Developing a Validity Argument for the CMT/CAPT Skills Checklist

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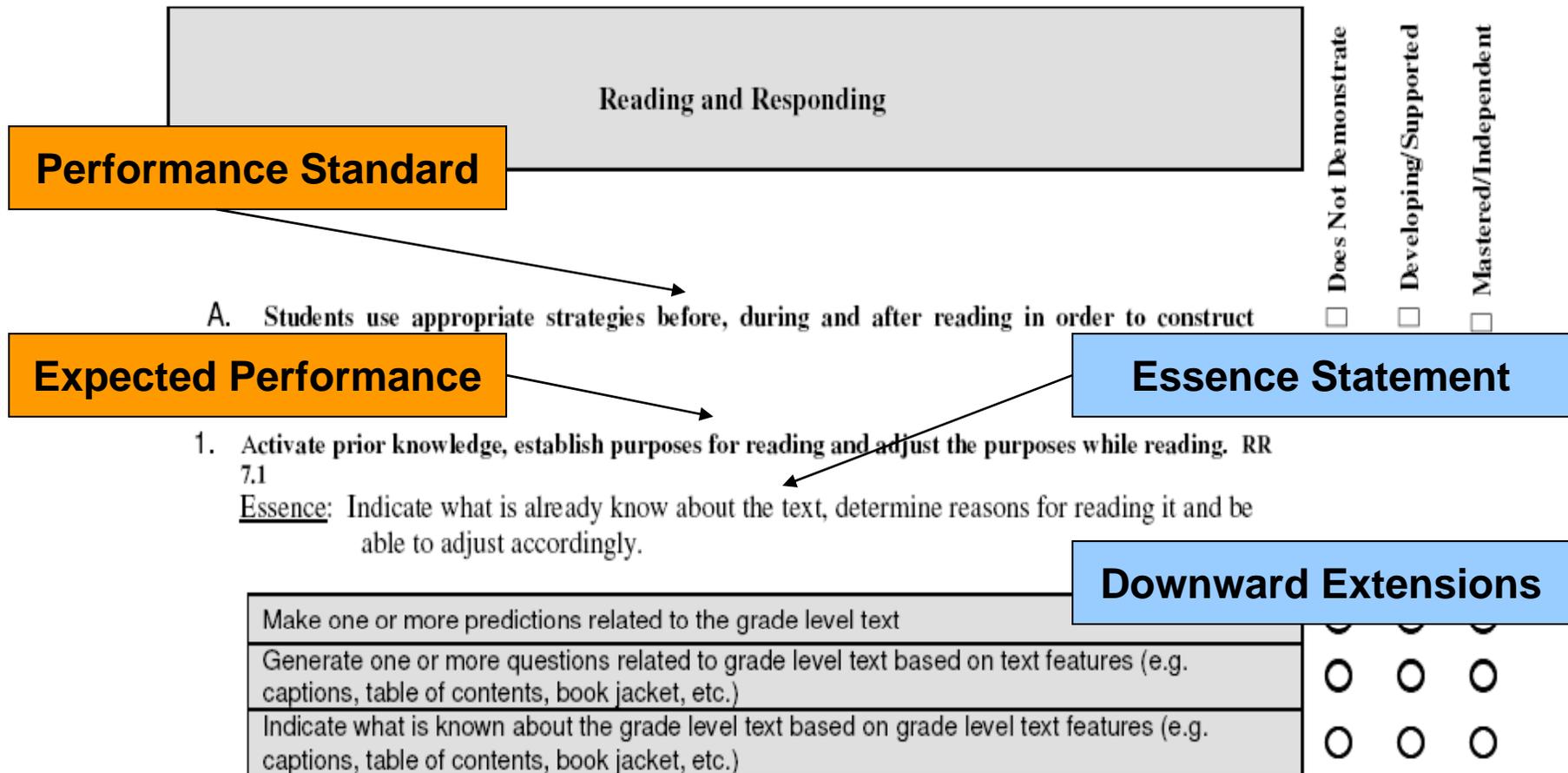
Evolution of the Skills Checklist

- **1st Generation (2000)**
  - Single assessment instrument for use with students tested in grades 4, 6, 8 and 10.
  - Literacy and communication skills as well as daily living/self-help/social skills
- **2nd Generation (2006)**
  - Grade-level mathematics and reading content for grades 3-8 and 10
  - Science added in 2008 in grades 5, 8, and 10

Structure of the Skills Checklist

- ## Non-secure, working document
- ## Essence statements
  - Reflect the "essence" of the Performance Standard and Expected Performance
- ## Downward Extensions
  - 3 per Essence statement
  - Listed in descending order of difficulty
- ## 3-point scale
  - 2 = Mastered/Independent
  - 1 = Developing/Support
  - 0 = Does not demonstrate skill

Example, Skills Checklist Item

Reading and Responding

	Does Not Demonstrate	Developing/Supported	Mastered/Independent

Performance Standard

A. Students use appropriate strategies before, during and after reading in order to construct

Expected Performance

Essence Statement

1. Activate prior knowledge, establish purposes for reading and adjust the purposes while reading. RR 7.1

Essence: Indicate what is already know about the text, determine reasons for reading it and be able to adjust accordingly.

Downward Extensions

	Does Not Demonstrate	Developing/Supported	Mastered/Independent
Make one or more predictions related to the grade level text			
Generate one or more questions related to grade level text based on text features (e.g. captions, table of contents, book jacket, etc.)	O	O	O
Indicate what is known about the grade level text based on grade level text features (e.g. captions, table of contents, book jacket, etc.)	O	O	O

Development and Validation of Skills Checklist, Generation II

- Content selection
  - Committee of 18 special education teachers, curriculum specialists, school administrators, and parent representatives
- Item generation
  - 24 special education and regular education teachers and curriculum coordinators from 9 school districts
  - Reviewed for grade appropriateness, content continuity, appropriateness of each downward extension, and interpretability

Development and Validation of Skills Checklist, Generation II

- **Standard setting**
  - 22-member panel led by team of 5 psychometricians
  - 3 performance levels: Basic, Proficient, Independent
- **Independent alignment study**
  - "For the alternate assessment, the content standards and the assessment items are very well aligned with respect to all four alignment criteria – categorical concurrence, depth-of-knowledge, range-of-knowledge, and balance of representation."

Purposes of the Skills Checklist

1. ***Communicate the state's academic content standards for teachers to design individualized, effective instruction*** for students with significant cognitive disabilities;

2. ***Document student achievement*** with respect to the state's academic content standards for students with significant cognitive disabilities; and

3. ***Result in a greater inclusion*** of students with significant cognitive disabilities in general education settings.

Purposes of the Skills Checklist

CMT/CAPT Skills Checklist

FORMATIVE ASSESSMENT

Curriculum Frameworks

CLASSROOM INSTRUCTION

CMT/CAPT Skills Checklist

SUMMATIVE ASSESSMENT

Improved Teaching & Learning

CMT/CAPT Skills Checklist

FORMATIVE ASSESSMENT
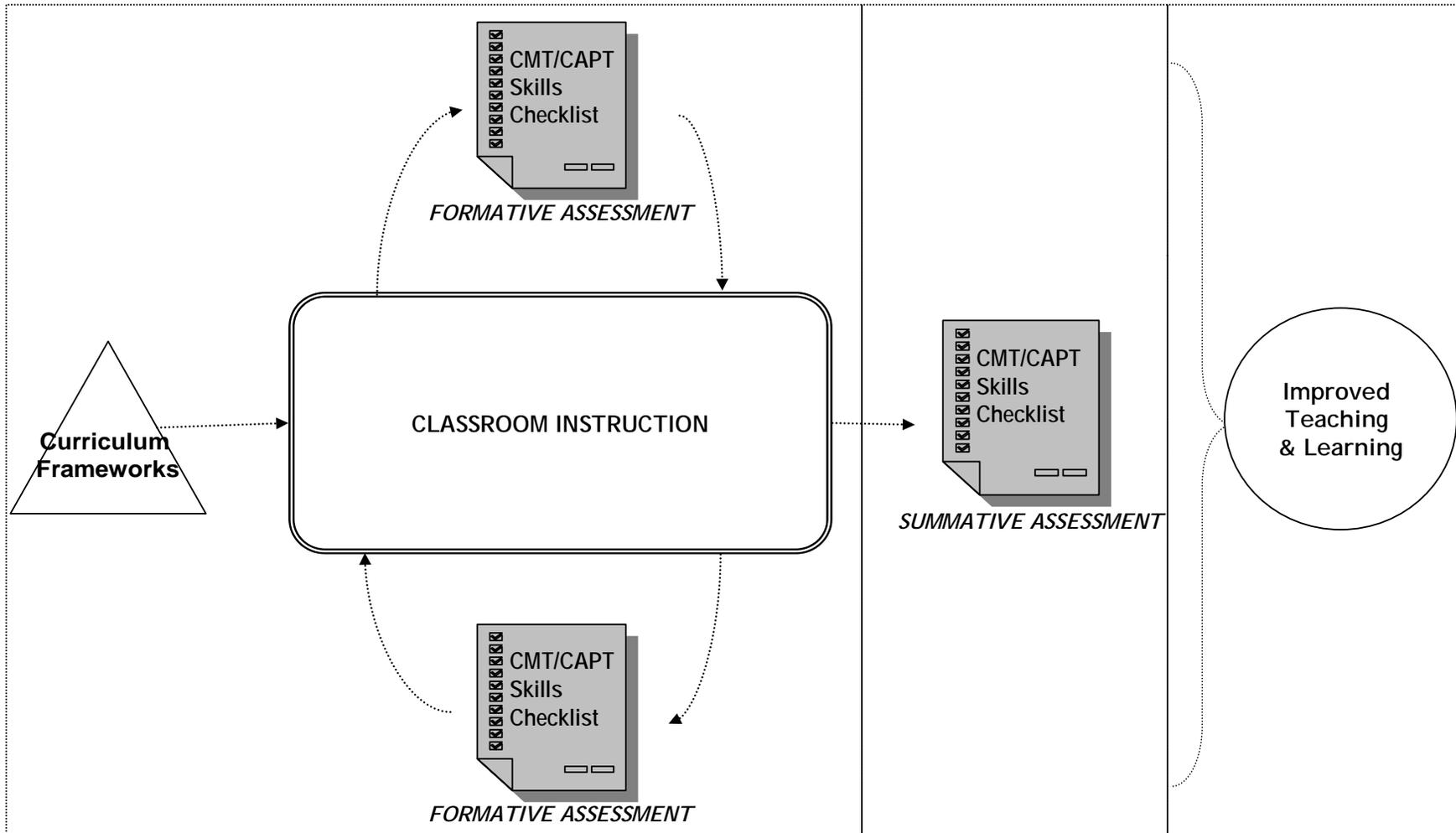
Use of Assessment Information

- *by the state* to document the achievement of students with significant cognitive disabilities for accountability purposes

- *by districts and schools* to monitor coverage of the state's academic content standards in the classroom

- *by each student's planning and placement team* as a profile of that student's achievement, which is used to direct instruction in the subsequent grade

Purpose 1: Communicate standards to design instruction

- *Assumption: The Checklist reflects the state's academic content standards.*
  - Evidence: Committee selection of content, committee review of essence statements and downward extensions, alignment studies
- *Assumption: Teachers use the Checklist to design individualized, effective instruction for students with significant cognitive disabilities.*
  - Evidence: Validity GSEG Research Study

Purpose 2: Document Student Achievement

- *Assumption: Teachers develop appropriate tasks to assess their students' achievement for the Checklist.*
  - <u>Evidence</u>: Teacher training documentation, Validity GSEG Research Study
- *Assumption: Scoring criteria are applied consistently across students and across teachers throughout the state.*
  - <u>Evidence</u>: Internal consistency reliability studies, Validity GSEG Research Study
- *Assumption: Performance level descriptors match student skills.*
  - <u>Evidence</u>: Standard setting procedures

Purpose 2: Document Student Achievement

- *Assumption: Downward Extensions are arranged in descending order of difficulty.*
  - <u>Evidence</u>: Validity GSEG Research Study
- *Assumption: System stakeholders understand the meaning of student scores with respect to the state's academic content standards.*
  - <u>Evidence</u>: Validity GSEG Research Study

Purpose 3: Greater inclusion

- *Assumption: Application of the Checklist will shape teacher/administrator perceptions of how students with significant cognitive disabilities should best be included in the educational system.*
    - <u>Evidence</u>: Validity GSEG Research Study

- *Assumption: General education teachers have the knowledge and skills to provide effective instruction to students with significant cognitive disabilities.*
    - <u>Evidence</u>: Validity GSEG Research Study

- *Assumption: Increased time spent in the general education classroom will result in an increase exposure to the state's academic content standards.*
    - <u>Evidence</u>: Validity GSEG Research Study

Study A: Assessment Tasks

- Are the assessment tasks appropriately rigorous and consistent with respect to the interpretation and application of each downward extension?
  - 2 Essence statements * 15 teachers
    - Description of task
    - Materials provided
    - Prompts/supports
    - Rating scale

Study B: Application of Rating Scale

- Will Checklist ratings be consistent across multiple observers?
  - Video vignettes
  - 15 5th grade teachers
  - Teacher + pool of independent observers will rate student performance
- Video data collection: Spring 2009
- Video evaluation: Fall 2009

Study C: Surveys and Focus Groups

- Do teachers use the Checklist to design instruction?

- Do system stakeholders understand the meaning of student scores?

- What are teacher and administrator perceptions of how these students should best be included in the educational system?

- Do teachers believe they have the knowledge and skills to provide effective instruction to students with significant cognitive disabilities?

Study C: Preliminary Data

Assumption: Teachers use the Checklist to design instruction

Item	% Agree
I use the Checklist to design instruction for this student.	60%
I use the Checklist throughout the academic year.	57%
The Checklist is useful for designing individualized instruction for this student.	54%

Assumption: Teachers use the Checklist to design instruction

- **Positive teacher comments**
  - "Usually when I'm developing their IEP. I'll use [the Checklist] to write the goals."
  - "The more familiar I become with it, the more times I use it. It's almost part of my curriculum."
- **Negative teacher comments**
  - "As for driving my instruction, we are not at that point. We are still working on those access skills."
  - "I would really have to extrapolate down, down, down, down to see how this would affect my kids."

Assumption: System stakeholders understand the meaning of student scores

Item	% Agree
Special education teachers on…	
Special education teachers	68%
Administrators	60%
Parents	24%
General education teachers	20%

Assumption: System stakeholders understand the meaning of student scores

- Special education teachers on general education teachers

  - "None of the teachers I asked to help me had ever heard of the Checklist. They had no idea what it was for or why we did it."

  - "The general education teachers are relieved when kids are Checklisted because they are absolved of accountability for these students."

Assumption: System stakeholders understand the meaning of student scores

- Special education teachers on parents
  - "I've sent letters home and the parents wrote back we don't really care. .. They just think it's a bureaucratic form that we have to fill out."
  - "When the parents come to the PPTs we really overwhelm them with information. It's just one more thing."
  - "A lot of these parents have so much going on. If they are happy, we are happy."

Assumption: System stakeholders understand the meaning of student scores

- Special education teachers on administrators
  - "They don't have to worry about how the scores affect the school. They find relief in that."
  - "Our administrators didn't even know they had to send information for my students to the parents. So I would say their knowledge is very limited. Does not demonstrate. Zero."

Assumption: The Checklist will shape inclusion

Item	% Agree
Improved access to the general curriculum	49%
Raised special education teachers' expectations	47%
More time in the general education classroom	36%
More time learning grade-level academic content	34%
Raised general education teachers' expectations	30%

Assumption: The Checklist will shape inclusion

- **Positive comments**
  - "The Checklist helps for differentiating learning, for helping all students."
  - "When I had self contained we only did addition and subtraction and we never got to multiplication. Now if they are doing fractions, we are doing fractions."
  - "It has opened my eyes to different things to see if there is a little glimmer. Even to expose them to it."

Assumption: The Checklist will shape inclusion

- **Negative comments**
  - "I'm not sure that there are the skills with the general education population to say how do I translate into a lesson for the student. The heart is there, the spirit is there, but the actual implementation of that intention just isn't there.
  - "If they were in the class, number one there is a lot of lecturing, but if you are taking a child to do instruction in the back of the room, that's not inclusion."

Assumption: General education teachers can provide effective instruction

Item	% Agree	
	Principal	Special Ed. Dir.
General education teachers are able to…		
Develop assessment tasks	36.3%	14.5%
Develop IEP goals/objectives	25.0%	12.9%
Design grade-level instruction	31.8%	12.9%

Assumption: *General education teachers can provide effective instruction*

- Special education teachers on general education teachers
  - "You have to get the person working with the student to buy into the whole package that they do have abilities."
  - "I think it almost depends on the regular ed teacher. Some are open and willing to take suggestions. There are the opposite as well."
  - "They don't know what to do with them. They really don't. Or they think they don't. They sell themselves short."

Unintended Consequences

- Use of the Checklist with students outside the target population
  - Other special education student populations
  - Special education students in primary grades

Emerging Themes

- Special education teachers use the Checklist.
- The Checklist makes the content standards accessible.
- The Checklist represents high expectations, perhaps too high for some students.
- General education teachers need more training
  - Purpose of Checklist
  - Designing instruction