

Comparison of Alignment Results for Alternate Assessments Based on Alternate Achievement Standards: Performance-based and Portfolio Formats

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Alignment Study

- Based on the current work of the National Alternate Assessment Center
www.naacpartners.org @ UNC Charlotte
- Alternate Assessments based on Alternate Achievement Standards
 - Students with significant cognitive disabilities

Alignment Methodology

- ...degree of agreement, overlap, or intersection between standards, instruction, and assessments (Webb, 1997)
- Dimensions of alignment
 - Content and performance match
 - Comprehensiveness
 - Emphasis
 - Depth
 - Consistency with achievement standards
 - Clarity for users



Alignment Methodology

- Webb's (1997)
- Achieve
- Surveys of Enacted Curriculum (SEC)

Linking for Academic Learning (LAL)

- Developed based on-
 - Other alignment methods (Webb, Achieve, & SEC)
 - Current practice in special education
 - Alternate achievement standards
 - Characteristics of students
- Validated method and applied to AA-AAS

Linking for Academic Learning (LAL)

Eight Criteria

- 1. The content is academic and includes the major domains/strands of the content area as reflected in state and national standards (e.g., reading, math, science).
- 2. The content is referenced to the student's assigned grade level (based on chronological age).
- 3. The focus of achievement maintains fidelity with the content of the original grade level standards (content centrality) and when possible, the specified performance.

LAL Criteria (cont.)

- 4. The content differs from grade level in range, balance, and depth of knowledge, but matches high expectations set for students with significant cognitive disabilities.
- 5. There is some differentiation in content across grade levels or grade bands.

LAL Criteria (cont.)

- 6. The expected achievement for students is for the students to show learning of grade referenced academic content.
- 7. The potential barriers to demonstrating what students know and can do are minimized in the assessment.
- 8. The instructional program promotes learning in the general curriculum.

Purpose

- Applied LAL to two AA-AAS formats
 - Performance-based
 - 248 ELA items nested in 44 tasks
 - 216 Math items nested in 44 tasks
 - Portfolio
 - Flexibility in the content and items/tasks
 - Teacher selected ELA and math target skill
 - Collects student performance on standardized data form and provided evidence of performance

Delimitations & Limitations

- Only examining alignment criteria that has academic focus
- Focusing on Alternate Assessment items/tasks alignment to content standards
- Portfolio Assessments from an earlier era when less emphasis was on academic focus for students

Data Sources

- State grade level content standards for ELA/reading and math
- Any extended standards (transformation or prioritizing of the grade level content standards) or curriculum frameworks for use by teachers of students who participate in the alternate assessment
- Test/item/task specifications or blueprint for the alternate assessment
- The most current alternate assessment for grades 3 through 8 (including all items in the performance assessment and a sample of completed portfolios).
- And many more!!

Raters

- Content experts
 - Two for each subject area
- Special educators
 - Two
- Alignment expert

Procedural Differences

- Training was more challenging for portfolio
- Differences
 - Collect a sample of portfolios ($N=130$)
 - Portfolios were rated on the entire body of evidence for some criteria and ranges for other criteria
- Interrater agreement
 - Performance-base = 84%
 - Portfolio = 73%

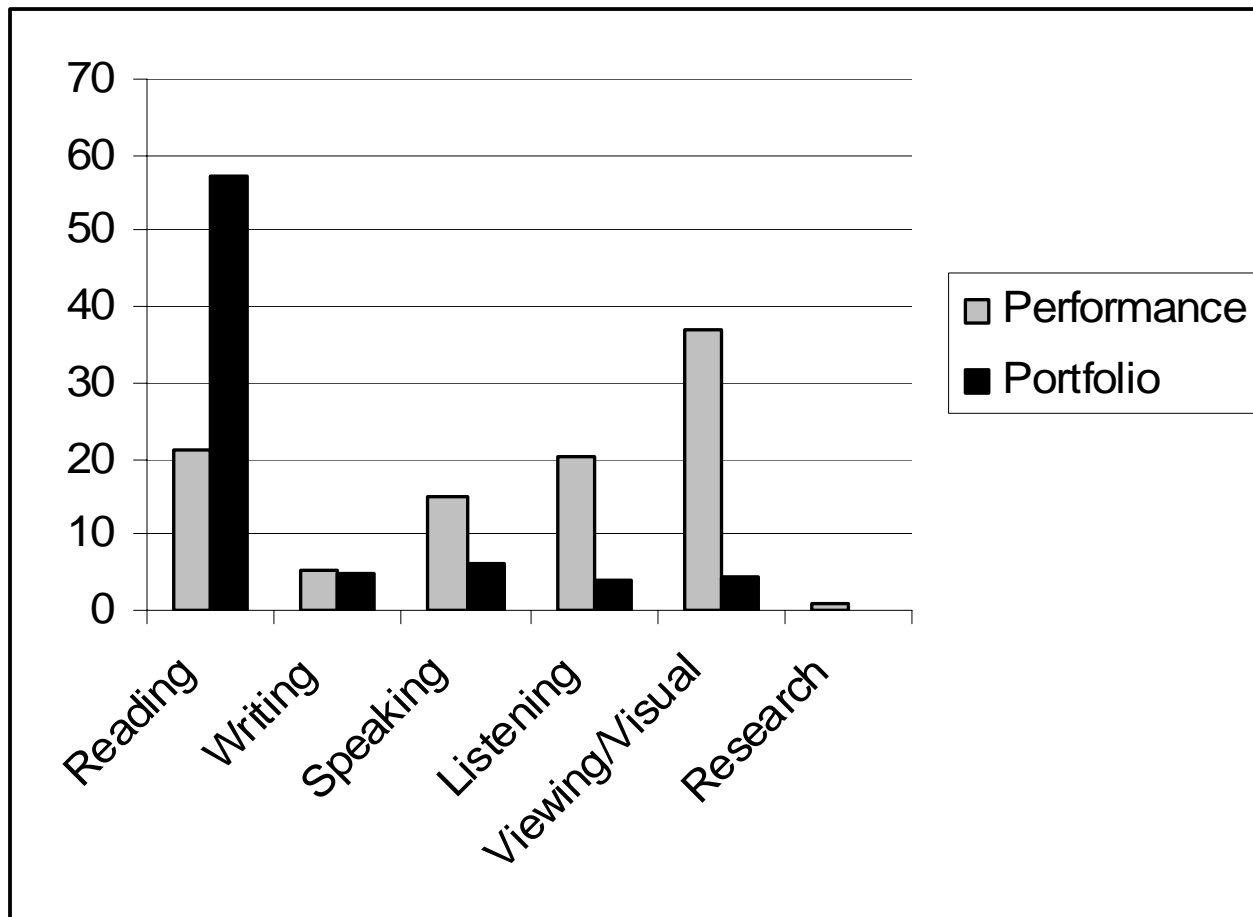
Results

- Caution
 - Portfolios were developed and implemented in earlier era of AAs
 - Focus is not on which AA format is best

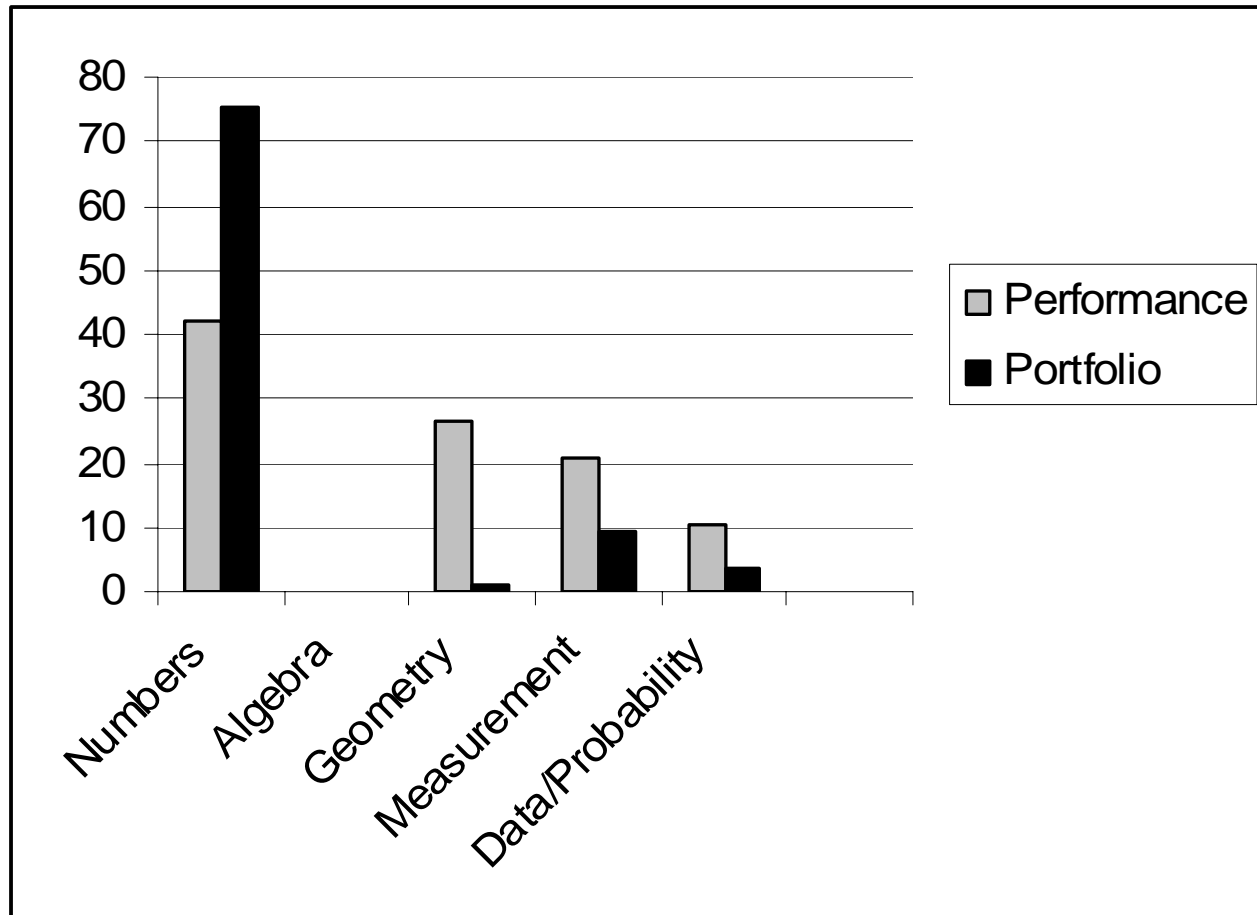
Academic Focus

Academic	Performance		Portfolio		
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>95% CI</u>
ELA	248	93.4	130	76.7	± 7.15
Math	216	100	130	89.2	± 5.25

ELA – Alignment to Standards



Math—Alignment to Standards



Content Centrality (% near or far)

	<u>Performance</u>		<u>Portfolio</u>	
	<u>%</u>		<u>%</u>	<u>CI (95%)</u>
ELA	89		67	± 8.29
Math	100		63	± 8.51

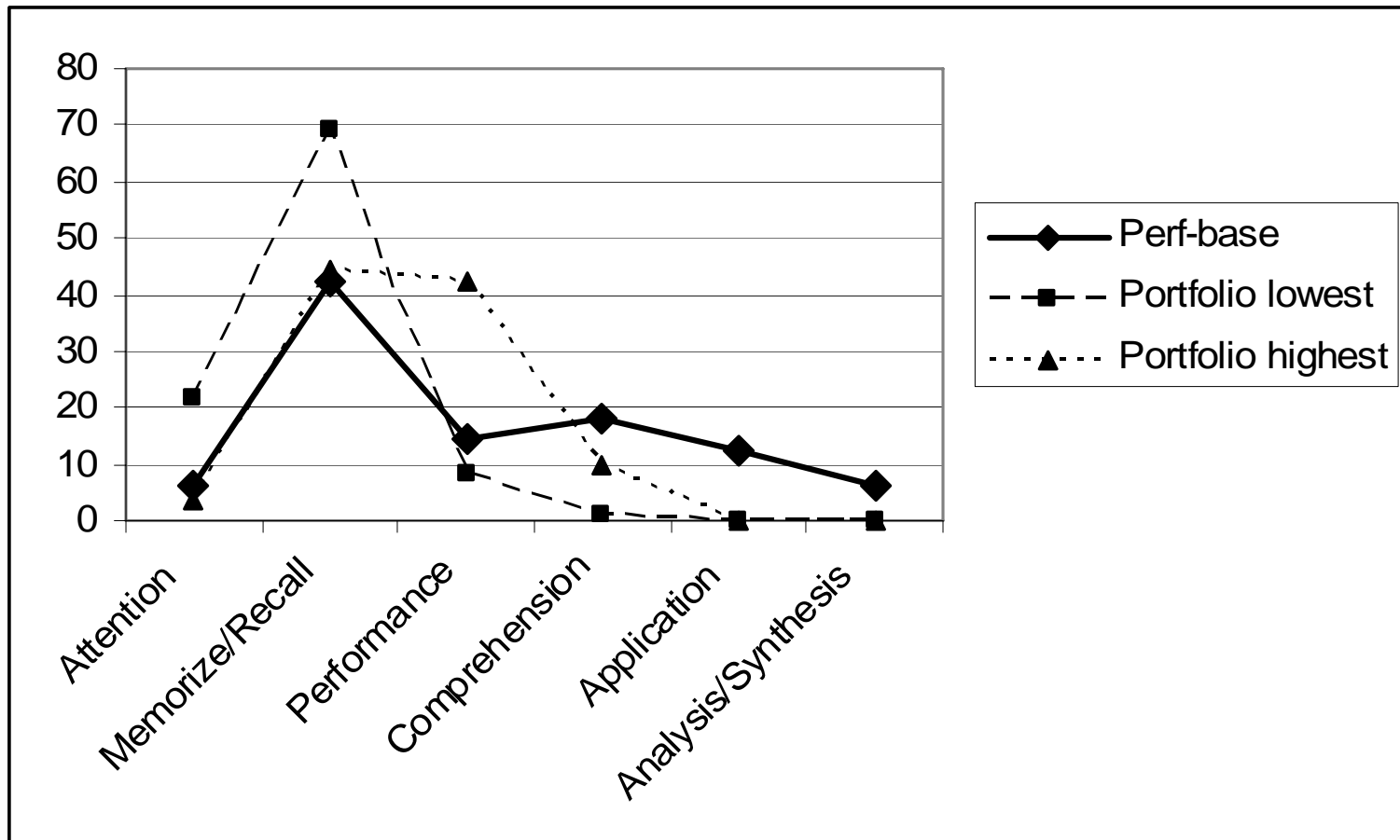
Performance Centrality (% some or all)

	<u>Performance</u>		Portfolio	
	<u>%</u>		<u>%</u>	<u>CI (95%)</u>
ELA	99		92	± 4.78
Math	100		92	± 4.89

Webb (Content Coverage)

	Performance		Portfolio	
	<u>ELA</u>	<u>Math</u>	<u>ELA</u>	<u>Math</u>
Categorical Concurrence	.75	1.00	.25	.20
DOK	68%	43%	37%	40%
Balance	.60	.85	.43	.29
Range	75%	100%	25%	20%

Depth of Knowledge



Differences in Statements about Alignment Results

- Performance-based
 - Statement about AA
 - Specific information about AA items can be made for improvement
 - Similar to general education assessment alignment
- Portfolio
 - Statement about AA system
 - Specific areas for training teachers can be made

Acceptable Level of Alignment

- Vary by format?
- Reduction of scope and complexity but how much? What rationale?
- Should there be 100% alignment to grade level standards?
 - Access skills
 - Foundational skills



Thank you

- Presentation located @
- <http://education.uncc.edu/access>