Links for Academic Learning: The UNC Charlotte Alignment Method for AA-AAS

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OSEP Subcontract of NAAC

- Based on UNCC partnership in National Alternate Assessment Center www.naacpartners.org (#H324U040001) at UKY.
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UNCC Alignment Methodology

- The opinions we express do not necessarily reflect the position or policy of the Department of Education, and no official endorsement should be inferred.

Overview of Presentation

- Alignment Review of Literature
- Results of Alignment Studies of AA-AAS
- Conceptual Model
- Measurement of Alignment
- We invite you to provide feedback on
  - Criteria for “linking”
  - And the measures

What is Alignment?

- …the degree of agreement, overlap, or intersection between standards, instruction, and assessments.

Complex Alignment Methods

- La Marca et al. (2000) reviewed and synthesized conceptualizations of alignment and methods for analyzing the alignment between standards and assessment.

(Based on the work of Norman Webb)

Alignment—5 Dimensions

- **Content match**, or the correspondence of topics and ideas in the standards and the assessment,
- **Depth match**, or level of cognitive complexity required to demonstrate knowledge and transfer it to different contexts,
- **Relative emphasis** on certain types of knowledge tasks in the standards and the assessment system,
- Match between the assessment and standards in terms of **performance expectations**, and
- **Accessibility** of the assessment and standards, so both are challenging for all students yet also fair to students at all achievement levels.

Alignment Literature Review

- Literature search
  - 28 terms used (e.g., alignment, sequential development)
  - Electronic and print sources (reference list)
  - Prominent authors (e.g., Porter, Webb, Rothman, Smithson, and many others)
  - Model names (e.g., Surveys of Enacted Curriculum, Achieve, Webb, and others)

Karvonen, M., Wakeman, S., & Flowers, C. (2006, April). Alignment of Standards, Large-scale Assessments, and Curriculum: A Review of the Methodological and Empirical Literature. AERA Presentation.

Review of Findings of Search

- First round -- applied the inclusion criteria liberally
- Initial coding
  - 1. educational components being aligned
  - 2. type of document (journal, report, etc.)
  - 3. purpose or focus of document (six groups)
- Interrater reliability
  - Two reviewers coded 80 documents (41%)
  - Between 88% to 100%.

Secondary Coding

- Content area (e.g., math, English, science)
- Grade level
- Types of standards, assessment, & instructional indictors
- Alignment methodology used

Results

- 195 resources
  - Reports (47%)
  - Journal articles (21%)
  - Presentations (14%)
  - Others (e.g., books) (18%)
- Publication Dates
  - 2001-2005 (76%)
  - Earliest publication – 1984-1990 (4%)

Type of Resources

- Empirical findings (33%)
- Conceptual (14%)
- Methodological (9%)
- Policy emphasis (5%)

Alignment Models

- Levels of complexity (Bhola et al., 2003)
  - Low complexity (match between standards and items)
  - Moderate and high complexity model (statistical)
    - Achieve (Resnick, Rothman, Slattery, & Vranek, 2003)
    - Surveys of Enacted Curriculum (SEC) (Porter, 2002)
    - Webb (1997, 1999)

Achieve (18%)

- Alignment between standards & assessment
  - Content centrality (quality of match)
  - Performance centrality (quality of match)
  - Source of challenge (fairness)
  - Balance & range

Surveys of Enacted Curriculum (7%)

- Alignment of standards, assessments, and instruction
  - Produce two-dimensional matrices (content X cognitive demand) for educational components
  - Compare matrices to examine similarities and differences

Webb (31%)

- Alignment of standards and assessment items
  - Categorical concurrence
  - Depth of knowledge
  - Range-of-knowledge
  - Balance of representation
  - Source of challenge

Alignment of Empirical Literature

- Majority of alignment studies focused on the alignment of standards and assessment items (72%)

- Only 12% aligned standards, assessment items and instruction

Alignment by Content

- Math (75%)
- English (63%)
- Science (19%)
- Social Studies (9%)

*Note: Some reports contained more than one content area.

Discussion

- Focus on alignment between standards & assessments
- Lack of focus on instruction
- Alignment at stages of assessment's maturity

Concerns from Review of Literature

- Alignment of nontraditional assessments (e.g., performance, portfolios, etc.)
- Aggregating alignment data (changing standards)
- Validation of criteria
- Evidence of impact on student learning

Alignment Research

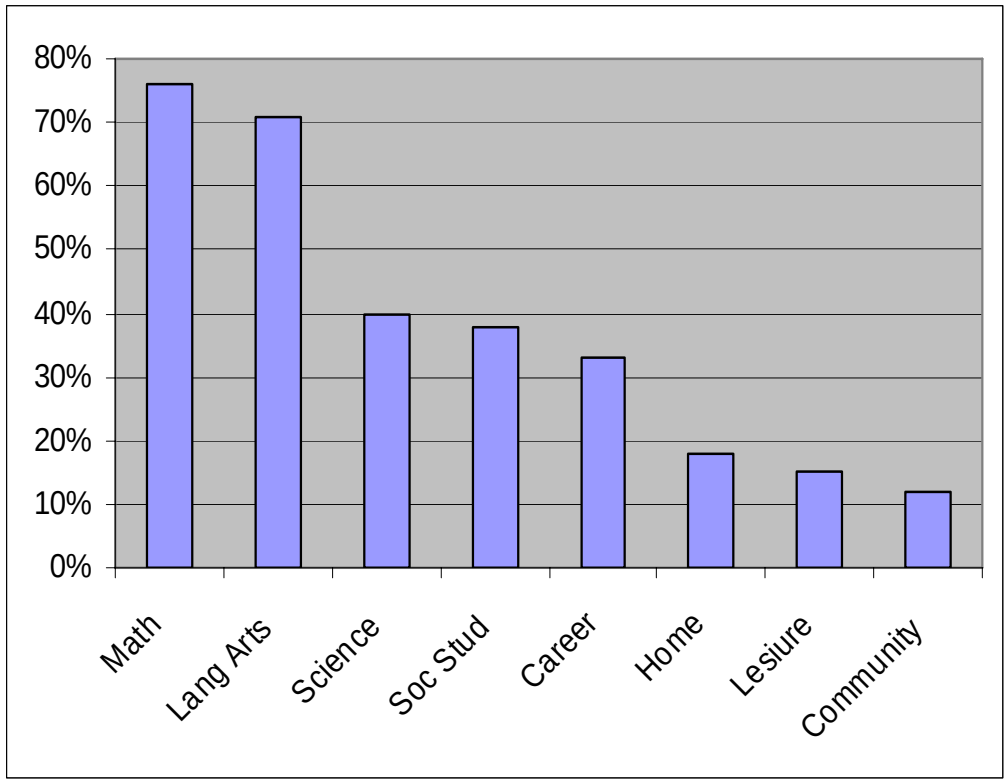
What curricular domains are present in states' alternate assessments?

- Method
  - Obtained alternate assessment information and materials from 41 states in 2001
  - Used 31 states' materials that included information on "performance indicators" (assessment items; sample tasks for standards; extended standards)
  - Coded information to find patterns

- Reference
  - Browder, D., Ahlgrim-Delzell, L., Flowers, C., Karvonen, M. Spooner, F., & Algozzine, R. (2005). How states define alternate assessments. *Research and Policy in Developmental Disabilities, 15 (4).*

FINDINGS

Prior to NCLB, most states' alternate assessments included academic domains



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Alignment Research
Do the performance indicators in states' AA align with reading and math standards?

- Method
  - Selected a representative sample of performance indicators from each of the 31 states
  - Reviewed by researchers in reading and math education (general education)

- Reference
  - Browder, D., Flowers, C., Ahlgrim-Delzell, L. Karvonen, M. Spooner, F. , & Algozzine, R. (2004). The alignment of alternate assessment content to academic and functional curricula. *Journal of Special Education, 37,* 211-224.

Findings

Mixed: Some states had strong alignment to academic content; some weak alignment

- Examples from strongly aligned states
  - Math
    - Compare volumes of more and less
    - Use strategies such as counting, measuring, to determine possible outcomes in problem solving
  - Reading
    - Answer questions related to story
    - Identify pattern in familiar story
- Examples from weakly aligned states
  - Math
    - Replace rollers in beauty parlor
    - Measure growth of fingernails
  - Reading
    - Show anticipation on roller coaster
    - Attend to visual stimuli

Alignment Research

What type of curriculum is reflected in states' alternate assessments?

- Method
  - Content analysis
  - 31 states from 2001
  - States with clear alignment to academic content compared with states with weak alignment to determine curricular focus

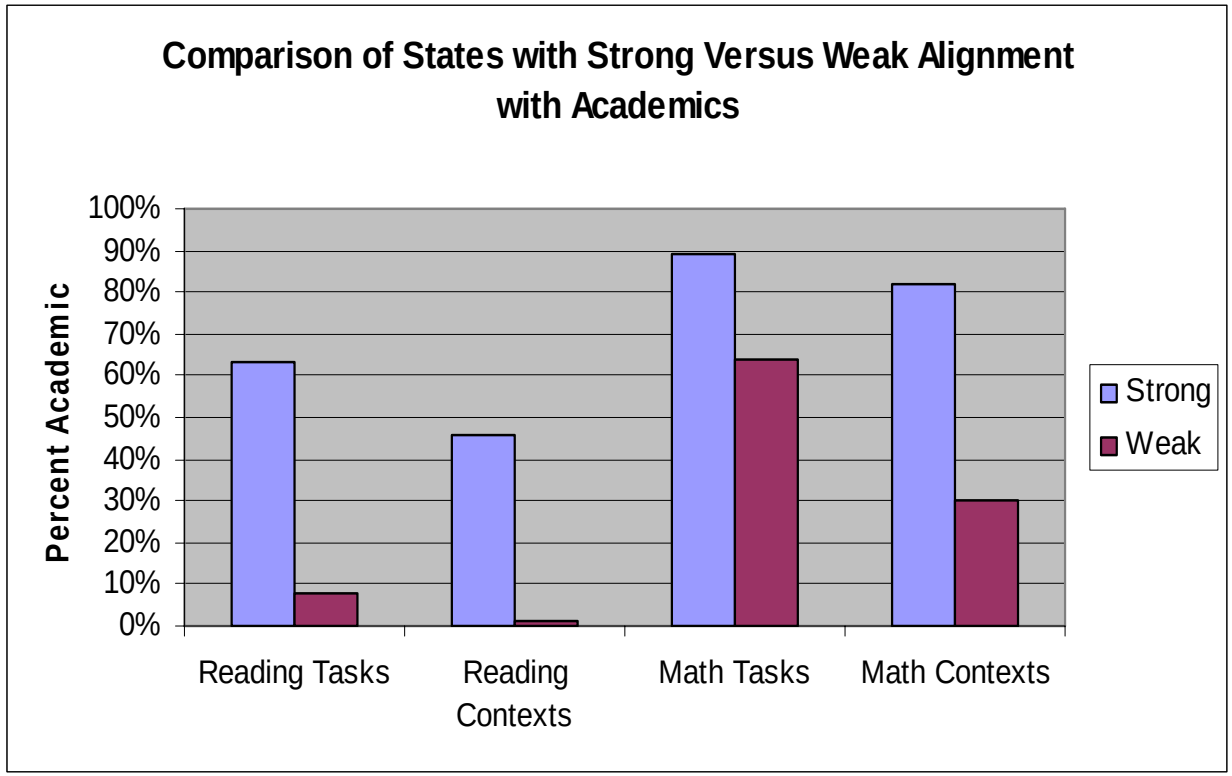
- Reference
  - Browder, D., Spooner, F., Ahlgrim-Delzell, L., Flowers, C., Karvonen, M., & Algozzine, R. (2004). A content analysis of curricular philosophies in states' alternate assessment performance indicators. *Research and Practice in Severe Disabilities, 28,* 165-181.

Frequency of Each Philosophy

- Across all 6 states for TASK
  - 54% academic
  - 18% functional
  - 11% social
  - 4% early childhood
- Across all 6 states for CONTEXTS
  - 63% functional
  - 25% academic
  - 9% social
  - 1% early childhood

Findings

States with clear alignment used more academic tasks and contexts



Alignment Research using Complex *Method:To what extent do alternate assessments align with grade level content standards?*

- Method
  - Obtained sample alternate assessments from three states with strong links to academic content
  - Applied criteria for alignment developed by Norman Webb for general education assessments
  - Reviewed using each state's grade level content standards (reviewed one grade per state)

- Reference
  - Flowers, C. Browder, D., & Ahlgrim-Delzell, L. (In press). An analysis of three states' alignment between language arts and mathematics standards and alternate assessments. *Exceptional Children.*

Findings
Strong match with grade level standards, but selective use of standards

- Overall alignment strong
  - 78-94% of alternate assessment items in three states could be directly linked with one of their grade level academic content standards for reading & math
- Less breadth and depth than recommended for general education assessments
  - Fewer objectives sampled; fewer items per standard; less balance across objectives than recommended for general education
  - Depth of knowledge at all levels, but skewed to more basic levels of knowledge

Research Conclusions

- Most states are focused on aligning their alternate assessments with academic content standards
- Some of these alternate assessments have clear alignment with academic content; others weak alignment
- Even states with strong alignment with grade level content standards face challenges in determining breadth and depth of the state standards to sample

UNCC Alignment Methodology

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- Informed consent + survey
  - Include state name on survey

Conceptual Model

- Definition
- Seven Criteria for “Linking”

- From:
  - Browder, D.M., Wakeman, S.Y., Flowers, C.P., Rickelman, R.J., & Pugalee, D. (In press). Creating access to the general curriculum with links to grade level content for students with significant cognitive disabilities: An explication of the concept. *Journal of Special Education.*

Alternate Assessment based on Alternate Achievement Standards

- Alternate achievement standards for students with significant cognitive disabilities
  - Aligned with state's academic content standards
  - Promote access to the general curriculum
  - Reflect highest achievement standards possible
    - USDOE, Federal Register, December 9, 2003

Alternate Assessments

- “should be clearly related to grade-level content, although it may be restricted in scope or complexity or take the form of introductory or prerequisite skills”
  - USDOE, Nonregulatory Guidance, August 12, 2005.

Our Proposed Definition

- **Definition of the Concept: Linking to Grade Level Content with Alternate Achievement**
  - To be linked to grade level standards, the target for achievement must be academic content (e.g., reading, math, science) that is referenced to the student's assigned grade based on chronological age.

Our Proposed Definition (cont)

- Functional activities and materials may be used to promote understanding, but the target skills for student achievement are academically-focused.
- Some prioritization of the content will occur in setting this expectation, but it should reflect the major domains of the curricular area (e.g., strands of math) and have fidelity with this content and how it is typically taught in general education.

Our Proposed Definition (cont)

- The alternate expectation for achievement may focus on prerequisite skills or some partial attainment of the grade level, but students should still have the opportunity to meet high expectations, to demonstrate a range of depth of knowledge, to achieve within their symbolic level, and to show growth across grade levels or grade bands.

Criterion 1: The Content is Academic

- Source: USDOE, 2005, p. 17
  - Functional life goals are not appropriate achievement measures for AYP purposes
- *Although most alignment methodologies begin with assumption the focus is on academic content, this cannot be assumed in alternate assessment due to the historical context for curricular priorities for this population.*
- What we consider- whether alternate assessment, any extended standards, classroom instruction/ professional development focus on academic content

Criterion 1 asks: "*Is it Academic?*"

- Can it be located within one of the domains of the major content areas for LA, math, science as defined by national content experts?
  - National Council of Teachers of Mathematics
  - Strands of Science from National Science Foundation
  - National Council for Teachers of English
    - Also National Reading Panel components of reading
- How much emphasis in each domain?

Professional Development Implication

- ✓ Know the state standards
- ✓ Understand the major strands of math, science, language arts/ reading
- ✓ Can plan using special education/ general education collaboration
- ✓ Can write a standards-based IEP
- ✓ Can plan balance between new academic content with ongoing priority functional skills

Criterion 2:
The student's assigned grade level is the point of reference

- Source- USDOE, 2005, p. 26
  - AA should be "clearly related to grade-level content, although it may be restricted in scope or complexity or take the form of introductory or prerequisite skills"
- *Although alignment studies of general assessment can focus on assessments by grade level, how "grade level" links are established in AA needs to be tracked due to historical practice of ungraded classes*
- What we consider-alignment with grade level/ grade band content

Criterion 2 asks:
"*Is it from the grade level/band?*"

- Pinpoint the state's academic content standards for each grade level/band
- Determine if the "extensions" link to these standards
  - Judgments by academic content experts
- And then if AA link to the "extensions"
  - If no extensions, from state standard to AA

Professional Development: Grade level/band Specific Planning

- Middle School (Grades 6-8)
- Literature of Focus: The *Cay by Theodore Taylor*
  - Here's what typical 6-8th graders do:
    - Read chapter book
    - make diagram (e.g., fishbone) of story events describing cause and effect with evidence.
    - identify facts and opinions related to the characters
    - write a narrative comparing Phillip's quality of life before and after the boat accident using evidence from the text.

Criterion 3-The Achievement Level Differs from Grade Level

- USDOE, 2005, p. 16; 26-27
  - Alternate achievement expectations may reflect an expectation for learning a narrower range of content and content that is less complex while still challenging; may be prerequisite skills or those learned at earlier grade levels
- *The concept that students may learn some grade level content without grade level achievement is new for many educators*
- What we consider- DOK, balance, etc (Webb's criteria) expecting difference from general assessments alignment

Criterion 3 asks:
"*Is the achievement expectation different from grade level achievement?*"

- For example,
  - If depth of knowledge matches state standard overall, we assume that is grade level achievement.
  - Looking for full range of depth of knowledge but probably skewed towards lower levels for AA-AAS.
- If range, balance is different from state standards, is the narrowing intentional?
  - Are teachers given guidance on the narrowing?
  - Do teachers' priorities correspond with the same narrowing?

Professional Development Implication: Being able to adapt achievement level from grade level

- Examples of Alternate Achievement for *The Cay*
  - Students hear chapter summaries read and participate using pictures, repeated story lines, and controlled vocabulary.
  - Students select pictures for fishbone diagram after hearing story.
  - Students use pictures to answer simple yes/no questions about characters in the story (e.g., Was Phillip a boy?)
  - Students compare events from their own life to events in Phillip's life in the story using a yes/no chart, and a Venn diagram.

Criterion 4- Differentiation in achievement across grade levels/bands

- Source- USDOE, 2005, p. 21
  - Achievement may focus on grade bands or grade levels
- *Defining outcomes for growth across grades is typical for academic content, but different than the "catalog" approach often used in functional life skills curricula*
- What we consider- how grade band/level distinctions are made; or whether expectations for growth across grades is evident in other ways

Criterion 4 asks: “ Is there any difference in what is expected in lower vs upper grades?”

- E.g., Extended standards showing different expectations in middle vs. elementary school
- E.g., If one performance assessment used across grades, able to show differential performance at upper vs lower grades?

Professional Development Implication: Longitudinal Curricular Planning

- Elementary
  - Children's picture books provide support for comprehension
  - Stories have simpler themes and story lines
  - Answers can more often be found on the page (matching)
- Middle School
  - Chapter books; student follows along in own book
  - Books may have picture symbol supports; objects may still be used to support comprehension
  - Themes are more mature
  - More content from which to glean answer

Additional Criteria

- Criteria 1-4
  - We studied USDOE Nonregulatory Guidance, August, 2005
- Criteria 5-7
  - Based on unique characteristics of this population

Criteria 5- Promoting access to grade level activities, materials, contexts

- Source-concept of age appropriate partial participation extended to grade appropriate alternate achievement
- *The difference between young student and older student with SCD is in the application of early academic skills to be age and grade appropriate*
- What we consider- overall extent to which access to general curriculum is promoted (e.g., whether materials, tasks are age/grade appropriate; do they include adaptations of grade level activities/ materials; does training include examples of use in inclusive settings)

Criterion 5 asks, "*Does the AA system promote teaching in/for general education?*"

- Assessment tasks adapted from grade?
  - e.g., using adapted passage from grade appropriate textbook, using similar science activity
  - Or are the tasks grade neutral, at least?
    - Vs. early childhood tasks, materials
- Any consideration of inclusion?
- Professional development materials use examples from grade level materials?

Criteria 6- Content centrality and when possible, performance centrality

- Sources- Achieve model of alignment; NAAC resources on “Is it plumb?/ is it square?”/ categories of knowledge
- *One of the most difficult challenges is selecting tasks for assessment and instruction that have fidelity with the original state standard*
- What we consider- content centrality; performance centrality; teacher training in near/ far alignment

Criterion 6 asks, "*Is it plumb? Is it square?*"

- Alternate assessment items
  - Match on content
    - Doable since professional typically presents the content
      - E.g., if the standard addresses fiction, are the materials fiction vs. survival words
  - Match on performance
    - Requires more creativity; more difficult for students with more significant disabilities
      - E.g., if standard says "evaluate" does the task have the student evaluate or simply identify

Professional Development: Planning the Closest Link

- State Standard:
  - **Student will identify, analyze, and apply knowledge of the structure and elements of fiction**
- Content
  - Structure and elements of fiction
- Performance
  - Identify, analyze, and apply knowledge of

- *Camilla will use her AAC to greet peers in English class*
  - Content? No
  - Performance? No
- *Camilla will choose a fictional story*
  - Content? Yes?
  - Performance? Some
- *Camilla will use pictures to identify components of a fictional story*
  - Content? Yes?
  - Performance? Stronger link

Additional Point: We think…

- Content centrality is goal for all interpretations of standards and all AA items
- Performance centrality is “ideal” but may not always possible as depth of knowledge is lowered for alternate achievement

Criteria 7- Multiple levels of access to general curriculum

- Source- Symbolic levels described in communication research; our own work on accessing curriculum by student's symbolic level; DOE regulations permit multiple alternate achievement standards (December 9, 2003)
- *Some students with significant disabilities rely on nonsymbolic communication or may have limited intentionality in communication; consideration needs to be given to expectations for these students*
- What we consider- symbolic level of tasks in alternate assessment and examples given in training materials

Criteria 7 Asks, “Is the AA System inclusive of students who do not yet use symbols?”

- Three levels we consider
  - Abstract symbolic level
  - Concrete symbolic level
  - Presymbolic level

Research on Symbolic Levels

- Browder, D., Wakeman, S., & Flowers, C. (2006). *Level of symbolic communication classification for students with significant cognitive disabilities*. Manuscript submitted for publication.

Method- Participants

- A purposeful sample of 95 teachers
- Teachers of students with a variety of disabilities (severe/profound, autistic, trainable mental disabilities, etc.) were identified and invited to participate.
- All participants had to teach students who participated in an alternate assessment based on alternate achievement standards within the past year.

Symbolic Levels

- **Awareness**: May communicate by crying, vocalizing; communication may be difficult to interpret; no clear cause and effect
- **Pre-symbolic**: Communicates with gestures, eye gaze, purposeful moving to object, sounds; communication is purposeful (e.g., holds up cup for drink)
- **Early Symbolic (Concrete)**: Beginning to use pictures or other symbols to communicate within a limited vocabulary; primarily concrete symbols (e.g., eat, drink, outside, play, more)
- **Symbolic (Abstract)**: Uses vocabulary of signs, pictures, words to communicate. Recognizes some sight words, numbers, etc. Some symbols are abstract (e.g., yesterday, happy, 9:00)

Figure 1. Means for the 10 academic tasks by teachers' ratings based on four levels of symbolic communication.

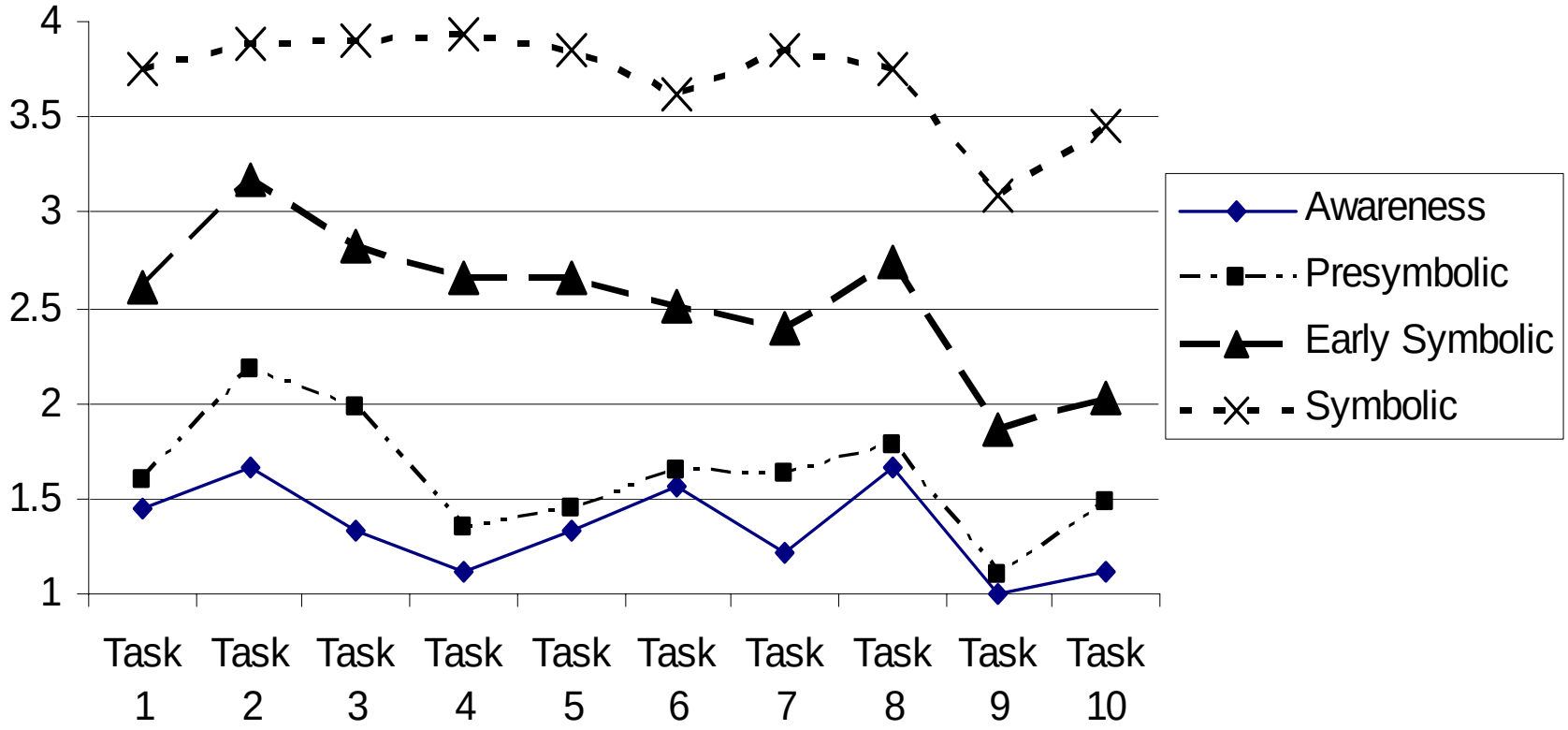

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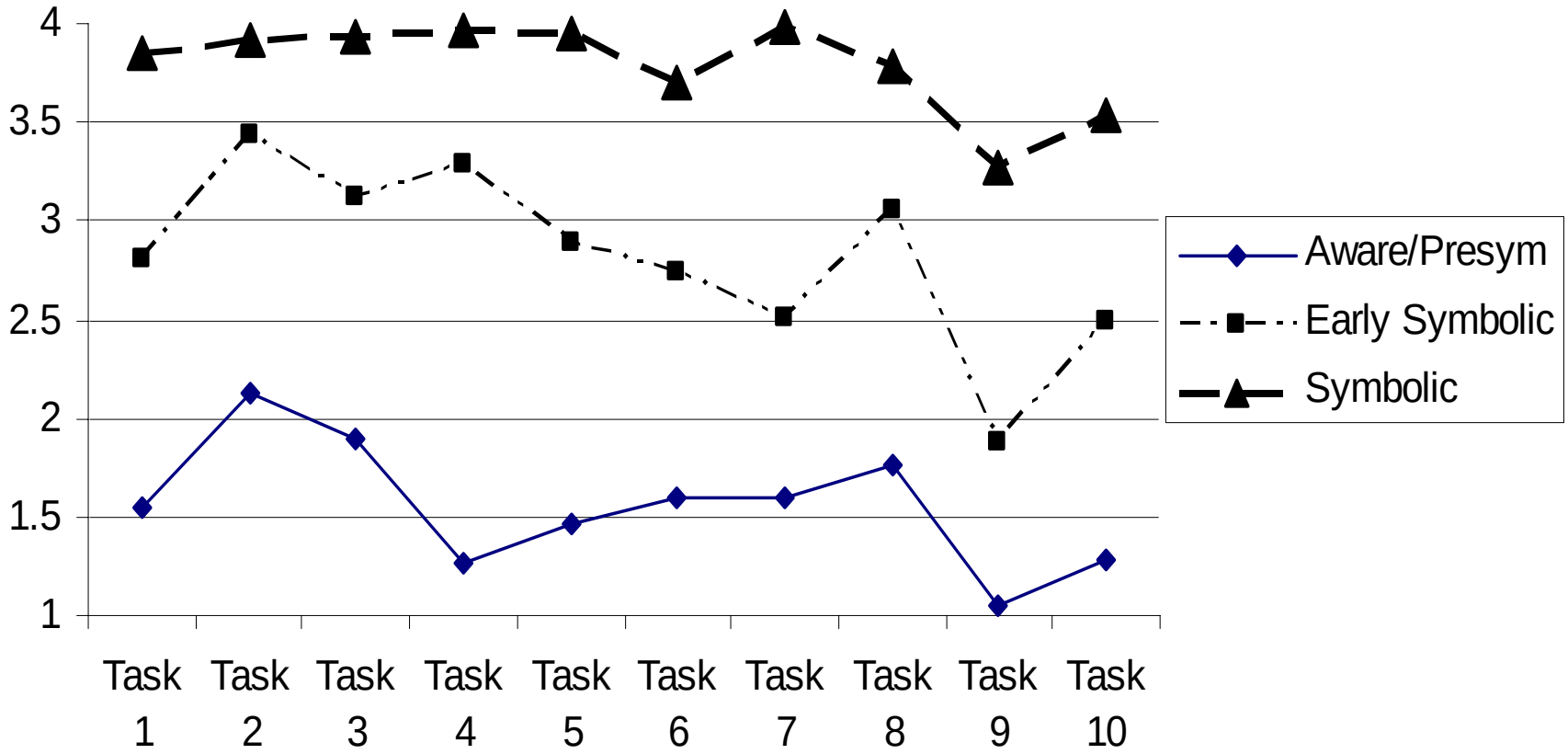
Figure 2. Means for the 10 academic tasks by teachers' ratings based on the three clusters solution.



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Discussion

- The symbolic (abstract), early symbolic (concrete), and two lower levels (pre-symbolic/awareness) formed clear differences as clusters.
- 92% teachers were able to classify their students by symbolic level
- Support was found that this population can be classified by symbolic level for purposes of academic planning

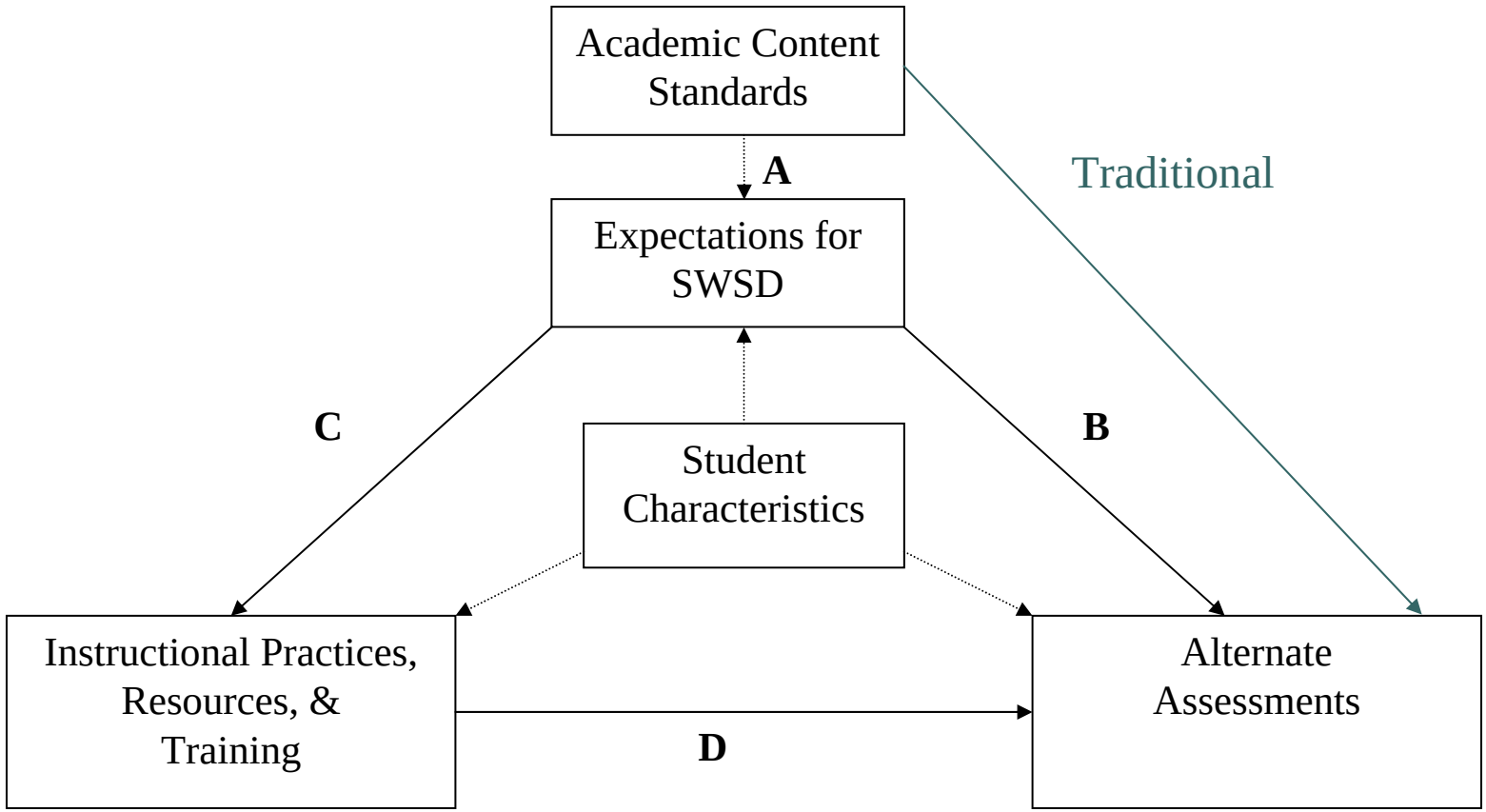
Brief Summary of 7 Criteria

- 1. Content is academic
- 2. Referenced to student's grade level
- 3. Achievement differs from grade level achievement
- 4. Some differentiation in achievement across grades/ grade bands
- 5. Promotes access to activities, materials, settings of general education
- 6. Content and performance centrality
- 7. Multiple levels of access to general curriculum (across symbolic levels)

Links for Academic Learning

- Measurement used in UNCC alignment methodology
- Flowers, C., Karvonen, M., Browder, D., & Wakeman, S. (2006). *Links for academic learning (LAL): A methodology for investigating alignment of alternate assessments based on alternate achievement standards*. Manuscript submitted for publication.

Educational Components of Alignment



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Criteria 1: The Content is Academic

- Content experts rate “extended” standards and AA items/tasks academic or non-academic.
  - Exclude non-academic standards from the remaining alignment procedures.
  - Report what extended standards were not academic and reason.

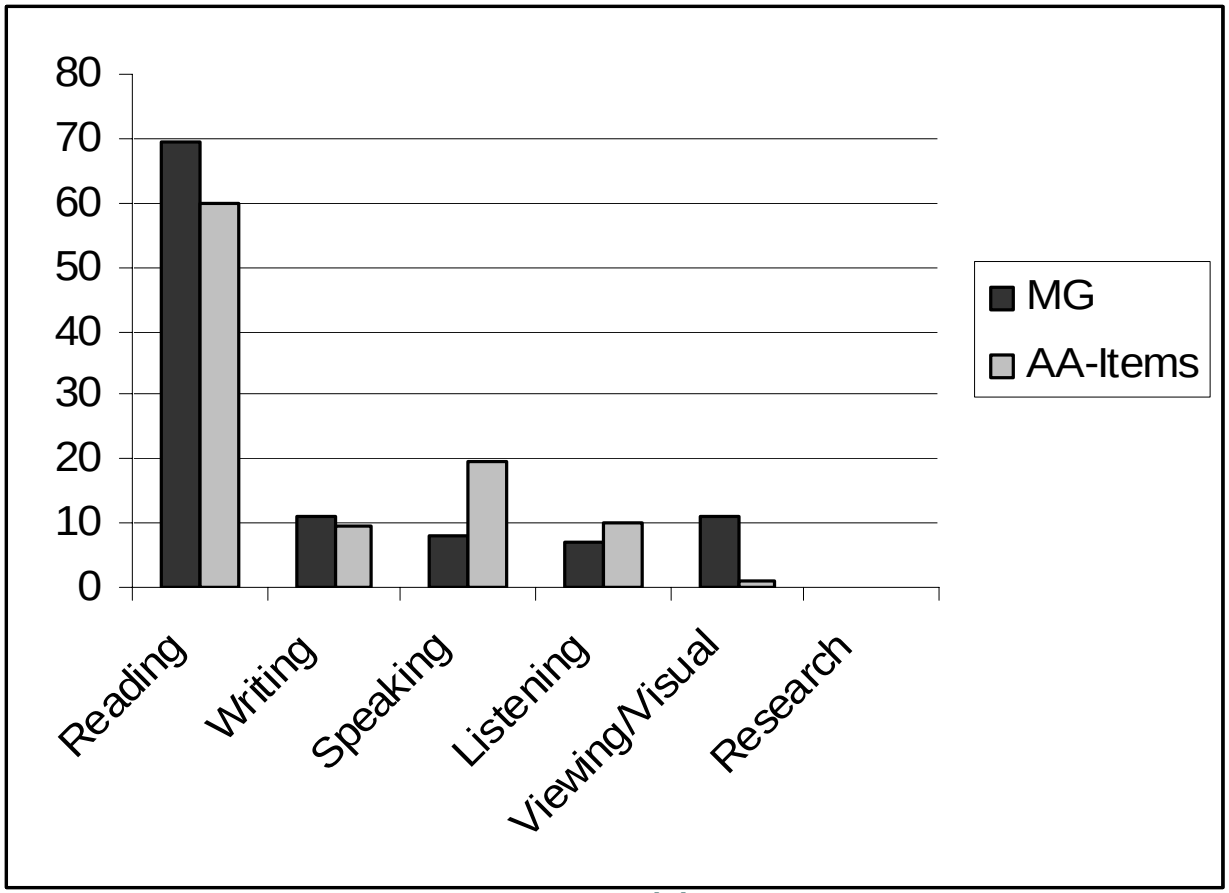
Criteria 1: The Content is Academic

- Example
  - 94% of the extended standards were rated as academic.
  - List standards rated non-academic.
  - *Note.* When states develop extended standards, usually a higher % academic items/tasks than when teachers modify academic standards for students.

Criteria 1: Include major domains/strands of content area

- Big picture of content coverage
- Content areas developed from NCTE, NCTM, & National Research Council (Science) content (similar to SEC)

Criteria 1: Include major domains/strands of content area



Acceptable?

Criteria 1: Include major domains/strands of content area

- Teacher Training & Professional Development
  - Special education experts review professional development/training materials for access to the general curriculum
  - Rate for the domains/strands of content area in the material
  - *Teacher designed AA vs. State designed AA*

Criterion 2: The content is referenced to the student's assigned grade level.

- Content experts rate the alignment between the state's grade-level (or grade-band) content standards & extended standards/AA items/tasks.
- *Note.* States & teachers make the alignment process much easier if they explicitly indicate which grade-level standard is being addressed.

Criterion 2: Example

State Standards	Grades 3-5					Grades 6-8			
	Primary		Secondary			Primary		Secondary	
	N	*%*	*N*	*%*		*N*	*%*	*N*	*%*
Reading	33	66	24	80		24	75	1	17
Writing	6	12	3	10		5	16	2	33
Communication	11	22	3	10		3	9	4	67
Research	0	0	0	0		0	0	0	0
Total Extended Standards	50		30			32		6	

Acceptable?

Criterion 2: Teacher Training

- Special education experts review teacher training material to rate links to the state standards.
- *Example:* PreK-2 standards were included in training for 3rd-8th teachers.

Criterion 3: The achievement expectation is linked to the grade level content, but differs in depth or complexity.

- Parallels Webb's model of alignment
  - except we do not expect states to meet the criteria used for general education assessments
- Adapted depth of knowledge scale

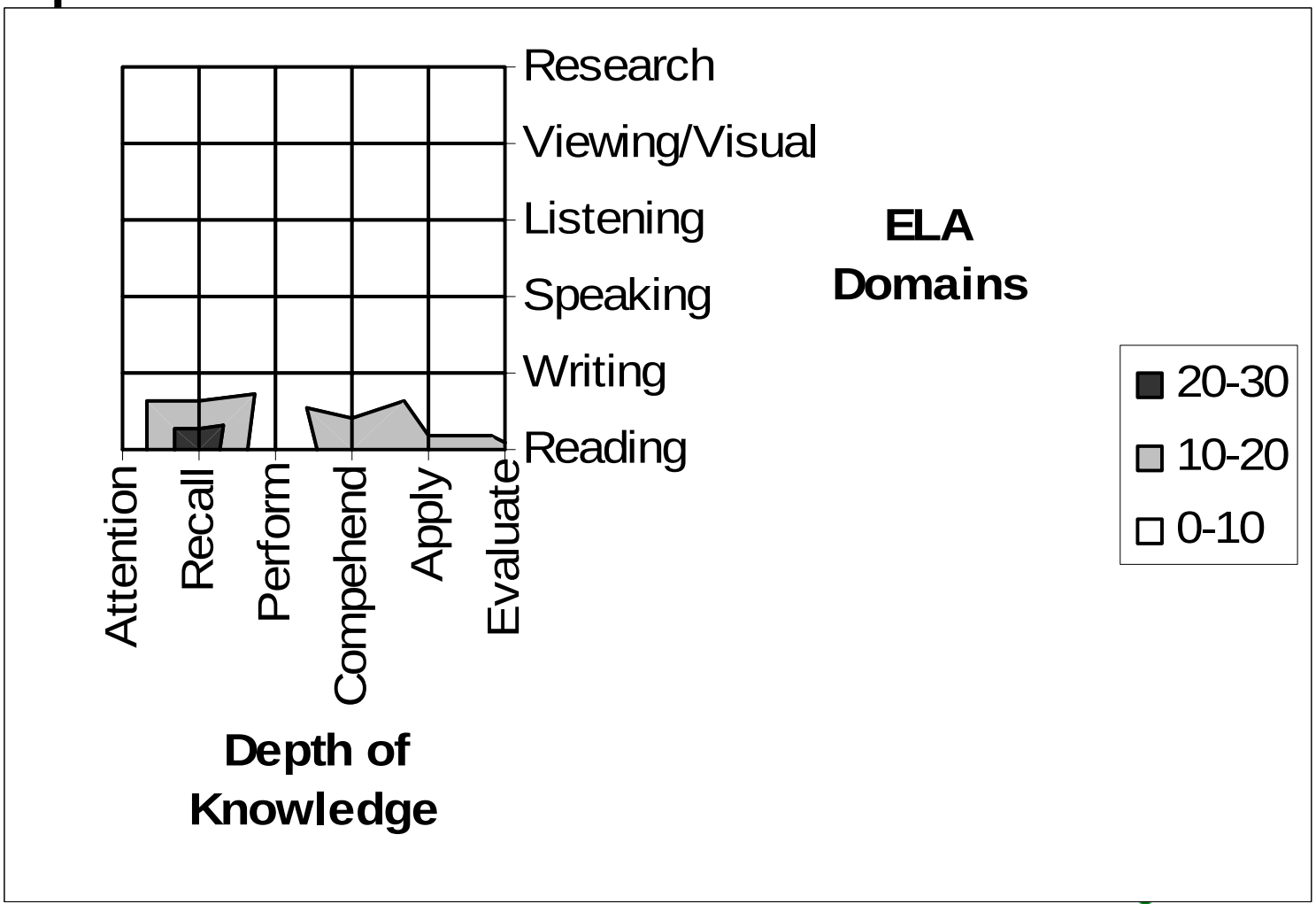
Criterion 3: Example

- **Categorical Concurrence** rating of .75
  - Number of strands with 6 hits
- **Depth of Knowledge** (Bloom's taxonomy)
  - 68% of AA items/task "at" or "above" extended standards
- **Balance of Representation** rating of .40
  - Based on formula examining discrepancies of expected and observed
- **Range of Knowledge** rating of 25%
  - Based on 50% of the content standards having at least one hit
- *Acceptable?*

Criterion 3: Instruction

- Not required for peer review
- Curriculum Indicator Survey (CIS)
  - Adapted from the work of the *Surveys of Enacted Curriculum*
- Examining instructional practices of teachers

Criterion 3: Instruction



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Criterion 4: There is some differentiation in achievement across grade levels or grade bands.

- Does the content change across grade levels or grade bands?
- Does the level of complexity change across grade levels or grade bands?
- *Vertical Alignment*

Criteria 4: Example

	N Items	*M*	*SD*
3rd-5th	86	2.35	1.01
6th-8th	77	3.77	1.41

There was a statistically significant difference between 3rd-5th and 6th-8th grade band in the level of complexity.

Criterion 5: The focus of achievement promotes access to the activities, materials, and settings typical of the grade level ...

- ***Do tasks used for assessment and instruction promote access to activities, materials, settings typically used for the student's grade level?***
  - Special education expert use guiding questions to rate AA items/tasks and materials.

Criteria 5: Example

Rating	ELA			Math	
	N	*%*		*N*	*%*
No work age appropriate	19	19.0		29	25.2
Some work age appropriate	33	33.0		28	24.3
All work age appropriate	37	37.0		43	37.4
No work present	11	11.0		15	13.0

Criteria 5: Example

Context	ELA			Math	
	N	%		*N*	%
Self-Contained	95	47.0		104	49.1
Resource	0	0.0		0	0.0
Community	17	8.4		19	9.0
General Education	12	5.9		11	5.2
Other	78	38.6		78	36.8

Criterion 6: The focus of achievement maintains fidelity with the content of the original grade level standards (content centrality) and when possible, the specified performance (category of knowledge).

- Parallel to Achieve model of alignment
- Content Centrality
  - Near or far alignment
- Performance Centrality
  - All or some

Criteria 6: Content Centrality

Table 32: *Number of Math Extended Standards To Grade-level Curriculum Standards*

Content Centrality	3rd	4th	5th	6th	7th	8th
No Link	0	0	0	0	1	0
Far Link	4	7	1	9	7	4
Near Link	27	13	1	12	5	5

Provide state a list of standards with no or far links.

Criteria 6: Performance Centrality

Performance	N	%
No	3	1.3
Some	56	25.1
Yes	164	73.5

Criterion 7: Multiple levels of access to the general curriculum are planned so that students with different levels of symbolic communication can demonstrate learning.

- **Awareness/Pre-symbolic**: Communicates with gestures, eye gaze, purposeful moving to object, sounds
- **Early Symbolic**: Beginning to use pictures or other symbols (less than 10) to communicate within a limited vocabulary
- **Symbolic**: Speaks or has vocabulary of signs, pictures to communicate. Recognizes some sight words, numbers, etc.

Criteria 7: Example

Table 33: Level of Symbol Use for ELA and Math AAs Items

	Awareness		Presymbolic		Early Symbolic		Symbolic	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
ELA	9	3.9	21	9.1	31	13.4	170	73.6
Math	4	1.9	14	6.5	49	22.7	149	69.0

Peer Review & 7 Criteria

- 1.1 …all standards apply to all students.
  - Criteria 1, 2, 3, 4, & 6
- 2.5 …State ensured alignment between challenging academic content standards and the academic achievement standards
  - Criteria 1, 2, 3, 4, 5, 6, & 7

Peer Review & 7 Criteria (cont)

- 3.4 …provide coherent information for students across grades and subjects.
  - Criterion 4
- 3.5 …demonstrate comparable results and alignment with the academic content and achievement standards for various assessments?
  - If portfolio, Criteria 1, 2, 3, 4, & 6

Peer Review & 7 Criteria (cont)

- 4.1 Validity—AA are measuring knowledge and skills described in the academic content standards
  - Criteria 1, 2, 3, 4, & 6
- 5.1 – 5.7 – Alignment
  - All criteria

Alignment Team

- At least two content experts
  - Need interrater agreement
- At least two special education experts
  - Need interrater agreement
- Measurement expert to design statistics to address criteria
  - Statistics will vary according to state

Alignment Process

- What to align will depend on the state's AA?
  - Does the state have extended standards?
    - Alignment of extended standards to grade-level standards
  - Does the teacher select standard and design AA items/tasks?
    - Alignment of teacher training & grade-level content standards
  - Is classroom evidence part of the AA?
    - Alignment of evidence to standards

Alignment Process (cont)

- The alignment of instruction (opportunity to learn) is not required for peer review but….
- What is acceptable level of alignment?
  - No consensus at this time
  - State's policy should serve as a mediator of the relationship between grade-level content standards and AA.
- FLEXIBILITY

Thank You

- Looking for one state to conduct an alignment study using the 7 criteria

- http://education.uncc.edu/access