

# Traditional Assessment



VS

# Alternative Assessment

## Traditional Assessment

One-shot tests

Indirect tests

Inauthentic tests

Individual projects

No feedback provided to learners

Timed exams

De-contextualized test tasks

Norm-referenced score interpretation

Standardized tests

## Alternative Assessment

Continuous, longitudinal assessment

Direct tests

Authentic assessment

Group projects

Feedback provided to learners

Untimed exams

Contextualized test tasks

Criterion-referenced score interpretation

Classroom-based tests

Source: Bailey, 1998, p. 207 as cited in Coombe & Hubley, 2011.

# Alternate Assessment Of Students

**Harold L. Kleinert, Jacqui Farmer  
Kearns**



## **Alternate Assessment Of Students:**

**Alternate Assessment of Students with Significant Cognitive Disabilities** Icylin Leslie Harding, 2016-08-20 There are increasing demands of accountability for improved student achievement hence the challenges for governments school systems and educators to promote the development of teacher preparation and educational practices that assimilate precise strategies and alternate assessment tools for effective use in the classroom This research study looks at the level and type of preparation given to teachers prior to the administering of the alternate assessment offered to students with significant cognitive disabilities to indicate students contribution to the schools academic progress or failure Results of this study provide informative guidelines to all stakeholders in the business of training and preparing teachers to become more knowledgeable and efficient and hence demonstrate positive attitude toward this form of assessment *Alternate Assessments for Students With Disabilities* Sandra J. Thompson, 2001-03-30 A Joint Publication with the Council for Exceptional Children The authors clearly explain the why of alternate assessment and support this with lots of how to information throughout the book It is hard to imagine a teacher or administrator who wouldn t gain valuable new skills from reading this book Victor Nolet author *Accessing the General Curriculum* A real world guide to creating a system of inclusive education measured by inclusive assessments Students with disabilities need and deserve alternate forms of assessment They offer greater opportunities for inclusion in general education classrooms improve the level of education overall and raise the bar for individual students Now a distinguished group of experts in special education have combined current research and a rich variety of case studies to produce a guidebook on alternate assessment a landmark book for general and special education administrators teachers parents and professionals responsible for development training implementation and continuous improvement of alternate assessments at all levels *Alternate Assessments for Students With Disabilities* will show you How to shift to high expectations for all learners How to carefully assess their progress How to use the assessment data you gather to improve schooling for them offering processes and insights based on the real world experience of states and districts across the country concrete examples on which professionals can build a solid understanding of alternate assessment Thompson and her coauthors offer a big picture of high expectations assessment and accountability for students with significant disabilities guiding readers through the process of alternate assessment from beginning to end Several chapters include examples of worksheets and forms that have worked for some teachers and in some settings along with insights into how they can be used to help your students within the context of your own state policies and regulations Additionally *Alternate Assessments for Students With Disabilities* can serve as a resource for planning staff development at the state or district level and the information can be used by collegial learning communities within schools as well Given the wide variations in settings and needs *Alternate Assessments for Students With Disabilities* is specifically designed to empower you to better understand your own state or district requirements and to get the most out of whatever alternate

assessment approach you choose All students can learn and Alternate Assessments can be a key to making that a measurable reality in your school *Alternate Assessment of Students with Disabilities in Inclusive Settings* Sandra K. Alper,Diane Lea Ryndak,Cynthia N. Schloss,2001 This unique text covers assessment of both relevant academic and functional skills of students with disabilities as they are embedded in the general education curriculum This textbook addresses a critical challenge faced by teachers in inclusive settings how to appropriately address the functional skill needs of students with disabilities in general education settings while at the same time provide adequate coverage of basic academic skills Pedagogical elements such as learning objectives and lists of key terms make this a comprehensive clear and useful text

Alternate Assessments Based on Alternate Achievement Standards William D. Schafer,Robert W. Lissitz,2009 Discover what really works in alternate assessment based on alternate achievement standards This book gathers cutting edge knowledge and best practices in seven states to help readers work toward accurate assessment of students with severe disabilities *Alternate Assessment for Students with Significant Cognitive Disabilities* Harold L. Kleinert,Jacqui Farmer Kearns,2010 Develop effective alternate assessment based on alternate achievement standards AA AAS With this practical guidebook K 12 educators will modify assessments and ensure high quality instruction that leads to better outcomes

Putting Alternate Assessments Into Practice James E. Ysseldyke, This report discusses alternate assessments that are to be used in accounting for the performance and progress of students with disabilities who do not participate in typical state assessments Alternate assessments are data collection procedures used in place of the typical assessment when students cannot take standard forms of assessment Four information gathering procedures that might be used in alternate assessments and the application of these procedures to collect data in broader outcome areas are highlighted in the report Overall these approaches and those of states currently developing alternate assessments suggest four assumptions that are the foundation of alternate assessment 1 alternate assessments should focus on authentic skills and on assessing experience in community and other real life environments 2 alternate assessment should measure integrated skills across domains 3 if at all possible alternate assessment systems should use continuous documentation methods and 4 alternate assessment systems should include as critical criteria the extent to which the system provides the needed supports and adaptations and trains the student to use them Four approaches are described that can be used to collect data for alternate assessments of student performance observation recollection via interview or rating scale record review and tests Contains 43 references CR A *Brief History of Alternate Assessments Based on Alternate Achievement Standards. Synthesis Report 68* Rachel Quenemoen,2008 This synthesis report provides a historical look back over the past 15 years of alternate assessment from the early 1990s through the mid 2000s as reported by state directors of special education on the National Center on Educational Outcomes NCEO state surveys and augmented by other research and policy reports published by NCEO and related organizations during that time frame It is meant to be a resource to state and federal policymakers and staff

researchers test companies and the public to help us understand why and where we have come from and where we may be going in the challenging of work of alternate assessment for students with significant cognitive disabilities The work of the National Alternate Assessment Center and related projects and centers has focused on a validity framework as a heuristic for state practice and that work is described here The report ends with four recommendations to guide state practices at this point Because of the number of uncertainties still in play we need Transparency We need to know what varying practices and targets yield for student outcomes and the only way to build that knowledge base is to ensure that assessment development implementation and results are transparent and open to scrutiny Integrity Building on the need for transparency is the need for integrity The amount of flexibility needed to ensure that all students can demonstrate what they know and can do is higher in alternate assessments for this group of students than in more typical student populations Flexibility can mask issues of teaching and learning unless it is carefully structured and controlled Similarly standardization as a solution risks reducing the integrity of the assessment results when the methods do not match the population being assessed and how that population demonstrates competence in the academic domains Validity Studies Building on the issues of transparency and integrity we have an obligation to monitor carefully the effects of alternate assessments over time as well as to ensure the claims we are making for the use of the results are defensible and Planned Improvement over Time In building a validity argument we study whether the interpretations and uses of the test are defensible and whether consequences that are hoped for and those that are to be avoided are in fact falling into their respective places An important part of validity studies is the ongoing day to day oversight of the assessment development implementation and use of testing results and high quality data collection and continuous improvement based on the data are absolutely necessary for these assessments Contains 4 tables and 2 figures This report is an adaptation from a paper first presented at the Maryland Assessment Research Center for Education Success MARCES conference College Park Maryland October 2007 [Guidelines for the Alternate Assessment of Children with Disabilities](#) Illinois State Board of Education (1973- ),1999 Contains the IDEA amendments of 1997 related to alternate assessment and the Illinois State Board of Education s guidelines regarding the alternate assessment of the educational progress of students with disabilities in Illinois school districts **A Practical Guide to Alternative Assessment** Joan L. Herman,Pamela R. Aschbacher,Lynn Winters,1992 Reviews the purposes of assessment and provides a rationale for the development of alternative forms for measuring student achievement **Making Alternate Assessment Score Reports a Meaningful Tool for Parents** William Hollis Blackwell (III.),2012 Abstract While No Child Left Behind assessment policies require student performance on alternate assessments to be reported to parents there have been no research studies and limited guidance on how this information is best reported There are two issues resulting from the lack of research and guidance First there is no established standard for what information should be reported It is left to individual states to determine the types of information reported and there is no provision to ensure that parents have a voice in

determining the information that is most helpful to them Second there is no guidance on exactly how the information should be presented This study directly examined these issues within the context of Pennsylvania The research question was What are meaningful ways of reporting alternate assessment results to parents Data were collected through a variety of methods including interviews with parents teachers special education program administrators and alternate assessment design team members and through the development and trial testing of sample alternate assessment score reports with parents and teachers Based on the findings the answer to the research question is twofold a there are specific design features that can be incorporated into alternate assessment score reports to assist with parents interpretation and use of the reports and b the definition of report has to be expanded beyond a traditional paper report in order to include in person and video opportunities for presenting information The findings from this study contribute to special education policy and practice at three levels a the design and reporting of alternate assessment results to parents b the translation of federal and state assessment policies into practices that directly benefit parents and students and c the ways teachers and parents exchange information during the educational planning process

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