

The New Mexico Alternate Performance Assessment: New Mexico's Alternate Assessment based on Alternate Achievement Standards (AA-AAS)

NMPED AYP Media Workshop

Assessment & Accountability Division

July 25, 2007

Topical Agenda

- What is an alternate assessment?
- Student profiles – Anne & Juan
- NMPED's participation criteria
- Test development process
- Test design of NMAPA
- Reporting results
- Ensuring appropriate participation of students with IEPs
- Accommodations

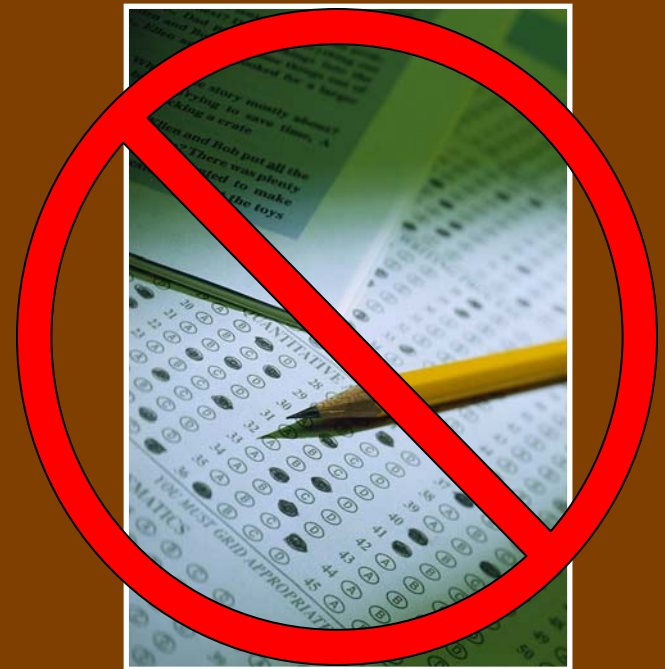
What is an alternate assessment?

- Alternate assessments are tests designed for students with significant cognitive disabilities who are unable to participate in the general assessment, even with allowable accommodations



Alternate Assessment

- They are not traditional pencil/paper assessments; they are administered one-on-one by a teacher



Alternate Assessment

- They must meet the same technical adequacy expectations as the general assessments (e.g., validity, reliability)



Meet Anne

- 9 year old elementary school student
- Nonverbal
- Uses a wheelchair for mobility
- Can visually attend to task
- Uses eye gaze when answering or requesting (Y/N)



Meet Juan



- 13 year old middle school student
- Uses a wheelchair
- Poor articulation skills
- Visually impaired
- Reads 3 – 5 word sentences

NMPED's Participation Criteria

- (a) the student's past and present levels of performance in multiple settings (i.e., home, school, community) indicate that a significant cognitive disability is present;



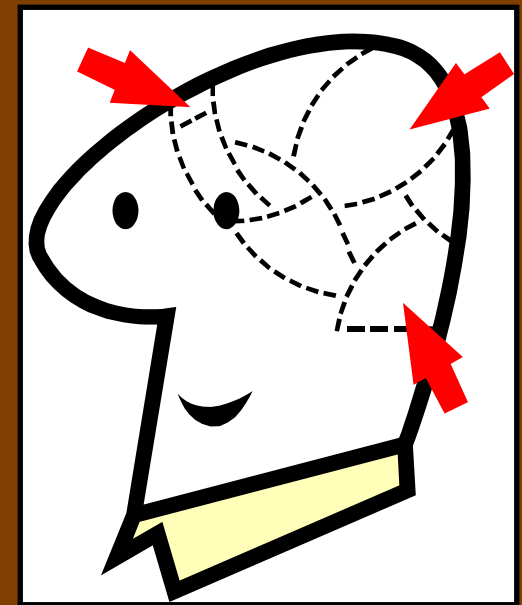
NMPED's Participation Criteria

- (b) the student needs intensive, pervasive, or extensive levels of support in school, home, and community settings; and,



NMPED's Participation Criteria

- (c) the student's current cognitive and adaptive skills and performance levels require direct instruction to accomplish the acquisition, maintenance and generalization of skills in multiple settings (home, school, community).



Test Design of the NMAPA

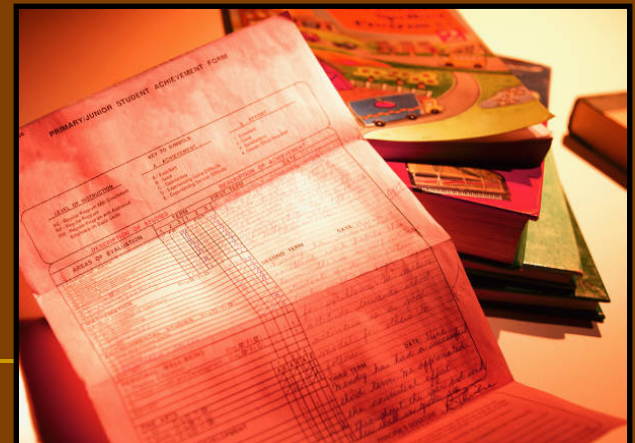
- Twelve standardized performance tasks in each content area, composed of 4-6 items per task
 - new vendor, the American Institutes for Research (AIR)
 - administered one-on-one
 - teacher scores responses

Test Design of the NMAPA

- Language Arts, Mathematics, Science, and *Writing*
- Grades 3-12 and beyond
- Four proficiency levels: beginning step, nearing proficiency, proficient, advanced (except for writing)

Reporting Results

- Results are reported in the same manner and frequency as the general assessments
- AA-AAS results must be reported separately, both in terms of the number of students who take an AA-AAS and their respective academic achievement



Reporting Results

- The NMAPA standard setting, conducted July 9-11, 2007, used NM educators and parents to define the achievement level descriptors (ALDs) and cutscores, which set the bar for proficiency levels
- 1.0 Percent Rule (AA-AAS)

Ensuring appropriate participation of students with disabilities in New Mexico: Three options

- Participation in the general assessment
- Participation in the general assessment with allowable accommodations
- Participation in an alternate assessment
 - AA-AAS (NMAPA)

Accommodations

- Accommodations are changes made to the standard administration of an assessment that maintain high standards and do not affect the construct being measured; they therefore do not affect the results



Accommodations

- The NMPED publishes a comprehensive array of accommodations in our annual *Procedures Manual* to address the following skill deficits and ensure that our assessments are measuring student ability and not student disability:
 - Cognitive
 - Sensory (vision, hearing, integration)
 - Orthopedic
 - Attention/behavior

Accommodations Auditing

- The NMPED monitors accommodations in three ways:
 1. Focused Monitoring through special education
 2. Online accommodations audit (10% sample)
 3. Assessment system random on-site audits

Accommodations Auditing

- This helps to ensure that all students with disabilities receive accommodations that are instructionally relevant and related to a specific skill deficit
- We must uphold high standards for all of our students