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ABSTRACT

This booklet examines fundamental technical and implementation issues involved with large-scale, on-demand performance assessments and teacher-constructed, classroom-based performance assessments, especially for use with students who have disabilities. It discusses definitions and core concepts, outlines theoretical matters, reviews research on performance assessment, examines sources of validity evidence, addresses technical challenges such as alignment of task content with curriculum and "linking" assessments to compare results over time, and analyzes steps in the development and interpretation of an assessment task. The booklet concludes that: (1) apparently, all students can benefit from the classroom use of performance assessments; (2) many of the technical concerns are minimized at the classroom level, given the lower stakes associated with classroom-based decisions; and (3) with regard to the use of performance assessments in statewide assessment programs, where stakes are presumed to be high, more data are needed to temper dogma and ensure quality. (Contains 35 references.) (JDD)

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Creating Meaningful Performance Assessments Fundamental Concepts

Rita A. Jensen, Therese J. Kiley



Creating Meaningful Performance Assessments Fundamental Concepts:

Creating Meaningful Performance Assessments Stephen N. Elliott, 1994 *Catalog of ERIC Clearinghouse Publications*, 1995 *Resources in Education*, 1995 *National and State Perspectives on Performance Assessment and Students with Disabilities* Martha L. Thurlow, 1994 This booklet examines national and state educational reform in the 1990s noting the ways in which performance assessment is being presented as a mechanism of reform Three reform initiatives are examined national education goals standards and reform legislation In conjunction with these reform movements new methods of assessment are being called for Large amounts of money and excitement have surrounded national and state reform activities that either directly or indirectly are connected to the idea of performance based assessments Major national data collection efforts have changed to adopt the performance assessment approach including the National Assessment of Educational Progress and the National Adult Literacy Survey Participation of students with disabilities in national assessments is problematic constrained by the lack of accommodations The use of performance assessment is also increasing in statewide assessment programs requiring that accommodations and adaptations for students with disabilities be considered There is some evidence that the use of performance assessments may not benefit students with disabilities and to date their use has not increased the participation of students with disabilities but they hold the possibility of more equitable student measurement Contains 43 references JDD *Connecting Performance Assessment to Instruction* Lynn Fuchs, 1994 This booklet explores how a synergy between assessment and instruction can be forged to enhance student outcomes especially for students with disabilities The booklet defines and discusses assessment that enhances instruction provides an overview of important criteria for judging the utility of this type of assessment describes previous efforts within special education to link assessment and instruction to improve teacher planning and decision making discusses strengths and limitations of these methods introduces performance assessment as an approach for strengthening the connection between assessment and instruction offers a case study illustrating a teacher's use of performance assessment during instructional decision making discusses how performance assessment addresses the criteria for ensuring a tight connection between assessment and instruction and notes key areas requiring additional development and research Contains 35 references JDD

The Handbook of School Psychology Cecil R. Reynolds, Terry B. Gutkin, 1999 As the standard reference in the field this edited handbook focuses on how a school psychologist can operate and create change within the educational system instead of focusing solely on the diagnosis and treatment of an individual Chapters have been updated and revised to provide a contemporary view of the field **Performance Assessment and Students with Disabilities** Margaret J. McLaughlin, Sandra Hopfengardner Warren, 1994 As part of the educational reform movement states and local districts have implemented outcomes based accountability for student outcomes Outcomes based accountability systems are using results of both traditional assessments such as norm referenced tests and authentic performance assessments in an effort to

measure broad domains of student knowledge Issues in using performance assessments in large scale on demand assessment programs include the costs associated with administration and reliability in scoring The level of rigor applied to assessment of outcomes for nondisabled students compared to students who are receiving special education services is being considered Issues in using performance assessments for students with disabilities include defining the outcomes to be assessed developing performance standards developing assessment accommodations and scoring Five performance assessment programs that have taken various approaches to the inclusion of students with disabilities are described these include Kentucky Maryland Vermont Littleton Colorado and Arlington Heights Illinois Interviews with representatives of these programs indicated that students with disabilities could be exempted from participation in the assessment program except in Kentucky and that decisions to exempt were typically made by Individualized Education Program teams Contains 29 references JDD

Curriculum, Assessment, and Instruction for Students with Disabilities June L. Bigge, Colleen Shea Stump, 1999 This book combines curriculum and instruction studies with assessment which is very popular in higher education today New laws in special education focus on assessment and the new tools and forms provided here Strategies and practical applications for teaching special education are combined in one source Resources in Education ,1995

Catalog of ERIC clearinghouse publications ,19?? **Teaching Students in Inclusive Settings** Dianne F. Bradley, Margaret E. King-Sears, Diane M. Tessier-Switlick, 1997 This book provides information for teachers to use when including students with disabilities in general education schools and classrooms This book provides theory with a lot of practical how to information focuses on methods for students with mild moderate and severe disabilities at all grade levels and contains examples that are based on real life applications of how educators from all disciplines have used these methods

Assessing Young Children Gayle Mindes, 2003 This reader friendly book takes a holistic approach to what future teachers need to know in order to assess children from birth through age eight based on the recommendations of professional organizations NAEYC AERA DEC and ICDL Clinical Practice Guidelines The author thoroughly addresses theory provides illustrations of appropriate practice and discusses current trends including such hot topics as high stakes testing resisting testing link to standards based teaching assessment and coping with legislative demands including HRI Leave No Child Behind In addition she emphasizes the importance of including children with disabilities and collaborating successfully with parents For teachers specializing in Early Childhood Education

The ERIC Review ,1994 Provides information on programs research publications and services of ERIC as well as critical and current education information *Assessment of At-risk and Special Needs Children* Joseph C. Witt, 1998 Provides a comprehensive examination of testing and the assessment process for evaluation of children from ages 3 18 This book is based on the assumption that when a child is referred for assessment the goal is to solve the child's problem by developing appropriate academic or social interventions It emphasises on functional assessment **Digital Portfolios in Teacher Education** Laurie Mullen, Jody Britten, Joan McFadden, 2005

This new book presents the skills necessary for building and maintaining digital portfolios and emphasizing their significance in today's educational system. Helpful student tips and advice add to the conceptual and technical information related to this technology. This book will become an important practical tool for education majors during their college years and throughout their professional careers. back cover

Adolescents and Inclusion Anne M. Bauer, Glenda Myree Brown, 2001 Purcell Marian High School is an example of a successful inclusive high school where all students learn no matter their ability. This acclaimed inner city school recognizes and celebrates the diversity in all learners, especially students with disabilities. In this book, the teachers and staff of Purcell Marian share with you their proven strategies for supporting students with mild to severe disabilities in an inclusive high school. The strategies, procedures, practices, and examples presented are real and come from these experts in the field who have a commitment to serve all students in a safe and positive setting. You'll learn how to get the support of your administration and incorporate the amendments included under IDEA 1997 in your school. You'll also tackle vital topics like differentiating instruction, adapting the curriculum, managing behavior, designing accommodations, working in an urban setting, collaborating, performing alternate assessments. Let Purcell Marian's successes inspire you to achieve your inclusion goals.

Linking Assessment and Early Intervention Stephen J. Bagnato, John T. Neisworth, Susan M. Munson, 1997 A natural progression from the authors' widely known work on assessment and programming in early intervention, LINK is a revolutionary process that hurdles traditional obstacles to selecting and using authentic assessment, intervention, evaluation, procedures for young children. Pulling the best properties from well-known assessment and curriculum models, LINK identifies critical markers for judging quality and effectiveness, authenticity, collaboration, convergence, equity, sensitivity, and congruence. The authors apply this unique six standard index to more than 50 different curriculum embedded and curriculum compatible assessment and intervention systems, rating and analyzing each. In addition, they explain how early childhood professionals can perform their own quality reviews and then customize the system's of their choice to specific populations or programs. With this essential resource in hand, early intervention team members and administrators can ensure the individualized support opportunities every child needs for healthy development.

Exceptional Child Education Resources, 1995

Assessment of Exceptional Students Ronald L. Taylor, 2000

Assessment of Exceptional Students Fifth Edition offers a pragmatic approach that emphasizes how both informal and formal procedures fit into the overall assessment process. Retaining the major features of previous editions, this book details historical, legal, and philosophical issues as well as current concerns in the field. It provides up-to-date coverage of assessment instruments, techniques, and procedures that are used with special education students and reviews observation, criterion-referenced testing, curriculum-based and portfolio assessment, and other alternative procedures. In addition to covering the areas of ability assessment, achievement testing, early childhood assessment, and vocational assessment, the book also provides readers with a complete chapter and case studies that examine the instruments and techniques for students with

both mild and severe disabilities For anyone interested in assessing special education students *Teaching, Leading, and Learning in Pre K-8 Settings* Rita A. Jensen, Therese J. Kiley, 2005 Teaching Leading and Learning encourages pre service and in service teachers to question the why what when and how of instructional strategies The text combines theory and current research with practice in order to help teachers understand the performances dispositions and knowledge base required for success Teachers are encouraged to consider the big picture variables professional development teachers as leaders the intangibles of teaching parents and families and working creatively within the system

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