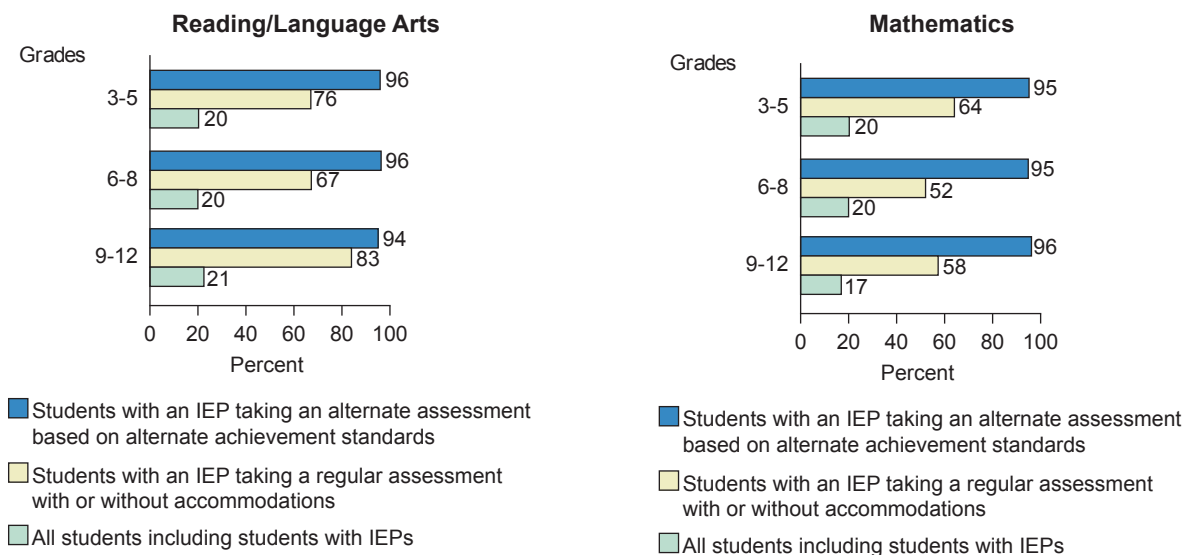
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments:



Percentage of students who scored proficient or above on state accountability assessments:¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.86	0.85
6-8	1.00	0.99
9-12	0.15	0.54

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *ED Facts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Texas Assessment of Knowledge and Skills-Alternate (TAKS-Alt) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Texas Assessment of Knowledge and Skills-Alternate (TAKS-Alt) were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- ✓ Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Texas Assessment of Knowledge and Skills-Alternate (TAKS-Alt)

Alternate Assessment Approaches

Rating scale/checklist

- ✓ Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓	✓		
3	4	5	6	7	8	9	10	11	12	

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

Varied by grade level

Mathematics

Varied by grade level

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Texas proficiency levels for alternate assessment
Advanced	Commended
Proficient	Met Standard
Basic	Did Not Meet Standard

Students who performed at the Commended and Met Standard levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Did Not Meet Standard level were not proficient.

Alternate Achievement Descriptors

Texas developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of the Met Standard descriptor in reading/language arts (grade 3) is as follows:

- Satisfactory academic achievement; moderate success at a level that was at or somewhat above the state passing standard and may have required some additional cueing and prompting; may have generalized skills in a different context; sufficient understanding of the knowledge and skills that are linked to reading content measured at this grade. Students who met the standard:
 1. Begin to recognize words/symbols
 2. Self-select books
 3. Begin to use or understand some new vocabulary
 4. Identify one important idea in a text
 5. Identify one story element, such as characters, setting, or problem
 6. Begin to identify the purpose of a text
 7. Anticipate what comes next in a text
 8. Identify a cause or an effect when provided one part of the cause/effect relationship
 9. Begin to locate information in the text to answer questions
 10. Begin to use reading strategies in other contexts

Alternate Achievement Cut Scores

Texas developed

Unique cut scores for each grade

Unique cut scores for grade spans

- ✓ One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓	✓	✓	✓
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓	✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers	✓	✓	✓	✓
Content specialists	✓	✓	✓	✓
School psychologists/counselors	✓	✓	✓	✓
School/district/state administrators	✓	✓	✓	✓
Parents	✓	✓	✓	✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Scoring and reporting documents
Relation to internal and external variables	
Purposes of the assessment	
✓ Intended and unintended consequences	Not available for examination
Measurement of construct relevance	
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Not available for examination
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Bias review, not conducted regularly
Implementation processes	

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Texas provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
 - ✓ Required modified instruction
 - ✓ Required extensive support for skill generalization
 - ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- ✓ Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- ✓ Combination of work samples and other evidence
- No student work samples

Assessment was administered

- As part of day-to-day student instruction
- Separately from student's daily work
- ✓ Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*¹
One scorer
- *Who scored?*
Student's classroom teacher
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
- Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- ✓ Appropriate human and technological supports
- None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- Standard/strand breakouts
- Indicator/benchmark breakouts
- Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		

State department of education website

www.tea.state.tx.us/student.assessment

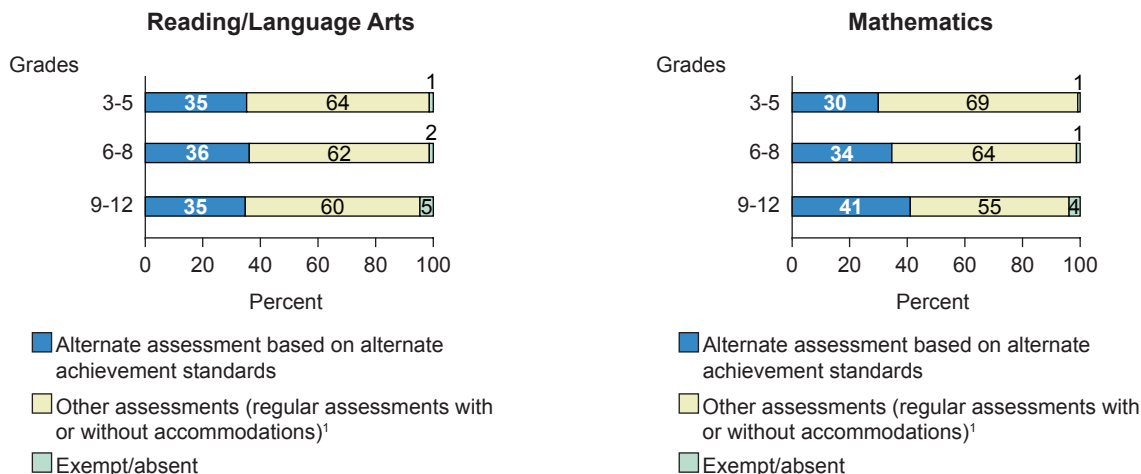
¹ Portion of sample double scored.

✓ Check marks indicate categories reported by the state from among those possible.

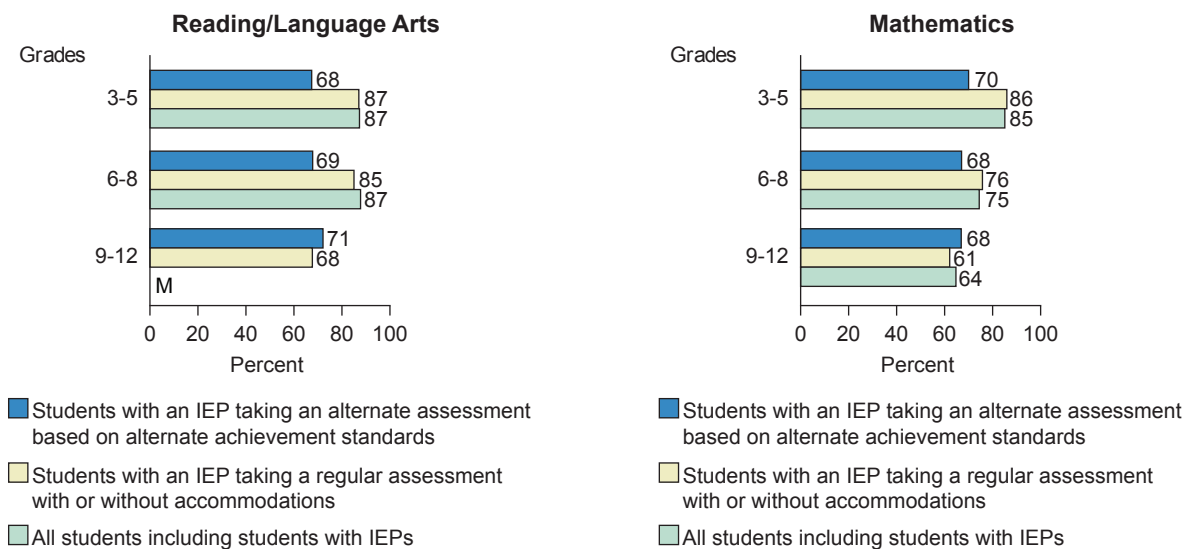
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments²



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	3.11	2.64
6-8	3.28	2.97
9-12	2.67	2.91

M Missing. Information not provided by state.

¹ For this state this included an alternate assessment based on grade-level or modified achievement standards.

² Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of Utah's Alternate Assessment (UAA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Utah's Alternate Assessment (UAA) were to

- ✓ Evaluate programs
 - Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
 - Assess student access to content standards/general curriculum
 - Assess individual students' strengths/weaknesses
 - Document academic achievement
 - Measure student progress toward IEP goals

Alternate Assessment

Utah's Alternate Assessment (UAA)

Alternate Assessment Approaches

- Rating scale/checklist
- Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

1 standard¹

Mathematics

1 standard¹

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

¹ The number of general content standards varied by grade level.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- State instruction and curriculum staff
- ✓ Test vendor
- Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

The state did not report a standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Utah proficiency levels for alternate assessment
Advanced	Level 4: Substantial
Proficient	Level 3: Sufficient
Basic	Level 2: Partial
	Level 1: Minimal

Students who performed at Level 4: Substantial and Level 3: Sufficient were proficient for purposes of the No Child Left Behind Act, whereas students who scored at Level 2: Partial and Level 1: Minimal were not proficient.

Alternate Achievement Descriptors

Utah developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Sufficient descriptor in reading/language arts is as follows:

- A student scoring at this level is proficient on measured standards and objectives of the curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts.

Alternate Achievement Cut Scores

Utah developed

- Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- ✓ Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff				✓
State assessment staff				✓
State instruction and curriculum staff				
Test vendor	✓			✓
Outside experts		✓	✓	
Special education teachers		✓	✓	✓
General education teachers				
Content specialists	✓			
School psychologists/counselors				
School/district/state administrators				
Parents		✓		✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
✓ Purposes of the assessment	Not available for examination
✓ Intended and unintended consequences	Anecdotal or committee process
✓ Measurement of construct relevance	Anecdotal or committee process
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
Fairness	
✓ Implementation processes	Administration manual/guide, monitoring

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- Grade or grade span
- Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Utah provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
 - ✓ Required modified instruction
 - ✓ Required extensive support for skill generalization
 - ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
One scorer
- *Who scored?*
Student's classroom teacher
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
Opportunities to plan, monitor, and evaluate work
- ✓ Work with nondisabled peers
- ✓ Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- ✓ Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training		
Mandatory training and/or certification	✓	✓

State department of education website

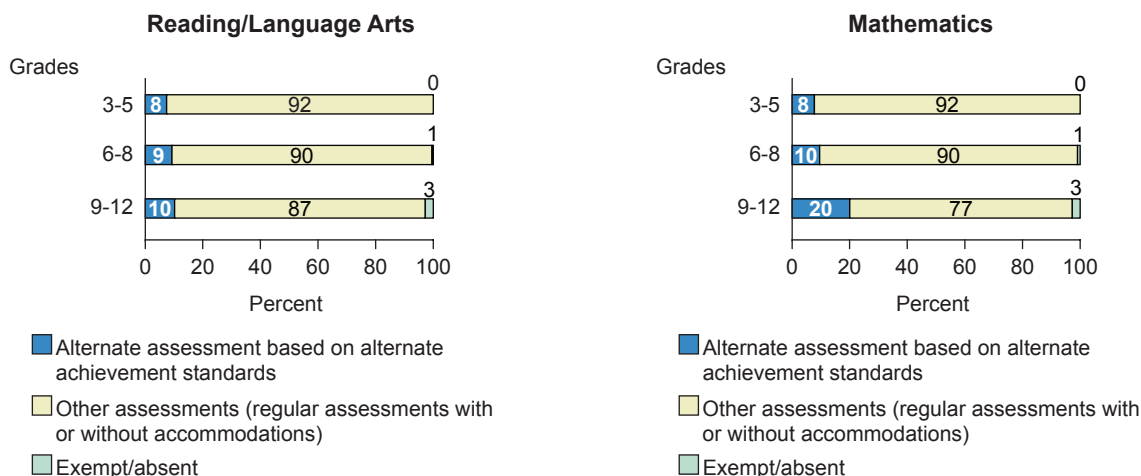
www.usoe.k12.ut.us/

✓ Check marks indicate categories reported by the state from among those possible.

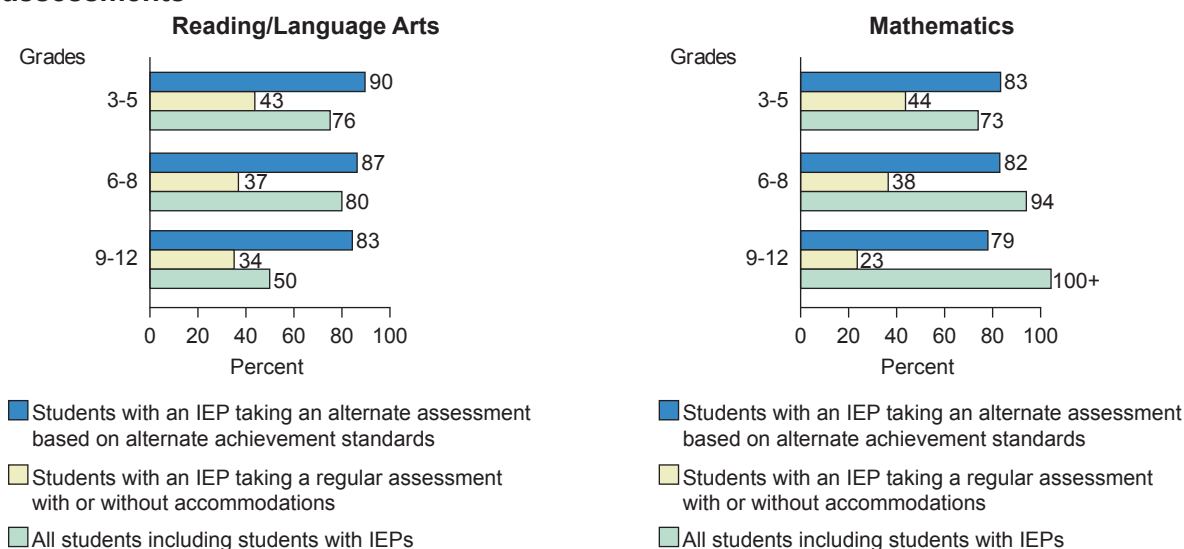
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.92	0.87
6-8	0.88	0.82
9-12	0.70	0.61

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies. Data are unreliable for all students including students with IEPs in grades 9–12 who scored proficient or above on state accountability assessments in mathematics.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Portfolio Assessment of Alternate Grade Expectations (PAAGE) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Portfolio Assessment of Alternate Grade Expectations (PAAGE) were to

- ✓ Evaluate programs
 - Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
 - Assess student access to content standards/general curriculum
 - Assess individual students' strengths/weaknesses
 - Document academic achievement
- ✓ Measure student progress toward IEP goals

Alternate Assessment

Portfolio Assessment of Alternate Grade Expectations (PAAGE)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

3 of 4 standards

Mathematics

3 of 3 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- ✓ School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Dominant Profile Method standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Vermont proficiency levels for alternate assessment
Advanced	Meets Expectations With Distinction
Proficient	Meets Expectations
Basic	Partially Meets Expectations
	Substantially Below Expectations

Students who performed at the Meets Expectations With Distinction and Meets Expectations levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Partially Meets Expectations and Substantially Below Expectations levels were not proficient.

Alternate Achievement Descriptors

Vermont developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Meets Expectations descriptor in reading/language arts is as follows:

- The student's portfolio provides clear and sufficient evidence of effective program elements and a satisfactory degree of student success. Scores at this level are commonly associated with programs that have the following elements: The Goals and Objectives are aligned with the AGE, are measurable/observable, and reflect challenging, high priority, student-centered learning targets; The Program is based on effective, evidence-based methods, materials and strategies; Planning Team includes parents, teachers, educators and the student, and works collaboratively to develop, monitor and improve the program; Data collection is frequent and is used to monitor program success; and student progress on all targeted Alternate Grade Expectations reflects appropriate levels of skill acquisition, fluency, maintenance and generalization. Overall, these elements work together effectively, resulting in student progress and success that meets expectations.

Alternate Achievement Cut Scores

Vermont developed

- Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- ✓ Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff		✓		
State assessment staff		✓		
State instruction and curriculum staff			✓	
Test vendor				
Outside experts	✓	✓	✓	
Special education teachers		✓	✓	✓
General education teachers		✓	✓	✓
Content specialists				
School psychologists/counselors				
School/district/state administrators			✓	✓
Parents			✓	✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Other type of analysis
✓ Purposes of the assessment	Survey
✓ Intended and unintended consequences	Public reports
✓ Measurement of construct relevance	Construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of training and actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
Ongoing/monitoring	
Fairness	
✓ Implementation processes	Anecdotal or committee process

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Vermont provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks

Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks

- ✓ Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

State required standardized tasks/test items/rating scales

State provided instructions on types and amounts of evidence to be collected

- ✓ Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
School- or district-based educator
- *How were scoring conflicts resolved?*
 - ✓ A third person adjudicated
 - A third rater scored the assessment
 - One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
Opportunities to plan, monitor, and evaluate work
Work with nondisabled peers
- ✓ Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
Scores
- ✓ Percentiles

Interpretive guidance was developed for

- School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

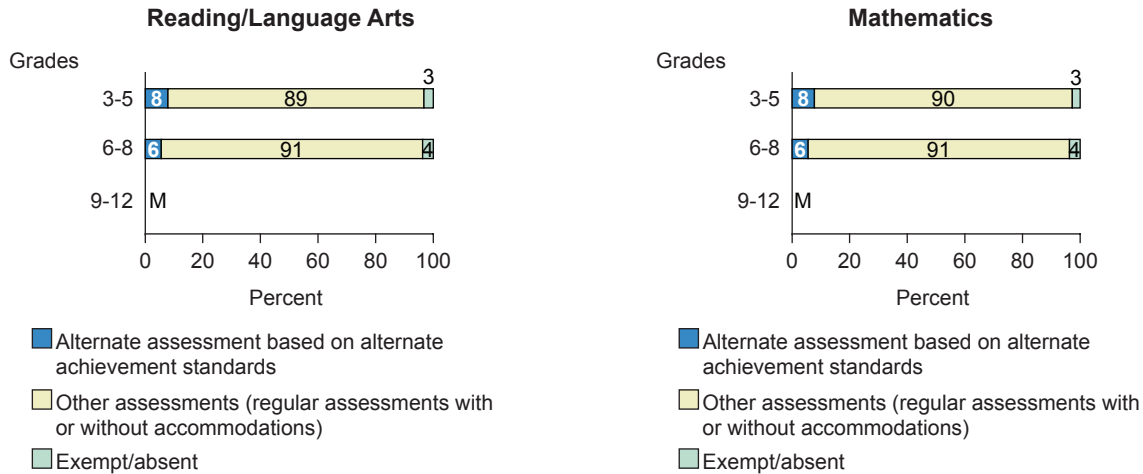
<http://education.vermont.gov/>

✓ Check marks indicate categories reported by the state from among those possible.

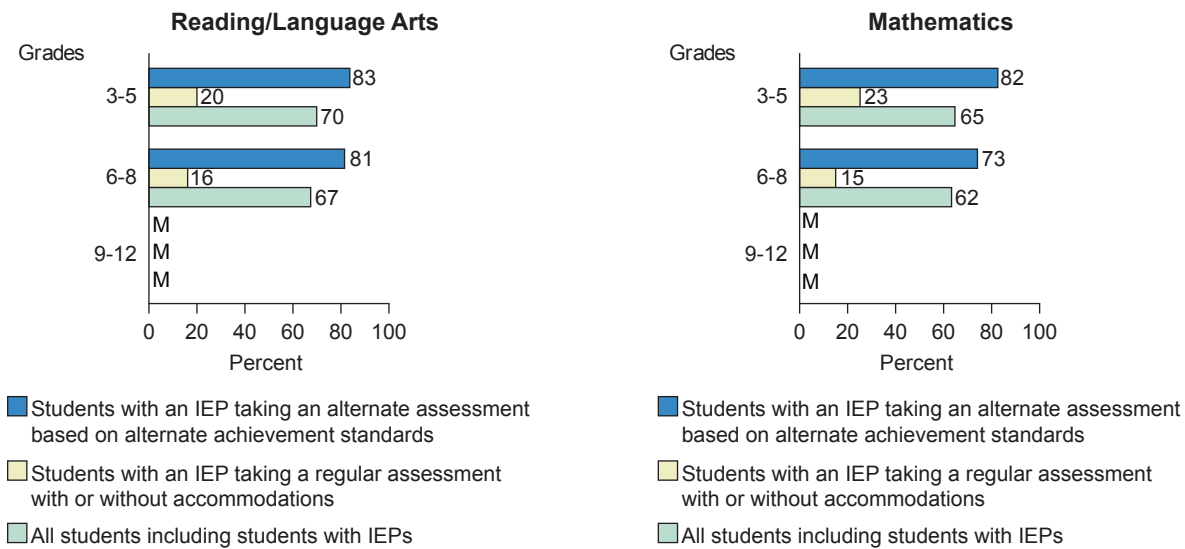
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.74	0.73
6-8	0.65	0.58
9-12	M	M

M Missing. Information not provided by state.

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Virginia Alternate Assessment Program (VAAP) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purpose of the 2006–07 Virginia Alternate Assessment Program (VAAP) was to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

Virginia Alternate Assessment Program (VAAP)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

2 of 2 standards

Mathematics

5 of 5 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- ✓ Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- ✓ School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- School/district/state administrators
- Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Virginia proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Needs Improvement

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Needs Improvement level were not proficient.

Alternate Achievement Descriptors

Virginia developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- The student demonstrates individual achievement in many of the skills and knowledge within selected core academic standards that have been reduced in depth and complexity. Overall performance is considered reasonably sufficient.

Alternate Achievement Cut Scores

Virginia developed

- Unique cut scores for each grade
- ✓ Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓			✓
State assessment staff		✓		✓
State instruction and curriculum staff	✓			
Test vendor	✓	✓		✓
Outside experts	✓	✓	✓	
Special education teachers	✓	✓	✓	✓
General education teachers	✓	✓	✓	✓
Content specialists				✓
School psychologists/counselors				
School/district/state administrators	✓	✓	✓	
Parents	✓			

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
Relation to internal and external variables	
Purposes of the assessment	
Intended and unintended consequences	
✓ Measurement of construct relevance	Anecdotal or committee process
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Anecdotal or committee process
✓ Ongoing/monitoring	Internal alignment studies
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Training, administration manual/guide

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- Grade or grade span
- Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Virginia provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
 - ✓ Required modified instruction
 - ✓ Required extensive support for skill generalization
 - ✓ Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
- Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*¹
One scorer
- *Who scored?*
School- or district-based educator, state or state-contracted scorer
- *How were scoring conflicts resolved?*
 - ✓ A third person adjudicated
 - A third rater scored the assessment
 - One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- Ability to generalize across settings
- Amount of independence
- Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		

State department of education website

www.doe.virginia.gov

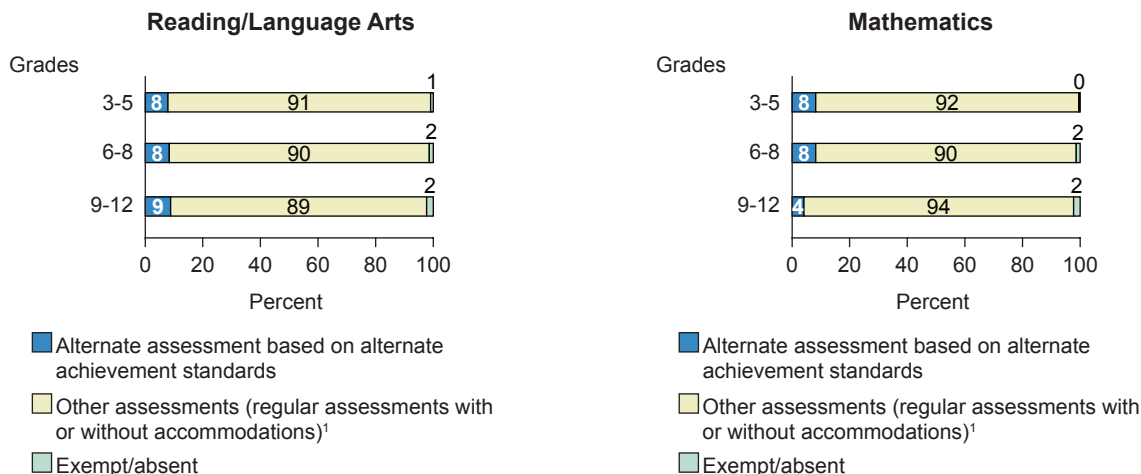
¹ Portion of sample double scored.

✓ Check marks indicate categories reported by the state from among those possible.

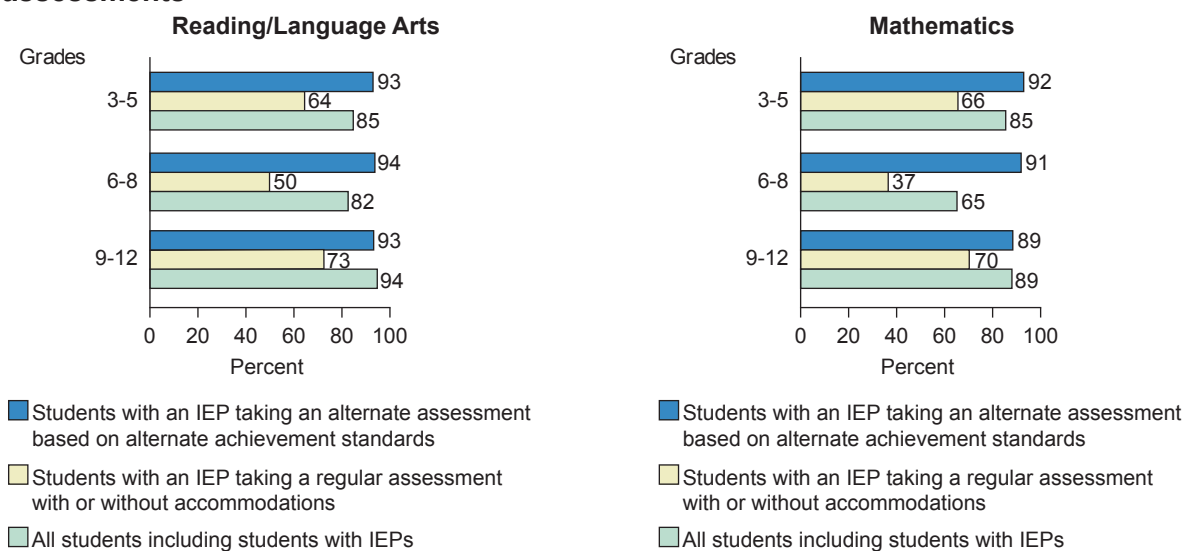
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments²



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	1.06	1.04
6-8	1.16	1.21
9-12	0.89	0.29

¹ For this state this included an alternate assessment based on modified achievement standards.

² Of all students who received valid scores on the specific types of accountability assessment.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Washington Alternate Assessment System (WAAS) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Washington Alternate Assessment System (WAAS) were to

- Evaluate programs
- Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- Document academic achievement
- ✓ Measure student progress toward IEP goals

Alternate Assessment

Washington Alternate Assessment System (WAAS)

Alternate Assessment Approaches

- Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

1 of 8 standards

Mathematics

1 of 5 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- ✓ School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Bookmark or Item Mapping standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Washington proficiency levels for alternate assessment
Advanced	Exceeds Standard
Proficient	Meets Standard
Basic	Approaches Standard
	Well Below Standard

Students who performed at the Exceeds Standard and Meets Standard levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Approaches Standard and Well Below Standard levels were not proficient.

Alternate Achievement Descriptors

Washington developed

- ✓ The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Meets Standard descriptor in reading/language arts is as follows:

- Evidence in the portfolio shows that the student meets or exceeds her/his goal for one academic skill and approaches her/his goal for the second academic skill. The evidence also shows that the student applies both academic skills in two or more contexts; therefore, achievement shown in the portfolio is a mostly reliable demonstration of the skills linked to the targeted GLEs.

Alternate Achievement Cut Scores

Washington developed

- Unique cut scores for each grade
- ✓ Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff				✓
State assessment staff	✓		✓	✓
State instruction and curriculum staff				
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓	✓	✓
Special education teachers			✓	✓
General education teachers			✓	✓
Content specialists			✓	✓
School psychologists/counselors				
School/district/state administrators			✓	✓
Parents			✓	✓

Validity

Type of validity	Types of evidence
✓ Scoring and reporting structures consistent with the subdomain	Not available for examination
✓ Relation to internal and external variables	Correlational study, other type of analysis
✓ Purposes of the assessment	Not available for examination
Intended and unintended consequences	
✓ Measurement of construct relevance	Construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	Not available for examination
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
Standard errors of measurement	

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Monitoring

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Washington provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- ✓ Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
A certified educator who was not the student's teacher
Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- ✓ Student work samples only
Combination of work samples and other evidence
No student work samples

Assessment was administered

- ✓ As part of day-to-day student instruction
Separately from student's daily work
Using a combination of day-to-day and on-demand approaches
Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- ✓ Teacher decided content to be assessed
- ✓ Teacher selected materials
Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*¹
One scorer
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
 - ✓ A third person adjudicated
A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- Accuracy of student response
- ✓ Ability to generalize across settings
- Amount of independence
- ✓ Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- ✓ Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- Standard/strand breakouts
- Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	
Face-to-face training	✓	✓
Mandatory training and/or certification		✓

State department of education website

www.sbe.wa.gov/

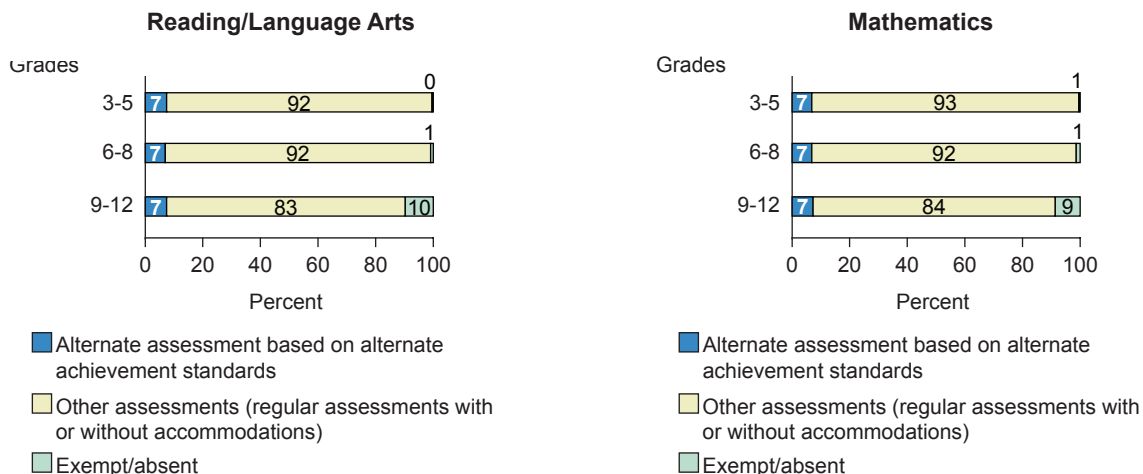
¹ Portion of sample double scored.

✓ Check marks indicate categories reported by the state from among those possible.

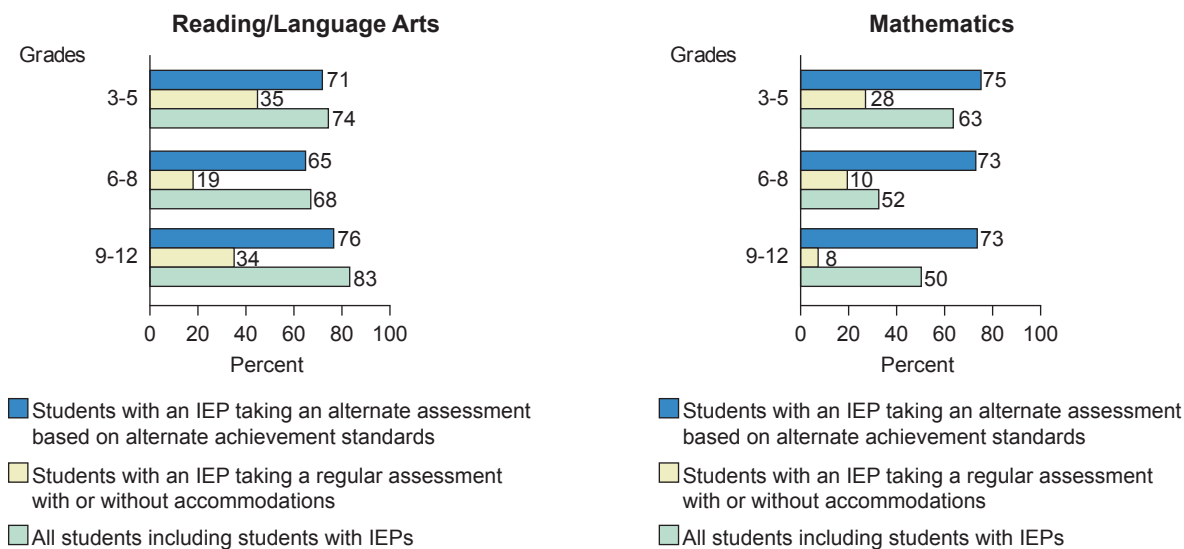
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.67	0.68
6-8	0.48	0.54
9-12	0.56	0.53

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Alternate Performance Task Assessment (APTA) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 Alternate Performance Task Assessment (APTA) were to

- ✓ Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
 - Assess student access to content standards/general curriculum
 - Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
 - Measure student progress toward IEP goals

Alternate Assessment

Alternate Performance Task Assessment (APTA)

Alternate Assessment Approaches

Rating scale/checklist
Portfolio/body of evidence
Performance task/events

- ✓ Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
 - Science
 - Social studies
 - Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- ✓ One day to 2 weeks
 - More than 2 weeks to 1 month
 - More than 1 month to 2 months
 - More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

Varied by grade level¹

Mathematics

Varied by grade level²

Who was involved in developing the alternate assessment?

- ✓ Assessment company
 - Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- ✓ Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- ✓ Paraprofessional

Who scored the alternate assessment?

- Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
 - Machine scored
 - Paraprofessional

¹ The number of general content standards was 3.

² The number of general content standards was 5.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- State instruction and curriculum staff
- ✓ Test vendor
- Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- ✓ School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Performance Profile Method and the Contrasting Groups standard-setting methodologies.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding West Virginia proficiency levels for alternate assessment
Advanced	Above Mastery
Proficient	Mastery
Basic	Partial Mastery
	Novice

Students who performed at the Above Mastery and Mastery levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Partial Mastery and Novice levels were not proficient.

Alternate Achievement Descriptors

West Virginia developed

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

- ✓ Descriptors that were unique for each grade tested

An example of the Mastery descriptor in reading/language arts is as follows:

- The student demonstrates fundamental knowledge by showing performance that meets the extended standards in reading, writing, listening, speaking, and viewing. The student will perform the following tasks without assistance: determine word meaning through a variety of strategies; comprehend meaning from literary materials to make predictions and answer questions; apply information from a variety of sources; produce writing for practical uses with correct punctuation and capitalization; listen in order to communicate effectively in different ways and for different purposes.

Alternate Achievement Cut Scores

West Virginia developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	✓	✓	✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff				
Test vendor	✓	✓	✓	✓
Outside experts	✓		✓	✓
Special education teachers	✓	✓	✓	✓
General education teachers	✓		✓	
Content specialists	✓	✓	✓	✓
School psychologists/counselors				
School/district/state administrators	✓	✓	✓	✓
Parents	✓			✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Correlational study, other type of analysis
✓ Purposes of the assessment	Not available for examination
✓ Intended and unintended consequences	Not available for examination
✓ Measurement of construct relevance	Statistical analyses, construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
✓ Variability across groups	NCLB group statistical analyses
Internal consistency of item responses	
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External and other alignment studies
✓ Fairness	Regularly scheduled bias review by experts
✓ Implementation processes	Administration manual/guide, monitoring

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

West Virginia provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
 - Required modified instruction
 - Required extensive support for skill generalization
- ✓ Required modified curriculum
 - Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
 - Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
 - Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
 - No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- ✓ Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
 - State provided instructions on types and amounts of evidence to be collected
 - Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
 - Combination of work samples and other evidence
- ✓ No student work samples

Assessment was administered

- As part of day-to-day student instruction
- ✓ Separately from student's daily work
 - Using a combination of day-to-day and on-demand approaches
 - Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
 - Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
State or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
- ✓ A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
- Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
- Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

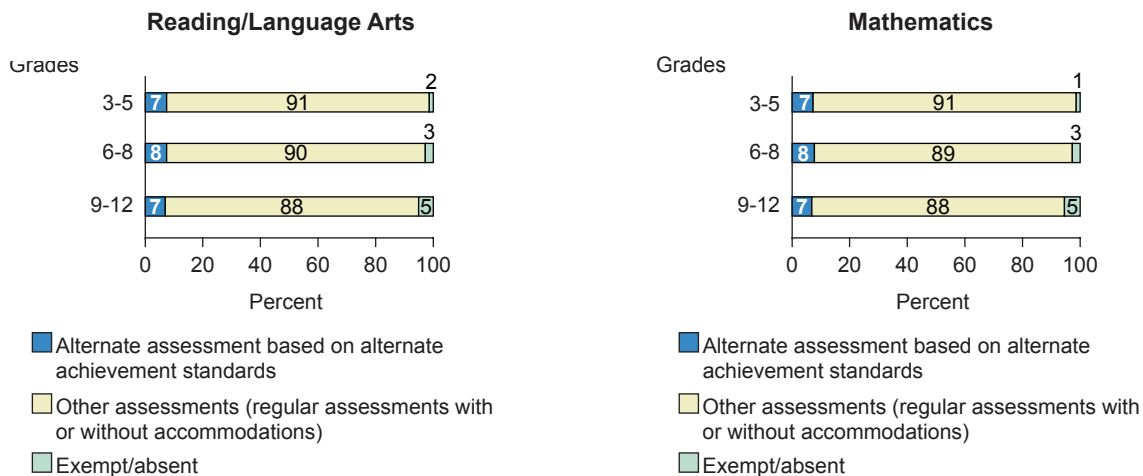
<http://wvde.state.wv.us/oaa>

✓ Check marks indicate categories reported by the state from among those possible.

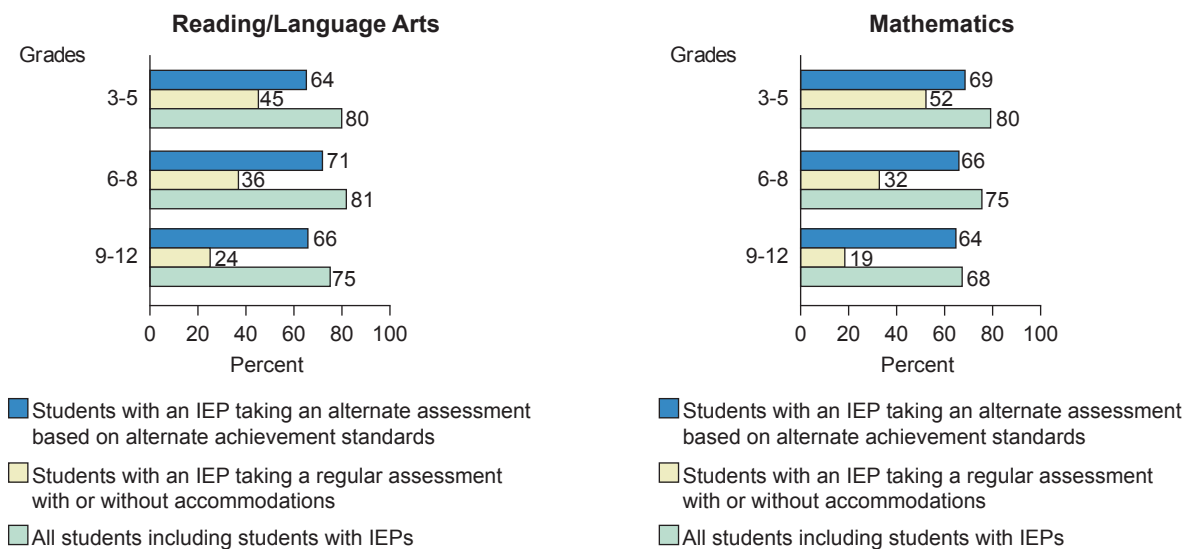
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.89	0.98
6-8	0.88	0.84
9-12	0.79	0.77

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

The purpose of the 2006–07 Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD) was to meet accountability requirements.

Alternate Assessment

Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD)

Alternate Assessment Approaches

- ✓ Rating scale/checklist
- ✓ Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- ✓ Science
- ✓ Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓		✓				
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- ✓ More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

4 of 6 standards

Mathematics

6 of 6 standards

Who was involved in developing the alternate assessment?

- Assessment company
- ✓ Research company/university/independent researcher
- Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- ✓ State special education staff
- ✓ State assessment staff
- State instruction and curriculum staff
- Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- ✓ Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Judgmental Policy Capturing standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Wisconsin proficiency levels for alternate assessment
Advanced	Prerequisite Skilled Advanced
Proficient	Prerequisite Skill Proficient
Basic	Prerequisite Skill Basic
	Prerequisite Skill Minimal

Students who performed at the Prerequisite Skilled Advanced and Prerequisite Skill Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Prerequisite Skill Basic and Prerequisite Skill Minimal levels were not proficient.

Alternate Achievement Descriptors

Wisconsin developed

- The same descriptors that applied to all grades tested
- ✓ The same descriptors that applied to grade spans tested
- Descriptors that were unique for each grade tested

An example of the Prerequisite Skill Proficient descriptor in reading/language arts is as follows:

- Student demonstrates the ability to decode and comprehend text with moderate support. Student's understanding of basic concepts and performance of most reading skills are inconsistent, but typically at the developing or developed level across two or more settings.

Alternate Achievement Cut Scores

Wisconsin developed

- Unique cut scores for each grade
- ✓ Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness ¹
State special education staff	✓	✓	✓	
State assessment staff	✓	✓	✓	
State instruction and curriculum staff				
Test vendor				
Outside experts	✓	✓	✓	
Special education teachers	✓	✓	✓	
General education teachers				
Content specialists			✓	
School psychologists/counselors				
School/district/state administrators				
Parents				

¹ State did not address fairness.

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Correlational analysis using external measures, other type of analysis
✓ Purposes of the assessment	Anecdotal or committee process
✓ Intended and unintended consequences	Survey, post hoc data collection/analysis
✓ Measurement of construct relevance	Statistical analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
Fairness	
Implementation processes	

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Wisconsin provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- Had a severe cognitive disability
- ✓ Required modified instruction
- ✓ Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. These procedures included

- Parent signature was required
- ✓ Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- ✓ No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
- ✓ A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included

- State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
- ✓ Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- ✓ Combination of work samples and other evidence
- No student work samples

Assessment was administered

- As part of day-to-day student instruction
- Separately from student's daily work
- ✓ Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*
Two scorers
- *Who scored?*
Student's classroom teacher
- *How were scoring conflicts resolved?*
 - ✓ A third person adjudicated
A third rater scored the assessment
One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- ✓ Instruction in multiple settings
- ✓ Opportunities to plan, monitor, and evaluate work
Work with nondisabled peers
- ✓ Appropriate human and technological supports
None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
- ✓ Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
Standard/strand breakouts
Indicator/benchmark breakouts
Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification		

State department of education website

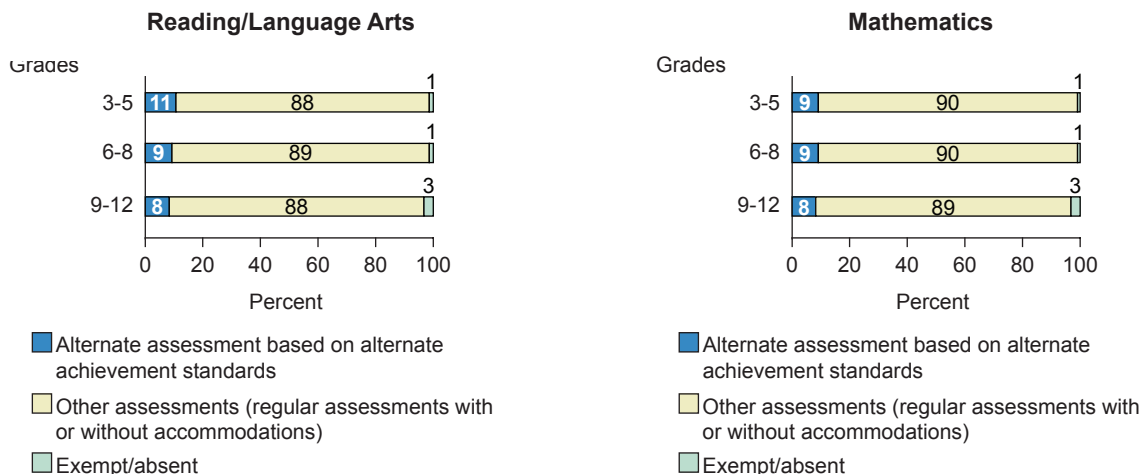
<http://dpi.wi.gov/oea/wkce.html>

✓ Check marks indicate categories reported by the state from among those possible.

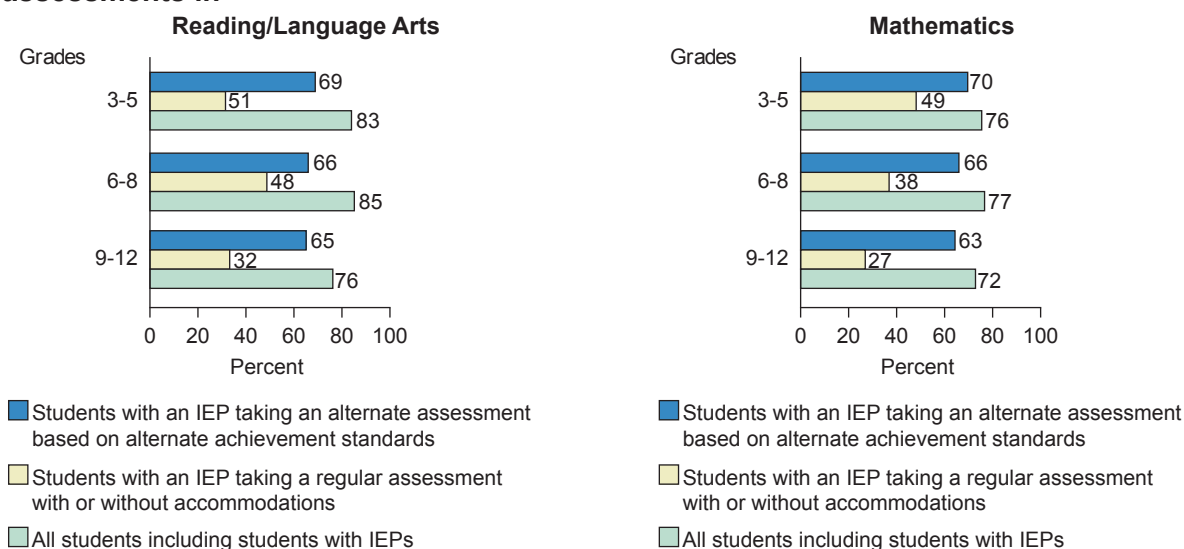
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments in¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	1.03	0.87
6-8	0.88	0.84
9-12	0.73	0.69

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

Overview of The Proficiency Assessments for Wyoming Students-Alternate Assessment (PAWS-ALT) (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 The Proficiency Assessments for Wyoming Students-Alternate Assessment (PAWS-ALT) were to

- Evaluate programs
- ✓ Guide classroom instruction
- ✓ Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- ✓ Assess individual students' strengths/weaknesses
- ✓ Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

The Proficiency Assessments for Wyoming
Students-Alternate Assessment (PAWS-ALT)

Alternate Assessment Approaches

- ✓ Rating scale/checklist
- ✓ Portfolio/body of evidence
- ✓ Performance task/events
- Multiple choice/constructed response

Content Areas Assessed

- ✓ Reading/language arts
- ✓ Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed

✓	✓	✓	✓	✓	✓				✓
3	4	5	6	7	8	9	10	11	12

Time Frame for Administration

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- ✓ More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts

2 of 3 standards

Mathematics

5 of 5 standards

Who was involved in developing the alternate assessment?

- ✓ Assessment company
- Research company/university/independent researcher
- ✓ Technical assistance provider
- ✓ State personnel
- Parents
- ✓ Stakeholders

Who administered the alternate assessment?

- ✓ The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment?

- ✓ Student's classroom teacher
- School- or district-based educator
- ✓ State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards?

- State special education staff
- ✓ State assessment staff
- ✓ State instruction and curriculum staff
- ✓ Test vendor
- ✓ Outside experts
- ✓ Special education teachers
- ✓ General education teachers
- ✓ Content specialists
- School psychologists/counselors
- School/district/state administrators
- Parents

Standard-Setting Methodologies

Alternate achievement standards were developed using the Body of Work standard-setting methodology.

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding Wyoming proficiency levels for alternate assessment
Advanced	Advanced
Proficient	Proficient
Basic	Basic
	Below Basic

Students who performed at the Advanced and Proficient levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the Basic and Below Basic levels were not proficient.

Alternate Achievement Descriptors

Wyoming developed

- The same descriptors that applied to all grades tested
- The same descriptors that applied to grade spans tested
- ✓ Descriptors that were unique for each grade tested

An example of the Proficient descriptor in reading/language arts is as follows:

- Students performing at a proficient level meet the standard of understanding literary and informational texts and perform in familiar settings.

Alternate Achievement Cut Scores

Wyoming developed

- ✓ Unique cut scores for each grade
- Unique cut scores for grade spans
- One set of cut scores for all students
- Other approaches (e.g., applying a rubric to determine proficiency level)

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff			✓	✓
State assessment staff	✓	✓	✓	✓
State instruction and curriculum staff	✓	✓	✓	✓
Test vendor	✓	✓	✓	✓
Outside experts	✓	✓	✓	✓
Special education teachers			✓	✓
General education teachers			✓	✓
Content specialists			✓	✓
School psychologists/counselors			✓	✓
School/district/state administrators			✓	✓
Parents			✓	✓

Validity

Type of validity	Types of evidence
Scoring and reporting structures consistent with the subdomain	
✓ Relation to internal and external variables	Correlational study
✓ Purposes of the assessment	Anecdotal or committee process
✓ Intended and unintended consequences	Survey
✓ Measurement of construct relevance	Statistical analyses, construct analyses
Grade-level equating	

Reliability

Type of reliability	Types of evidence
Variability across groups	
✓ Internal consistency of item responses	Formal study or expert panel review
✓ Interrater consistency in scoring	Statistical analysis conducted as part of actual scoring
✓ Standard errors of measurement	Statistical analysis

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
✓ Initial	Formal study
✓ Ongoing/monitoring	External alignment study
✓ Fairness	Bias review, not conducted regularly
✓ Implementation processes	Training, administration manual/guide, post hoc data collection/analysis

Extended Content Standards

The state developed extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by

- ✓ General link to state content standards
- ✓ Grade or grade span
- ✓ Expanded benchmarks
- ✓ Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

Wyoming provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards.

- ✓ Had a severe cognitive disability
- ✓ Required modified instruction
Required extensive support for skill generalization
- ✓ Required modified curriculum
- ✓ Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards.

Assessment Content Selection

State determined

- ✓ All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
Some components - Only the academic content areas

Monitoring and Verification

Conducted by

- ✓ An observer/monitor who was present
- ✓ A local or school-level reviewer who confirmed proper administration of the assessment
No independent verification process

Administration

Assessment conducted by

- ✓ The student's special education teacher
A certified educator who was not the student's teacher
Paraprofessional

Procedures followed in gathering performance evidence included

- ✓ State required standardized tasks/test items/rating scales
- ✓ State provided instructions on types and amounts of evidence to be collected
Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included

- Student work samples only
- ✓ Combination of work samples and other evidence
No student work samples

Assessment was administered

- As part of day-to-day student instruction
Separately from student's daily work
- ✓ Using a combination of day-to-day and on-demand approaches
Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements

- Teacher decided content to be assessed
- ✓ Teacher selected materials
- ✓ Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- ✓ Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?*¹
One scorer
- *Who scored?*
Student's classroom teacher, state or state-contracted scorer
- *How were scoring conflicts resolved?*
A third person adjudicated
A third rater scored the assessment
✓ One person scored, or scores were combined

Elements of student performance used in scoring

- ✓ Accuracy of student response
- ✓ Ability to generalize across settings
- ✓ Amount of independence
Amount of progress

Environmental elements used in scoring

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- ✓ None of the above

Individual Student Reports

Individual student reports were given to

- ✓ Parents
- ✓ Schools and teachers

Individual student results were expressed in terms of

- ✓ State's achievement standards
- ✓ Scores
Percentiles

Interpretive guidance was developed for

- ✓ School-level administrators
- ✓ Teachers
- ✓ Parents
Students

Reports given to parents included the following information

- ✓ Performance/achievement level
- ✓ Scores
- ✓ Standard/strand breakouts
Indicator/benchmark breakouts
- ✓ Performance/achievement level descriptors
Sample test items

Training

	Assessment administrators	Assessment scorers
Non-face-to-face training	✓	✓
Face-to-face training	✓	✓
Mandatory training and/or certification	✓	✓

State department of education website

www.k12.wy.us/

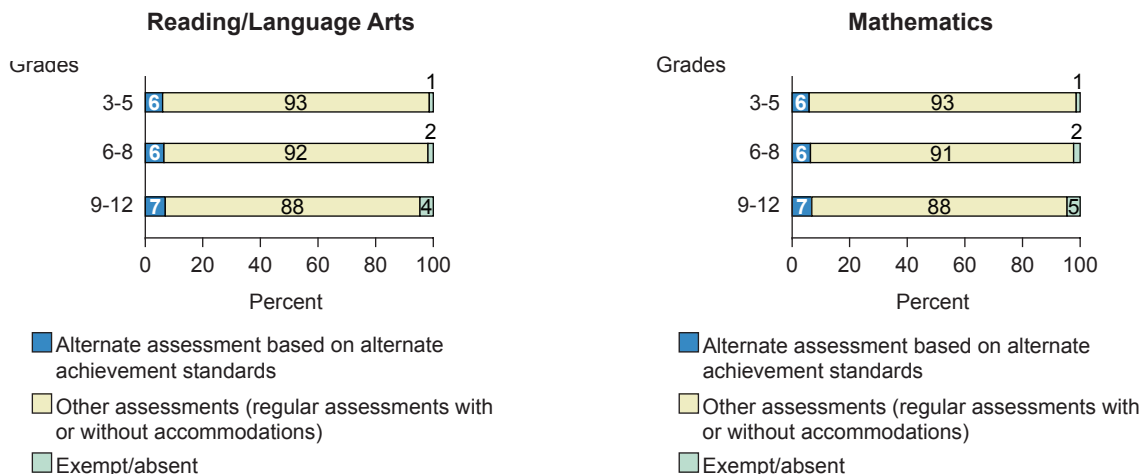
¹ Portion of sample double scored.

✓ Check marks indicate categories reported by the state from among those possible.

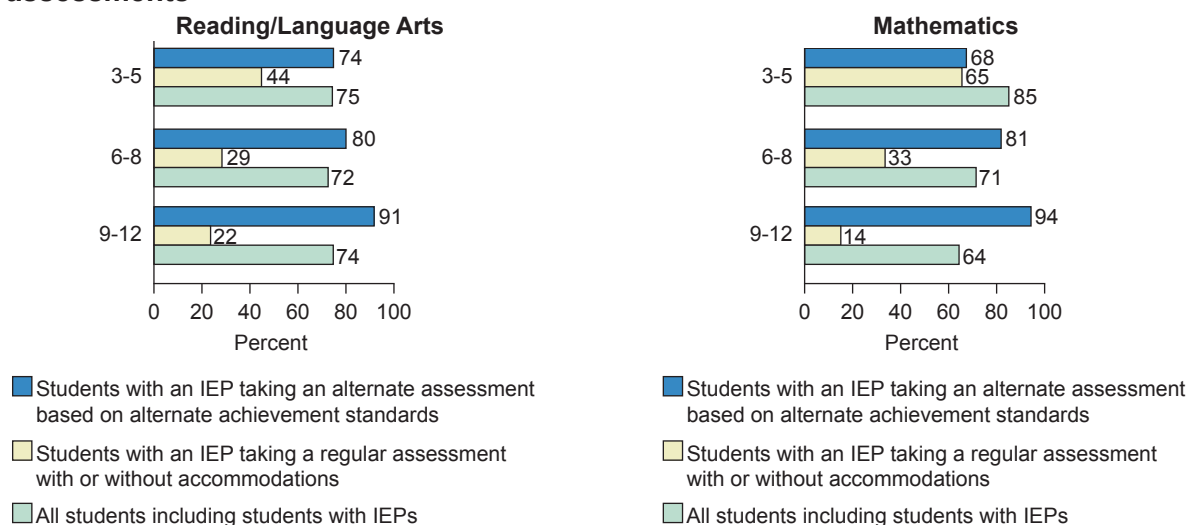
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments¹



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.72	0.69
6-8	0.72	0.77
9-12	0.68	0.73

¹ Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, *EDFacts - Consolidated State Performance Report for SY 2006-07*, Washington, DC, 2008.

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Appendix A Methodology

Document Analyses and Verification Activities

The primary source of data for the *NSAA State Profiles* and *NSAA National Profile* is the documentation that states submitted to the U.S. Department of Education's (ED) Office of Elementary and Secondary Education in response to the Standards and Assessment Peer Review (Peer Review) process. The Peer Review process is an ongoing process to evaluate whether states' assessment systems meet No Child Left Behind Act of 2001 (NCLB) requirements. The *Standards and Assessment Peer Review Guidance* provided by the Office of Elementary and Secondary Education framed the data collection activities for the *NSAA State* and *National Profiles*, as recommended by a panel of experts. States' submissions to the Peer Review included the following seven sections. Each section included elements that defined how states' various assessments met established professional standards and ED requirements:

- challenging academic content standards;
- challenging academic achievement standards;
- a single statewide system of annual high-quality assessments;
- high technical quality;
- alignment of academic content standards, academic achievement standards, and assessments;
- inclusion of all students in the assessment system; and
- assessment reporting.

The Peer Review submissions had several advantages for the purposes of the NSAA. First, they provided a common framework to which all states responded. Second, the responses included much of the evidence in a single location. Third, the responses

and evidence provided were likely to be reliable for the 2005–06 and 2006–07 school years. Fourth, the Peer Review sections and elements addressed issues related to states' alternate assessment systems in light of the states' overall assessment systems. Fifth, the submissions provided an opportunity to observe how states responded to issues raised by peer reviewers.

The SRI study team and its partners used two data collection methods to investigate the status and direction of state alternate assessments for children with significant cognitive disabilities between summer 2006 and fall 2007. First, the team reviewed in depth the state document submissions to the Peer Review process and information pertaining to the alternate assessments on state websites. Second, the study team conducted structured telephone interviews with knowledgeable informants in each of the 50 states and the District of Columbia. The purpose of these interviews was to verify findings from the document review and to obtain additional information about assessments that could not be gleaned from states' submissions.

To document its review and analysis of the state documents, SRI developed a data collection instrument and web-based database and data collection system for compiling states' responses to the elements in the *Standards and Assessment Peer Review Guidance*, additional information gathered from state websites, and states' responses to the subsequent interviews. The seven Peer Review components and corresponding elements provided in the guidance document became the basis for the data collection instrument. Instrument items were phrased in the form of a question similar to the phrasing in the Peer Review guidance. This phrasing provided a standard way for asking a state respondent to provide information that was not contained in the document review. A panel of experts reviewed the initial data

collection instrument items to ensure that the items accurately reflected the intent of the Peer Review elements. A few additional items (e.g., number of content standards assessed on the alternate assessment) were recommended by ED and the same panel of experts as important for documenting alternate assessment systems and were included in the instrument. The full instrument was administered to State Department of Education officials from four states as part of the piloting process. These individuals provided feedback on the clarity of the items and assisted NSAA in determining the feasibility of the document analysis and verification process and the procedures. State Department of Education officials did not suggest any changes to the items. They did, however, suggest approaches to facilitate data collection and reduce states' burden and time commitment. It should be noted that it was not necessary to administer all instrument items to state respondents. State respondents were administered only items that were not completed based on the document review.

During the initial data collection phase, the evolving nature of alternate assessments based on alternate achievement standards became evident. As states received feedback through the Peer Review process, the majority found it necessary to revise and, in some cases, to discontinue use of their alternate assessments administered in 2005–06. Thus, while the original plan had been to focus on the 2005–06 school year, as a result of changes taking place in states' alternate assessment systems, the study team decided, in consultation with ED and a panel of experts, to collect data for both the 2005–06 and 2006–07 school years.

In June 2006, research team members were trained to use a systematic set of procedures for analyzing state documents and websites and for entering the data into the database. Two analysts were assigned to

each state, with the intention of having two researchers reviewing each state's extensive documentation and becoming highly familiar with the state's information. Procedures for data collection and the role and responsibilities of each researcher were clearly defined, based on the following steps.

Step 1. One researcher, identified as R1, reviewed the state's submission narrative and the Peer Review Consensus notes, and conducted the initial web-based search for policy documents, state academic content standards (including "extended" academic content standards for students with significant cognitive disabilities), alternate assessment training manuals and technical manuals, and alternate assessment blueprints or test specifications that were available on state department of education websites. R1 entered the information into the database. When R1 had completed the review of electronic and online materials as fully as possible, he or she turned the findings over to the second assigned researcher (R2). During this "handover," R1 briefed R2 on missing information and where this information might be located in the Peer Review submission materials housed at ED.

Step 2. The R2 researcher then went to the ED headquarters building where the complete set of Peer Review submissions were stored to locate documents pertinent to the state's alternate assessment. Examples of documents sought and reviewed included technical reports, results of internal and/or external validity and reliability studies, Board of Education minutes, notes from state Technical Advisory Committees, the minutes from sessions for setting alternate achievement standards, results of alignment studies, and state timelines for meeting Peer Review requirements. R2 then entered the findings of this review into the study database. Throughout, both R1 and R2 team members

reconfirmed the accuracy of their respective reviews and identified areas that needed further clarification or resolution by a third supervising researcher (R3). The information collected on each state was reviewed by R3 to promote consistency in responses and to reconcile any differences between R1 and R2 findings.

Step 3. When the data collection for each state was completed, the data were downloaded into a data verification version of the NSAA State Data Summary that presented the information collected for each state's alternate assessment system and provided a mechanism for states to verify the researchers' findings. The verification instrument (see figure A-1) included check boxes that allowed states to indicate whether the information collected was

- accurate and complete for 2005–06; or
- not accurate and/or not complete for 2005–06; and whether
- information had changed for 2006–07.

The verification instrument was piloted in four states during December 2006 and January 2007. On the basis of feedback from these states, and in consultation with ED, the NSAA State Data Summary verification process was further streamlined and includes the items presented in this report.

In March 2007, the study team sent a letter to the state director of assessment and accountability and the state superintendent of public instruction in each state and the District of Columbia from the Commissioner of the National Center for Special Education Research. This letter described the purpose of the study, introduced SRI and its partners, and asked states to identify the persons most appropriate to review the NSAA State Data Summary and participate in a telephone interview.

The NSAA State Data Summary was sent to each state between March 27 and May 8, 2007, with detailed instructions to the state informant(s) on completing and returning the summary to SRI within 2 weeks.

Step 4. In March 2007, the research team was trained on the procedures to be followed in conducting the telephone interviews with state administrators. A lead researcher and a support researcher were identified for each state. These researchers were usually the same individuals who had conducted the document analysis. SRI developed a website to record the results of the state interviews; the site included a call log, data entry screen for interviewing, and mechanism for combining notes taken during the interview by the two participating researchers.

Step 5. When states returned their completed NSAA State Data Summary reviews (April to September 2007), a research team member entered states' responses into the NSAA database. The lead researcher for each state arranged a convenient interview time with the state informant(s). The lead researcher asked each state to provide information only about items informants indicated were not accurate or not complete for 2005–06 and those for which information had changed from 2005–06 to 2006–07. During the interview, two researchers recorded interview responses and comments about the data into the NSAA database. At this time, the researchers also developed a list of documents not previously available to the study team that states agreed to send to NSAA as they became available. These documents included, for example, new training manuals and technical reports about the alternate assessments' reliability, validity, or alignment with state standards for the 2006–07 school year.

Step 6. Following completion of the telephone interview, the two interviewers updated and edited the state information on

Figure A-1. Verification instrument (page 1)

[STATE NAME]
Alternate Assessment
Data Summary
May 17, 2007

Overview

Completed By: _____ Phone: _____
E-mail: _____

1. (A1a) Assessment Title

Document Analysis Response:
[STATE DATA]

Select if, ____ Accurate and Complete for 2005-06 or ____ Not Accurate and/or Not Complete for 2005-06

Check if applicable: ____ Information has changed for 2006-07 school year

Notes (for your convenience):

2. (A1b) Assessment Developer

Document Analysis Response:
[STATE DATA]

Select if, ____ Accurate and Complete for 2005-06 or ____ Not Accurate and/or Not Complete for 2005-06

Check if applicable: ____ Information has changed for 2006-07 school year

Notes (for your convenience):

3. (A1c) Content Area

Document Analysis Response:

____ Unknown	____ Language arts	____ Math
____ Science	____ Social studies	

Select if, ____ Accurate and Complete for 2005-06 or ____ Not Accurate and/or Not Complete for 2005-06

Check if applicable: ____ Information has changed for 2006-07 school year

the NSAA database to include data collected prior to the interview that had been verified as correct by the state informant(s), data from the interview, and data from any additional documents cited during the interview and subsequently provided by the state to NSAA for review. This process was completed for all states and the District of Columbia by the end of September 2007.

Data Processing and Coding Activities

The NSAA data collected through the document review and telephone interview process resulted in four types of data formats: yes/no items, multiple-choice items, closed-ended text items (such as the name of the assessment and number of content standards addressed for a specific subject), and open-ended response items.

Coding of open-ended items. In September 2007, senior NSAA researchers met for 3 days to develop procedures for coding open-ended items. They used the following inductive analytic procedures for systematically analyzing qualitative data, as defined by Glaser and Strauss (1967) and Strauss and Corbin (1990).

Step 1. For each open-ended item, the researchers worked in pairs to read and understand the state responses and to create initial coding categories. Each researcher in the pair then independently coded approximately 10 randomly selected state responses by reading line by line and assigning coding categories. The two researchers then discussed their proposed coding categories in detail, defining the reasoning behind each code and its definition and then reconciling differences and refining existing codes or adding others as needed. The researchers then independently coded another 10 items to test the proposed coding scheme.

Step 2. Over a 2-week period, codes for all sections were revised and examined to prepare for a “Coding Institute.” State responses to most of the items could be differentiated into a relatively few easily coded categories. When necessary, redundant or overlapping items were collapsed and coded together. A small number of items elicited little or no information because the items applied to too few or no states’ alternate assessment systems. For example, no state had multiple alternate assessment forms, so coding categories were not developed for the items referring to multiple test forms.

Step 3. The Coding Institute was a week-long meeting that included training and practice for researchers on using the codes, followed by coding the open-ended items for the 50 states and the District of Columbia. A pair of researchers coded each item, first coding the item independently, then comparing their codes, and finally reconciling any disagreements for a final code (see Interrater Reliability section below). In some instances, the data provided by the state were ambiguous and could not be coded. These items were further researched and then were subjected to the same process of having two researchers independently code them, followed by a comparison of codes and a reconciliation of any disagreements for a final code. Codes were recorded on hard-copy coding sheets.

Step 4. The data from the hard-copy coding sheets were double entered (to ensure accuracy) into Excel files, from which a data file for each state was generated that included all items and their response codes for final review and verification by the lead researcher/interviewer for each state.

Step 5. Coding was verified for all 50 states and the District of Columbia. The lead researcher/interviewer reviewed all responses for consistency, based on his or her knowledge

and understanding of the state. Updates and revisions were made to a few of the items, and those changes were documented in the final dataset.

Processing of uncoded items. Data from the yes/no, multiple-choice, and closed-ended items did not require coding as described above, and were verified and recorded in spreadsheets.

State Profile Data Verification

State profiles were created from the collected data. After consultation with ED staff, a decision was made to focus the profiles only on the 2006–07 school year rather than both the 2005–06 and 2006–07 school years, for which data had been collected. The decision allowed the most up-to-date data to be reported clearly and without redundancy. Because the state profiles displayed data in a different format than states had previously reviewed, the state profile was sent to each state for a final review in May and June 2008, using the following procedure:

Step 1. Each state profile was sent to the state assessment director or previous respondent for review. A cover letter explained that changes to the profile were possible only if they could be supported by state documentation.

Step 2. Each state was contacted by phone and e-mail to discuss the profile. Information and documentation were collected for items that might be considered for update or revision.

Step 3. The research team reviewed any information and documentation submitted by each state. A profile was updated to add missing information or correct inaccuracies if sufficient documentation was provided by the state.

Interrater Reliability

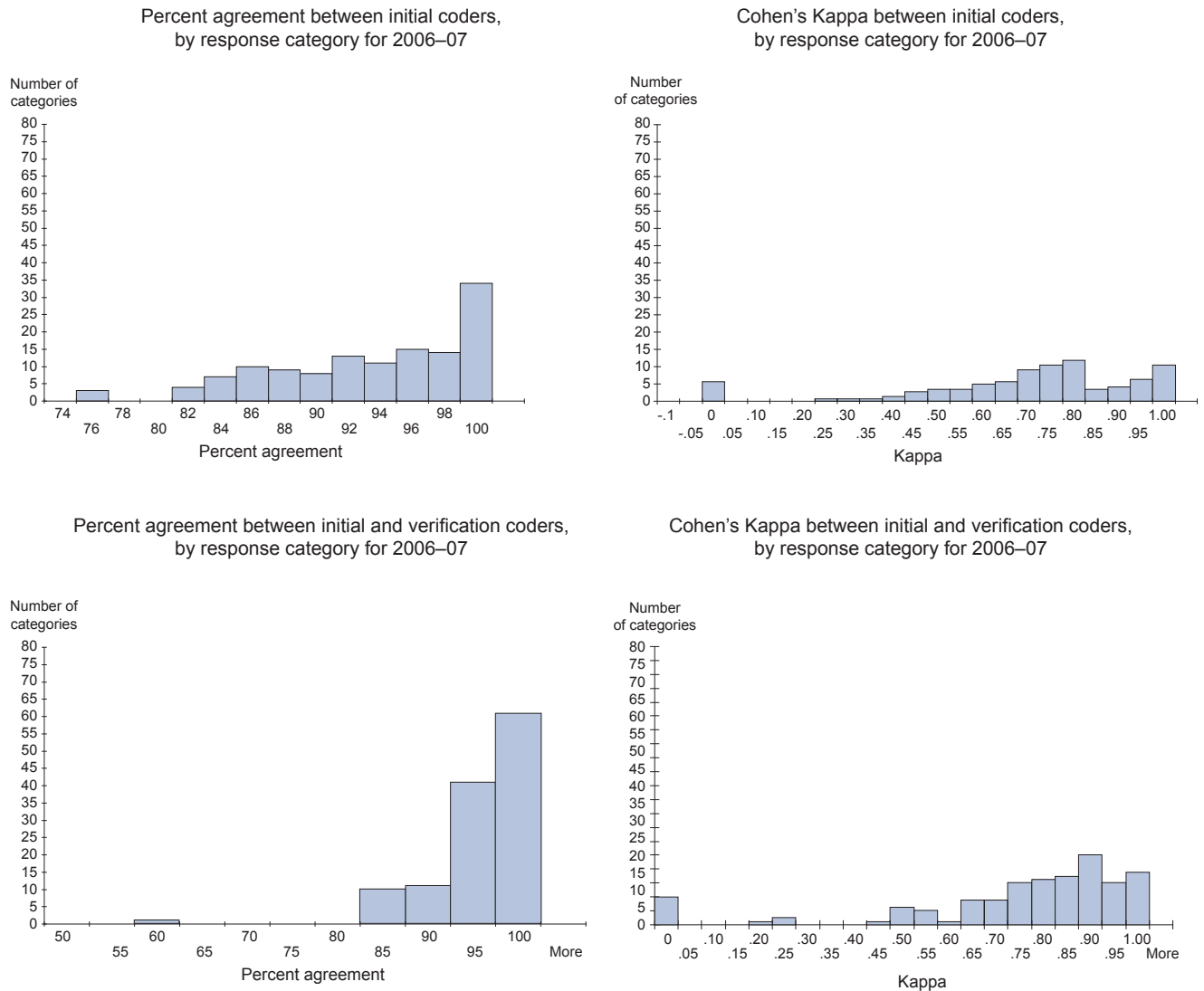
Open-Ended Data Coding Activities

Two sets of comparisons were calculated for the interrater reliability of the open-ended items. The first consisted of comparisons between the codes for R1's and R2's individual results from the Coding Institute (see step 3, p. A-7). The second set of comparisons calculated the interrater reliability of the reconciled final codes determined by R1 and R2 from the Coding Institute (step 3) and codes determined during the final verification by the lead researcher/interviewer (step 5). Each comparison was calculated by percent agreement and Cohen's Kappa analyses. The percent agreement calculation used the number of agreements¹ divided by the sum of agreements and disagreements. The Cohen's Kappa calculation used the number observed to agree minus the number expected to agree by chance divided by the number of items minus the number expected to agree.

Percent agreement analyses. The following interrater reliability findings apply only to the 2006–07 school year because only those data are reported in the profiles. In the first set of comparisons, the overall interrater agreement level between the two coders was 92.3 percent. In addition, calculations were conducted on an item-by-item basis and by response category for each item. The interrater agreement by item ranged from 84.1 percent to 99.1 percent. The interrater agreement by response category for each item ranged from 75.9 percent to 100 percent (figure A-2).

¹ Agreements and disagreements were determined by comparing the codes for each response category. Agreements were assigned the value of 100; disagreements were assigned the value of 0. Averages of all agreements and disagreements for the 50 states and the District of Columbia for all the response categories across all the items are reported as the overall percentage of agreement for each year. Averages of all items and of response categories for each item are reported at the item level.

Figure A-2. Interrater reliability percentages for percent agreement and Cohen's Kappa between coders



The second set of comparisons calculated the interrater reliability of the reconciled final codes determined by R1 and R2 from the Coding Institute (step 3) and codes determined during the final verification by the lead researcher/interviewer (step 5). The same approach in calculating the percentage of agreement between coders was used. The overall interrater agreement level was 93.7 percent. In addition, as with the first set of comparisons, the interrater reliability was calculated for each item and for each response category. The interrater agreement ranged from 78.4 percent to 97.5 percent for the item-by-item analysis. The interrater agreement by response category ranged from 55.8 percent (a single outlier) to 100 percent.

Cohen's Kappa analyses. The overall Cohen's Kappa between the two coders was .80. The interrater agreement by item ranged from .59 to .96. The interrater agreement by response category for each item ranged from -.03 to 1.0 (figure A-2).

For the second set of comparisons, the reconciled final codes determined by R1 and R2 from the Coding Institute (step 3) and codes determined during the final verification by the lead researcher/interviewer (step 5), the overall interrater agreement level was .84. In addition, as with the first set of comparisons, the interrater reliability was calculated for each item and for each response category. The interrater agreements ranged from .58 to .95 for the item-by-item analysis. The interrater reliability coefficients by response category ranged from 0 to 1.0.

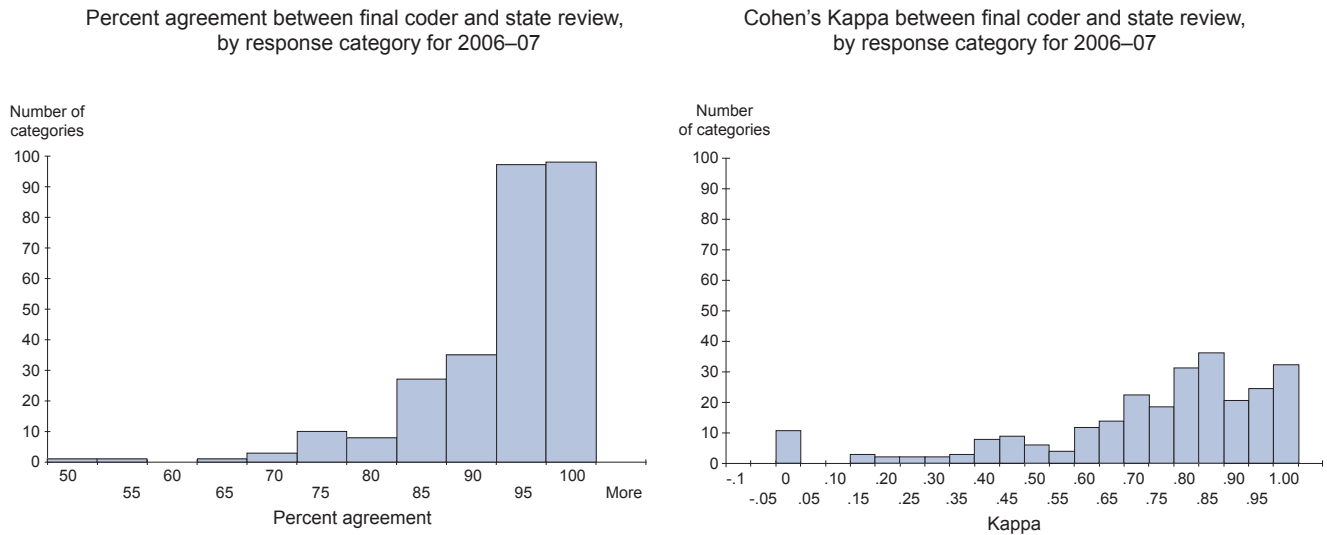
The low values for kappa tended to occur on items where the raters both agreed for almost all states but almost all of the ratings were in one of the two possible rating categories. For example, for item D5 the coders marked "student's special education teacher" for most of the states and their agreement was high, but because the vast

majority were marked as "student's special education teacher," few disagreements (relative to the total number of states) between coders 1 and 2 resulted in a low kappa value. We noted that when there was substantial imbalance in the percentage of observations in the two rating categories, kappa could give counterintuitive results. For example, suppose that each rater has a 90 percent chance of correctly rating a state but that all states belong to only one of the two rating categories. Then we would expect 81 percent agreement between the raters in the correct rating category, 1 percent agreement between the raters in the wrong rating category, and 18 percent disagreement between the raters (split between the two off-diagonal cells in a 2 x 2 rating table). This results in an expected kappa of .0 even though both raters have a 90 percent correct rating ability. If, on the other hand, half of the states are in each of the two rating categories then, the expected kappa is .64.

State Profile Verification Activities

For the state profile verification activities, all items, both open-ended and uncoded (yes/no items, multiple-choice items, and closed-ended text items) were reviewed by states. One comparison was calculated for the interrater reliability during the state profile verification activities. The comparison calculated the interrater reliability between the final verification by the lead researcher/interviewer (step 5) and the final review by the state of all items. Similar to the open-ended items, the comparison was calculated by percent agreement and Cohen's Kappa analyses. Each analysis was examined separately for the open-ended and uncoded items. The yes/no items, multiple-choice items, and closed-ended text items were originally reported by the state during the interview phase. If the items were changed during the review process, that change was due to the state review.

Figure A-3. Interrater reliability percentages for percent agreement and Cohen's Kappa between final coder and state review



Percent agreement analyses. The overall interrater agreement level between the final verification by the researcher team and final review by the state for open-ended items was 90.7 percent. In addition, calculations were conducted on an item-by-item basis and by response category for each item. The interrater agreement by item ranged from 75.0 percent to 100 percent. The interrater agreement by response category for each item ranged from 53.9 percent (a single outlier) to 100 percent (figure A-3).

For uncoded items, the overall interrater agreement level was 91.8 percent (figure A-3). The interrater agreement by item ranged from 84.8 percent to 100 percent. The interrater agreement by response category for each item ranged from 50.0 percent (a single outlier) to 100 percent.

Cohen's Kappa analyses. The overall Cohen's Kappa between the final verification by the researcher team and final review by the state was .80 (figure A-3). The interrater agreement by item ranged from .33 to 1.0. The

interrater agreement by response category for each item ranged from -.03 to 1.0.

For uncoded items, the overall interrater agreement level was .84. The interrater agreement by item ranged from .69 to 1.0. The interrater agreement by response category for each item ranged from 0 to 1.0 (figure A-3).

Two items in the state profile (the number of content standards assessed by alternate assessment and the number of general content standards) were not included in the Cohen's Kappa calculation because of the structure of the items.

Similar to the open-ended coding activities, the low values for kappa tended to occur on items where the raters both agreed for almost all states but almost all of the ratings were in one of the two possible rating categories. We noted that when there was substantial imbalance in the percentage of observations in the two rating categories, kappa could give counterintuitive results.

Appendix B

Explanation of Item Codes

Explanation of Item Codes

Appendix B presents a description for each item, the response codes, and the procedures used to code the item. The primary source of data for these items is the documentation that states submitted to the U.S. Department of Education's Office of Elementary and Secondary Education in response to the Standards and Assessment Peer Review (Peer Review) process and information pertaining to the alternate assessments on state websites. The study team also conducted structured interviews with knowledgeable informants in each of the 50 states and the District of Columbia. These interviews were conducted to collect data on items that could not be collected from administrative records and to verify that the information collected from the records was accurate. The items discussed during the interviews varied by state depending upon the information provided in the documentation provided by states. In other words, the interviews were not systematic surveys. Data were collected and coded according to procedures described in appendix A.

The following template provides a framework for presenting data from each state using the data codes.

Overview of the [ASSESSMENT TITLE (A1)] (2006–07)

Purposes of the Alternate Assessment Based on Alternate Achievement Standards

In addition to meeting accountability requirements, the purposes of the 2006–07 [ASSESSMENT TITLE (A1)] were to [A2]

- Evaluate programs
- Guide classroom instruction
- Measure student progress/performance toward state standards
- Assess student access to content standards/general curriculum
- Assess individual students' strengths/weaknesses
- Document academic achievement
- Measure student progress toward IEP goals

Alternate Assessment

[ASSESSMENT TITLE (A1)]

Alternate Assessment Approaches [A3]

- Rating scale/checklist
- Portfolio/body of evidence
- Performance task/events
- Multiple choice/constructed response

Content Areas Assessed [A4]

- Reading/language arts
- Mathematics
- Science
- Social studies
- Functional skills

Grades Assessed [A5]

✓	✓	✓				✓		✓			
3	4	5	6	7	8	9	10	11	12		

Time Frame for Administration [A6]

- One day to 2 weeks
- More than 2 weeks to 1 month
- More than 1 month to 2 months
- More than 2 months

Number of content standards assessed by the alternate assessment

Reading/language arts [A7]

A7b of A7a

Mathematics [A8]

A8b of A8a

Who was involved in developing the alternate assessment? [A9]

- Assessment company
- Research company/university/independent researcher
- Technical assistance provider
- State personnel
- Parents
- Stakeholders

Who administered the alternate assessment? [A10]

- The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Who scored the alternate assessment? [A11]

- Student's classroom teacher
- School- or district-based educator
- State or state-contracted scorer
- Machine scored
- Paraprofessional

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Alternate Achievement Standards

Who was involved in creating alternate achievement standards? **[B1]**

State special education staff
 State assessment staff
 State instruction and curriculum staff
 Test vendor
 Outside experts
 Special education teachers
 General education teachers
 Content specialists
 School psychologists/counselors
 School/district/state administrators
 Parents

Alternate Achievement Descriptors

[STATE] developed **[B4]**

The same descriptors that applied to all grades tested

The same descriptors that applied to grade spans tested

Descriptors that were unique for each grade tested

An example of the [Proficient label] descriptor in reading/language arts [if grade/grade span provided: (grade 3)] is as follows*

- [Text of sample descriptor]

Standard-Setting Methodologies

Alternate achievement standards were developed using the **[B2]**

Alternate Achievement Level Labels

NCLB-required proficiency levels	Corresponding [STATE] proficiency levels for alternate assessment
Advanced	[B3]
Proficient	[B3]
Basic	[B3]

Students who performed at the **[B3]** and **[B3]** levels were proficient for purposes of the No Child Left Behind Act, whereas students who scored at the **[B3]** and **[B3]** levels were not proficient.

Alternate Achievement Cut Scores

[STATE] developed **[B5]**

Unique cut scores for each grade

Unique cut scores for grade spans

One set of cut scores for all students

Other approaches (e.g., applying a rubric to determine proficiency level)

*Descriptor posted on state website.

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Technical Quality

Who was involved in reviewing the technical quality of the alternate assessment?

Stakeholders	Validity	Reliability	Alignment	Fairness
State special education staff	[C1]	[C2]	[C3]	[C4]
State assessment staff	[C1]	[C2]	[C3]	[C4]
State instruction and curriculum staff	[C1]	[C2]	[C3]	[C4]
Test vendor	[C1]	[C2]	[C3]	[C4]
Outside experts	[C1]	[C2]	[C3]	[C4]
Special education teachers	[C1]	[C2]	[C3]	[C4]
General education teachers	[C1]	[C2]	[C3]	[C4]
Content specialists	[C1]	[C2]	[C3]	[C4]
School psychologists/counselors	[C1]	[C2]	[C3]	[C4]
School/district/state administrators	[C1]	[C2]	[C3]	[C4]
Parents	[C1]	[C2]	[C3]	[C4]

Validity

Type of validity	Types of evidence
[C5] Scoring and reporting structures consistent with the subdomain	[C5]
[C6] Relation to internal and external variables	[C7]
[C8] Purposes of the assessment	[C9]
[C10] Intended and unintended consequences	[C11]
[C12] Measurement of construct relevance	[C13]
[C14] Grade-level equating	[C14]

Reliability

Type of reliability	Types of evidence
[C17] Variability across groups	[C18]
[C19] Internal consistency of item responses	[C19]
[C20] Interrater consistency in scoring	[C21]
[C22] Standard errors of measurement	[C22]

Other Types of Technical Quality

Type of technical quality	Types of evidence
Alignment:	
Initial	[C23]
Ongoing/monitoring	[C24]
[C25] Fairness	[C26]
[C27] Implementation processes	[C28]

Extended Content Standards

The state [(C15) developed/did not develop] extended content standards for students who were eligible for the alternate assessment. These extended content standards were expressed by [C16]

- General link to state content standards
- Grade or grade span
- Expanded benchmarks
- Alternate indicators or tasks

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Eligibility and Administration

Eligibility

[STATE] provided the following guidelines to be used in determining when a child's significant cognitive disability justified an alternate assessment based on alternate achievement standards. **[D1]**

- Had a severe cognitive disability
- Required modified instruction
- Required extensive support for skill generalization
- Required modified curriculum
- Not based on disability category

Procedures were in place for informing parents when their child would be assessed on the alternate assessment based on alternate achievement standards. **[D2]** These procedures included

- Parent signature was required
- Parents were provided written materials about the alternate assessment

Assessment Content Selection

State determined **[D3]**

- All components - Academic content areas and strands, standards, benchmarks, and performance indicators/tasks
- Most components - Academic content areas and strands, and the IEP team determined performance indicators/tasks
- Some components - Only the academic content areas

Monitoring and Verification

Conducted by **[D4]**

- An observer/monitor who was present
- A local or school-level reviewer who confirmed proper administration of the assessment
- No independent verification process

Administration

Assessment conducted by **[A10]**

- The student's special education teacher
- A certified educator who was not the student's teacher
- Paraprofessional

Procedures followed in gathering performance evidence included **[D5]**

- State required standardized tasks/test items/rating scales
- State provided instructions on types and amounts of evidence to be collected
- Teacher/IEP team decided on types and amounts of evidence to be collected

Student work submitted included **[D6]**

- Student work samples only
- Combination of work samples and other evidence
- No student work samples

Assessment was administered **[D7]**

- As part of day-to-day student instruction
- Separately from student's daily work
- Using a combination of day-to-day and on-demand approaches
- Based on teacher recollection of student performance

Assessment required teacher judgment that included these elements **[D8]**

- Teacher decided content to be assessed
- Teacher selected materials
- Teacher made decisions about administering the assessment (e.g., timing, duration, support, scaffolding, test window)
- Teacher interpreted/recorded student responses or scores

✓ Check marks indicate categories reported by the state from among those possible.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Scoring and Reporting

Scoring

The policy regarding the scoring of the alternate assessment included these elements:

- *How many people scored?* [E1]
- *Who scored?* [A11]
- *How were scoring conflicts resolved?* [E2]
 - A third person adjudicated
 - A third rater scored the assessment
 - One person scored, or scores were combined

Elements of student performance used in scoring [E3]

- Accuracy of student response
- Ability to generalize across settings
- Amount of independence
- Amount of progress

Environmental elements used in scoring [E4]

- Instruction in multiple settings
- Opportunities to plan, monitor, and evaluate work
- Work with nondisabled peers
- Appropriate human and technological supports
- None of the above

Individual Student Reports

Individual student reports were given to [E7]

- Parents
- Schools and teachers

Individual student results were expressed in terms of [E8]

- State's achievement standards
- Scores
- Percentiles

Interpretive guidance was developed for [E9]

- School-level administrators
- Teachers
- Parents
- Students

Reports given to parents included the following information [E10]

- Performance/achievement level
- Scores
- Standard/strand breakouts
- Indicator/benchmark breakouts
- Performance/achievement level descriptors
- Sample test items

Training

	Assessment administrator	Assessment scorers
Non-face-to-face training	[E5]	[E6]
Face-to-face training	[E5]	[E6]
Mandatory training and/or certification	[E5]	[E6]

State department of education website

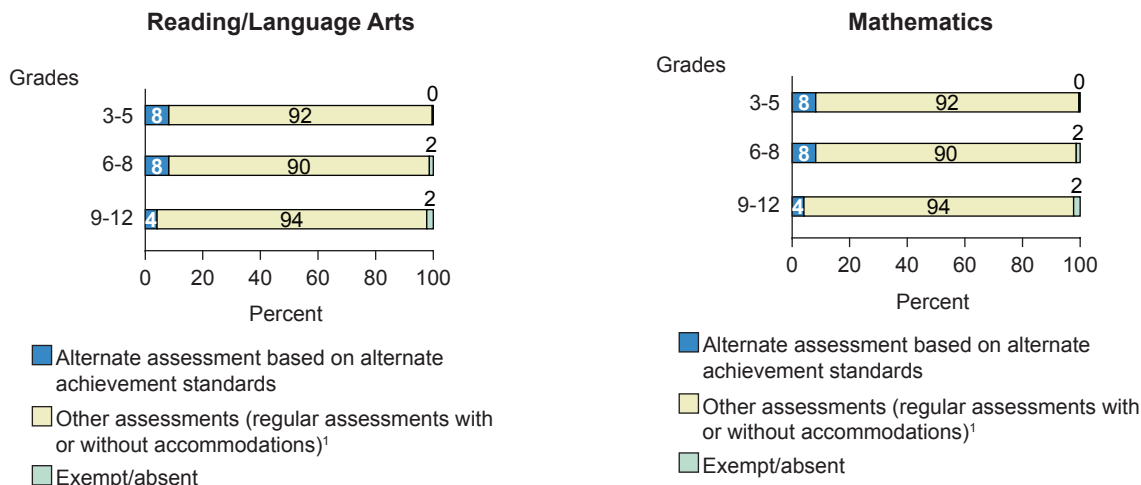
[website]

✓ Check marks indicate categories reported by the state from among those possible.

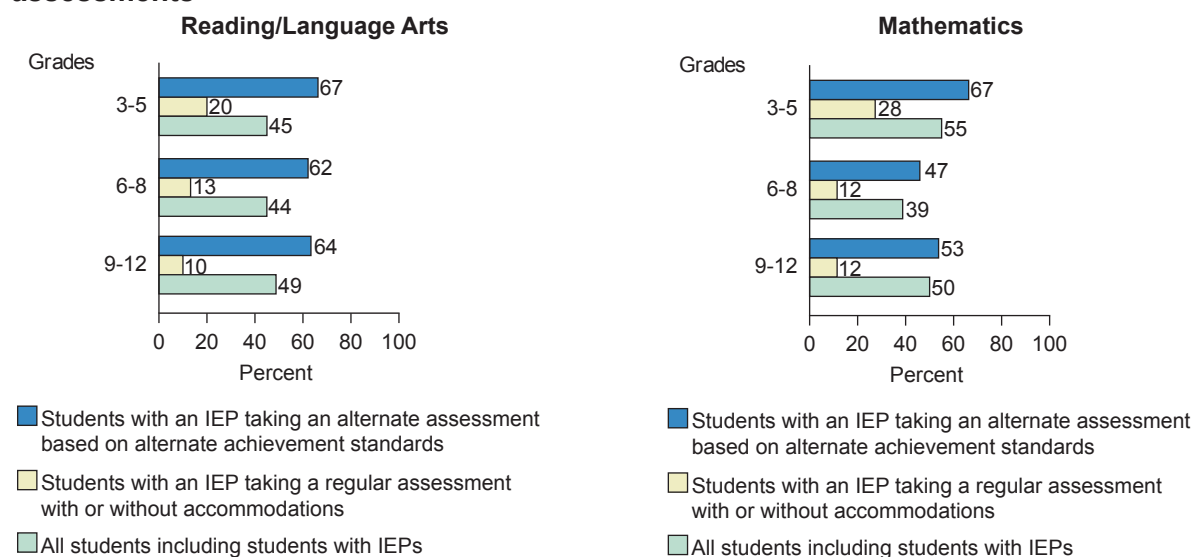
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research, National Study on Alternate Assessments, state data summaries for school year 2006–07 based on document review and state verification.

Participation and Proficiency (2006–07)

Ways that students with IEPs participated in state accountability assessments



Percentage of students who scored proficient or above on state accountability assessments²



Percentage of students in the grades assessed who scored proficient or above on an alternate assessment based on alternate achievement standards

Grades	Reading/language arts	Mathematics
3-5	0.60	0.60
6-8	0.56	0.43
9-12	0.54	0.44

¹ For some states these included an alternate assessment based on grade-level achievement standards.

² Of all students who received valid scores on the specific types of accountability assessment.

NOTE: Participation percentages may not sum to 100 because of rounding or data deficiencies.

SOURCE: Thurlow, M.L., Altman, J.R., and Vang, M. (in press). *Annual Performance Reports: 2006-2007 State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, ED Facts - Consolidated State Performance Report for SY 2006-07, Washington, DC, 2008.

A. Overview

A1 Alternate assessment¹ title

This item asked for the name of the alternate assessment being used during the 2006–07 school year. One state (Michigan) used two alternate assessments to assess students with significant cognitive disabilities. The names of the states' alternate assessments are reported by state in the individual state profiles and in table A1 in the *NSAA National Profile*, appendix B.

A2 Purposes of alternate assessment

This item asked for the stated purposes and goals for the alternate assessment, in addition to meeting accountability requirements set by federal law. This was an open-ended item, and the following response categories emerged during coding. Multiple responses were possible.

1. *Evaluate programs* – This category was coded when the state specifically mentioned program evaluation as a purpose of the alternate assessment.
2. *Guide classroom instruction* – This category was coded when the state reported that results of the assessment were intended to inform and refine classroom instruction for students with significant cognitive disabilities.
3. *Measure student progress/performance toward state standards* – This category was coded when the state reported that measurement of individual student learning outcomes within the context of state accountability and state standards was a purpose of the alternate assessment.
4. *Assess student access to content standards/general curriculum* – This category was coded when the state reported that evaluating access to the general education academic content standards for students with significant cognitive disabilities was a purpose of the alternate assessment.
5. *Assess individual students' strengths/weaknesses* – This category was coded when state reported that the gathering of information to inform instruction and measure the performance of individual students was a purpose of the alternate assessment.
6. *Document academic achievement* – This category was coded when the state reported that documenting academic achievement and/or providing reports of student academic achievement to parents was a purpose of the alternate assessment.
7. *Measure student progress toward IEP goals* – This category was coded when the state reported that a purpose of the alternate assessment was to inform IEP development or document whether IEP goals were or were not met.

A3 Alternate assessment approaches (structures/types of items used)

This item characterized the approaches states reported using for their 2006–07 alternate assessments. This was a multiple-choice item, and multiple responses were possible for states that used a combined approach (e.g., a series of performance tasks/events as well as submitted portfolios).

1. Rating scale/checklist
2. Portfolio/body of evidence
3. Performance task/events
4. Multiple choice/constructed response

¹ Throughout the text, alternate assessment based on alternate academic achievement standards is referred to as “alternate assessment.”

A4 What content areas were included in the alternate assessment?

This multiple-choice item asked for the specific content areas that were addressed by the state's alternate assessments. Multiple responses were possible.

1. Reading/language arts
2. Mathematics
3. Science
4. Social studies
5. Functional skills

A5 Grades assessed

This multiple-choice item asked for the specific grades (3 to 12) in which the state assessed students using the alternate assessment for measuring adequate yearly progress (AYP). Multiple responses were possible.

1. Grade 3
2. Grade 4
3. Grade 5
4. Grade 6
5. Grade 7
6. Grade 8
7. Grade 9
8. Grade 10
9. Grade 11
10. Grade 12

A6 What was the time frame within which the alternate assessment occurred?

This multiple-choice item asked about the time frame of the administration of the alternate assessment by providing four mutually exclusive response options.

1. One day to 2 weeks
2. More than 2 weeks to 1 month
3. More than 1 month to 2 months
4. More than 2 months

A7 How many state content standards were there for reading/language arts? On how many content standards in reading/language arts were students with significant cognitive disabilities assessed using the alternate assessment?

Two related items were investigated together: the number of general education content standards the state had in place for reading/language arts and on how many of those standards students with significant cognitive disabilities were assessed using the alternate assessment.

States used different terms to refer to various levels of their system of general education content standards. For this item, the term "content standard" was used to refer to the highest level in a hierarchy of skills and knowledge, of which there were only a limited number (typically 10 or fewer) for each content area. Although states often articulated additional subdomains of skills and knowledge, often down to deeper levels of specificity that described actual student performance, tasks, and/or activities, those levels are not reported here.

The second part of this item asked for the number of general education content standards on which students with significant cognitive disabilities were assessed by the state using an alternate assessment. In some states, each general education content standard was addressed in the alternate assessment in a way thought to be appropriate for students with significant cognitive disabilities. In other states, only a portion of the general education content standards were addressed in the alternate assessment.

The results are expressed in the profiles as number of content standards on which students were assessed by the alternate assessment out of the total number of general education content standards in reading/language arts.

A8 How many state content standards were there for mathematics? On how many content standards in mathematics were students with significant cognitive disabilities using the alternate assessment assessed?

Two related items were investigated together: the number of general education content standards the state had in place for mathematics and on how many of those standards students with significant cognitive disabilities were assessed using the alternate assessment.

States used different terms to refer to various levels of their system of general education content standards. For this item, the term “content standard” was used to refer to the highest level in a hierarchy of skills and knowledge, of which there were only a limited number (typically 10 or fewer) for each content area. Although states often articulated additional subdomains of skills and knowledge, often down to deeper levels of specificity that described actual student performance, tasks, and/or activities, those levels are not reported here.

The second part of this item asked for the number of general education content standards on which students with significant cognitive disabilities were assessed by the state using an alternate assessment. In some states, each general education content standard was addressed in the alternate assessment in a way thought to be appropriate for students with significant cognitive disabilities. In other states, only a portion of the general education content standards were addressed in the alternate assessment.

The results are expressed in the profiles as number of content standards on which students were assessed by the alternate assessment out of the total number of general education content standards in mathematics.

A9 Alternate assessment developer

This item asked who was involved in the development of the alternate assessment. This was an open-ended item, and the following response categories emerged during coding. Multiple responses were possible.

1. Assessment company
2. Research company/university/independent researcher
3. Technical assistance provider (e.g., regional resource center)
4. State personnel
5. Parents
6. Stakeholders

A10 Who administered/assembled the alternate assessment?²

This item asked who was involved in administering/assembling the alternate assessment. Multiple responses were possible.

1. *The student's special education teacher.*
2. *A certified educator who was not the student's teacher* – This response category was coded when members of an assessment team, other classroom teachers, the student's IEP team, or other support staff at the school or district level were allowed to administer or assemble the assessment but the student's teacher was not involved in the assessment administration.
3. *Paraprofessional* – This response category was coded when aides or nonlicensed assistants were allowed to administer or assemble the alternate assessment.

A11 Who scored the alternate assessment?³

This item asked who was allowed to score the alternate assessment. Multiple responses were possible.

1. *Student's classroom teacher.*
2. *School- or district-based educator* – This response category was coded when the scorer was not the student's teacher but someone designated by the school or district administration, such as another teacher, IEP team member, counselor, or related-services personnel.
3. *State or state-contracted scorer* – This response category was coded when the scorer was someone who did not work at the student's school and served as a state agent in scoring the assessment, such as a test vendor staff member or an individual who served at a scoring "camp."
4. *Machine scored* – This response category was coded when student performance was evaluated electronically and not by the teacher or any other individual. This differed from instances in which a machine did the final tabulation of results or applied formulas to the results of individual scoring interpretations.
5. *Paraprofessional* – This response category was coded when aides or nonlicensed assistants were allowed to score the alternate assessment.

² Variables A10, D3, D4, D8, and E5 were derived from a series of open-ended items that asked about policies and procedures for administering and scoring the alternate assessment. These items were combined and organized into topic areas and then coded.

³ Variables A11, E1, E2, and E6 were derived from a series of open-ended items that asked about the state's guidelines, rules, and procedures for scoring the alternate assessment. These items were combined and responses were organized into multiple topic areas and specific response categories for each topic area during coding. The topic areas included information on who scored the assessment, how they were trained, and how conflicts in scoring were resolved if they arose.

B. Alternate Achievement Standards

B1 Who was involved in creating the alternate achievement standards for students with significant cognitive disabilities for reading/language arts and mathematics?

This multiple-choice item asked who was involved in creating the alternate achievement standards for students with significant cognitive disabilities in reading/language arts and mathematics. The original data collection included separate items for reading/language arts and mathematics in different grade spans (3–8 and 10–12), but there was sufficient overlap in responses to allow for reporting in aggregate. If a type of participant was involved in developing standards for any of the academic areas or grades, it was counted as a positive response for the state. Multiple responses were possible.

1. State special education staff
2. State assessment staff
3. State instruction and curriculum staff
4. Test vendor
5. Outside experts
6. Special education teachers
7. General education teachers
8. Content specialists
9. School psychologists/counselors
10. School/district/state administrators
11. Parents
12. Other

B2 Standard-setting methodologies used to develop alternate achievement standards

This open-ended item asked about the process used to develop the alternate achievement standards (the descriptors and cut scores) in reading/language arts and mathematics across all the grades assessed. Responses were coded according to a list of possible approaches described in the literature (see table B-1). Multiple response codes were possible.

Table B-1. Summary of standard-setting methodologies

Methodology	Summary description	Test formats that work with this methodology
1. Modified Angoff	Panelists estimate the percentage of minimally proficient students at each performance level who are expected to answer correctly/be able to do each test item; these individual estimates are summed to produce an overall percentage of items correct that correspond to the cut score for that level.	Assessments with multiple items that are scored right/wrong.
2. Extended Angoff	Intended for open-ended items scored with a multiple-point rubric. Panelists determine the mean score that 100 minimally proficient students at each performance level would receive on this item. Summing the estimate across items produces the cut score.	Assessments with open-ended items.
3. Yes/No Method	Rather than estimate a percentage, panelists simply determine whether or not a borderline student would be likely to answer correctly/be able to do each test item. Summing the number of “yeses” across items produces the cut score.	Assessments that include items that are scored right/wrong or checklists.

Methodology	Summary description	Test formats that work with this methodology
4. Bookmark or Item Mapping	Panelists mark the spot in a specially constructed test booklet (arranged in order of item difficulty) where minimally proficient (or advanced) students would be able to answer correctly the items occurring before that spot with a certain probability.	Assessments with multiple items that are scored right/wrong or with short rubrics.
5. Performance Profile Method	Panelists mark the spot in a specially constructed booklet of score profiles (arranged from lowest to highest total points) that designates sufficient performance to be classified as proficient. Each score profile uses a pictorial bar graph to display the student's performance on each task of the assessment, and two to five profiles are shown for each raw score point.	Assessments containing open-ended items, usually performance tasks, where it is difficult to provide samples of student work to show.
6. Reasoned Judgment	Panelists divide a score scale (e.g., 32 points) into a desired number of categories (e.g., four) in some way (equally, larger in the middle, etc.) based on expert judgment.	Assessments that result in one overall score.
7. Judgmental Policy Capturing	Panelists determine which of the various components of an overall assessment are more important than others, so that components or types of evidence are weighted.	Assessments that contain multiple components.
8. Body of Work	Panelists examine all of the data for a student and use this information to place the student in one of the overall performance levels. Standard setters are given a set of papers that demonstrate the complete range of possible scores from low to high.	Assessments that consist primarily of performance tasks or one general body of evidence, such as a portfolio.
9. Contrasting Groups	Teachers separate students into groups based on their observations of the students in the classroom; the scores of the students are then calculated to determine where scores will be categorized in the future.	Because this method is not tied to the test, it works with almost any test that results in an overall score.
10. Item-Descriptor Matching	Panelists determine what a student must know and be able to do to answer an item correctly. The panelists match these item-response requirements to a performance level descriptor. As panelists match items to the descriptors, sequences of items emerge in which some items match more closely, and cut scores are determined depending on patterns.	Assessments that include dichotomously scored and polytomously scored items.
11. Dominant Profile Method	This method creates a set of decision rules to be used when tests are scored on several dimensions, such as performance, progress, generalization, and complexity, to determine rules for the cut score, describing whether there needs to be a minimum score on each dimension, on the total test, or some combination. It requires panelists to state exactly whether a high score on one dimension can compensate for a low score on another. The panelist's task is to become familiar with the meaning of each dimension and to specify rules for determining which combinations of scores on these dimensions represent acceptable performance and which do not.	Tests that are scored on several dimensions, such as performance, progress, generalization, and complexity.

SOURCE: Cizek (2001); Ferrara, Perie, and Johnson (2002); Livingston and Zieky (1982); Perie (2007); Roeber (2002).

B3 What were the names for the advanced, proficient, and basic achievement levels for students being assessed based on alternate achievement standards for reading/language arts and mathematics?

NCLB requires achievement standards to describe three levels of achievement—advanced, proficient, and basic. States often develop more than the required three levels and often apply different terminology to those levels. This open-ended item yielded specific information on the names of the various achievement levels for reading/language arts and for mathematics in each state. The names of the achievement levels that states adopted are reported by state in the individual state profiles and in table B3 in the *NSAA National Profile*, appendix B.

B4 What descriptors applied to each achievement level for students being assessed based on alternate achievement standards for reading/language arts and mathematics?

This open-ended item asked for the descriptor for each achievement level in reading/language arts and mathematics. The uniqueness of the descriptors does not allow for comparison across states. However, it was possible to code the states into mutually exclusive categories based on the degree to which descriptors were specific to grade levels or grade spans.

1. The same descriptors applied to all grades tested.
2. The same descriptors applied to grade spans tested.
3. Descriptors were unique for each grade tested.

An example of a proficient-level descriptor is included in each state profile for illustrative purposes.

B5 What cut scores were developed for reading/language arts and mathematics?

This open-ended item asked what cut scores were developed for alternate achievement levels across grade levels in reading/language arts and mathematics. The following mutually exclusive response categories emerged during coding.

1. Unique cut scores for each grade
2. Unique cut scores for grade spans
3. One set of cut scores for all students
4. Other approaches (e.g., applying a rubric to determine proficiency level)

C. Technical Quality⁴

C1, C2, C3, C4 Who was involved in reviewing the technical characteristics of validity, reliability, alignment, and fairness of the alternate assessment?

Four multiple-choice items asked about who was involved in reviewing the validity, reliability, alignment, and fairness of the alternate assessment. Multiple responses were possible.

1. State special education staff
2. State assessment staff
3. State instruction and curriculum staff
4. Test vendor
5. Outside experts
6. Special education teachers
7. General education teachers
8. Content specialists
9. School psychologists/counselors
10. School/district/state administrators
11. Parents
12. Other

C5 Did the state document the validity of the alternate assessment in terms of scoring and reporting structures consistent with the subdomain structures of its content standards?

This open-ended item asked whether the state had documented that the scoring and reporting structures reflected the knowledge and skills that students were expected to master and identified the nature of the evidence provided. If the reading standards were divided into certain subdomains/areas/categories, then evidence of the scoring and reporting structures should be divided into the same subdomains/areas/categories. The following categories emerged during coding, and responses to this item were mutually exclusive.

1. *Yes, with evidence provided to the research team* – This response category was coded when the state provided evidence that the depth and breadth of the standards were reflected or built into the scoring and reporting structures. Documents provided evidence that student performance was reported at the subdomain level, not just by content area. In other words, the state produced the scores for subdomain categories (i.e., standards/benchmarks/indicators), which were the same subdomain categories as those in the content standards. In cases where states provided evidence to the research team, it was in the form of scoring and reporting documents. An alignment study on its own would not be sufficient evidence to code this response category; rather, there must be evidence that the scoring and reporting were consistent with the subdomains of the content standards.
2. *Yes, but evidence was not provided to the research team* – This response category was coded when the state claimed validity based on scoring and reporting structures, but the evidence was part of an internal, nonpublic report and was not available for examination by the research team.

⁴ For the technical quality variables reported here, when evidence was provided to the research team, the evidence was examined to describe and classify it. It was beyond the scope of this study to summarize the findings of the evidence or to evaluate its quality or rigor.

3. *No* – The state did not claim or document the validity of the alternate assessment in terms of scoring and reporting structures consistent with the subdomain structures of its content standards.

C6 Did the state document the validity of the alternate assessment in terms of test and item scores related to internal or external variables as intended?

This open-ended item asked whether the state had documented the validity of test and item scores based on analysis of the relationship of test and item scores to one another (internal validity) or to other measures (external validity) and the nature of the evidence provided. The following response categories emerged during coding and were mutually exclusive.

1. *Yes, formal study conducted* – This category was coded when the state reported that a formal study or expert panel review was conducted, and evidence of the study was provided to the research team. The evidence may have been part of an internal or external study and was reported publicly or provided to the research team.
2. *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that an internal study had been conducted or a formal study was in progress. The evidence may have been part of a plan or a study that was under way, and/or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team.
3. *Yes, but no formal study was conducted* – This response category was coded when the state reported in an explanation or through anecdotes that validation occurred through a committee process or an internal review, but no formal study was conducted. In these cases, the type of evidence was reported in the profile as a “committee process or internal review.”
4. *No* – The state did not document the validity of the alternate assessment in terms of test and item scores related to internal or external variables as intended.

C7 What evidence supported the validity argument in terms of test and item scores related to internal or external variables as intended?

This open-ended item asked about the types of formal analyses reported when the state had conducted a formal validity study of the test and item scores related to internal or external variables (see C6, response category “yes, formal study conducted”). Evidence may have included an indication that there were other assessments reported, such as standardized measures appropriate for students with significant cognitive disabilities that confirmed the results for similar students (external validity). Alternatively, the state may have provided statistical evidence that indicated the test items correlated with a total score in the same way (internal validity). The following types of evidence emerged during coding, and multiple responses were possible.

1. Correlational study indicating validity
 - a. Internal item-to-item analysis
 - b. Correlational analysis using external measures (e.g., teacher grades, Academic Competence Evaluation Scales [ACES], different test)
2. Other type of analysis reported or specific analytic strategy/approach not detailed

C8 Did the state document the validity of the alternate assessment in terms of purposes of the assessment, delineating the types of uses and decisions most appropriate and the assessment results consistent with the purposes?

This open-ended item asked whether the state had documented the consistency of purposes of the assessment with the decisions made based on assessment results and the nature of the evidence provided. The following response categories emerged during coding and were mutually exclusive.

1. *Yes, formal study conducted* – This response category was coded when the state reported that a formal study or expert panel review was conducted. The evidence may have been part of either an internal or an external study, and the results were reported publicly or were provided to the research team.
2. *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that an internal study had been conducted or a formal study was in progress, and/or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team.
3. *Yes, but no formal study was conducted* – This response category was coded when the state reported that a validation was planned or under way and offered explanation or anecdotes that this type of validation had been done as part of a committee process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.”
4. *No* – The state did not document the validity of the alternate assessment in terms of the purposes of the assessment.

C9 What evidence supported the validity argument in terms of purposes of the assessment, delineating the types of uses and decisions most appropriate and the assessment results consistent with the purposes?

This open-ended item asked about the types of formal analyses reported by the state when it had conducted a formal validity study on the consistency of the purposes and uses of the results of the assessment (see C8, response category “yes, formal study conducted”). The following response categories emerged during coding, and multiple responses were possible.

1. Survey about the relationship between the purposes of the assessments and decisions made
2. Alignment study
3. Field tests/pilot tests
4. Construct validity analysis
5. Analytic review of outcomes
6. State monitoring/program review

C10 Did the state document the validity of the alternate assessment in terms of the assessment system’s producing intended and/or unintended consequences?

This open-ended item asked whether the state documented the intended and/or unintended consequences of the assessment and the degree to which the determination of validity had been documented. The following response categories emerged during coding and were mutually exclusive.

1. *Yes, formal study conducted* – This response category was coded when the state reported that an internal or external study or expert panel review had been conducted, and the report was available publicly or provided to the research team.
2. *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that a plan or a study was under way, or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team.
3. *Yes, but no formal study was conducted* – This response category was coded when the state provided an explanation or anecdotes regarding a committee review process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.”
4. *No* – This response category was coded when the state had not documented the validity of the alternate assessment in terms of the assessment system’s producing intended and/or unintended consequences.

C11 What evidence supported the validity argument in terms of the assessment system’s producing intended and/or unintended consequences?

This open-ended item described the types of evidence provided to document validity in terms of intended and/or unintended consequences (see C10, response category “yes, formal study conducted”). Evidence could include arguments or empirical evidence that demonstrated the direct or indirect consequences of taking the alternate assessment for students with significant cognitive disabilities, including those that were intended or unintended, positive or negative. Some items that were commonly addressed with this type of validity study were: Did the student learn more or less as a result of taking the assessment? Was an appropriate amount of preparation spent on the assessment? Did the assessment affect the student emotionally or functionally in some way? Did the assessment affect teacher understanding of the student’s educational needs? Did the assessment change how teachers teach? The following response categories emerged during coding. Multiple responses were possible.

1. *Survey* – This response category was coded when the state provided studies using surveys of teachers, parents, or other school staff as evidence.
2. *Public reports* – This response category was coded when the state provided published reports or other accounts of the consequences of the assessment.
3. *Other post hoc data collection/analysis* – This response category was coded when the state provided evidence of other types of data collection and analysis.

C12 Did the state document the validity of the alternate assessment in terms of measurement of construct relevance?

This open-ended item asked whether the state had documented the construct relevance of the assessment (i.e., whether it measured the behavior or knowledge of interest, whether it measured only the standards and content appropriate to the age or grade of the assessed student and not information extraneous to the construct). Additionally, the item asked about the degree to which the determination of validity had been documented. The following response categories emerged during coding and were mutually exclusive.

1. *Yes, formal study conducted* – This response category was coded when the state reported that an internal or external study or expert panel review had been conducted, and the report was available publicly or provided to the research team.
2. *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that a plan or a study was under way, or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team.
3. *Yes, but no formal study was conducted* – This response category was coded when the state provided an explanation or anecdotes regarding a committee review process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.”
4. *No* – This response category was coded when the state had not documented the validity of the alternate assessment in terms of construct relevance.

C13 What evidence supported the validity argument in terms of measurement of construct relevance?

This open-ended item described the types of evidence provided to document the measurement of construct relevance (see C12, response category “yes, formal study conducted”). Evidence could include arguments or empirical evidence that demonstrated that the behavior or knowledge of interest was measured as intended. The following response categories emerged during coding, and multiple responses were possible.

1. *Statistical analyses* – This response category was coded when the state provided evidence of conducting factor analysis, item-to-item analysis, and/or correlational studies across tests of similar constructs.
2. *Construct analyses* – This response category was coded when the state provided evidence of alignment studies or other reviews by trained judges regarding the construct of the assessment.

C14 Did the state document the validity of the alternate assessment in terms of grade-level equating?

This open-ended item asked whether the state had documented the validity of the alternate assessment in terms of grade-level equating (i.e., the extent to which assessment items and tasks were calibrated within and across grade levels). Additionally, the item asked about the degree to which the determination of validity had been documented. The following response categories emerged during coding and were mutually exclusive.

1. *Yes, formal study conducted* – This response category was coded when the state reported that an internal or external study or expert panel review had been conducted, and the report was available publicly or provided to the research team. In these cases,

the type of evidence was reported in the profile as a “formal study or expert panel review.”

2. *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that a plan or a study was under way, or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team.
3. *Yes, but no formal study was conducted* – This response category was coded when the state provided an explanation or anecdotes regarding a committee review process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.”
4. *No* – This response category was coded when the state had not documented the validity of the alternate assessment in terms of grade-level equating.
5. *Not appropriate for this type of assessment* – This response category was coded when the state reported that grade-level equating was not appropriate for the type of assessment used and the assessment approach did not meet the assumptions needed to conduct this type of analysis.

C15 Had the state content standards been extended or adapted to provide access for students with significant cognitive disabilities?

This item asked, at a summary level, whether the state had developed an augmented or supplementary list of “extended” standards that presented at the appropriate level of challenge for students with significant cognitive disabilities to clarify the relationship between the academic content standards and the alternate assessment, and that allowed such students access to state curricular content. State responses were coded using the following options:

1. Yes
2. No

C16 How did the extended content standards map to the state content standards?

This item asked about the extent of the linkage between the state’s “extended” content standards and the state’s general education grade-level content standards. This was an open-ended item, and the following response categories emerged during coding. Multiple response codes were possible.

1. *General link to state content standards* – This response category was coded when the state reported that the extended content standards were linked at a general level with the state’s content standards. This refers to the broad concept or first level in the hierarchy of the state’s standards. For example, one state required that the content domains of language arts, mathematics, and science be addressed but did not link to content area strands or grade-level competencies within those content areas.
2. *Grade or grade span* – This response category was coded when the state reported that the state’s standards had been expanded, defined, or redefined in terms of grade levels or grade spans to create the extended standards. For example, one state specified, within each content domain, the content strands that should be addressed in grades 3–8 and then in high school.
3. *Expanded benchmarks* – This response category was coded when the state reported that its expanded standards provided greater specificity regarding the expectations for students with significant cognitive disabilities. These were downward extensions of the standards, which may have been referred to as expanded benchmarks, extended

standards, essences, or dimensions. Expanded benchmarks might include information about the levels of complexity or depth of knowledge and describe the “essence” of standards or an “extension” to access points. For example, in one state the general ‘indicator’ “Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read fluently” was expanded to “Understand how print is organized.”

4. *Alternate indicators or tasks* – This response category was coded when the state reported that it had developed levels of specification that described activities, tasks, or how student performances might be structured, often referred to as performance indicators, indicator tasks, indicator activities, or alternate performance indicators (APIs). For example, in one state the learning standard “Identify and represent common fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) as parts of wholes, parts of groups, and numbers on the number line was linked to the following activities at different entry points: (1) Understand whole and half; (2) Manipulate objects to make two objects from one; (3) Manipulate whole objects to make two, three, or four parts of a whole; (4) Manipulate up to four parts of an object to assemble a whole; and (5) Identify and compare parts of a whole (quarters, thirds, halves) and determine relative size of each ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) using manipulatives.”

C17 Did the state document the reliability of the alternate assessment in terms of variability across groups?

This open-ended item asked whether the state had documented the reliability of the alternate assessment in terms of differences in the performances of students in the various NCLB-defined groups (e.g., race/ethnicity, economically disadvantaged, limited English proficient). Additionally, the item asked about the degree to which the determination of reliability had been documented and reported. The following response categories emerged during coding and were mutually exclusive.

1. *Yes, formal study conducted* – This response category was coded when the state reported that an internal or external study or expert panel review had been conducted, and the report was available publicly or provided to the research team.
2. *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that a plan or a study was under way, or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team.
3. *Yes, but no formal study was conducted* – This response category was coded when the state provided an explanation or anecdotes regarding a committee review process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.”
4. *No* – This response category was coded when the state had not documented the reliability of the alternate assessment in terms of variability across groups.
5. *Not appropriate for this type of assessment* – This response category was coded when the state reported that analyzing the reliability in terms of the variability across groups was not appropriate for this type of assessment and the assessment approach did not meet the assumptions needed to conduct this type of analysis.

C18 What evidence supported the reliability argument in terms of variability across groups?

This open-ended item described the types of evidence provided to support the reliability of the alternate assessment in terms of variability across groups (see C17, response category “yes, formal study conducted”). The following response categories emerged during coding, and multiple responses were possible.

1. *NCLB group statistical analyses conducted* – This response category was coded when the state provided evidence of differential item functioning (DIF) analyses, consistency reliability, and/or test-retest reliability.
2. *Review of disability group results* – This response category was coded when the state provided evidence of a published review by an expert panel or review group.

C19 Did the state document the reliability of the alternate assessment in terms of internal consistency of item responses?

This open-ended item asked whether the state had documented that there was consistency between scores on particular groups of items and the total test score and that scores on one item were consistent with scores on other items that were measuring the same construct. These reliability test results should provide statistical evidence of item consistency; if the state reported having conducted a study, it should be of a statistical nature and statistical results should be evident. Additionally, the item asked about the degree to which the determination of reliability had been documented and reported. The following response categories emerged during coding and were mutually exclusive.

1. *Yes, formal study conducted* – This response category was coded when the state reported that an internal or external study or expert panel review had been conducted, and the report was available publicly or provided to the research team. In these cases, the type of evidence was reported in the state profile as “formal study or expert panel review.”
2. *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that a plan or a study was under way, or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team.
3. *Yes, but no formal study was conducted* – This response category was coded when the state provided an explanation or anecdotes regarding a committee review process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.”
4. *No* – This response category was coded when the state had not documented the reliability of the alternate assessment in terms of internal consistency of item responses.
5. *Not appropriate for this type of assessment* – This response category was coded when the state reported that analyzing the reliability in terms of internal consistency of item responses would not be appropriate for this type of assessment and the assessment approach did not meet the assumptions needed to conduct this type of analysis.

C20 Did the state document the reliability of the alternate assessment in terms of interrater consistency in scoring?

This open-ended item asked whether the state had conducted statistical procedures to examine the consistency and reliability of scoring between and among scorers. Additionally, the item asked about the degree to which the determination of reliability had been documented and reported. The following response categories emerged during coding and were mutually exclusive.

1. *Yes, formal study conducted* – This response category was coded when the state reported that an internal or external study or expert panel review had been conducted, and the report was available publicly or provided to the research team.
2. *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that a plan or a study was under way, or the evidence was part of an internal, nonpublic report. These reports were not available for examination by the research team.
3. *Yes, but no formal study was conducted* – This response category was coded when the state provided an explanation or anecdotes regarding a committee review process, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “training documents or anecdotal.”
4. *No* – This response category was coded when the state had not documented the reliability of the alternate assessment in terms of interrater consistency of scoring.

C21 What evidence supported the reliability argument in terms of interrater consistency in scoring?

This open-ended item described the types of evidence provided to support the reliability of the alternate assessment in terms of interrater consistency in scoring and to document that statistical procedures were used to examine the consistency of scoring between and among scorers (see C20, response category “yes, formal study conducted”). Evidence should demonstrate that the state analyzed the frequency with which scorers scored tests similarly, using interrater reliability analyses. The following response categories emerged during coding, and multiple responses were possible.

1. *Statistical analysis conducted as part of training* – This response category was coded when states reported calculating correlation coefficients, agreement percentages, or other analysis of scoring done as part of scorer training. States may also have established interrater consistency cut points that scorers must meet to obtain scorer certification during training.
2. *Statistical analysis conducted as part of actual scoring* – This response category was coded when states reported calculating correlation coefficients, agreement percentages, or other analysis of assessment or field test scores.

C22 Had conditional standard errors of measurement (CSEMs) been reported for the alternate assessment?

This set of items asked whether the state had analyzed the standard errors of measurement (SEMs) or conditional standard errors of measurement (CSEMs). The following response categories emerged during coding and were mutually exclusive.

1. *Yes* – This response category was coded when SEM/CSEM calculation procedures were reported by the state.
2. *No* – This response category was coded when no evidence was provided that SEMs/CSEMs were calculated or reported.
3. *Not appropriate for this type of assessment* – This response category was coded when the state reported that the item was not appropriate for this type of assessment and the assessment approach did not meet the assumptions needed to conduct this type of analysis.

C23 What was the initial process of aligning alternate achievement standards with the state content standards, and how was it validated?

This open-ended item asked about the processes and methodologies the state used to align its alternate achievement standards with state content standards, as well as how this alignment was validated. The following mutually exclusive response categories emerged during coding.

1. *A formal alignment study was conducted* – This response category was coded when the state reported that an internal or external alignment study had been conducted, and it was reported publicly. Evidence may include one or more formal expert panel reviews or studies using methodologies such as Webb or LINKS. In these cases, the type of evidence was reported in the state profile as “formal study.”
2. *Alignment was reported, but no formal study was conducted* – This response category was coded when states provided an explanation or anecdotes about a committee process to establish alignment, but no formal study was conducted. In these cases, the type of evidence was reported in the state profile as “anecdotal or committee process.”
3. *No alignment study was conducted* – This response category was coded when the alternate achievement standards were not validated by an alignment study.

C24 What ongoing procedures were used to maintain and improve alignment between the alternate assessment based on alternate achievement standards and state content standards over time?

This item asked for the types of procedures the state used to monitor the alignment of the alternate assessment with state content standards and ensure that future alignment studies would be conducted. This was a multiple-choice item, and multiple responses were possible.

1. *Internal alignment studies* – This response category was coded when alignment studies were conducted by state assessment staff.
2. *External alignment studies* – This response category was coded when outside experts conducted alignment studies.
3. *Other alignment studies* – This response category was coded when an internal review was held or the details of the type of alignment study were not specified by the state.
4. *No alignment studies conducted* – This response category was coded when the alternate achievement standards were not validated on an ongoing basis.

C25 Was there a process to ensure fairness in the development of the alternate assessment?

This open-ended item asked whether the state used a formal process (a statistical validation process, a committee review, etc.) to ensure that students' performance on the alternate assessment was not biased or influenced, for example, by native language, prior experience, gender, ethnicity, or disability. The following response categories emerged during coding and were mutually exclusive.

1. *Yes, bias review conducted systematically and regularly* – This response category was coded when the state reported that either qualitative or statistical analyses were conducted (bias review) to ensure fairness in the assessment. Assessments may have been reviewed by technical committees and/or expert panels, and the results were reported either internally or externally on a regular basis.
2. *Yes, bias review not conducted regularly* – This response category was coded when the state reported that bias review was conducted formally or informally, typically in conjunction with assessment development or revision, but not on a regular basis. Statistical evidence was sporadic and not necessarily available publicly.
3. *No evidence of bias review* – This response category was coded when the state did not provide evidence of a process to ensure fairness in the development of the alternate assessment.

C26 What evidence supported the process to ensure fairness in the development of the alternate assessment?

This open-ended item asked what types of evidence supported the process to ensure fairness in the development of the alternate assessment (see C25, response category “Yes, bias review was conducted systematically and regularly”). The following response categories emerged during coding, and multiple responses were possible.

1. Regularly scheduled bias review by experts
2. Statistical analyses (e.g., differential item functioning [DIF] analysis)

C27 Did the state document the validity of the alternate assessment in terms of implementation processes?

This open-ended item asked whether the state had documented the validity of the alternate assessment in terms of implementation processes. Implementation processes included how the state informed districts and schools about the assessment and assessment procedures and how test administrators were trained. Validation of these processes might have occurred through a variety of means, including training, guidelines, manuals, monitoring, and follow-up analyses. The following response categories emerged during coding, and responses were mutually exclusive.

1. *Yes, with evidence provided to the research team* – This response category was coded when the state reported that formal studies or expert panel reviews were conducted on implementation processes, and evidence was part of documentation reported publicly or was provided to the research team.
2. *Yes, but evidence was not provided to the research team* – This response category was coded when the state reported that this type of validation was planned or under way, or the evidence was part of an internal, nonpublic report of implementation processes. These reports were not available for examination by the research team.

3. *Yes, but no formal study was conducted* – This response category was coded when the state reported in an explanation or through anecdotes that validation of implementation processes occurred as part of a committee process, but no formal study was conducted. In these cases, the type of evidence was reported in the profile as “anecdotal or committee process.”
4. *No* – The state did not claim or document the validity of the alternate assessment in terms of the implementation processes.

C28 What evidence supported the validity argument in terms of implementation processes?

This open-ended item asked about the types of evidence the state provided to support the validity of the alternate assessment in terms of implementation processes (see C27, response category “yes, with evidence provided”). The following response categories emerged during coding, and multiple responses were possible.

1. *Training* – This response category was coded when the state reported that it had developed teaching tools that included in-person, video, or online training for administration, scoring, and reliability.
2. *Administration manual/guide* – This response category was coded when the state reported that it had developed manuals that provided directions, sample entries, protocols, and scoring rubrics. These manuals may have been available in hard copies or on websites.
3. *Monitoring* – This response category was coded when the state reported that monitoring was conducted by the state agency, outside experts, citizen groups, or school-level administrators. These processes may have included sign-in verification by principals, test coordinators, or teachers.
4. *Post hoc data collection/analysis* – This response category was coded when the state reported that reliability rescoring and examining of assessment results to determine fidelity were conducted.

D. Eligibility and Administration

D1 What were the guidelines for IEP teams to apply in determining when a child's significant cognitive disability justified alternate assessment?

This item asked about the eligibility criteria the state established to determine when the alternate assessment was appropriate for a student. This was an open-ended item, and the following response categories emerged during coding. Multiple responses were possible.

1. *Had a severe cognitive disability* (e.g., significant impairment of cognitive abilities, operates at a lower cognitive level).
2. *Required modified instruction* (e.g., student required differentiated, intensive, and individualized instruction).
3. *Required extensive support for skill generalization* (e.g., needed support to transfer skills to other settings, support to generalize learning to home/work/school/multiple settings).
4. *Required modified curriculum* (e.g., student was unable to access general curriculum, general curriculum must be modified or presented at a lower cognitive level).
5. *Not based on disability category* (decisions should not be based solely on disability category or other similar qualities).

D2 What procedures were in place for informing parents when their child would be assessed using an alternate assessment?

This item asked about the steps taken to inform parents (or guardians) that the student would be assessed using an alternate assessment, including the consequences of participation in this type of assessment—for example, the implications for graduation and the type of diploma a student would earn. This was an open-ended item, and the following response categories emerged during coding. Multiple responses were possible.

1. *Parent signature was required* – This response category was coded when the state reported that the signature of a parent or guardian was required specifically for permission for an alternate assessment to be conducted or that a signature on an IEP (that contained reference to an alternate assessment to be conducted) was required.
2. *Parents were provided written materials about the alternate assessment* – This response category was coded when the state reported that parents received written materials about the alternate assessment.
3. *Nonspecific information provided*.

D3 How was assessment content selected?

This item asked about the amount of input the state had in determining assessment content. The following mutually exclusive response categories emerged during coding.

1. *All components – State determined academic content areas and strands, standards, benchmarks, and performance indicators/tasks* – This response category was coded when the state determined the content areas, standards, benchmarks, or indicators assessed and no local input was allowed.
2. *Most components – State determined academic content areas, strands and standards, and the IEP team determined performance indicators/tasks* – This response category was coded when the IEP team or teacher decided which tasks or academic indicators

comprised a student's assessment or when teachers could choose from a task bank or develop their own.

3. *Some components – State determined only the academic content areas* – This response category was coded when the IEP team or teacher decided which strands, standards, benchmarks, and tasks or indicators were assessed within academic content areas determined by the state.

D4 How was the administration process monitored and verified?

This item asked about how the administration process for the alternate assessment was monitored and verified and who was primarily responsible for the verification process. The following response choices emerged during coding, and multiple responses were possible

1. *An observer/monitor was present* – This response category was coded when a monitor was present for all administrations.
2. *A local or school-level reviewer confirmed proper administration of the assessment* – This response category was coded when the assessment was reviewed by school-level staff who did not administer the actual assessment or assemble the portfolio. No monitor was present for the administration, but someone local confirmed that the assessment was administered properly.
3. *No independent verification process* – This response category was coded when the test administrator was the sole person verifying assessment administration.

D5 What procedures were followed in gathering performance evidence?

This item asked about the flexibility that existed in the gathering of performance evidence — whether the state specified the required types of performance evidence, such as standardized tasks/test items/rating scales, the state provided guidance and instructions, or the teacher/IEP team made these decisions. The following response choices emerged during coding, and multiple responses were possible.

1. *State required standardized tasks/test items/rating scales* – This response category was coded when the state required evidence in the form of student responses on standardized tasks or test items or teachers were required to provide ratings of student performance. Work samples were not collected or submitted as evidence for scoring, and the scoring was based on performance tasks or teacher ratings of student skills.
2. *State provided instructions* – This response category was coded when the state provided instructions on the types and amounts of evidence or data required from each student (certain types or formats of performance, such as video, documented student work, data sheets, or captioned photographs).
3. *Teacher/IEP team decided* – This response category was coded when the teacher or IEP team determined the nature of evidence required for scoring, without state guidance, including instances where a local educator decided what could be scored for each indicator. This response category also was coded when the state used checklists with IEP-aligned tasks.

D6 Describe the role of student work (videos, photographs, worksheets/products) in the alternate assessment.

This item asked about the extent to which the state alternate assessment involved collecting samples of student work (or other evidence of class work performed by students). Specifically, it

examined what evidence of student work was considered for scoring the alternate assessment. This was an open-ended item, and the following response categories emerged during coding. Responses to this item were mutually exclusive.

1. *Student work samples only* – This category was coded when the state reported that portfolios and other collections of student work or bodies of evidence were included in the alternate assessment and submitted for scoring. The alternate assessment consisted entirely of collections of work samples or evidence of work produced by students (e.g., videos, photographs, worksheets, work products).
2. *Combination of work samples and other evidence* – This category was coded when the state reported that the alternate assessment included a combination of student work samples and other assessment evidence, such as scores on on-demand tasks, checklists, or rating scales.
3. *No student work samples* – This category was coded when the state reported that the alternate assessment used checklists and rating scales or other scoring mechanisms, such as scores on performance tasks, but did not require that evidence of student work be submitted to the state along with scores.

D7 Did the assessment of student work (tasks or products) take place as part of the day-to-day instructional activities or “on demand”?

This item asked whether the alternate assessment was embedded in daily classroom instruction or was an “on-demand” assessment. An on-demand assessment was one that was administered at an explicitly defined place and time and was separate from instruction, meaning that student performance and products were not derived from the teacher’s instructional plan and the classroom routine. On-demand assessments were typically standardized, given in the same format to all test takers, and scheduled in advance such that they supplanted instructional time. The mutually exclusive response categories that follow emerged during coding.

1. *Part of day-to-day student instruction* – This category was coded when the state reported that the alternate assessment involved a variety of activities that took place as part of daily instructional activities, including checklists that assess student work in progress, assessments that gather student work for portfolios, performance tasks embedded in instruction, and other assessments that are designed specifically to be part of the student’s daily instructional or learning routine.
2. *Separately from student’s daily work (on demand)* – This category was coded when the state reported that the assessment supplanted instructional time and included multiple-choice assessments and standardized performance tasks/events.
3. *A combination of day-to-day and on-demand approaches* – This category was coded when the state reported that the alternate assessment combined both approaches: activities during instructional time and on-demand activities.
4. *Based on teacher recollection of student performance* – This category was coded when the state reported that the alternate assessment was a checklist or rubric and was completed without requiring supportive evidence of student work that teachers completed based on their expectations or recollections of student performance.

D8 Describe the role of teacher judgment in the alternate assessment.

This item asked about how the student’s classroom teacher and/or IEP team members were involved in determining (1) what content was assessed, (2) what student work products would be scored, (3) when and how the student would be assessed, and (4) who evaluated the

student's performance or scored the state's alternate assessment. This was an open-ended item, and the following response categories emerged during coding. Multiple responses were possible.

1. *Teacher decided content to be assessed* – This response category was coded when the state reported that the teacher determined some or all of the assessment content including selecting the standards to be assessed or the indicators to be used, determining the level of complexity of assessed tasks, and/or defining specific tasks.
2. *Teacher selected materials* – This response category was coded when the state reported that the teacher was responsible for portfolio construction or assembly; selection of specific evidence, captioned pictures, anecdotal records, or videotape; or writing a student learning profile for the scorers.
3. *Teacher made decisions about administering the assessment* – This response category was coded when the state reported that the teacher made decisions about some (but not necessarily all) of the following factors in the administration of the alternate assessment: timing and duration of the assessment, level of support or scaffolding to be provided, and/or when to administer the test within a testing window.
4. *Teacher interpreted/recorded student responses or scores* – This response category was coded when the state reported that the teacher used a scoring rubric or checklist to determine the student scores and recorded student responses or scores on a report, including when the teacher was the final determiner of the student's assessment score.

E. Scoring and Reporting

E1 How many scorers scored the alternate assessment?

This item asked about the number of scorers used to determine an individual's score on the alternate assessment. Response categories were mutually exclusive.

1. One scorer
2. Two scorers
3. Three or more scorers

E2 How were scoring conflicts resolved?

This item asked about how the state resolved conflicts in scoring if they arose. The following mutually exclusive response categories emerged during coding.

1. *A third person adjudicated* – This response category was coded when a third person helped scorers come to agreement or ruled in favor of one or the other in disputes between two scorers.
2. *A third rater scored the alternate assessment* – This response category was coded when a third score replaced the original scores or was combined with the first two scores for a new score.
3. *One person scored or scores were combined* – This response category was coded when the state used only one scorer or different scores were simply averaged or combined.

E3 What elements of student performance were used in scoring?

This multiple-choice item asked about the state's scoring criteria at the student level. Multiple responses were possible.

1. *Accuracy of student response* – This response category was coded when the correctness of a response or the production of student work that reflected the intended response of the assessment item or activity was a component of scoring.
2. *Ability to generalize across settings* – This response category was coded when the student's ability to perform a task in multiple settings or under differing conditions was a component of scoring.
3. *Amount of independence* – This response category was coded when the degree of independence of the student's response (or lack of prompting or scaffolding of a response) was a component of scoring.
4. *Amount of progress* – This response category was coded when the degree of change over time in the performance of a task was a component of scoring.

E4 What environmental elements were used in scoring?

This multiple-choice item asked about the state's scoring criteria at the system level, that is, the environmental elements that were included in the determination of student scores on the alternate assessment. Multiple responses were possible.

1. *Instruction in multiple settings* – This response category was coded when the state reported that the extent of instruction conducted in multiple settings was a component of scoring.

2. *Opportunities to plan, monitor, and evaluate work* – This response category was coded when the state reported students' engagement in planning, record keeping on their work or progress, and evaluating their own performance were components of scoring.
3. *Work with nondisabled peers* – This response category was coded when the state reported that the degree to which the student was placed in settings with nondisabled peers was a component of scoring.
4. *Appropriate human and technological supports* – This response category was coded when the state reported that the types of aides or assistive technology used during the assessment were a component of scoring.
5. *None of the above.*

E5 What types of training were provided for assessment administrators?

This item asked about the types of training provided to individuals on administering the alternate assessment. Multiple responses were possible.

1. *Non-face-to-face training* – This response category was coded when administrators were given an administration manual that they used in independent training and/or were given administration training support such as videos, Power Point presentations, or written guidance online.
2. *Face-to-face training/events/tutorials* – This response category was coded when in-person was offered by the district or the state on the administration of the alternate assessment.
3. *Training was mandatory and/or certification was required* – This response category was coded when administrators of assessments were required to pass a test and/or participate in a tutorial in order to be certified to administer the alternate assessment.

E6 What types of training were provided for assessment scorers?

This item asked about the types of training provided to individuals on scoring the alternate assessment. Multiple responses were possible.

1. *Non-face-to-face training* – This response category was coded when scorers were given a scoring manual that they used in independent training and/or were given scoring training support such as videos, Power Point presentations, or written guidance online.
2. *Face-to-face training* – This response category was coded when in-person training was offered by the district or the state on the scoring of the alternate assessment.
3. *Training was mandatory and/or certification was required* – This response category was coded when scoring training was mandatory and scorers were required to pass a scoring test or verify that they had received training or participated in a tutorial in order to be certified to score the alternate assessment.

E7 Who received individual student reports?⁵

This multiple-choice item asked about whether individual student reports or other reports were provided to parents and/or schools and teachers.

1. *Parents* – This response category was coded when individual student reports were provided to parents.
2. *Schools and teachers* – This response category was coded when the state provided schools and teachers any reports other than what was publicly reported. These additional reports may include greater detail in student-level performance data than that in public reporting. They also may provide data at the benchmark/indicator levels or group students in units helpful for school-level data summary.

E8 How were individual student results on the alternate assessment expressed?

This item summarized, at the aggregate level, the results included in individual students' reports. This was a multiple-choice item, and multiple responses were possible.

1. State's achievement standards
2. Scores (including raw scores, scale scores)
3. Percentiles

E9 For whom was interpretive guidance on the alternate assessment developed?

This item asked about whether interpretive guidance was created for schools, teachers, parents, and/or students to provide for a clear understanding and analysis of student performance. This was a multiple-choice item, and multiple responses were possible.

1. School-level administrators
2. Teachers
3. Parents
4. Students

E10 Information included in reports given to parents

This item asked about the types of information provided to parents about the alternate assessment. Information ranged from student performance level to explanations of descriptors and test items.

1. *Performance/achievement level*.
2. *Scores* (including raw scores, scale scores, percentiles).
3. *Standard/strand breakouts* included information that was more specific than content area performance, such as the subdomain level of each content area.
4. *Indicator/benchmark breakouts* included information that was more specific than standard/strand performance, such as the level of performance indicators or individual items.
5. *Performance/achievement level descriptors* included descriptors that indicated what it means to perform at a particular performance/achievement level.
6. *Sample test items*.

⁵ Variables E7, E9, and E10 were derived from a series of open-ended items that asked about the criteria for reporting and interpreting. These items were combined and organized into topic areas and specific response categories for each topic area during coding. The topic areas included information on who received student reports, results, and interpretive guidance.