

Psychometricians can be helpful too!:

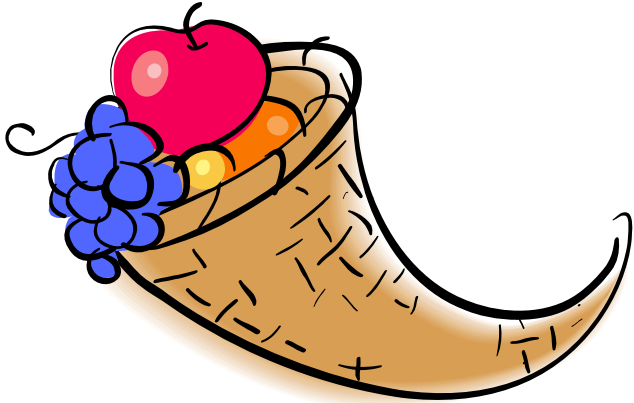


New approaches for evaluating technical quality
of Alternate Assessments

Outline of the session

- Rachel will provide an overview of how she came to understand psychometricians and grew to admire them
- Scott will present specific information about a collaborative effort that has resulted in new understanding of the technical adequacy of alternate assessment
- Kevin will expand on Scott's presentation from the perspective of a "real" psychometrician
- Gaye will discuss from a state DOE perspective

I say Potato
You say Potahito . . .
REVISITED



Two Collaborating Projects

- The New Hampshire Enhanced Assessment Initiative (16 months)
 - State Partners--NH, MA, CO, NM, CT
 - Organizational Partners—NCEO, Measured Progress, Center for Assessment
 - Funding agent—Elementary and Secondary Ed—Title I
- National Alternate Assessment Center (5 years)
 - State Partners--CO, CT, IA, KS, KY, MD, MA, MI, NH, NM, NC, and SC
 - Organizational Partners—UK, NCEO, UNC-Charlotte, CAST
 - Funding Agent—Office of Special Education Programs

KWSK

- *Knowing What Students Know: The science and design of educational assessment* (NRC, 2001), which synthesized a tremendous body of learning and measurement research and set an ambitious direction for the development of more valid assessments. (Pellegrino, Chudowsky, and Glaser)
- *Knowing What Students Know* (KWSK) builds off of Mislevy's (1996) notion of assessment as a "process of reasoning from evidence" (p. 39).

Interconnected Elements

- ***Cognition*** - a theory of ***what*** students know and ***how*** they know it in a subject domain
- ***Observation - tasks or situations*** designed to collect evidence about student performance
- ***Interpretation - a method for drawing inferences*** from the observation(s)

- We are lacking models of cognition that can be applied generally to students with the most significant cognitive disabilities. Thus...
- We are lacking a body of research that tells us how those models of cognition interact with standards-based curriculum
- We are lacking a body of research that tells us how those models interact with large-scale measurement methodology

WHO can solve THAT problem?

- Special education experts in teaching and learning for students with significant cognitive disabilities
- Curriculum experts who can help the special education experts understand the challenging content targets, to adjust but not decimate them
- Measurement experts who can help the curriculum and special education experts understand the measurement issues, to adjust but not decimate them
- Tri-lingual facilitators who can help all of the above talk with one another, and live to tell the story

I SAY... AND YOU HEAR....

- Aligned to grade level content (BUT assessment of that content is based on an alternate achievement standard)
- “SAME” content target – but focus on the “essence” or “entry point” with scaffolding
- “D”evelopmental model is a dead end

- Same content specs as general assessment
- “PRETEND” what is really lower level content is the “SAME” – intellectual honesty issue
- “d”evelopmentally appropriate

My new best friends...

Scott and Kevin...

**“It is better to have an
approximate answer to the
right question than a precise
answer to the wrong question.”**

John Tukey