

References for Part VI:  
Designing the Content Linking Chart and Supporting Documents

Hansche, L.N. (1998). *Handbook for the Development of Performance Standards: Meeting the Requirements of Title I.*

Kleinert, H. L., & Kearns, J. F. (1999). A validation of the performance indicators and learner outcomes of Kentucky's alternate assessment for students with significant disabilities. *The Association for Persons with Severe Handicaps*, 24(2), 100-110.

U. S. Department of Education. (2004). *Standards and assessments: Peer review guidance: Information and examples for meeting requirements of the No Child Left Behind Act of 2001.* Office of Elementary and Secondary Education Washington, D.C.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.  
<http://nces.ed.gov/nationsreportcard/reading/achieveall.asp>.

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Title: A validation of the performance indicators and learner outcomes of Kentucky's alternate assessment for students with significant disabilities.

Authors: Kleinert, H. L., & Kearns, J. F.

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Abstract:

*Participants:* A total of 44 national authorities in best practices for students with moderate and severe cognitive disabilities participated in this study.

*Test Design:* The purpose of this study was to conduct an expert validation of Kentucky's approach to alternate assessment for students with significant cognitive disabilities. Participants were asked to fill out a survey that asked questions about performance indicators and academic expectations for the state of Kentucky. All written comments included with the survey were typed and categorized into major themes.

*Findings:* Results indicated that in terms of the core of best practices embodied in the performance criteria for Kentucky's alternate assessment, there was a high degree of professional congruence. However participants also raised some concerns about the extent to which more limited learner outcomes have been identified for students with significant disabilities and whether the alternate assessment was sufficiently aligned to general curricular expectations for all students.

