

Alignment Issues for AA- AAS

Diane M. Browder, PhD
University of North Carolina at Charlotte
October 11, 2007

National Alternate Assessment Center

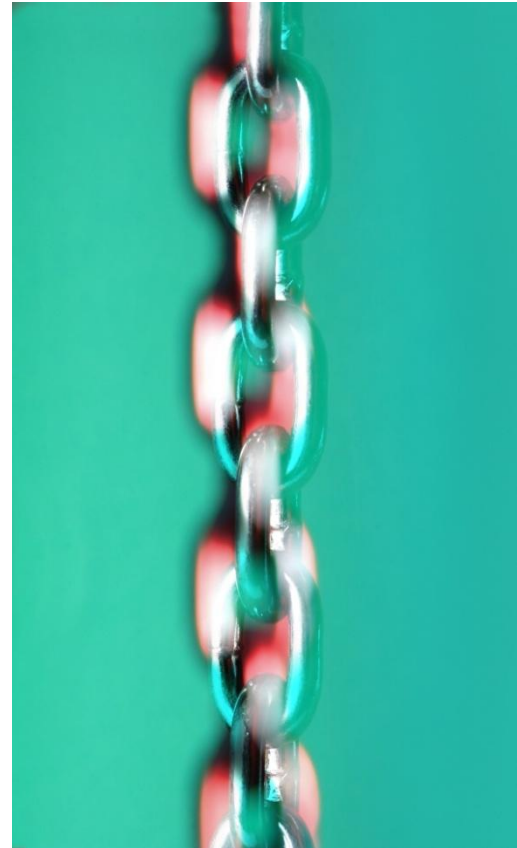
- NAAC Partners
 - www.naacpartners.org
 - (OSEP #H324U040001)
 - University of KY (PIs)
 - UNCC
 - University of Illinois-Urbana Champaign
 - CAST
- Investigators for UNCC
 - Claudia Flowers
 - Diane Browder
 - Shawnee Wakeman
 - Meagan Karvonen (WCU)

Links for Academic Learning

- Flowers, C., Wakeman, S., Browder, D., & Karvonen, M. (2007). *Links for Academic Learning: An Alignment Protocol for Alternate Assessments Based on Alternate Achievement Standards*. Charlotte, NC: University of North Carolina at Charlotte.

What is a “Link”?

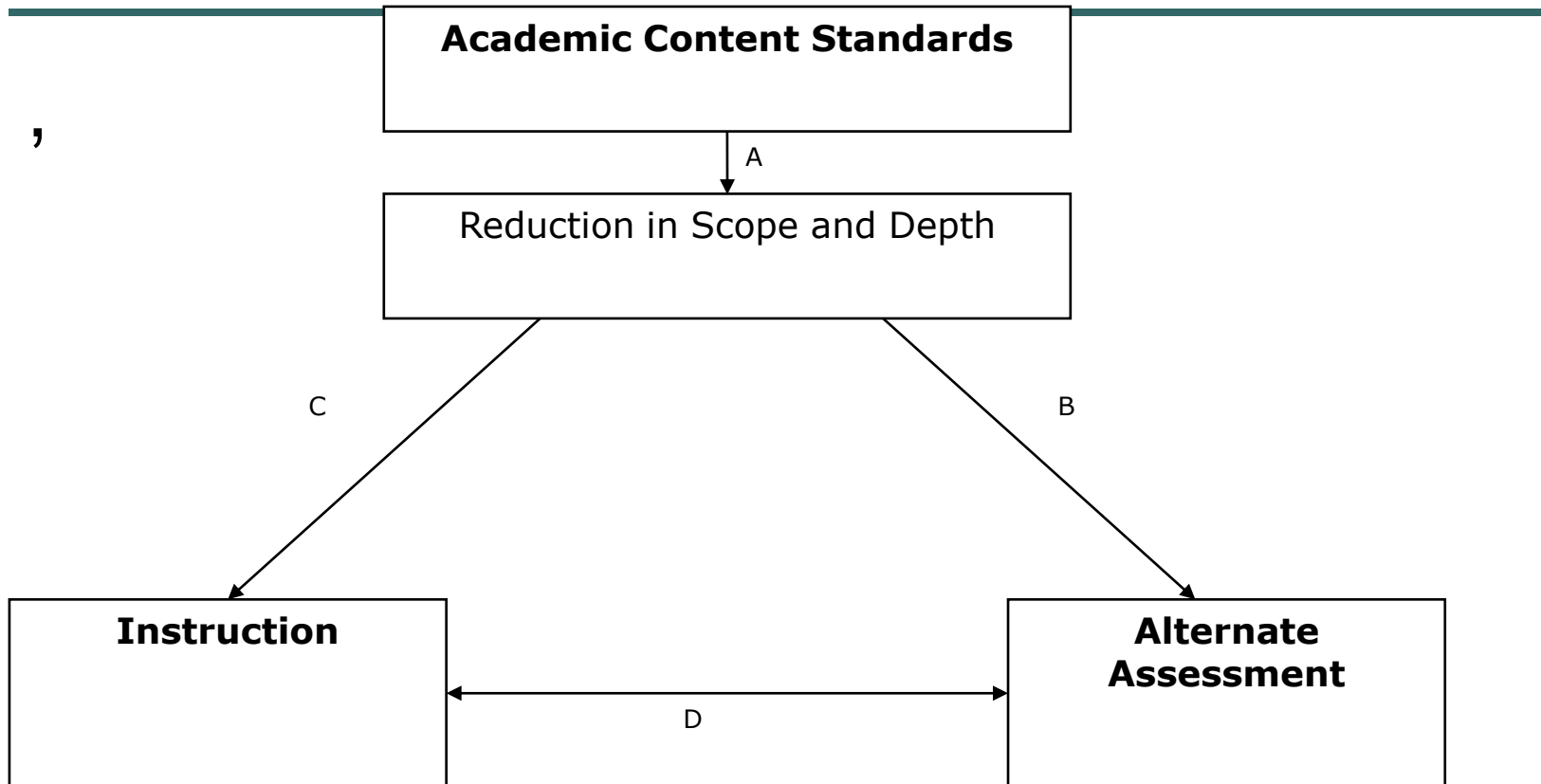
- Definition: alignment with broader and different boundaries
 - BUT still has boundaries
- ***Links for Academic Learning*** defines the boundaries



How Method Developed

- Review of literature on alignment
 - General assessments
 - Alternate assessments
- Consideration of current methods
 - Achieve
 - Webb
 - Survey Enacted Curriculum
- Convened panel of experts in alignment
 - Alignment researchers
 - Measurement company reps
- Development of a conceptual framework for what it means to “link” to grade level standards
- Validation of criteria for this framework
 - States
 - Measurement experts
 - Experts in severe disabilities
- UNCC evaluating application with states with various formats of AA
 - Also available to vendors and states

What is aligned in LAL....



First Boundary

- Each extension of a standard aligns to the original standard
 - Content: at least “far”
 - Performance: at least “some”
 - As rated by experts in the content area (not special educators)
- If MOST match, align AA items to extensions



LAL Criteria for Alignment: Is the focus “really” reading, math, science?

- AA items and extensions
 - **Academic**
 - at least 90% of items
 - We eliminate nonacademic items from the alignment study
 - Content and performance centrality
 - Between AA items and extensions (if extensions align with state standards)
 - ALL for content (100%)
 - Most for performance (90%)
- Rationale for the boundaries
 - May need some items that are foundational to capture progress towards standard of students with most significant disabilities (we suggest up to 10%)
 - May need to change performance on some for same population (we suggest for up to 10% of extensions or AA items)

LAL Criteria Is there grade level content alignment?

- AA items and extensions organized by grade level/ band
- Differentiation occurs across grade levels/ grade bands in AA items
- Rationale:
 - Linking to grade level content requires some differing items across grade levels/ grade bands
 - Deeper, new, broader, etc.

LAL Criteria Is the alternate achievement different from grade level achievement?

- ALTERNATE ACHIEVEMENT vs. GRADE LEVEL

- Balance, representation, depth of knowledge

- Expect full range of depth of knowledge but skewed towards lower end; balance, etc should match state blueprint for reduced breadth; depth

LAL Criteria: What inference can be made about student learning?

- Inference about student learning based on scoring rubric and standard setting
- RATIONALE: alternate achievement standards should align to grade level content standards
 - Stronger inference if score based on what student knows and does vs. something else

LAL Criteria Does AA minimize barriers to responding?

- Guidelines for administering AA with students who-
 - Have sensory challenges
 - Have physical challenges
 - Do not yet respond to printed words and pictures

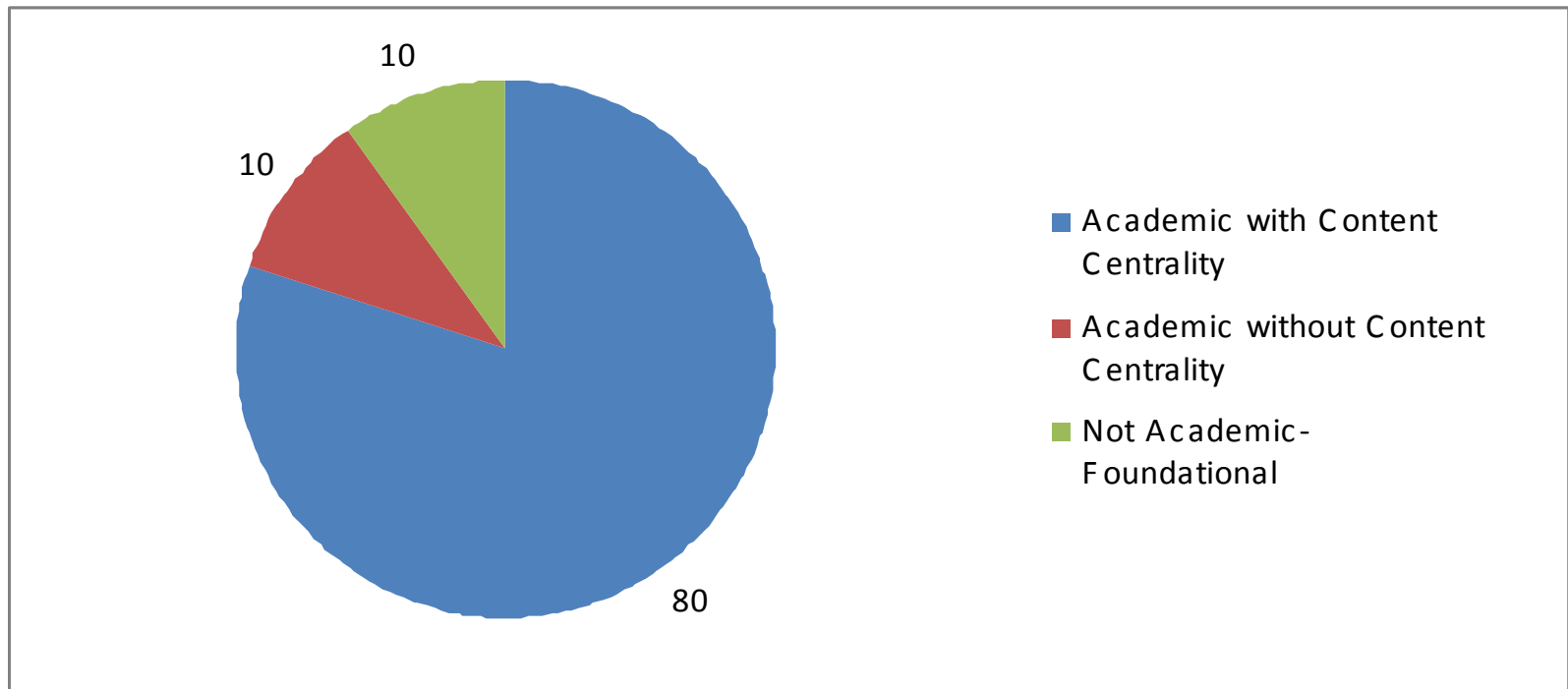
LAL Criteria: Is there instructional alignment?

- Program quality indicators
 - As part of instructional alignment vs. as part of student score
- Curriculum Indicator Survey
 - What are teachers teaching
- Rationale:
 - Cannot assume teachers know how to teach to the standards for students with significant cognitive disabilities

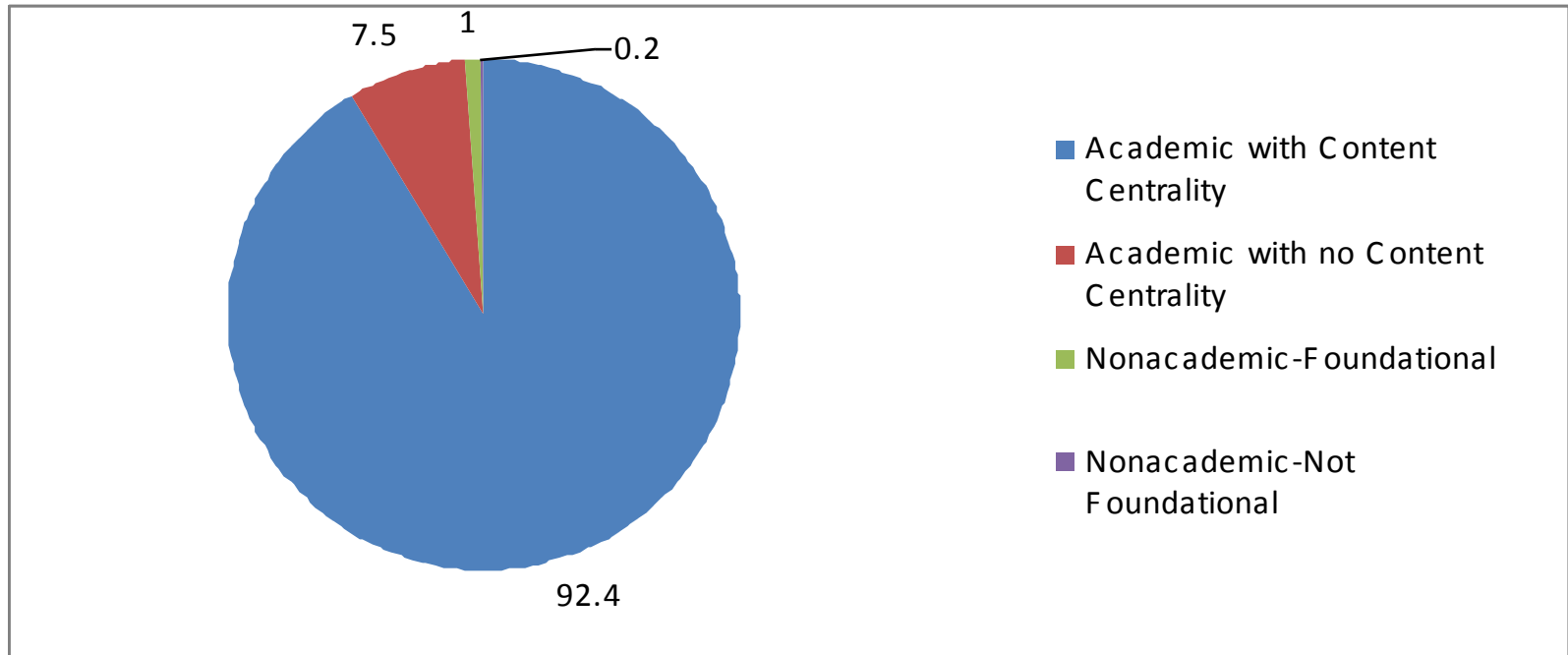
What We Are Finding after Six State Alignment Studies

- The standards proposed in the LAL for content alignment are possible.

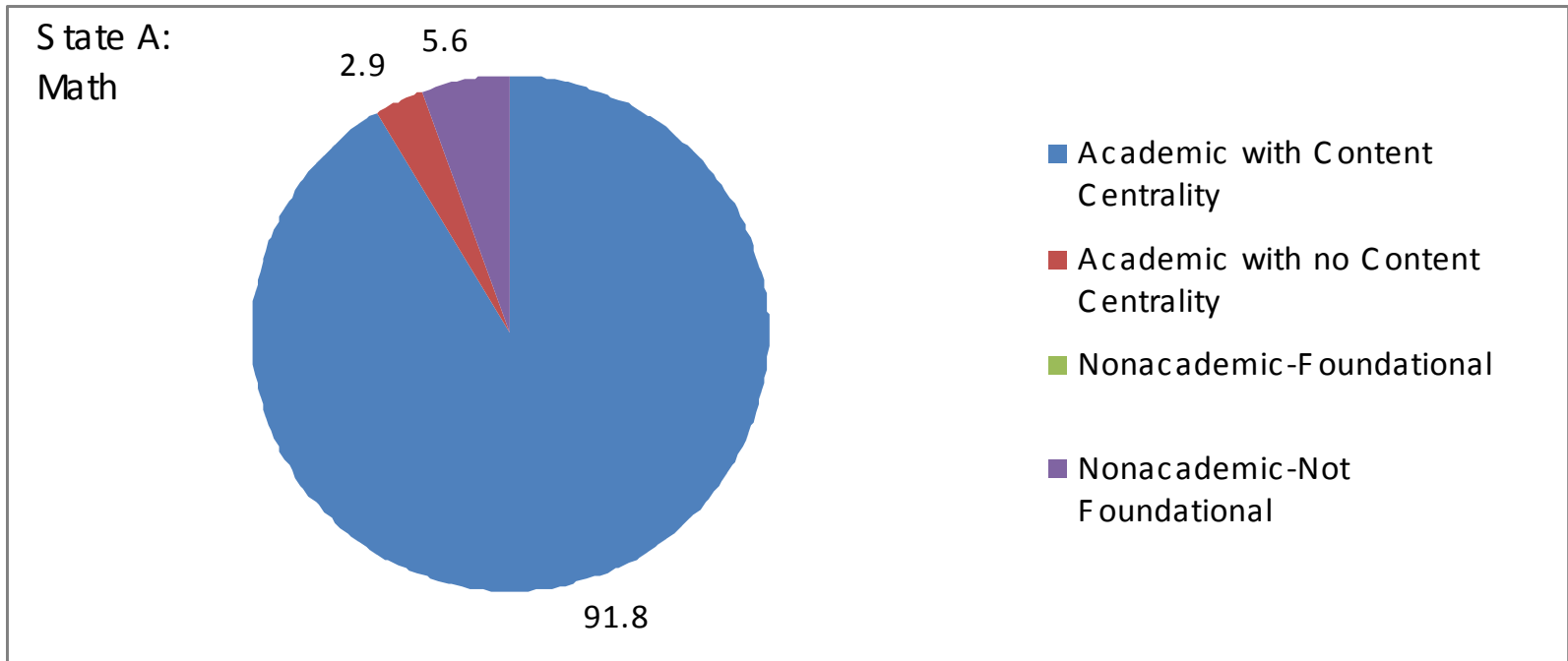
The Minimal Standard of LAL



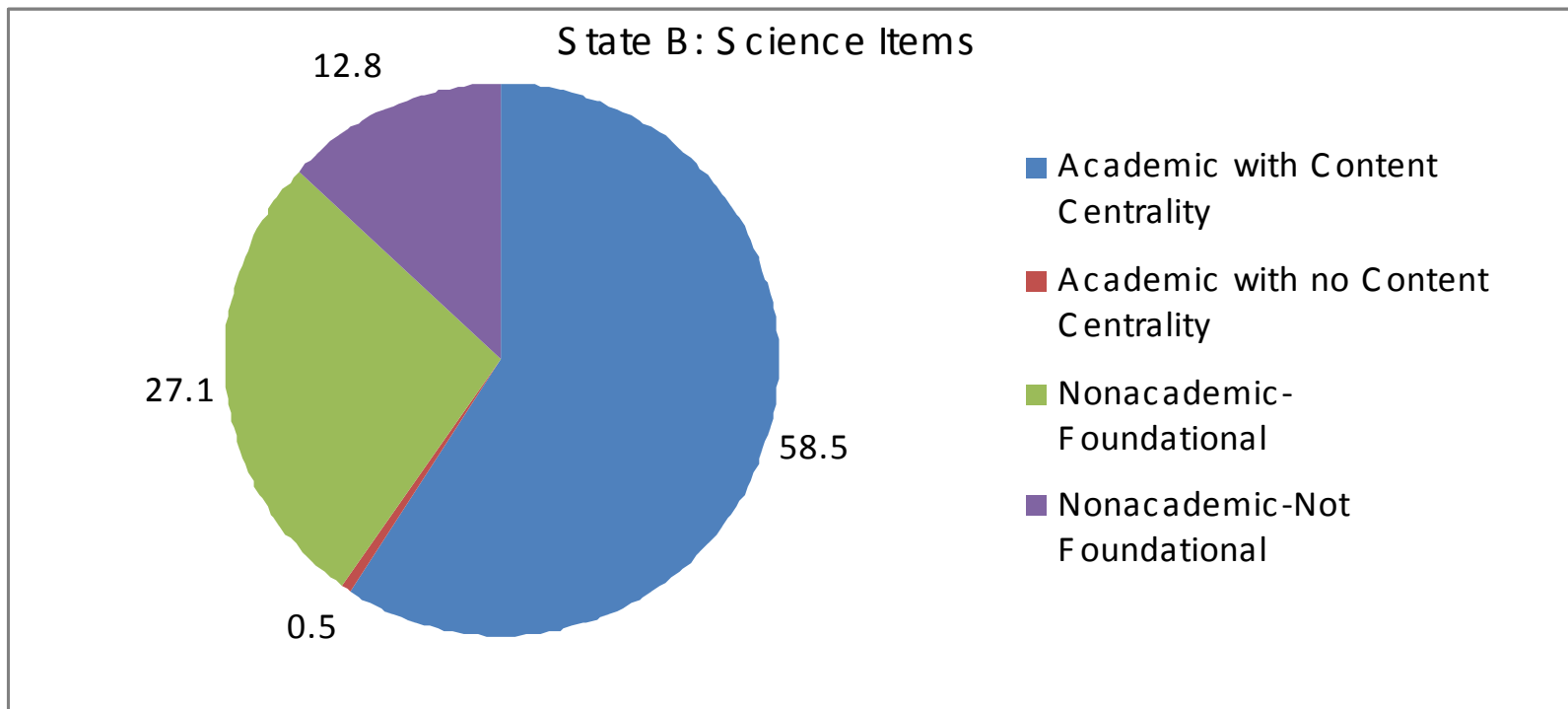
State A: Language Arts



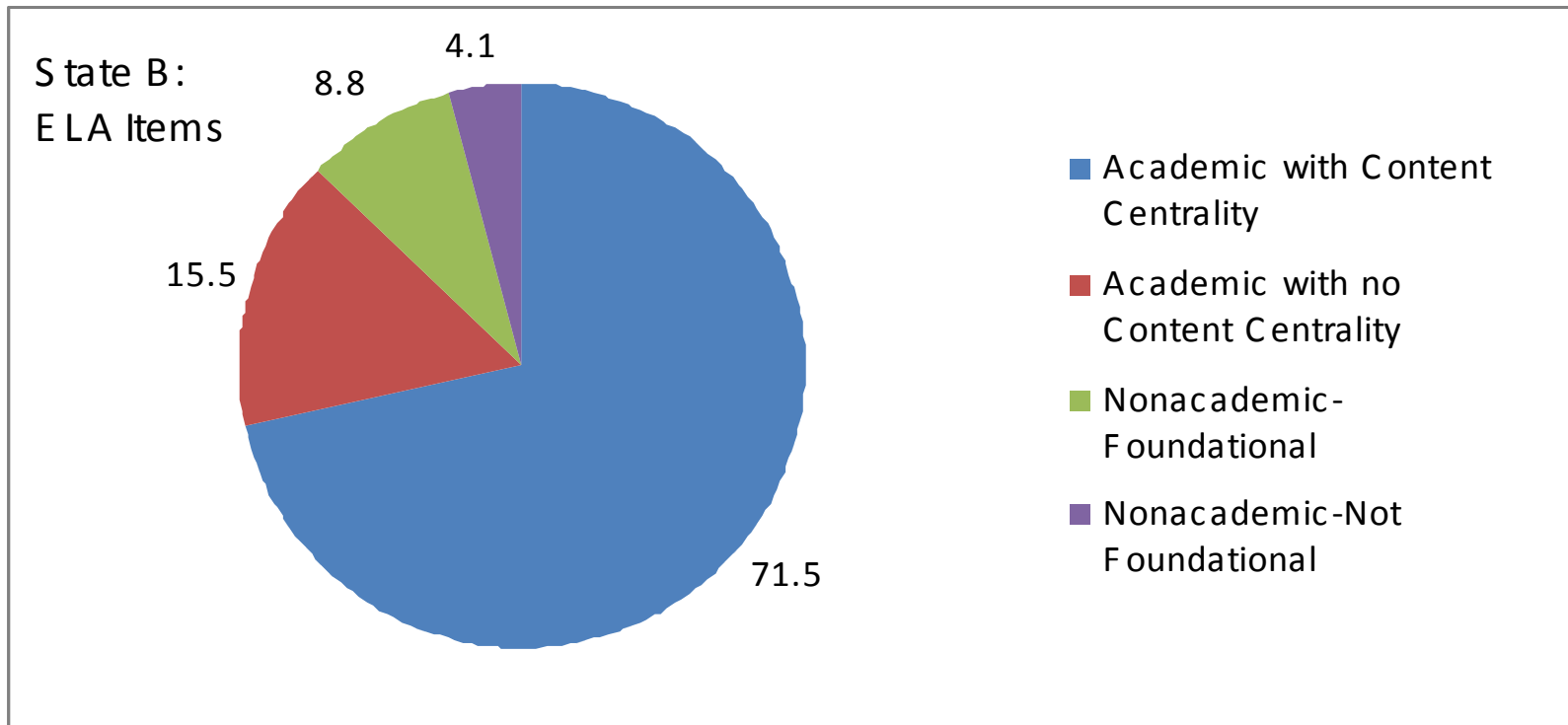
State A: Mathematics



Science Seems to Be Most Difficult for States to Align



Example Where Some “Fine Tuning” is Needed



What Goes Wrong

- Backmapping
 - Mapping an academic standard onto a functional skill and losing the academic focus
- Overstretching
 - Oversimplification to extent concept is lost
- Mismatch
 - Wrong standard

What is Needed: A Method to Extend State Standards

- Work it Across
- Work it Up
- Check it Back

Work it Across: Kindergarten Math Standard Example

Grade Level: K	Abstract Symbolic	Concrete Symbolic	Presymbolic
Sort & classify objects into a graphic display	Sort by one attribute and create object displays	Match to same to sort objects; create object display with two of the sets	Put object with same to help create graph

Work it Up: Each Grade Level

Grade Level	Abstract	Concrete	Presymbolic
5			
4			
3			
2			
1			
K			

Check it Back

- Extension → Grade Level Standard

Summary

- “Linking” is alignment with different boundaries...but these boundaries need to be defined
- High standards for content match are possible in AA-AAS
- States need methods to follow to extend standards that retain alignment, but also are inclusive of full range of 1%

Acknowledgements

- To the authors of the LAL
- And to Allison Kretlow for preparation of the figures

Contact Information

- Diane Browder-
dbrowder@email.uncc.edu
- UNCC website:
<http://education.uncc.edu/access>