

Alternate Assessment on Alternate Achievement Standards

10 Steps from Performance Descriptors to Achievement Standards



NATIONAL ALTERNATE ASSESSMENT CENTER

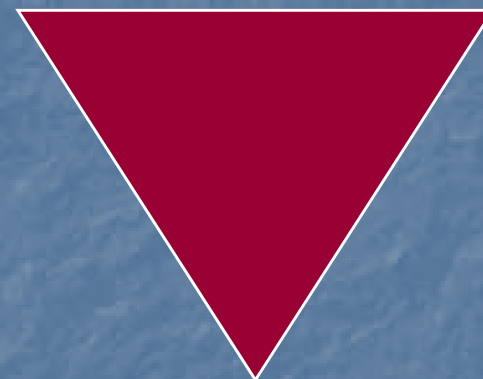
Assessment as a Process of Reasoning from Evidence

The Assessment Triangle

- cognition
 - model of how students represent knowledge & develop competence in the academic domains (reading/math)
- observation
 - tasks or situations that allow one to observe students' performance
- interpretation
 - method for making sense of the data (Pellegrino et. al)

observatio
n

interpretation



cognition

*Must be
coordinated!*

Questions to Consider based on our current research.

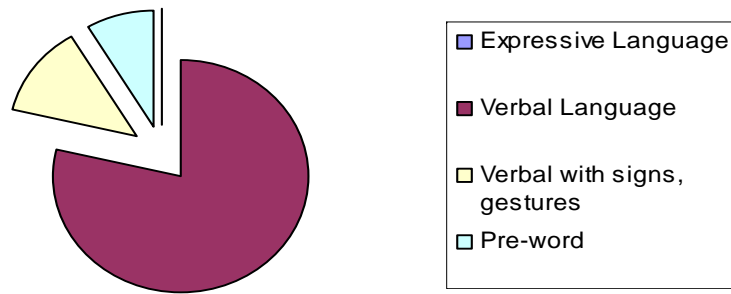
- Who are the kids for whom an alternate assessment is appropriate?
- What does the research say about how they develop competence in the domains of reading and math?
- What data sources exist about this group of students?
- What does the data tell us about their anticipated performance in reading and math?
- How do we set the highest achievement standard possible in both teaching and learning?
- Who are the stakeholders who can help us?
- How do we ensure that the assessment is bias free?
- What are possible + and – unintended consequences?
- How will we mitigate those – unintended consequences?

Step 1: Invite Key Stakeholders

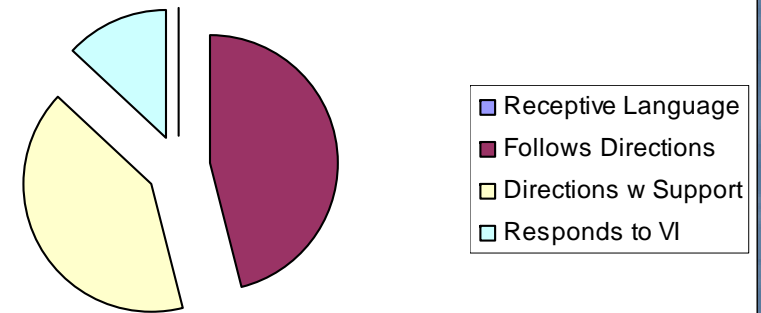
- Invite Key stakeholders from
 - Special education teachers/consultants
 - Content specialists in reading, math, science
 - Parents
 - Higher Ed Representatives

Step 2: Provide Specific Data about Population

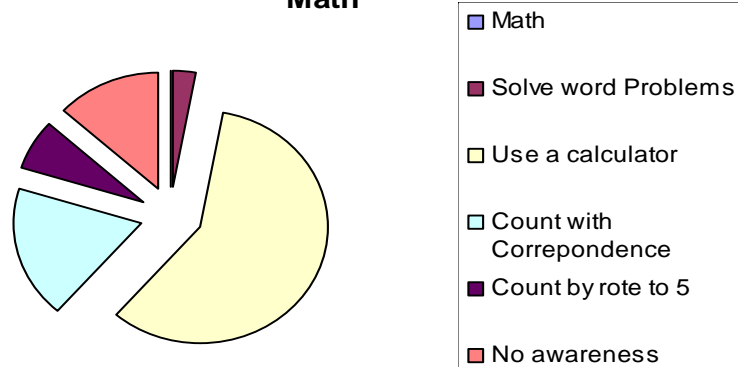
Expressive Language



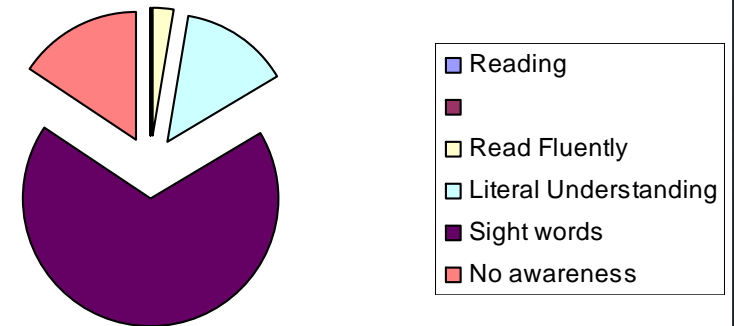
Receptive Language



Math

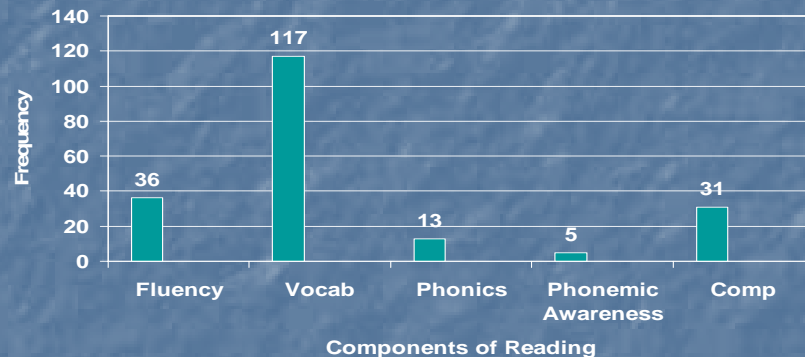


Reading

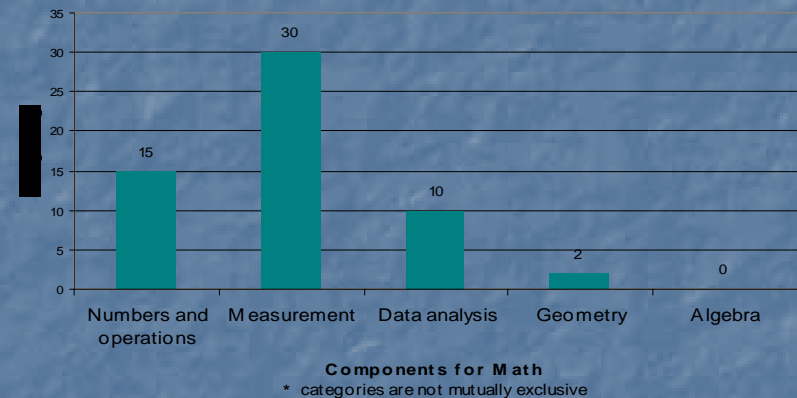


Step 3: Provide Relevant Literature

Literature Review Categories for Reading
128 experiments (119 articles)



Literature Review Categories for Math
55 experiments (53 articles)



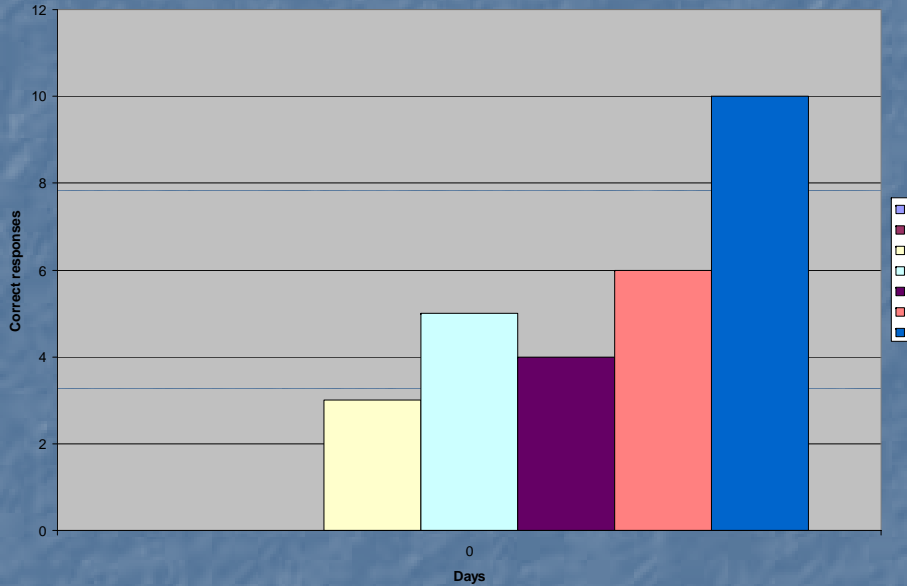
- Students can:
 - acquire generalized use of objects (or object selection) to **communicate** preferences (Hetzroni, Rubin, Konkol, 2002).
 - must use symbols repeatedly, interactively, and generatively during meaningful and ongoing activities in language-rich environments (Goossens', Crain, & Elder, 1992; Cafiero, 1998; Goossens' et al., 1992; Romiski & Sevcik, 1996; Miller & Eller-Miller, 2002; Mirenda, 2003).
- Competent use of language for multiple purposes, audiences, and contexts facilitate the metalinguistic skills required for reading comprehension (Rankin, Harwood, & Mirenda, 1994).






Step 4: Provide Sample Performance Descriptors

PROFICIENT
<p>Student demonstrates overall knowledge of the text, including some inferential as well as literal information.</p> <p>Explains the literal and some inferential meaning of a passage taken from text appropriate for middle level students</p> <p>Effectively uses word attack skills such as applying meanings of common prefixes and suffixes, knowledge of synonyms, antonyms, and homonyms, and multiple word meanings to aid in comprehending text</p>

Step 5: Provide Student Work

Details about topic



 dwelling
 geranium
 port
 snow
 color

Glue the picture next to the vocabulary word

	geranium flower flower	
	dwelling dwelling	
	snow snow	
	color color	
	port port	

Carlos used intelligence
to hit requested
vocab word (picture format)
which typed it
into his journal page
He did it with 95% independence

Carlos vocabulary journal
for The River Unit (8th grade
language arts unit)

Mrs Cook
8th gr.
language arts teacher

(1)

Step 6: Give the Charge

- Describe “proficient”
 - Use the language of the content in reading and math as much as possible
 - Represent the highest standard possible for this population of students.
 - May include program/support elements as appropriate
 - Minimize bias for any particular group in our 1%.
Understandable and useful for stakeholders
 - Clearly differentiate among levels
 - Grounded in student work but not tied to status quo
 - Understandable language for public audience

Step 7: Group Process

- Divide up into grade-band groups
- Write descriptors according to the charge.
- Review across groups
- Consider +/- intended and unintended consequences
- Continue to work until group comes to consensus.

Results: Combined Performance/Program elements

- Complexity (DOK in reading & math)
- Growth (% achievement over baseline)
- Supports
- Context

Step 8: Broad Review

- Solicit Formal review & feedback from
 - Technical Advisors
 - Stakeholder Advisory groups

Step 9: Administer the Assessment & Set the Standards

- Develop & align scoring criteria
- Align & refine observation strategies
- Train teachers using the performance descriptors
- Range find
- Score
- Analyze data
- Set the standards (interim)

Step 10: Monitor Student Performance

- Participation
- Learner Characteristics
- Scoring
- Alignment/linkage
- Intended/unintended consequences

References

- Browder, et. al.
- Kearns, J. & Towles-Reeves (in preparation). Learner characteristics inventory. NAAC: www.naacpartners.org
- Pellegrino, Chadusky, (2002). Knowing What Students Know.