

Abstract

The purpose of this study was to examine administrators' perception of the impact and consequences of alternate assessments. A total of 708 administrators from 49 states and the District of Columbia participated in this study. Administrators reported that alternate assessments have increased special education teachers' stress level and workload, and increased the amount of required training and workload for administrators. Most of the respondents did not agree that the potential positive impact of alternate assessment has been realized at this time. These results are compared with the findings for the impact of large scale assessments in general education.