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ALTERNATE ASSESSMENTS' CONTRIBUTIONS TO BETTER CLASSROOM INSTRUCTION & TESTING

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CEC 2010 Session #4. Alternate Assessment Strand

Alternate Assessment Approaches

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- **Portfolio Assessment** is an organized collection or documentation of student-generated or student-focused work typically depicting the range of individual student skills.
- **Performance Assessment** is a task or series of tasks requiring a student to provide a response or create a product to show mastery of a specific skill or content standard.
- **Comprehensive Rating Scales of Achievement** are rating scales anchored by descriptive rubrics for quantifying teacher judgments of students' knowledge and skills based on repeated direct and indirect observations situated in a number of school settings.
- **Modified Multiple Choice/Constructed Response**

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AA's Facilitate Inclusive Practices

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- Today, nearly 100% of students are participating in large-scale assessment and accountability systems.
- All students are being given significantly more access to learning and more is being expected of them.
- More academic instruction is being expected from all teachers.
- Reliable and valid evidence is required that students with disabilities are achieving.
- More PD & collaboration among teachers has been needed to achieve sound inclusive practices.

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Better Instruction – Point #1

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- Extended Content Standards in Language Arts, Mathematics, and Science
- Opportunity to Learn the Intended and the Assessed Curriculum

MARCEP Language Arts – Grade 3-5			
Reading Strand			
MARCEP Language Arts Competencies	MARCEP Rating Scale Item #	MARCEP Objective/MARCEP Rating Scale Item	Possible Classroom Tasks/Activities
Use word recognition skills and strategies to comprehend.	5	Student matches letters and sounds.	Student matches letters to objects or pictures with the same initial sound. Student traces words and chooses the correct letter (lines marked) from an A-Z chart. Student practices vowel for vowel placement chart.
	6	Student recognizes functional words and signs.	Student follows a picture schedule. Student chooses the appropriate letter for use in his or her words. Student understands basic safety signs (e.g., Caution, Danger, Poisons). Student can identify numbers on a chart by choosing the appropriate symbol (words, etc.).
	7	Student recognizes and reads basic sight words.	Student uses Learning Assist. Student recognizes sight words in a story. Student reads sight words from Bookends, word walls, and in basic text. Student picks out the right word for an orally presented word (e.g., "cat"). Student identifies the picture that corresponds with a basic sight word.

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Better Instruction – Point #2

- Evidence of student learning and achievement is everywhere in your classroom.
- Evidence must be aligned to state's curriculum frameworks/content standards.
- Collect and organize evidence to "paint a picture" of student performance and use this to communicate with others.

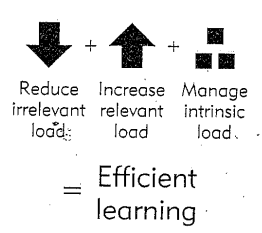
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Better Instruction – Point #3

Cognitive Load Theory

- Reduce extraneous load**
 - Reduce instructional content & activities that are irrelevant to the learning goal.
- Increase germane load**
 - Increase instructional content & activities that benefit the learning goal.
- Manage intrinsic load**
 - Break down complex tasks into a series of prerequisite tasks and supporting knowledge.

Efficient Learning



Efficient learning

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Better Measurement – Point #4

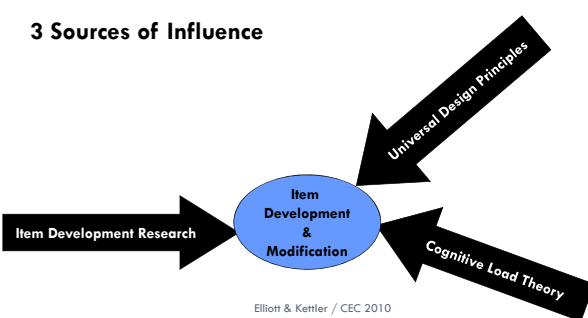
- Use rubrics to evaluate student work and to communicate with students, other teachers, & parents about student achievement!

Item Proficiency Rating	Descriptive Criteria to Guide Rating Decisions
0 = Non-existent (Can't Do Currently)	Student is currently unable to perform any part of a skill or demonstrate any knowledge even with full physical prompting in a highly structured setting.
1 = Emerging (Aware & Starting to Do)	Student attends to task and can respond to some part of the knowledge and skills required by the task given significant physical, verbal, visual, or other form of support. The student may take a long time to respond and is correct or accurate less than 25% of the time in a limited number of settings.
2 = Progressing (Can Do Partially & Inconsistently)	Student is in a stage of building consistency. Performance may be seen as somewhat inconsistent and responses are generally correct between 25-75% of the time when provided moderate support in several settings. The student shows improvement in acquiring and applying skills with repeated opportunities and feedback.
3 = Accomplished (Can Do Well & Consistently)	Student exhibits the knowledge and skills required by the task and responds correctly more than 75% of the time with minimal support on a regular basis. The student routinely performs the skill in a variety of settings with familiar instructions, materials, or individuals. The student requires little or no supervision in accurately demonstrating the knowledge and skills required by the task.

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Better Measurement – Point #5

3 Sources of Influence



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TAMI

Test Accessibility and Modification Inventory

Accessibility Rating Matrix

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ARM Record Form

Accessibility Rating Matrix	Math	Reading	Science	History	Art	Music	Physical Education	Foreign Language	Health	Career	Other
Package / Item Description											
Item Item											
Visuals											
Answer Choices											
Page / Item Layout											
Overall											

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Inaccessible Item

Twenty-five students are enrolled in Mr. Wilson's class. Not every student is in the class every day. Today, 2 girls and 3 boys are absent from the class. What percent of Mr. Wilson's class is absent today?

- A. 80%
- B. 30%
- C. 20%
- D. 90%

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Accessible Item


Mr. Bell has 25 students in his class. Today, 5 students are absent.

What percent is absent?

- A. 20%
- B. 30%
- C. 80%

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Your Observations About AAs




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- Alternate assessments have helped to improve instructional practices for students with disabilities by _____.
- Alternate assessments have helped to improve testing practices for students with disabilities by _____.
- Other observations about AAs: _____.

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Conclusions



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- Practices critical to the development and validation of alternate assessments have some important positive benefits for classroom instruction and evaluation of students' academic progress.
 - Expectations for learning have been raised and clarified.
 - Emphases on tangible evidence for documenting learning is prevalent.
 - Use of scoring rubrics to evaluate evidence improves reliability and communication with students and parents.
 - Application of universal design and cognitive load theory to the design of both classroom instructional materials and assessments should facilitate greater access.

Overall, access to learning and testing has resulted for more students!

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Thank You!

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