

NAAAC

National Alternate Assessment Center

OSEP Project Directors'
Conference

July 26th, 2005

3:30-5:00 pm



National Alternate
Assessment Center

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NAAC Overview

- NAAC is a five year project funded by the United States Department of Education, Office of Special Education Programs (OSEP).
- NAAC is housed at the University of Kentucky, Human Development Institute and functions in collaboration with four partners:
 - National Center on Educational Outcomes,
 - University of North Carolina at Charlotte,
 - CAST, and
 - University of Illinois at Urbana Champaign.

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NAAC Overview

- Eleven state partners will participate in research and model demonstration projects with NAAC:

Colorado

Iowa

Kansas

Kentucky

Massachusetts

Maryland

Michigan

New Hampshire

New Mexico

North Carolina

South Carolina

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NAAC Overview

- NAAC features:
 - Prestigious technical experts
 - Diverse advisory panel
 - Multiple research methods
 - Team of investigators
 - Theory driven

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NAAC Objectives

- All children can learn at high levels given instruction that is high quality and appropriate.
- The primary objectives of NAAC are to:
 - bring together and build on high quality, technically sound alternate assessments;
 - demonstrate through our selected partner states high quality design and administration of all types of alternate assessments; and
 - provide technical assistance through high quality dissemination practices.

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NAAC Research Foci

- Research Focus 1
 - Define technical quality for the four major types of alternate assessments (portfolios, performance events, checklists, and multiple choice tests) on a) alternate achievement standards (AAS) and b) grade level achievement standards (GLAS) as to the impact of the alternate assessment on student learning and access to grade level content.

NAAC Research Foci

- Research Focus 2
 - Identify grade level content alignment methodologies and principles for alternate assessments on a) alternate achievement standards (AAS) and b) grade level achievement standards (GLAS).

NAAC Research Foci

- Research Focus 3
 - Identify and describe best practices for a) developing and designing AA-AAS and AA-GLAS using the principles of universal design as a guiding theory and b) administering AA-AAS and AA-GLAS considering effective practices in the development and administration of materials, teacher training/communication, and management of statewide scoring of student assessments.

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Collaboration with OESE & NH EAI

- New Hampshire Enhanced Assessment Initiative funded by OESE
- Mirrors Research Focus I of NAAC- Technical Quality
- Convened Measurement, Severe Disabilities, and Curriculum experts to articulate a theory of learning for students who take alternate assessments based on alternate achievement standards

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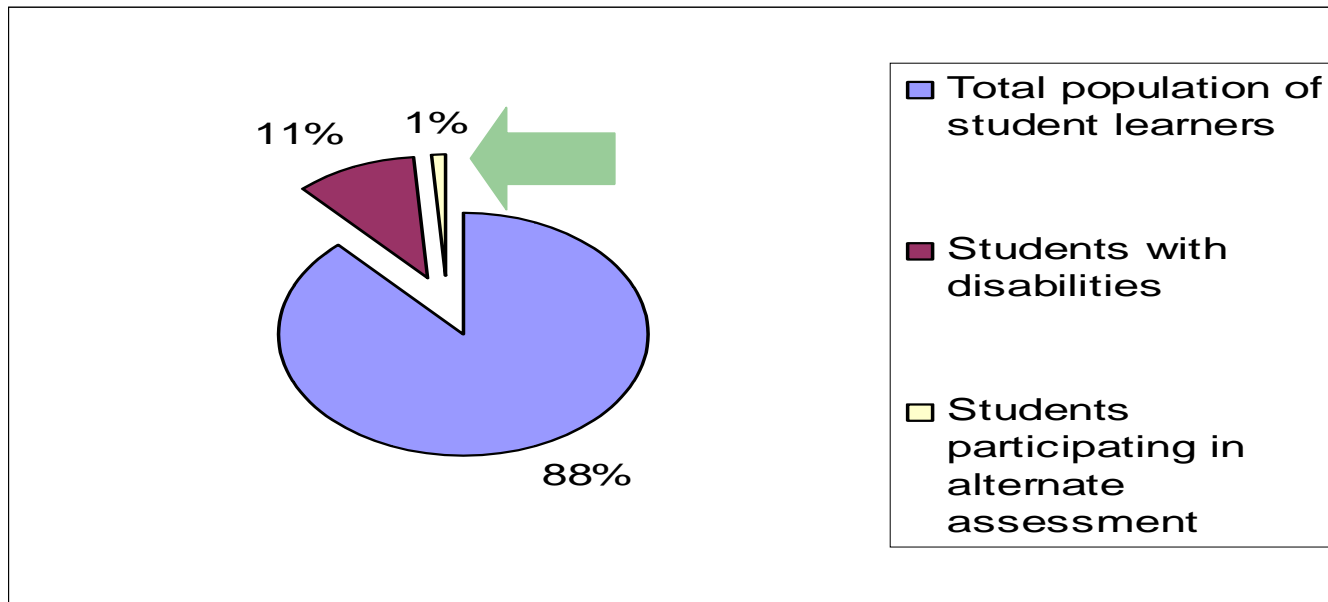


Content vs Achievement Standards

	<i>General Assmt.</i>	<i>AA-GLAS</i>	<i>AA-AAS</i>
<i>Content Standards taught and assessed (access and alignment targets)</i>	Grade level	Grade level	Grade level <i>linkage</i> to content standards
<i>Achievement Standards</i>	Grade level	Grade level	Alternate level
<i>Participating Students</i>	Most students, including those with disabilities (with or w/o accommodations)	Students with disabilities who need alternate way(s) to show what they know	Students with the most significant cognitive disabilities

Articulating the Population

The number of students participating in alternate assessments on alternate achievement standards as compared to the total population of student learners and students with disabilities...

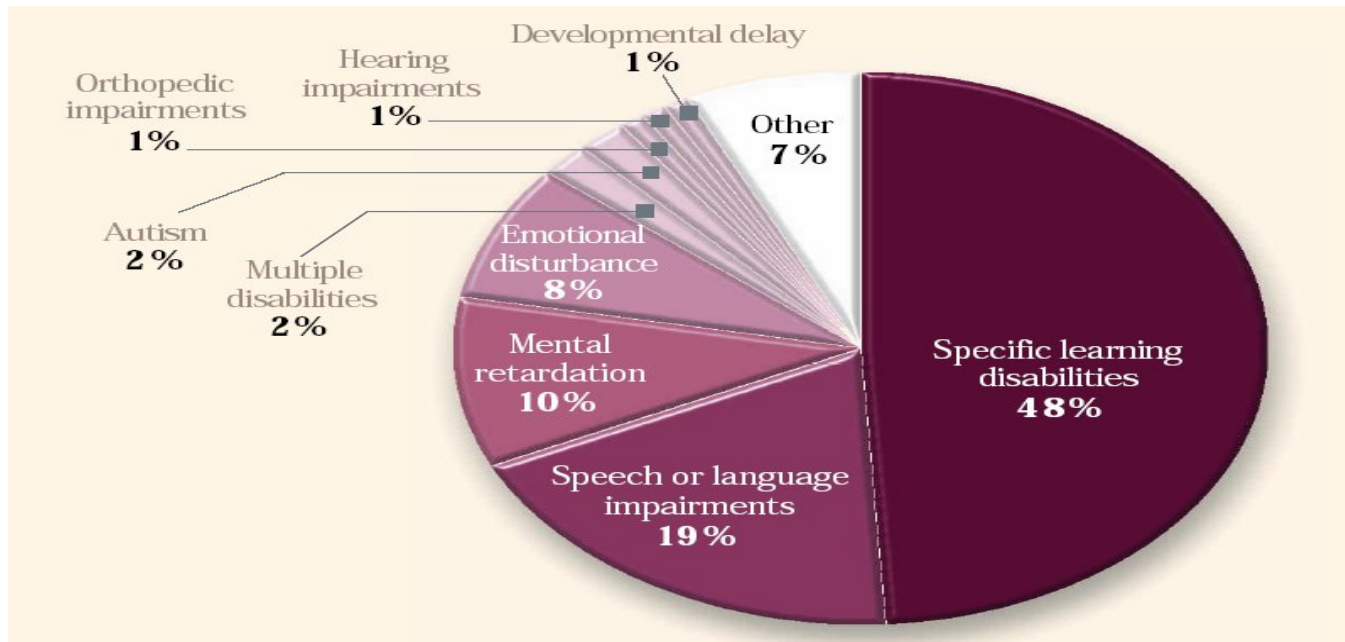


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Articulating the Population

SOURCE: Education Week analysis of data from the U.S. Department of Education, Office of Special Education Programs, Data Analysis System, 2002-03.

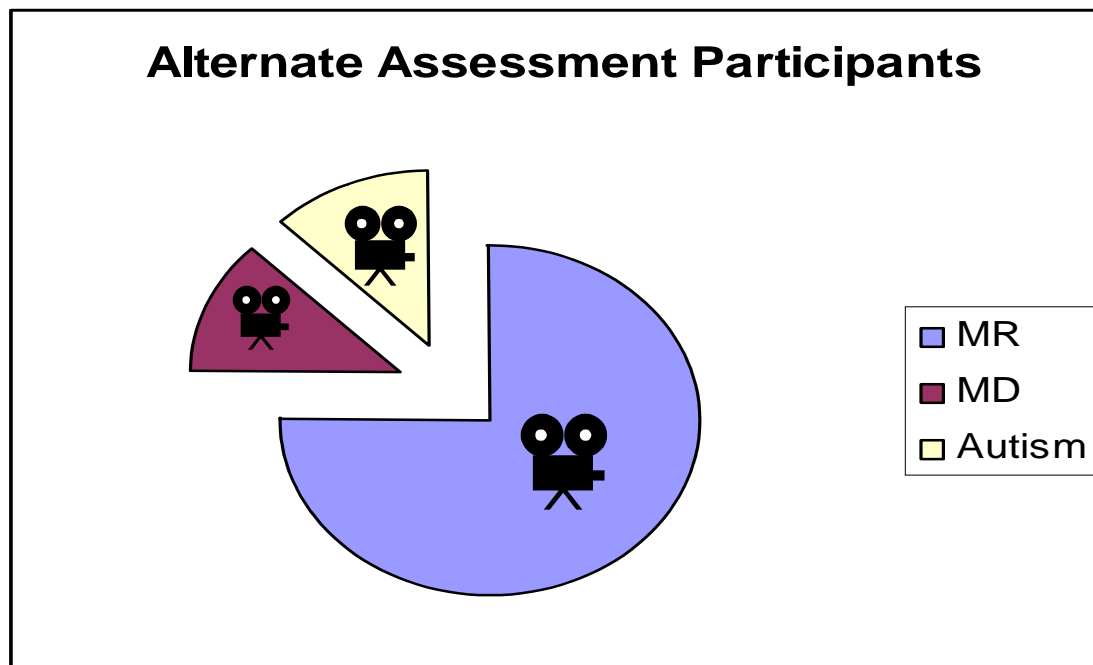
The total student population receiving special education services broken down by disability category...



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Articulating the Population

The following videos will share examples of students who participate in alternate assessments on alternate achievement standards...



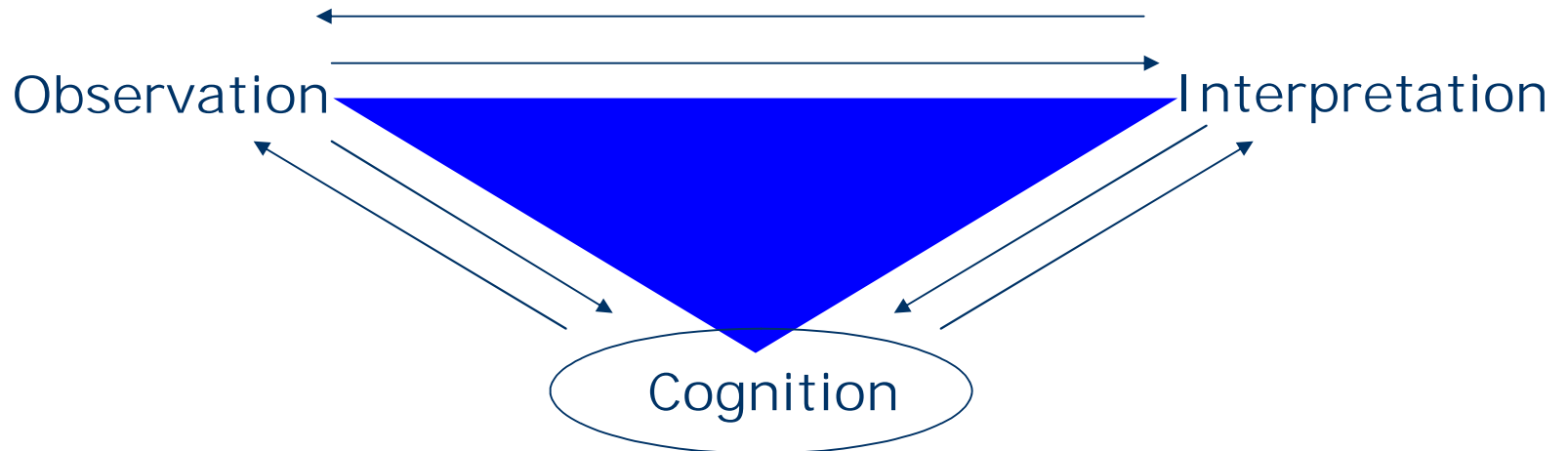
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Testimony

- Teacher: “I used to pride myself on being a good caregiver. Alternate assessment taught me to be a good teacher.”
- Parent: “I first thought testing these kids was crazy. All I wanted was for the school to keep my child safe, warm, and nourished. Thanks to alternate assessment, we learned my child could learn, can communicate, and make choices.”

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Effective Assessment Practice: Interconnected Assessment Elements



Pellegrino et. al (2001). *Knowing what students know*. National Research Council: National Academy Press.

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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)

Students with the most significant cognitive disabilities present problems with learning in these areas

- Attention to Stimuli
- Memory
- Generalization
- Self-Regulation
- Limited motor response repertoire
- Meta-cognition
- Skill Synthesis
- Sensory Deficits
- Special Health Care Needs

NAAC products

- White paper
 - ***Implications of the “Assessment Triangle” for Students with Significant Cognitive Disabilities: The First Vertex – Models of Student Cognition*** (Kleinert et al, unpublished manuscript)

NAAC products

- Presession to Council for Chief State School Officers' (CCSSO) Large Scale Assessment Annual Conference
 - ***Access and Alignment to Grade Level Content for Students with the Most Significant Cognitive Disabilities: A Training Module for Large-Scale Use.***

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Seymour Sarason

- “It could be argued with a good deal of persuasiveness that when one looks over the history of man the most distinguishing characteristic of his development is the degree to which man has underestimated the potentialities of men.”

(Christmas in Purgatory, 1965, p. 107)

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