

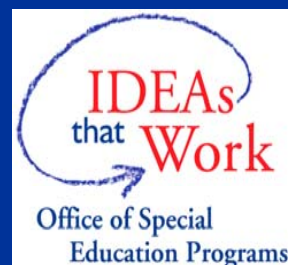
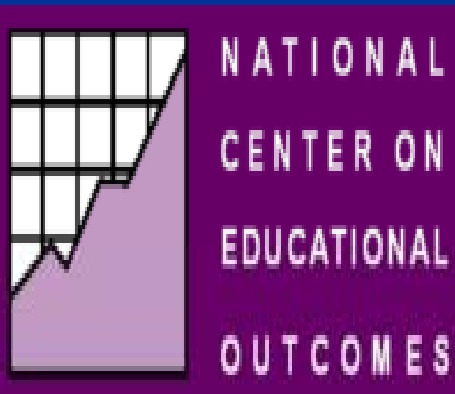
# Who are the Students in Alternate Standards Assessments?

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# Issues in Teaching/Assessing Students in Alternate Achievement Standards Assessments

- Varied levels of symbolic communication
- Attention to salient features of stimuli
- Memory
- Limited motor response repertoire
- Generalization
- Self-Regulation
- Meta-cognition
- Skill Synthesis
- Sensory Deficits
- Special Health Care Needs
  - Kleinert, H., Browder, D., Towles-Reeves, E. (in press). Models of cognition for students with significant cognitive disabilities: Implications for assessment. *Review of Educational Research*.

# Learner Characteristics Demographic Variables

- Learner Characteristics (all on a continuum of skills):
  - Expressive Language
  - Receptive Language
  - Vision
  - Hearing
  - Motor
  - Engagement
  - Health Issues/Attendance
  - Reading
  - Mathematics
  - Use of an Augmentative Communication System (dichotomous variable)

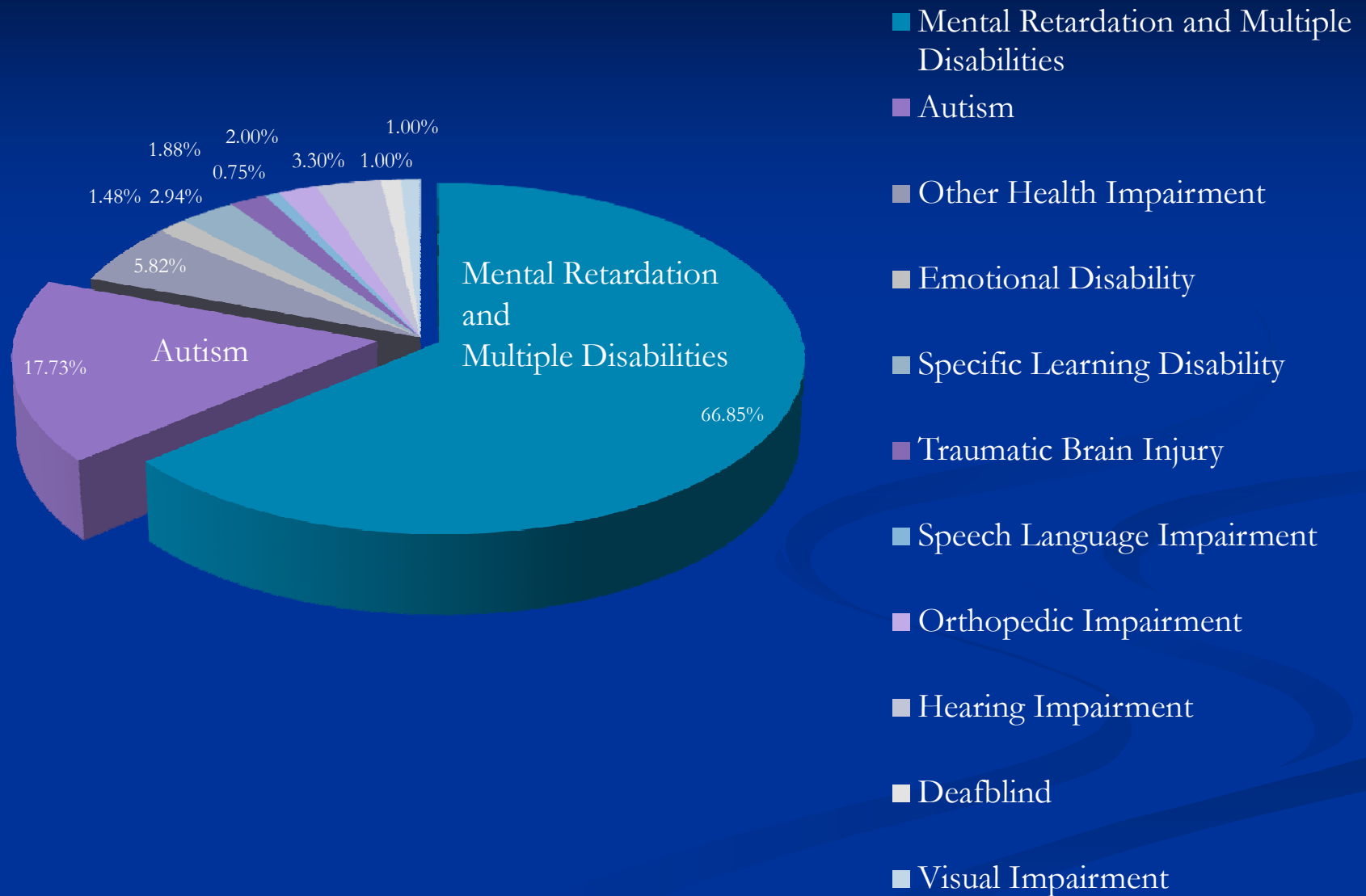
# Methodology

- Seven partner states chose to participate during the 2006-2007 school year.
  - States 1, 2, 3, 4, 5, and 6:
    - gathered data in the administration process for their alternate achievement standards assessment (i.e., bubble sheet, paper/pencil version of the LCI, etc.)
  - State 7:
    - gathered data using Zoomerang, an online survey package.
  - Total N = 12,147 students

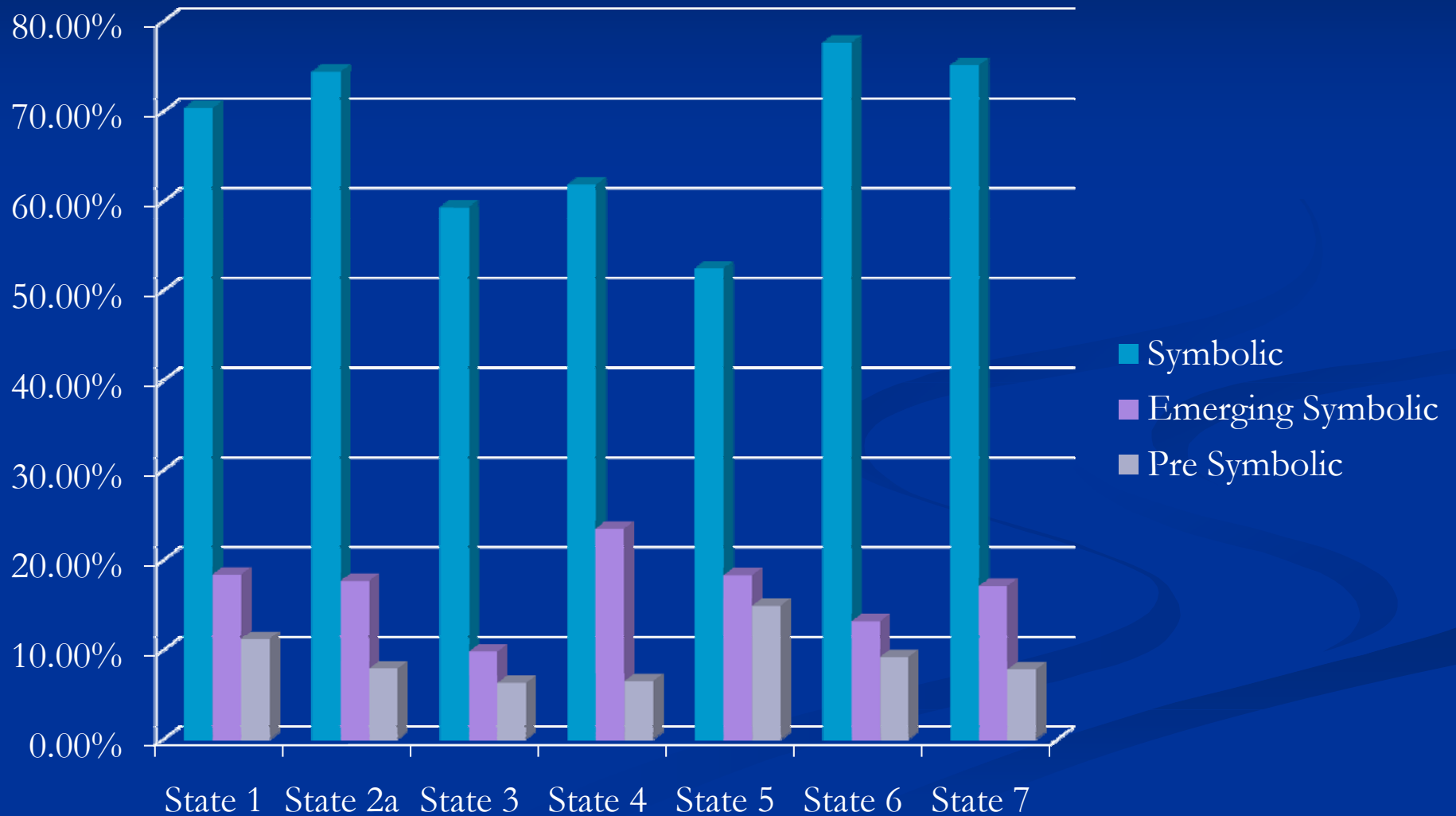
# States & LCI Response Rates

State	Geography	Participation Rate	Sample N	Response Rate
State 1	North East	0.96%	2793	100%
State 2	Mid West	1.17%	2216	100%
State 3	East	1.14%	3595	75%
State 4	North East	0.99%	722	93%
State 5	South East	0.70%	2134	87%
State 6	East	0.76%	468	91%
State 7	West	0.94%	219	47%

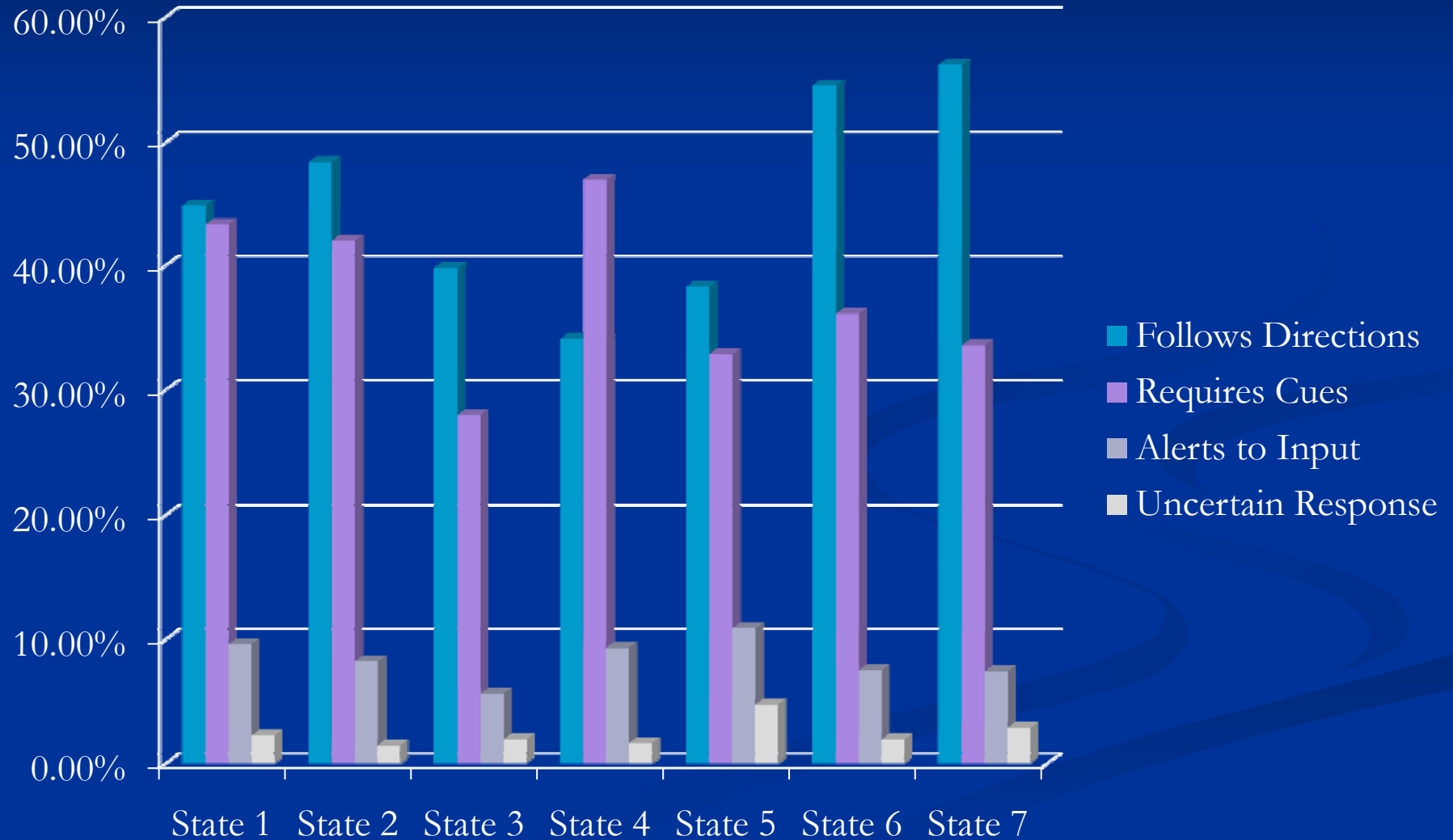
## IDEA Categorical Distributions



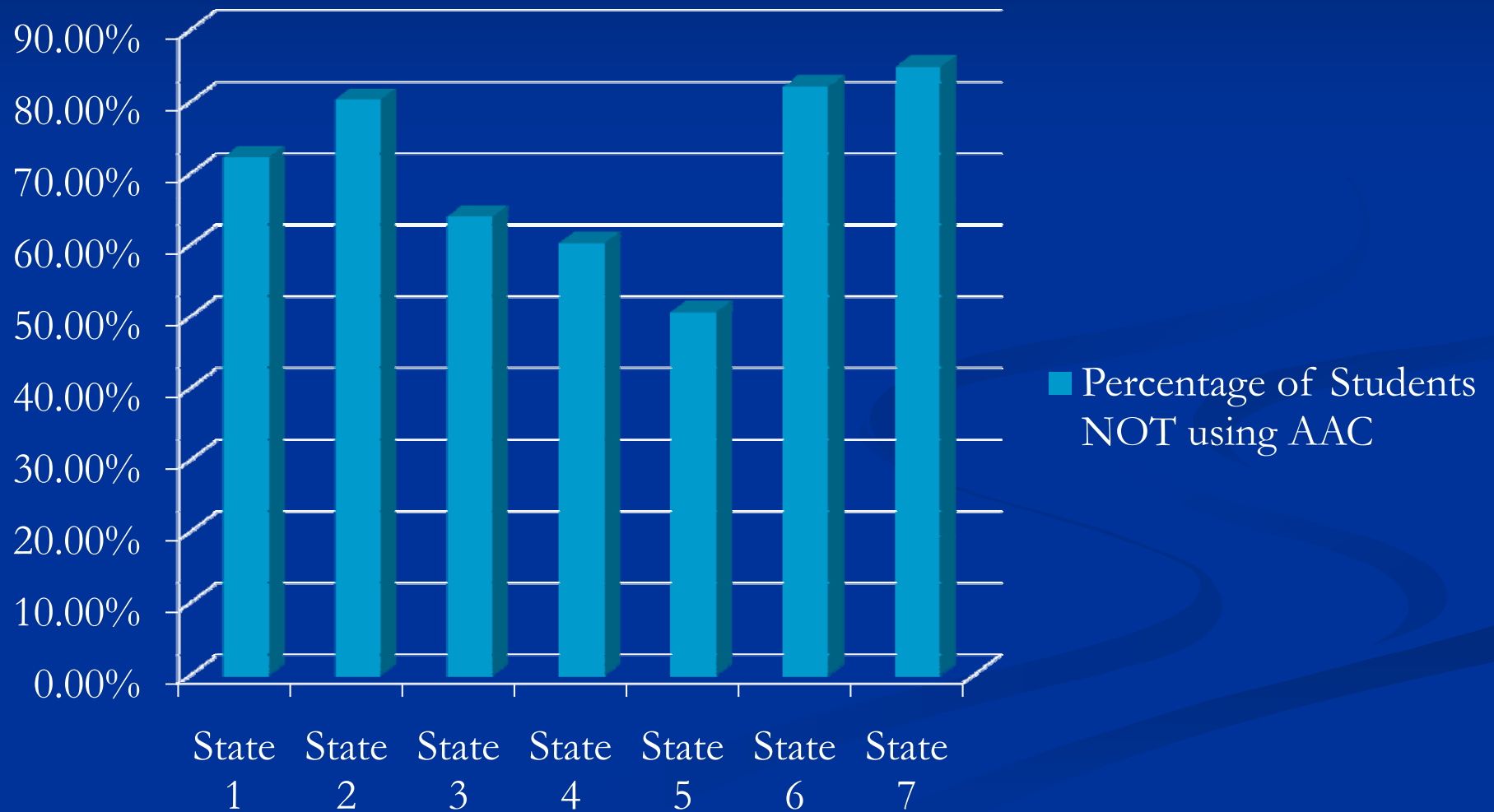
# Expressive Language



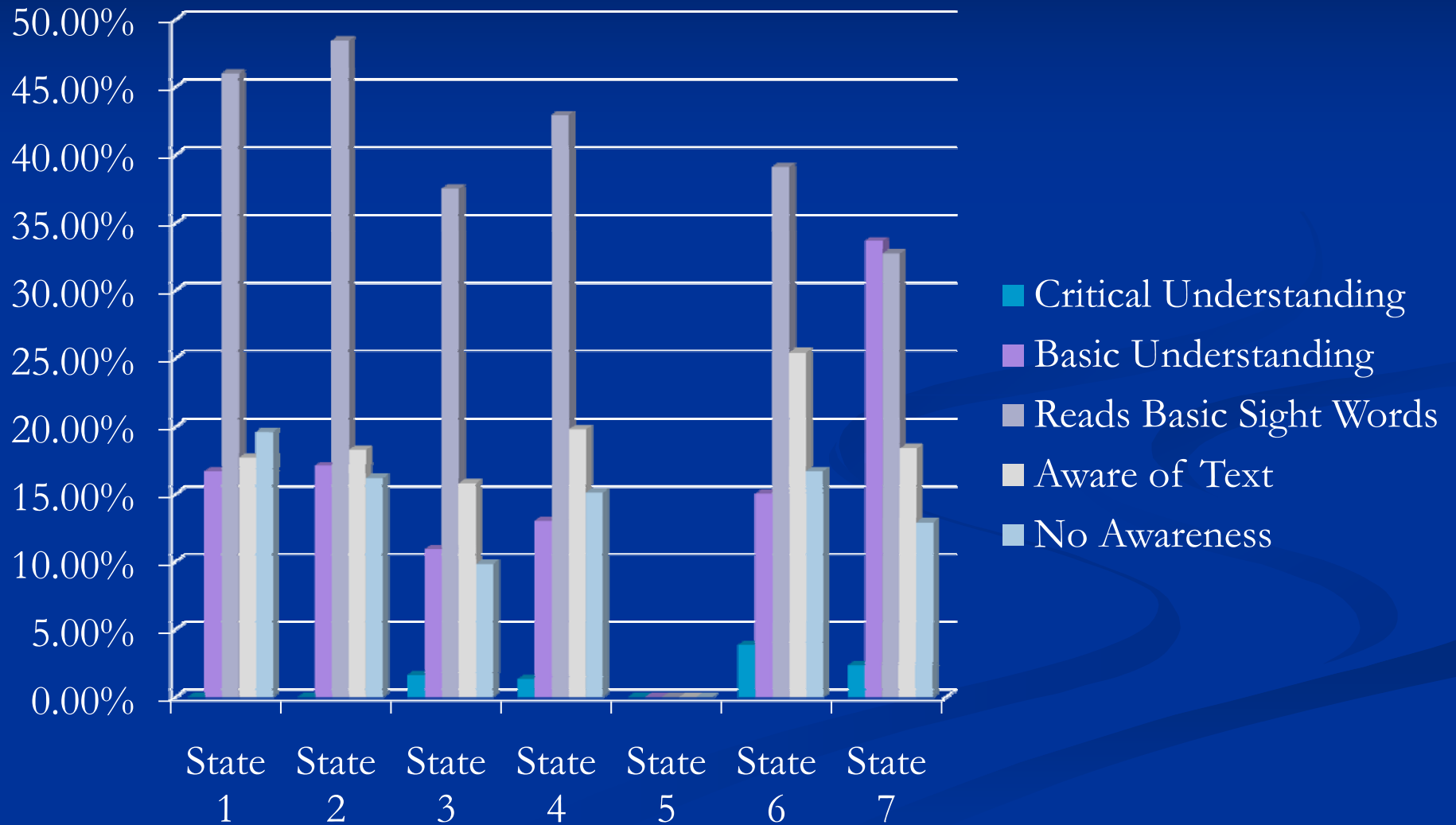
# Receptive Language



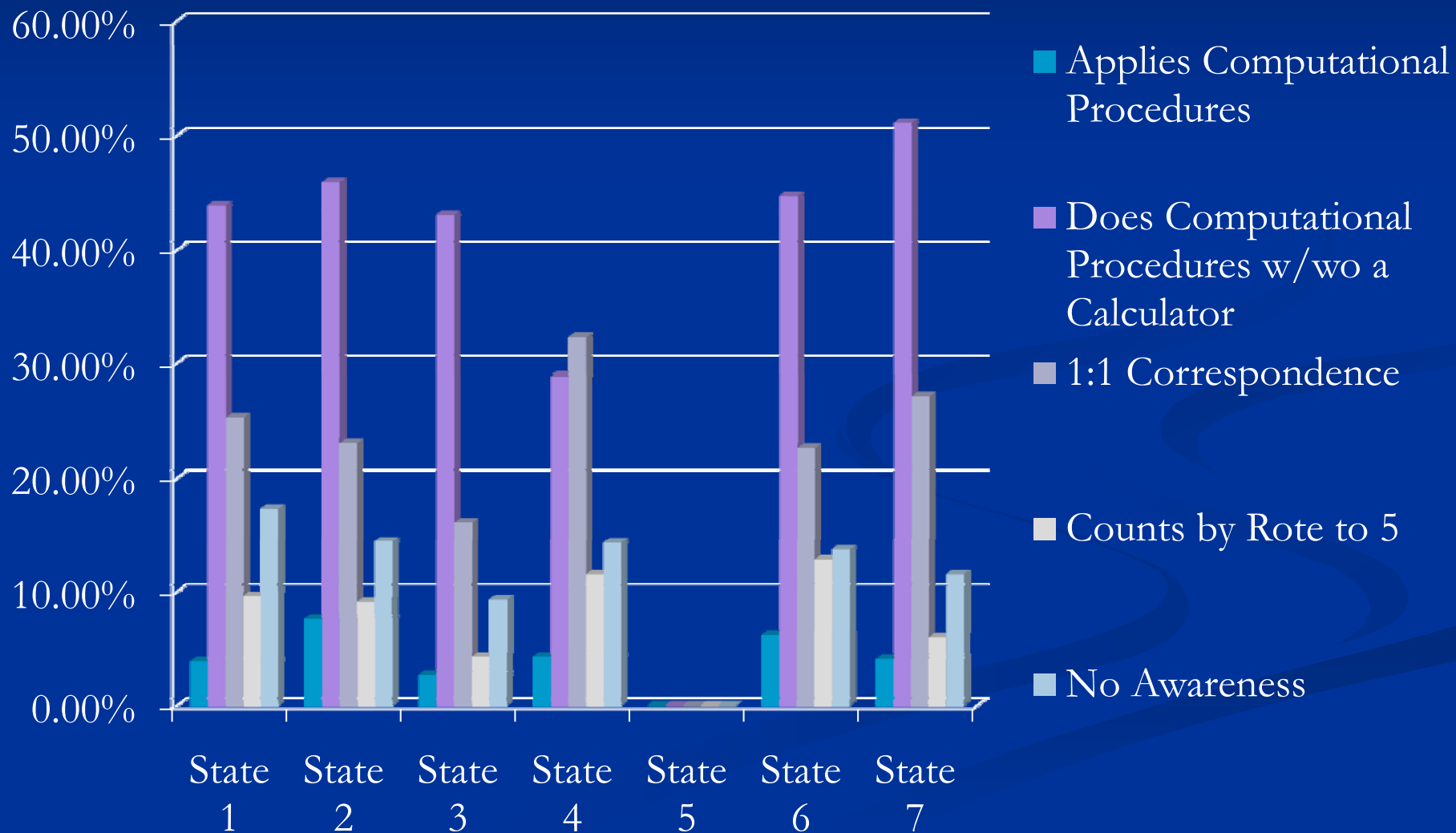
# Use of Augmentative Communication Systems



# Reading

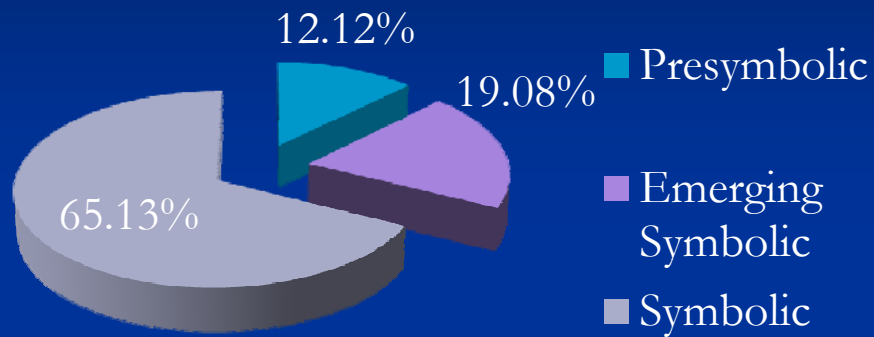


# Mathematics

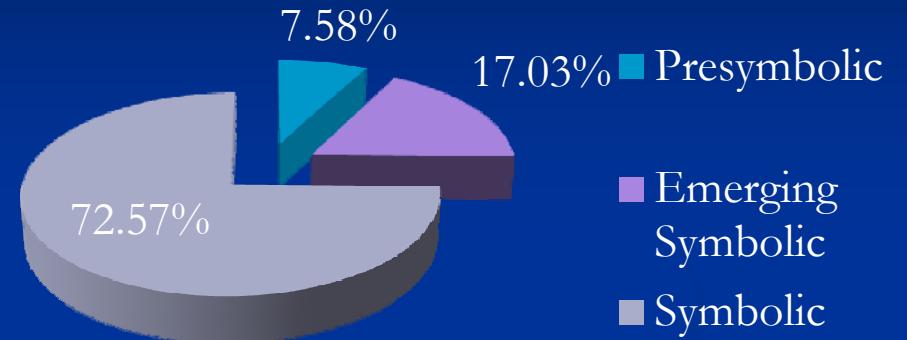


# Expressive Language Across Grade Bands

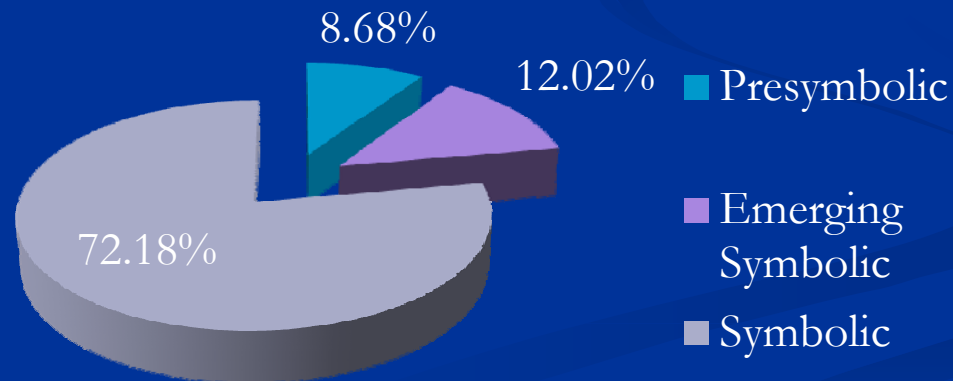
## Elementary School



## Middle School

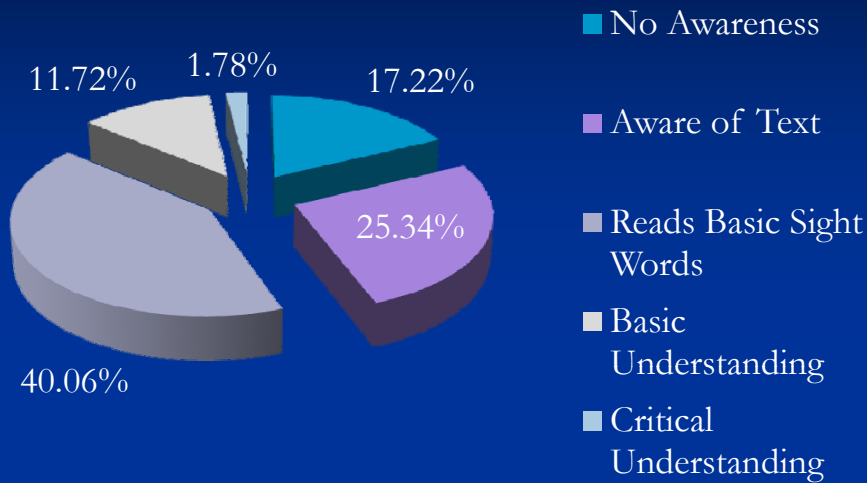


## High

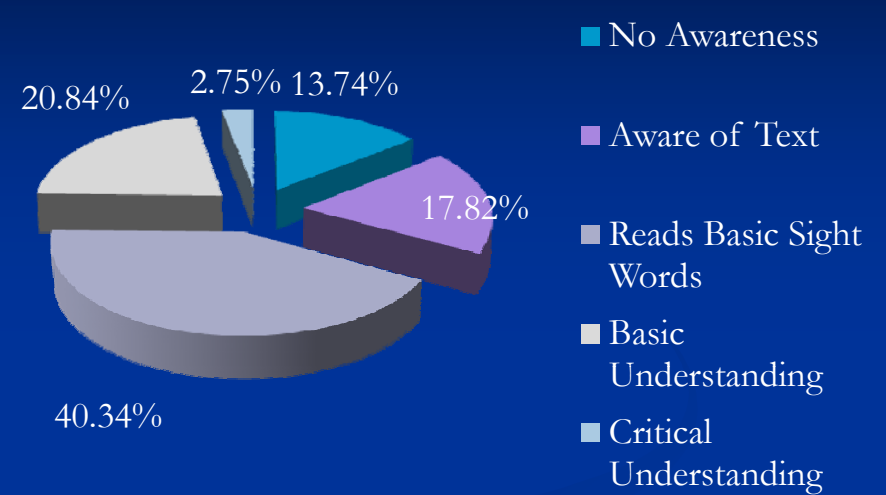


# Reading Across Grade Bands

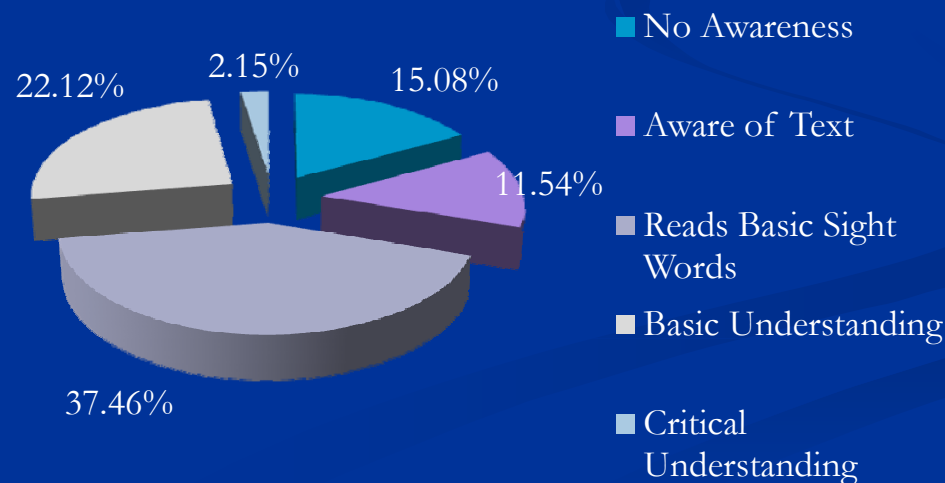
## Elementary School



## Middle School

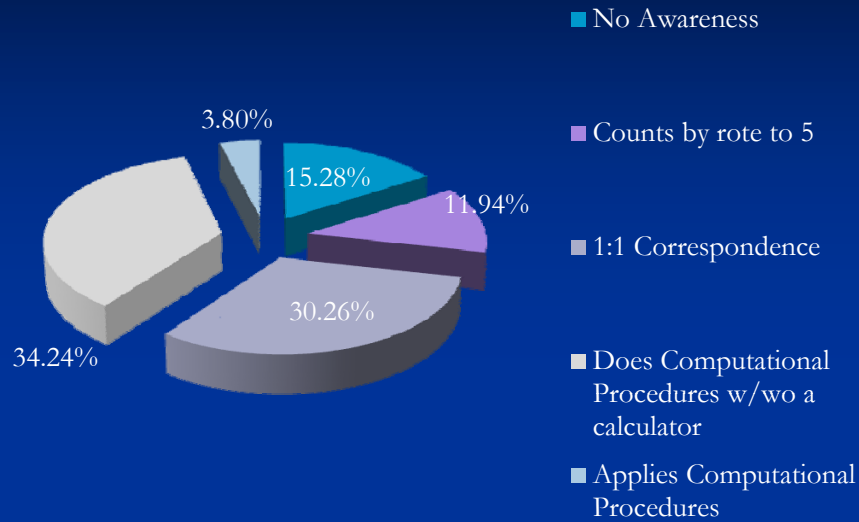


## High School

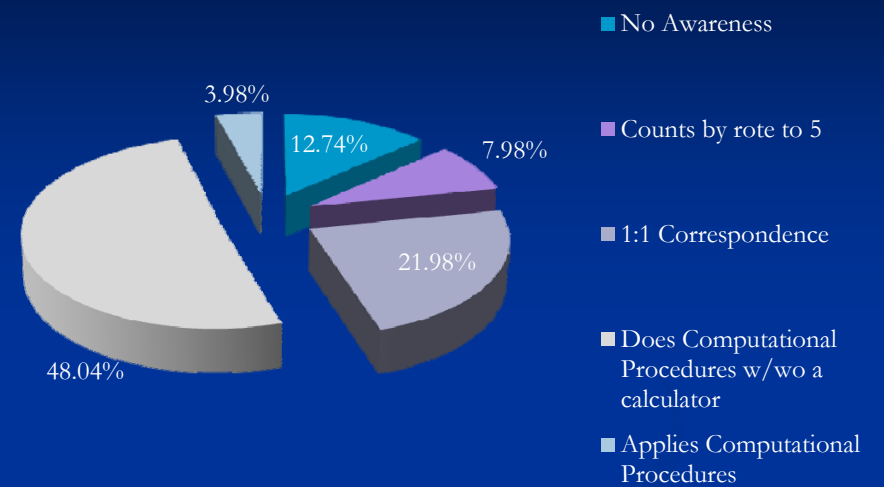


# Mathematics Across Grade Bands

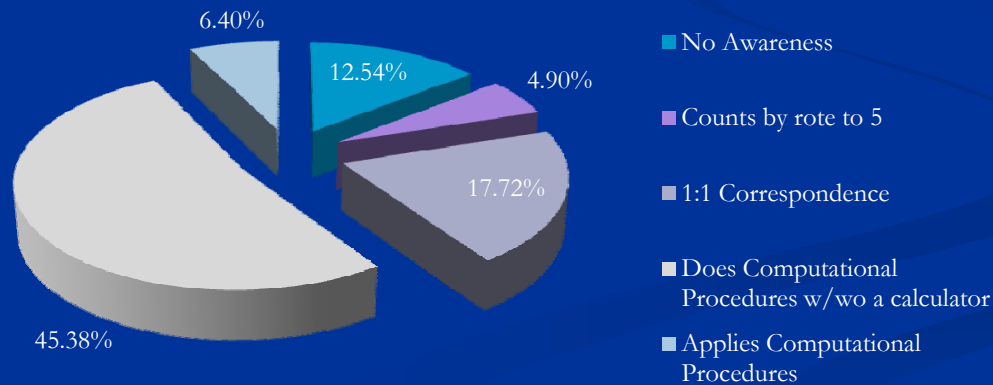
## Elementary



## Middle



## High



# Who are the Kids in Alternate Achievement Standards Assessments?

- Represent ~1% or less of the total assessed population
- All disability categories were represented but primarily 3 emerge,
  - Mental Retardation
  - Multiple Disabilities
  - Autism
- Highly varied levels of expressive/receptive language use
- Most students in the population use symbolic communication
- Level of symbolic language use does not significantly change across grade-bands
- The majority of students who do not use oral speech also do not use AAC
- Most of the population read basic sight words and solve simple math problems with a calculator.
- Changes in skill progression in reading and math across grade bands most likely due to identification of students rather than teaching and learning

# Theory of Learning

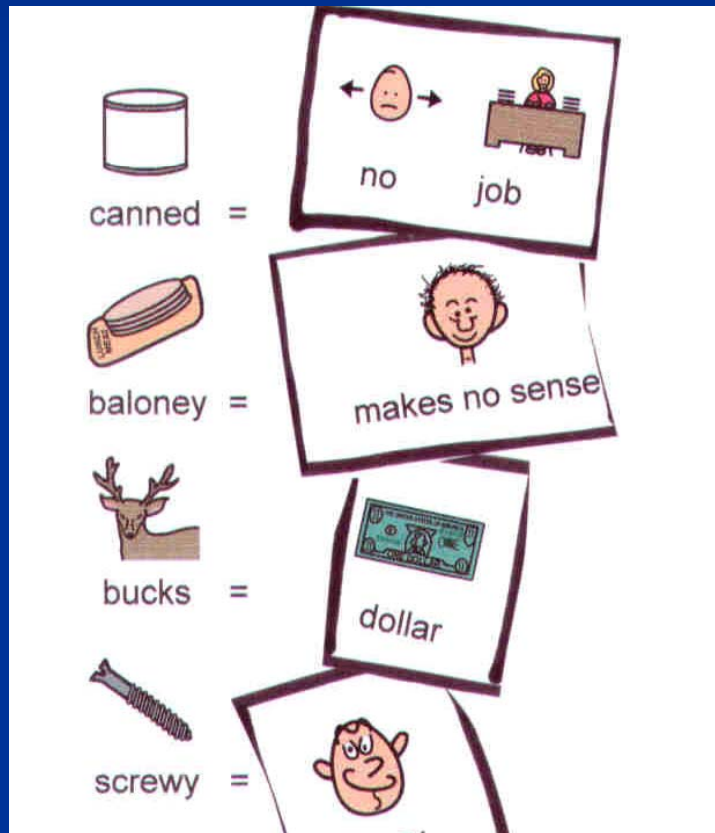
How do we know how they achieve competence in academic domains?

- Confounded by continued use of developmental models and lack of curriculum progression...
- Ecological approaches work best..
  - Identification of the most salient features of concepts and task analysis of skills that are
  - Chronologically age appropriate
  - Approximating peer performance as closely as possible.
  - Attention to cognitive processes beyond recall

# HS Literacy Example Of Mice & Men

Idiomatic Expression

Video - Jordan



# Alternate Achievement Standards Assessments

## ■ References

- Kleinert, H., Browder, D., Towles-Reeves, E. (in press). Models of cognition for students with significant cognitive disabilities: Implications for assessment. *Review of Educational Research*.
- Marion, S., & Pellegrino, J. (2006). A validity framework for evaluating the technical quality of alternate assessments. *Educational Measurement: Issues and Practices*, 25(4), 47-57.

## ■ Additional Resource

- Towles-Reeves, E., Kearns, J., Kleinert, H., & Kleinert, J. (2008, May 12). An analysis of the learning characteristics of students taking alternate assessments based on alternate achievement standards. *Journal of Special Education*. Retrieved June 2, 2008, from <http://sed.sagepub.com/cgi/rapidpdf/0022466907313451v1>.

# Contact Information

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