

Validity Evaluation of Assessments based on Alternate Achievement Standards: In Progress in the District of Columbia and Puerto Rico

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Overview

Developing the framework

Designing the studies

Pilot testing

Next steps

Developing the framework

Discussions with SEA staff and the Expert Panel

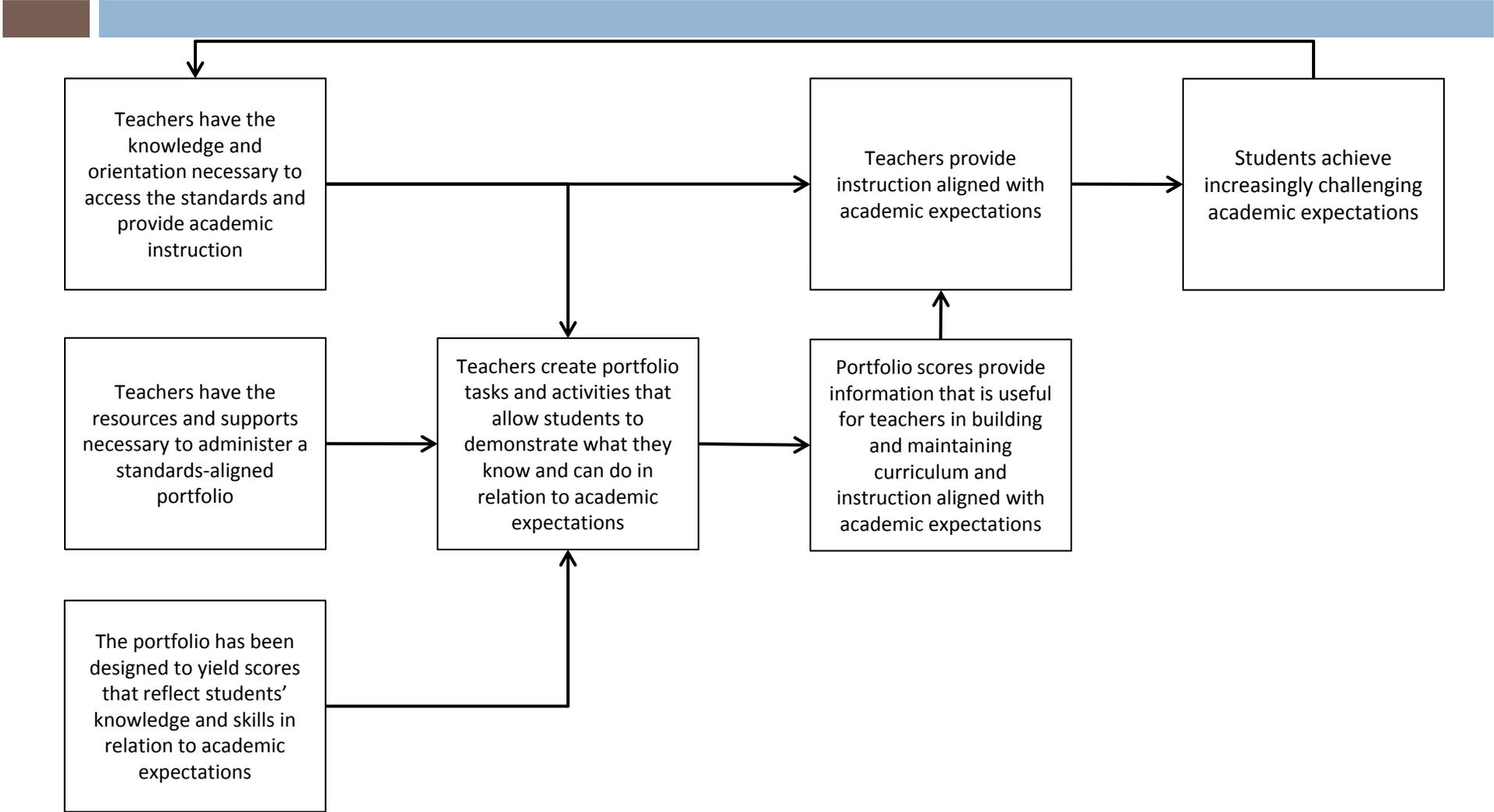
Focus groups

Drafting the framework

Discussions with the Expert Panel

Confirmation and prioritization with SEA staff

The Framework for DC

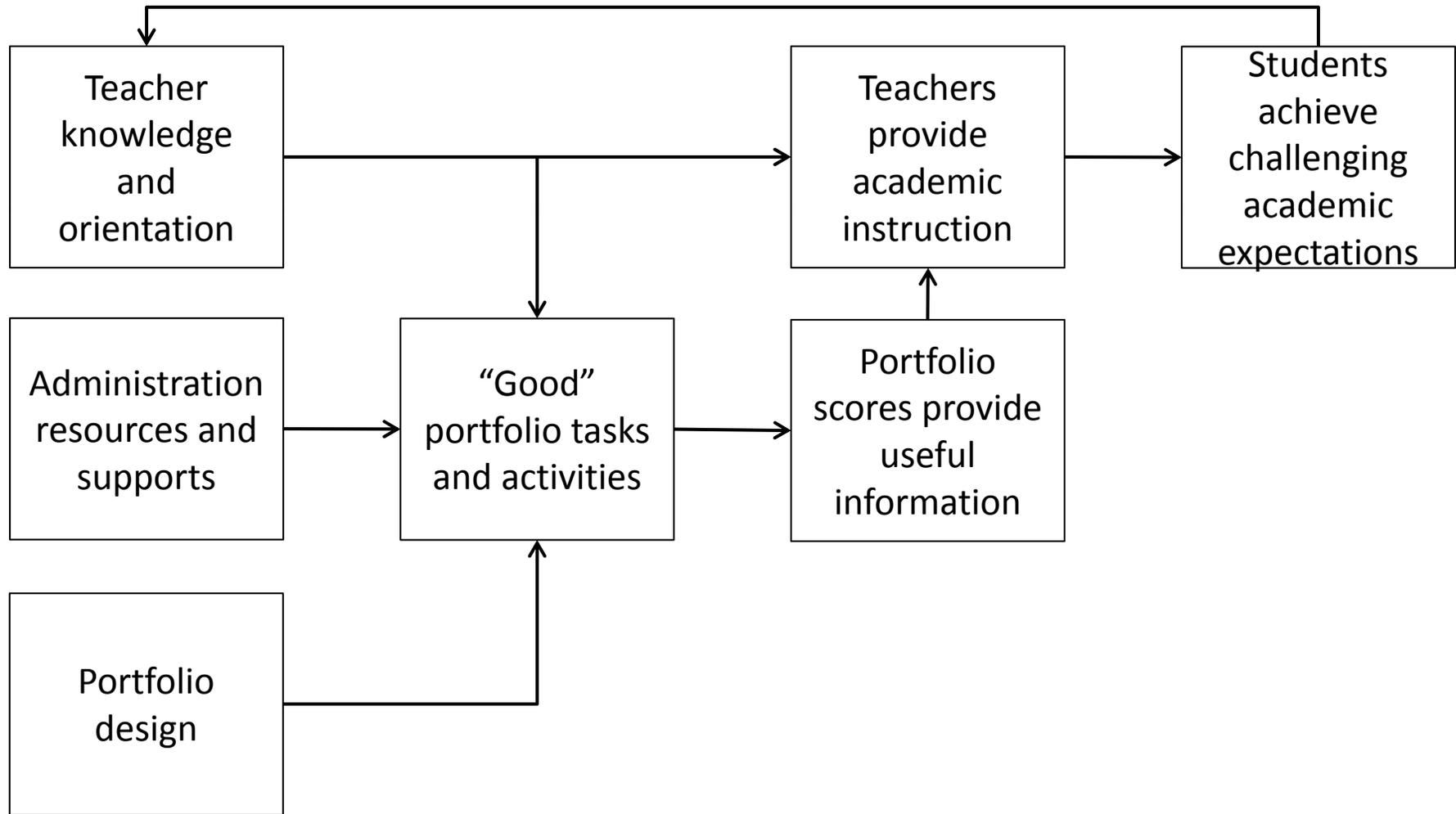


The Framework for DC



If teachers have the **knowledge and orientation** necessary to access the standards and provide academic instruction AND have the **resources and supports** necessary to administer a standards-aligned portfolio AND the **portfolio** has been **designed** to yield scores that reflect students' knowledge and skills in relation to academic expectations, they **can create portfolio tasks and activities** that allow students to demonstrate what they know and can do in relation to academic expectations. If portfolio scores provide **information that is useful** for teachers in building and maintaining curriculum and instruction aligned with academic expectations, teachers who have the knowledge and orientation necessary to access the standards and **provide academic instruction** are more likely to do so and this supports **students' achievement of academic expectations.**

The Framework for DC



The DC Studies

Study One – Test Administration

Study Two – Performance Level Scores

Study Three – Impact on Instruction

Study One: Test Administration



- Basic Question: To what extent do teachers have the knowledge, skills, and supports necessary to create and administer appropriate standards-based tasks and activities for the portfolio?
- ▣ Assumption: Teachers create portfolio tasks and activities that allow students to demonstrate what they know and can do in relation to academic expectations. This assumption relies, in turn, on the assumptions that:
 - Teachers have the knowledge and orientation necessary to generate standards-based tasks and activities appropriate for their students
 - Teachers have the resources and supports necessary to administer a standard-aligned portfolio

Study One: Evaluation Questions



- ❑ To what extent do teachers understand the content and skill domain defined in the standards thoroughly enough to extend these expectations for their students?
- ❑ To what extent are teachers able to generate tasks and activities that would allow students to demonstrate their knowledge and skills in relation to these extended expectations?
- ❑ To what extent are teachers able to plan and administer the tasks accurately?
- ❑ To what extent are teachers able to document students' performance as well as the amount and type of support each student needs to complete the assessment tasks accurately?
- ❑ To what extent are teachers able to design and administer appropriate portfolios for each of the students in their classroom?

Study One: Methods

- the review and analysis of extant portfolios along with data connecting the portfolio to the administering teacher;
- a self-report survey of special education classroom teachers that measures teachers':
 - background characteristics,
 - understanding of the portfolio purpose and process,
 - confidence in their academic instruction and the portfolios they generate,
 - orientation to provide academic instruction for their significantly cognitively disabled students,
 - teaching load in terms of the number and characteristics of students in their classrooms.
- the observation of 2 teachers from each of two schools, one school identified by DC staff as generally producing higher quality portfolios and the other school identified by DC staff as generally producing lower quality portfolios.

Study Two: Performance Level Scores



- Basic Question: To what extent do students' scores primarily reflect students' knowledge and skills in relation to the DC academic content standards in reading, mathematics, and science and remain relatively free from non-random biases associated with their teachers and the tasks and activities that make up their performance opportunities for the portfolio?
 - Assumption: The portfolio (including its scoring process) has been designed to yield scores that reflect students' knowledge and skills in relation to academic expectations
 - Assumption: Portfolio scores provide information that is useful for teachers in building and maintaining curriculum and instruction aligned with academic expectations

Study Two: Questions



- To what extent are students' performance level scores reliable?
- To what extent do students' performance levels reflect their knowledge and skill levels as reflected in the alternate academic achievement levels?
- To what extent do students' scores reflect teacher-effects, task-effects, or teacher-by-task interaction effects?

Study Two: Methods



- Collection of anticipated performance-level scores from teachers and from one other known rater prior to portfolio completion;
- Collection of individual student portfolio scores along with data connecting the portfolio to the administering teacher.

Study Three: Impact on Instruction



- Basic Question: To what extent do teachers have the content knowledge and instructional expertise necessary to interpret the scores and use them to inform curricular and instructional decisions?
 - ▣ Assumption: The portfolio has been designed to yield scores that reflect students' knowledge and skills in relation to academic expectations. This assumption relies, in turn, on the assumption that teachers have the:
 - knowledge and orientation necessary to interpret and use standards-based portfolio to inform curriculum and instruction
 - resources and supports necessary to interpret and use scores from the standard-aligned portfolio to inform curriculum and instruction

Study Three: Questions



- To what extent do teachers use assessment scores appropriately to inform standards-based instructional plans as reflected in students' IEPs?
- To what extent do the following relate to teachers' appropriate interpretation and use of assessment scores:
 - years of service?
 - content expertise?
 - collaboration with general education teachers with content expertise?
 - participation in professional development opportunities that address appropriate interpretation and use of assessment scores?
 - use of professional development resources that address development of content expertise?

Study Three: Methods



- the independent review of IEPs in relation to students' assessment performance;
- a self-report survey of special education classroom teachers;
- the observation of/interviews with 2 teachers from each of two schools, one school identified by DC staff as generally producing higher quality portfolios and the other school identified by DC staff as generally producing lower quality portfolios, using a classroom observation tool

Pilot Testing

	Fall 2008	Spring 2009	Fall 2009
DC	Survey	Interview and observation protocols	
PR		Survey	Interview and observation protocols

Next Steps

Revising survey and protocols

Confirming approvals and processes for access to documents, teachers, and classrooms

Building report forms to support grant and SEA reports to be produced in 2010