

Content Analysis of Science Performance Indicators in Alternate Assessment

Abstract

Under the requirement of both the Individuals with Disabilities Education Act (1997) and the No Child Left Behind Act (2002), states are required to provide alternate assessment for students who cannot participate in general curriculum and statewide assessments. According to NCLB, states are required to report the progress of all students in science in the year 2007. Therefore, it is found to be an enormous task for states due to a lack of research on how to teach science for students with significant disabilities. The intent of this study was to examine the number of states that included performance indicators (PIs) in their alternate assessments. We also investigated how states generate their science PIs linked to the academic areas of the national standards set by the NSES and how to access these indicators to general curriculum for teaching science to students with significant disabilities. These findings are discussed with recommendations on how to access these indicators to general curriculum for teaching science to students with significant disabilities.